



Norfolk Public Schools

The cornerstone of a proudly diverse community



Gifted Education Handbook

"A resource guide for teachers, parents and students"

Department of Academic Rigor
Norfolk Public Schools
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Introduction

This handbook was developed as a professional and parent resource guide to gifted education in the Norfolk Public Schools. The guide was written in accordance with the mission of Norfolk Public Schools, to ensure that all students maximize their academic potential, develop skills for lifelong learning and are successful contributors to a global society.

Philosophy of Gifted education

Norfolk Public Schools defines gifted students as those whose abilities and potential for accomplishment are so outstanding that they require services and programs to meet their educational needs. Gifted students come from many backgrounds, and their special abilities cover a wide spectrum of human potential. Students identified as gifted deserve to be challenged to maximize their educational potential. Norfolk Public Schools recognizes that the social and emotional needs of gifted students should be addressed by instructional and enrichment experiences that reflect an understanding of the complexities of the development of gifted learners that differs from that of their peers.

Mission Statement

The mission of Gifted Education is to provide a cohesive continuum of appropriate and differentiated educational opportunities at the school, district and community levels for identified students at all grade levels. Norfolk Public Schools seeks to identify students from diverse populations with high potential and exceptional performance.

This handbook provides information about the identification process, gifted characteristics, Gifted Students' Bill of Rights and a list of resources parents and students will find useful.

Procedures for Identification

Grade 1 Gifted Testing Window Early February

Screening: Screening is provided district wide for all first grade students in areas of general intellectual aptitude (GIA) or specific academic aptitude (SAA), in English, mathematics, science, or social studies that might lead to referral, testing, and placement. All first graders are screened to cast a wider net and reduce barriers to participation.

Referral: Students who score at 90th percentile or above on the Cognitive Abilities Test, (CogAT), are referred automatically for services. Students who score at the 70th percentile to the 89th percentile may be referred if the teacher, parent, or student portfolio provides additional evidence to support the need for gifted services.

Portfolios: For students scoring in the 70th to 89th percentiles, the classroom teacher submits student portfolios comprised of a minimum of two authentic work samples in each subject area to a school-based identification committee. The school-based committee completes a portfolio evaluation rubric.

Interview/Observation: The gifted resource teacher completes an interview/observation for students scoring in the 70th to 79th percentiles. In addition to parent rating, teacher rating and a portfolio, the interview provides the gifted resource teacher a clearer understanding of the needs of the student. An interview/observation rubric is used for grading.

Committee Decision: A district-level identification committee reviews each referral and accompanying support documents from the school-based identification committee and determines student eligibility for gifted education services.

Placement: The identified elementary student is served in a gifted cluster class the following semester. Gifted students are best served with like-minded peers. The use of clusters in elementary school facilitates delivery of services through a pull out/push in model.

GRADES 2-5 Gifted Testing Window
November for 2nd-5th graders

Referral: Students in grades 2-5 may be referred for services by a teacher, a parent, or a community member. The referring teacher, parent, or community member completes a Gifted Behaviors Rating Form which incorporates both intellectual and personality characteristics.

Testing: The referred student is given the Cognitive Ability Test (CogAT) which is comprised of three batteries: the verbal, quantitative and non-verbal. This battery is administered over the course of three days.

Portfolios: For students scoring in the 70th to 89th percentiles, the classroom teacher submits student portfolios comprised of a minimum of two authentic work samples in each subject area referred, to a school-based identification committee. The school-based committee completes a portfolio evaluation rubric.

Interview/Observation: The gifted resource teacher completes an interview/observation for students scoring in the 70th to 79th percentiles. This is in addition to the parent rating, teacher rating and portfolio requirement. In this way multiple criteria are used for identification.

Committee Decision: A district-level identification committee reviews each referral and accompanying support documents from the school-based identification committee and determines student eligibility for gifted education services.

Placement: The identified student is served in a gifted cluster class the following semester.

All completed referral packets are due to the Gifted Resource Teacher no later than November 1st of each year.

GRADES 6-12 (SECONDARY) *Gifted Testing Window*
November for 6th – 12th Grades

Referral: Students in grades 6-12 may be referred for services by a teacher, a parent, or a community member. The referring teacher, parent, or community member completes a Gifted Behaviors Rating Form which incorporates both intellectual and personality characteristics.

Testing: The referred child is given the Iowa Test of Basic Skills (ITBS) battery for students in grades 6-8 in four areas: communication skills, mathematics, social studies and science. Student in grades 9-12 are administered the Iowa Test of Educational Development (ITED) in four areas: communication skills, mathematics, social studies and science.

Portfolios: For students scoring in the 70th to 89th percentiles, the classroom teacher submits student portfolios comprised of a minimum of two authentic work samples to a school-based identification committee. The school-based committee completes a portfolio evaluation rubric.

Interview/Observation: The gifted resource teacher completes an interview/observation for students scoring in the 70th to 79th percentiles.

Committee Decision: A district-level identification committee reviews each referral and accompanying support documents from the school-based identification committee and determines student eligibility for gifted education services.

Placement: The identified student receives appropriate instruction through high school credit bearing courses at the middle school level, and Honors and Advanced Placement® courses at the high school level.

All completed referral packets are due to the Gifted Resource Teacher no later than November 1st of each year.

Reciprocity

Norfolk Public Schools does accept reciprocity from other districts that identify students as gifted providing that the following documentation requirements has been met.

Documentation Needed:

- Identification paperwork supplied by transferring district
- Test used complete with scoring information

Reciprocity is held three times yearly.

- Last week in September
- Second week January
- First week in May

Dual Exceptionalities

Gifted Education Services, provides accommodations based on the areas of students' strengths. The Gifted Education Identification committee reviews a variety of sources of information in the identification process. Accommodations are incorporated into the student's gifted education services. If needed, the Gifted Resource Teacher will meet with the Special Education Teacher to provide the most appropriate educational plan for the Twice Exceptional gifted learner.

New to the District

Students that are new to the district may be referred in the spring of each year. This referral by be completed by the classroom teacher, the principal, or the students parent.

Referral and testing occurs the first week in March.

Appeal

Parents may appeal any identification decision made. A written letter of appeal must include specific evidence to support your appeal. Letters of appeal of the gifted services decision must be sent within fifteen (15) days of receipt of notification of the decision. Please send this letter to the following address:

Attn: Gifted Appeals Committee
7000 W. Tanners Creek Drive
Suite 3
Norfolk, Virginia 23513

Service Delivery

ELEMENTARY CLUSTER MODEL

Elementary grade students in second through fifth grade who have been found eligible in general intellectual aptitude (GIA/SAA) are clustered with their intellectual peer group. Eight to ten identified gifted students are placed within a class. The gifted cluster teacher and the gifted resource teacher have regular planning sessions to ensure that gifted students receive differentiated instruction that meets their advanced instructional needs. The gifted cluster teacher, an expert in grade level content, and the gifted resource teacher, an expert in gifted education, collaborate to create instructional units and lessons to ensure the gifted learners receive rigorous differentiated instruction in the core content areas not directly supported by the gifted resource teacher. The gifted resource provides supplemental instruction in mathematics and communication skills in a Push In or Pull Out delivery model.

Summer Enrichment Program: “Camp Einstein” (Grades K-5)

High ability and gifted students who have completed kindergarten through fifth grades are offered the opportunity to attend the summer enrichment program entitled *Camp Einstein*. This is a tuition based program that provides students a four week enrichment opportunity to engage in courses of their interest and choosing. Some of the available courses are: Fun with Chemistry, Spanish, French, Computer Programing, Lego Dacta, and Piano. All learning experiences are designed to nurture creativity, critical thinking and problem solving. In addition to the more cerebral offerings, there is a variety of physical education courses offered each year, such as tennis, dance, golf, basketball and other team and individual sports.

School Day Enrichment Programs

Elementary grade students are provided Standard of Learning (SOL) support extension and enrichment opportunities that adds depth and complexity to their curriculum. Students are able to participate in Word Masters Challenge, an international word analogy competition, and Future Problem Solving, the highest level of problem solving developed by Dr. E. Paul Torrance in 1974 from The Center for Creative Learning. Additional programs are available depending on the needs and interest

of the individual students and their schools. This may include competitive chess and Bridge program for students or Odyssey of the Mind.

MIDDLE SCHOOL AND HIGH SCHOOL COLLABORATIVE RESOURCE MODEL

Middle school and high school gifted resource teachers collaborate with teachers of honors and Advanced Placement® (AP®) courses to plan and implement differentiated instruction for gifted students and to evaluate student growth. The resource teachers also confer with parents, guidance counselors, and administrators to support the long-term progress, achievement, and affective well-being of students. They are available to provide parent and staff development activities related to gifted education issues and topics. These may include, but are not limited to, The Characteristics of Gifted Learners, The Social and Emotional Needs of Gifted Learners, Effective Questioning Strategies and Reading to Learn Strategies. Gifted resource teachers assist the gifted learner with the application of challenging programs such as the Governor's School for the Arts and the Summer Residential Governor's School. The Gifted Resource Teacher communicates with students to share information about the application of student interest programs such as the Virginia Aeronautical Space and Technology Scholars, NASA BLAST program, poetry contests and other student interest programs.

School Day Enrichment Programs

Middle School students are able to participate in a competitive law program called, Courtroom Law. Students work with local attorneys to investigate a litigated case that involved a juvenile offender. Students research the role of a prosecuting attorney and the defense attorney. The culminating activity is a trip to the district court where students present the trial before a judge. Parents are invited to participate by taking on the role as a member of the jury pool.

Students also participate in Word Masters Challenge that uses word analogies that assist students with vocabulary building and the connotation and denotation of complex words. This challenge helps to prepare students for rigorous word analogies as found on the SAT and later assessments.

Middle School students also participate in Future Problem Solving. This stimulating problem solving activity requires teamwork and attention to future effects. The students must use their creativity and their divergent and convergent thinking skills to find the most pressing problem and identify solutions in the presented scenario.

High School students are provided an opportunity to participate in Model United Nations. This competition requires the students to work as team, but it also requires individual responsibility and commitment. Students apply their research skills, public speaking ability. They build confidence through their knowledge of the needs of the particular country they represent. The cumulating activity is the Model United Nations Conference held at Old Dominion University each spring. Future Problem Solving is also available at the high school level. Students compete with grade level peers from across the region. Winners of the regional competition are then sent to the state competition and then hopefully our students will move on to the national competition. Norfolk Public Schools has had winners move on to the Global competition. We would like to continue this long established history of successful competitors.



Model United Nations

Programs

MIDDLE SCHOOL PROGRAMS

The Young Scholars Program

The *Young Scholars Program* is Norfolk Public School's middle year's magnet program for highly motivated learners who are identified gifted in General Intellectual Aptitude (**GIA**). It is the only gifted program in Norfolk Public Schools district. This "school-within-a-school" is housed in two locations: Ruffner Academy and Norview Middle School based on the student's address. A specially trained faculty provides research-based instruction that is challenging, differentiated, and supportive to the development of critical thinking skills and positive habits of mind. The program of studies includes algebra I, geometry, honors biology and honors Earth science for high school credit, along with a variety of elective course options. The program is based on the Autonomous Learner Model of Dr. George Betts. The Young Scholars program affords the learners an opportunity to develop cognitive, emotional, and social skills to sustain lifelong learning. It comprises five dimensions. These are:

1. Orientation – understanding giftedness, and group building activities
2. Individual development – learning skills and career awareness
3. Enrichment- courses, exploration and cultural activities
4. Seminars – small group presentations of futuristic, problematic, general interest or advanced knowledge topics
5. In-Depth Study- individual projects based on the student interest with presentations.

The Young Scholars Program is the **ONLY** program exclusively for identified gifted learners in Norfolk Public Schools. Students in the Young Scholars program are able to participate in additional enrichment activities such as Robotics, Courtroom Law, Future Problem Solving, and Odyssey of the Mind, Word Masters Challenge, Competitive Chess and Socrates Café. Norfolk Public Schools provides transportation to both locations. Identified gifted students apply to the program in the spring of their 5th grade year. Applicants must complete an essay. These are rated and ranked. The top students are selected to participate in the next phase of the application process. Students must complete an interview with a panel of teachers to share their interest in learning, and present a product of their choosing. The selection process is rigorous and competitive. Each sixth grade cohort consists of 35 to 40 students at each location. Cohorts are grouped with intellectual peers for core courses and grouped with age level peers for elective courses.

Additional Middle School Options for Gifted Learners

Norfolk Public Schools offers high-ability and gifted middle school students the option to apply to Blair Middle School Medical Program, The Academy of International Studies at Rosemont (AOIS), and/or The Academy of Discovery at Lakewood, a middle years International Baccalaureate Program. A gifted resource teacher (GRT) is assigned to each middle school to facilitate the use of pre-AP strategies in core courses with gifted students. The GRTs collaborate with the school's counselors to provide the social and emotional support to our middle school gifted students. Certain middle school students are able to participate in **Camp Launch**, a two week residential program housed at the College of William and Mary. This partnership is funded by the Jack Kent Cooke Foundation to create a pipeline to college for our underserved, underrepresented, gifted and high-ability students.

Honors and High School Courses

Gifted and advanced students can prepare for high school success by taking honors and credit-bearing high school courses in grades seven through eight. Since each high school offers a wide selection of Advanced Placement courses, students who successfully complete algebra I, geometry, Earth science, biology and/or foreign language courses in the middle school years will have many opportunities to pursue Advance Placement courses that meet their interests and abilities in high school.

HIGH SCHOOL PROGRAMS

Advanced Placement® (AP) Courses

All Norfolk Public Schools high schools offer a range of AP courses, developed by AP College board committees composed of college faculty and AP teachers. Each course covers the breadth of information, skills, and assignments found in the corresponding college course.

Highly qualified high school teachers teach AP courses and use the AP course descriptions to guide the increased level of rigor necessary for success completion of the AP assessment. Teachers participate in ongoing professional development workshops throughout the year offered by Norfolk Public Schools, the department of Academic Rigor and College Board.

For each AP course, an AP Exam is administered at each participating school.

Each AP Exam is given an overall grade of 1 to 5, with a grade of 3, 4, and 5 indicating a student who may receive college credit and/or advanced placement based on the AP Exam grade. Students whose AP grades exempt them from introductory college courses typically do better in subsequent higher-level courses than those students who take the introductory college course.

Further information about specific courses and research on AP courses is available from individual high schools and from the AP website www.apcentral.collegeboard.com.

International Baccalaureate Program

Granby High School is a member of the International Baccalaureate Organization (IBO) and is authorized to offer the International Baccalaureate Diploma Program. This program is a two-year academically rigorous curriculum intended for juniors and seniors who desire in-depth scholastic preparation for college or university. Students study courses from IB subject groups of Language A1 (English), Language B (French, Latin, or Spanish), Individuals and Their Societies (History of the Americas and 20th Century World Topics), Experimental Sciences (Biology or Physics), Mathematics (Mathematics SL or Mathematical Studies), Fine Arts (Psychology, Music, Theatre Arts, or Visual Arts).

The Academy of the Arts

This program is designed to provide students with in-depth exposure to the arts through a rigorous, challenging curriculum that meets the academic and artistic needs of high school students. *Booker T. Washington High School* offers the arts program organized into six strands: Visual Arts, Instrumental music, Vocal music, Dance, Theatre and Communications multimedia. Each stand is integrated through core subject area and is explored through the multiple perspective of aestheticism, criticism, creativity and history.

The Academy of Leadership and Military Science

Lake Taylor High School offers a rigorous leadership program designed to further the leadership continuum begun at The Academy of International Studies at Rosemont. Through core classes, naval science exploration, and leadership opportunities, students develop qualities of honor, courage, and commitment to excellence.

First year students are introduced to the leadership qualities through follower-ship training and mentoring. Second year students continue with leadership and character development and are introduced to year-

round internships with community partners. Third year and fourth year students continue with internships and are selected to become supporting class leaders of first and second year cadets.

The Medical and Health Specialties Program

Maury High School offers the Medical and Health Specialties Program. Students partake in a rigorous curriculum of core and elective courses including, Advance Placement courses and are required to serve 120 community service hours. Some science course are taught at Eastern Virginia Medical School. Additionally, with appropriate planning, students may take courses at the Norfolk Technical Center and seek Dual Enrollment college credit in the areas of practical nursing, pharmacy technician, dental or medial assisting.

Interested 8th graders throughout Norfolk's schools must complete an application packet for admission to the Medical and Health Specialty Program. Selected students enter as freshmen. Students accepted into the program are required to attend Maury High School.

The Leadership Center Sciences and Engineering

Norview High School has a four year college preparatory program that prepares students for global leadership roles through participation in engineering and scientific internships, through rigorous coursework. Students in this program must commit to earning 200 hours of community service. Students are challenged in an environment that fosters academic excellence with the fortitude of school pride. The Leadership Center for the Science and Engineering provides students with a four year accelerated mathematics and science program that permits students to take numerous dual enrollment and Advanced Placement courses to earn college credit during their high school career. Students also participate in a leadership development program that is comprised of two classes, Leadership Foundations in ninth grade, and Advanced Leadership in the eleventh grade

The program has a well-development community service program, as well as other high quality opportunities for students' growth, including training in public speaking and communication skills, decisions –making, and conflict resolution, ethics and professionalism, protocol and etiquette, financial literacy, portfolio development and time management.

Students should contact their guidance counselors or GRTs in the spring of their eighth grade year, if interested in applying to any of the specialty high school programs. Most programs require students to have earned high school credit in mathematics, science, history and foreign language in middle school in order to be considered for enrollment.

Dual Enrollment

Tidewater Community College providing Norfolk Public School students the opportunity to take college courses at a reduced cost while still in high school. Students are able to earn seven college credits. Students are able to take English 111, English 112 as well as a College Success Skills class. Students interested in participating in this program should contact their high school guidance counselors.

HIGH SCHOOL GIFTED EDUCATION PROGRAMS

NORSTAR

NORSTAR was established to provide an environment, which fosters critical thinking skills in gifted high school students. The program involves students in computer hardware, software and networking and also includes the study of industrial robotics and experimental science. Each student becomes part of a team project. The projects range from devising robotic work cell software and building Sumo robots for national competitions to inventing a better backpack for the Massachusetts Institute of Technology InvenTeams project.

The NORSTAR program uses the College of William and Mary Integrated Curriculum Model developed by Dr. Joyce VanTassel-Baska, as a foundation for its curriculum. The ICM model emphasized the delivery of advanced content and thematic learning, higher level thinking processes and skills, and real-world products. Math, science and technology curriculum for gifted student should induce opportunities for: (1) the demonstration of "good data handling skills", (2) the analysis of "experimental data", (3) the evaluation of results in light of the original problem, and (4) use of their new knowledge to "make predictions about similar problems" (VanTassel-Baska, et.al 1997). The NORSTAR Research and Invention curriculum is built on these understandings. To evaluate their progress, students are assessed through the product they create, their demonstrated laboratory competencies, and their participation and permanence in competitions.

NORSTAR Robotics Division

Robotics students learn the basics of robotics during their first year, building projects such as SUMO and mobile robots. In following years students are introduced to basic electricity, electronics, and BASIC/C++ stamp programming to allow them to build their own projects. Computer Aided Design (CAD), Compute Aided Manufacturing (CAM), and simple logic control programming are used to build industrial robotic work cells. Ultimately, the students develop advanced problem solving and critical

thinking skills through their work on these projects. Their products are evaluated at the local, state, and national level through recognized robotic competitions such as SkillsUSA, FIRST Robotics, the Society of Manufacturing Engineers and the Massachusetts Institute of Technology (MIT) Lemelson grant.

NORSTAR instructors provide in-house mentors such as computer, electronic and robotic professionals, and establish and maintain liaisons with the local university, college faculty and research staff. NORSTAR students go on to a wide range of highly ranked colleges and universities such as, MIT, University of Virginia, University of North Carolina, Carnegie-Mellon University, Columbia and Cornell.

NORSTAR Research and Invention Division

The Research and Invention Division provides opportunities for students to select research and invention projects of interest. Their projects are funded by grants awarded to NORSTAR by Massachusetts Institute of Technology (MIT). Research projects include using NASA satellite images to compare pollution caused by agricultural waste runoff to lowered oxygen levels and fish kills.

Students design and create robots for the FIRST Robotics competition, produce animated movies using 3D Studio Max graphics program, perform studies of local watersheds, or invent needed items, such as an ergonomic backpack. They also may participate in a global student project to gather data on pollution and water quality.

The NORSTAR program uses a wide variety of instructional strategies, to provide challenging content, team building projects and real-world applications and hands on experiences. Current instructional strategies include, but are not limited to:

1. Creative Problem Solving
2. Inquiry through scientific method
3. Questioning Techniques
4. Feedback and formative assessment
5. Guided discussion
6. Independent learning through teacher prepared modules
7. Socratic discussions
8. Use of analogies and forced analogy
9. Expert visitation from STEM fields (seminars, guided discussions, demonstrations)
10. Problem scenarios

The NORSTAR program is an extended day program. Transportation is provided for students from each of the high schools to the Norfolk Vocational Technical Center. Students are dismissed and returned home on a bus provided by Norfolk Public Schools.

Strolling Silver Strings

The Strolling Silver Strings program provides opportunities for advanced strings students to perform and entertain in an intimate setting. As “Strollers,” they engage the audience and each player becomes a soloist as well as an entertainment personality. Their repertoire ranges from classical themes to popular melodies arranged with the contemporary audience in mind. The Strollers perform at civic, political, military, business, and charity events. They also do performance tours and have visited France, Italy, Switzerland, Toronto, Montreal and Jamaica in the past.

The Strolling Silver Strings Program is sponsored jointly by the Office of Gifted Education Services and the Office of Music Education. Membership in Strolling Strings is open to all Norfolk Public Schools high school students who play strings, and are members of their school's band, orchestra, or chorus. Students are selected through competitive auditions held at the end of each school year.

All-City Jazz Ensemble

The All-City Jazz Ensemble program creates enthusiasm for the study of instrumental music in the public schools and offers its members comprehensive training in jazz literature, history, style, and theory, with an emphasis on improvisation. Central to both of these functions is giving performances. The group performs at concerts, competitions, festivals, and school and community events throughout the city, state and nation.

The Office of Gifted Education Services and the Office of Music Education sponsor the All-City Jazz Ensemble. Membership in the Jazz Ensemble is open to all Norfolk Public Schools high school students who play saxophone, trumpet, trombone, or rhythm instruments, and are members of their school's band, orchestra, or chorus. Students are selected through competitive auditions held at the end of each school year.

Governor's School for the Arts

The Governor's School for the Arts (GSA) is a regional secondary art school sponsored by the Virginia Department of Education and Norfolk Public Schools, as well as the public school divisions of the greater Hampton Roads area. It is one of the specialized Virginia public schools designated as “Governor's Schools” with the mission to provide intensified educational opportunities for gifted and talented students.

GSA provides pre-professional, individualized and focused instructional programs in dance, instrumental and vocal music, musical theatre, theatre, and visual arts for students with a high degree of innate artistic talent and potential for growth. Students are committed to developing their talent and are considering or planning careers in the arts.

Students take academic classes at their regular high schools in the morning attend GSA in the afternoon for three hours daily during the regular academic year. Transportation to and from GSA is provided by Norfolk Public Schools. Classes may be individual lessons, small or large groups, or rehearsals. The average class size is 12. Students may earn three credits for each year they attend GSA. There is no tuition charge for the student. All tuition cost is paid by Norfolk Public Schools through the Department of Academic Rigor.

For applications to the Governor's School for the Arts, visit their website at www.gsarts.net or see a high school guidance counselor.

Summer Residential Governor's School Programs

The Commonwealth of Virginia conducts Summer Residential Governor's Schools for intellectually capable and artistically talented students. Students in grades 10 or 11 are eligible to apply. The admission to these programs is highly competitive, but it is a life changing experience for all participants. Each Summer Residential Governor's School is held at a Virginia college or university campus for up to five weeks. Students are involved in classroom and laboratory experiences, field studies, research, individual and group projects, performances, and seminars with noted scholars, visiting artist and other professionals. There are also mentorship programs that allows the student to work with scientist, physicians, and other professionals. These programs are offered at no cost to the students. Each Governor's School academy specializes in an area. They are:

Humanities

Visual and Performing Arts

Math, Science, and Technology

Agriculture

Life Sciences and Medicine

Marine Sciences Mentorships at Virginia Institute of Marine Science

Engineering Mentorships at NASA Langley

Foreign Language Academies in French, Spanish, German, Latin, Russian, Japanese, and Chinese

Norfolk Public Schools fully covers the tuition room, and board of every successful candidate. The school district highly values this statewide summer program. Interested students should contact their Gifted Resource teacher for an application. A division –wide selection committee reviews each application and the highest scoring applications are sent to the state committee. The students' academic records, test scores, extra-curricular activities, honors and awards, creativity, original essays, and teacher recommendations are reviewed. Students applying for the Visual and Performing Arts Summer Residential Governor's School must commit to statewide adjudication where they present portfolios or audition before professionals in the specific arts field.

More information is available of the Summer Residential Governor's Schools website

<http://www.doe.virginia.gov/VDOE/Instruction/Govschools/SRGS/>





Governor's School for the Arts images from musical theatre, instrumental music and dance.

Academic Competitions

Competition stimulates students to hone their skills and knowledge in areas of personal interest and ability. Competitions also provide opportunities for enriching friendships among like-minded students. The benefits of competition outlined by Tallent-Runnels and Candler-Lotven in **Academic Competitions for Gifted Students** include:

- Preparation for the competitive nature of school and society
- Feedback on the relative standing of one's performance
- Practice in honing a specific skill set
- Stimulation of increased interest in a task or content area
- Improved achievement

There are disadvantages to competitions, as well, ranging from a reliance on winning for self-worth and a general assumption of a competitive spirit, even in personal relations. The Gifted Resource Teacher in the schools can help students deal with some typical problems that may develop and, thereby, enhance the competitive experience.

The Gifted Education Office and the Gifted Resource Teacher in the school coordinate student participation in competitions.

Community Problem Solving

Teams can apply *Future Problem Solving* (FPS) skills to solve real problems in their community. A community problem is a problem that exists within the school, local community, region, state or nation. Implementation of an action plan is a component of *Community Problem Solving*. Teams move from hypothetical issues to real world, authentic concerns. The top Community Problem Solving Team projects are invited to the FPS Program International Conference in June.

Future Problem Solving International

The *Future Problem Solving Program* (FPS) engages students in grades 4 - 12 in creative problem solving. Founded by creativity pioneer, Dr. E. Paul Torrance, FPS stimulates critical and creative thinking skills and encourages students to develop a vision for the future. FPS features curricular and co-curricular competitive, as well as non-competitive, activities in creative problem solving. Teams of four students compete at the local and national level.

Great Computer Challenge

The *Great Computer Challenge*, a joint project of WHRO, Hampton Roads' public television station, the Consortium for Interactive Instruction (C.I.I.), and Old Dominion University, is a competitive opportunity for students in grades K-12 to demonstrate their skills in various computer applications and computer programming, including Graphic Arts, Desktop Publishing, Music Composition, Desktop Presentations, Web Design, Internet Scavenger Hunt, Integrated Applications, C++, Visual Basic, DAC, and JAVA.

MathCounts®

MathCounts® is a national math enrichment, coaching, and competition program that promotes middle school mathematics achievement. The *MathCounts®* curriculum challenges students and develops their self-confidence. Schools select students to compete individually or as part of a team in one of the more than 500 written and oral competitions held nationwide.

WordMasters

The *WordMasters Challenge* is a mind-stretching classroom competition for Language Arts students in grades 3 to 12. The Elementary and Middle School Challenge, for Grades 3 to 8, encourages growth in vocabulary and verbal reasoning. The High School Challenge, for grades 9 to 12,

focuses on perceptive reading, sensitivity to language, and an appreciation of style.

Both challenges are useful as preparation for the verbal SAT I, the SAT II in English, and the English AP® exams in language and literature. They also have many benefits beyond the tests and they are fun!

Professional Development for Teachers

Professional Development opportunities are offered for Norfolk Public School teachers as well as gifted resource teachers to ensure that students are placed into an appropriate educational environment. Teachers are trained in a variety of ways to meet the needs of higher ability and gifted learners. This training may be in the form of workshops, classes, conferences, online training and other professional development activities.

It is expected that all gifted resource teachers and Young Scholars teachers, will have an endorsement in gifted education in addition to the other professional endorsements on their teaching licenses in order to be considered highly qualified to teach the gifted learner. If the teacher does not have a gifted endorsement at the time of hire for a gifted position, it is expected that the teacher will work towards obtaining this endorsement within two years.

Gifted Education Advisory Council (GEAC)

Each school division may establish a local advisory committee that is composed of parents, school personnel, and other community members. The committee should reflect the ethnic and geographical composition of the school division. The purpose of the Gifted Education Advisory Council (GEAC) is to advise the School Board of the needs of all gifted students in the division. As part of this goal, the committee reviews the local plan for the education of gifted students and conducts an annual survey of parents and students. Membership is approved by the School Board for three-year terms. GEAC meets at least 5 times yearly.

Contact Information

Senior Coordinator, Academic Rigor (Gifted Education)

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Gifted Resource Teachers:

Call Office of Academic Rigor at (757) 852-4674 for information

Resources for Parents

Virginia Department of Education, Gifted Education and Governor's Schools: http://www.doe.virginia.gov/instruction/gifted_ed/index.shtml

Virginia Association for the Gifted: <http://www.vagifted.org>

National Association for Gifted Children: <http://www.nagc.org>

Hoagies' Gifted Education Homepage: <http://www.hoagiesgifted.org>

The Center for Gifted Education, The College of William and Mary: <http://www.cfge.wm.edu>

John Hopkins Center for Talented Youth: <http://www.cty.jhu.edu>

SENG – Supporting Emotional Needs of the Gifted: <http://www.sengifted.org>

Council for Exceptional Children: [http:// www.cec.sped.org](http://www.cec.sped.org)

Kidsource: <http://www.kidsource.com/kidsource/pages/ed.gifted.html>

American Mensa: www.us.mensa.org

Young, Gifted and Black: www.younggiftedandblack.org

Davidson Institute for Talent Development: <http://www.davidsongifted.org>

Creative Kids, a magazine for students: Prufrock Press, www.prufrock.com

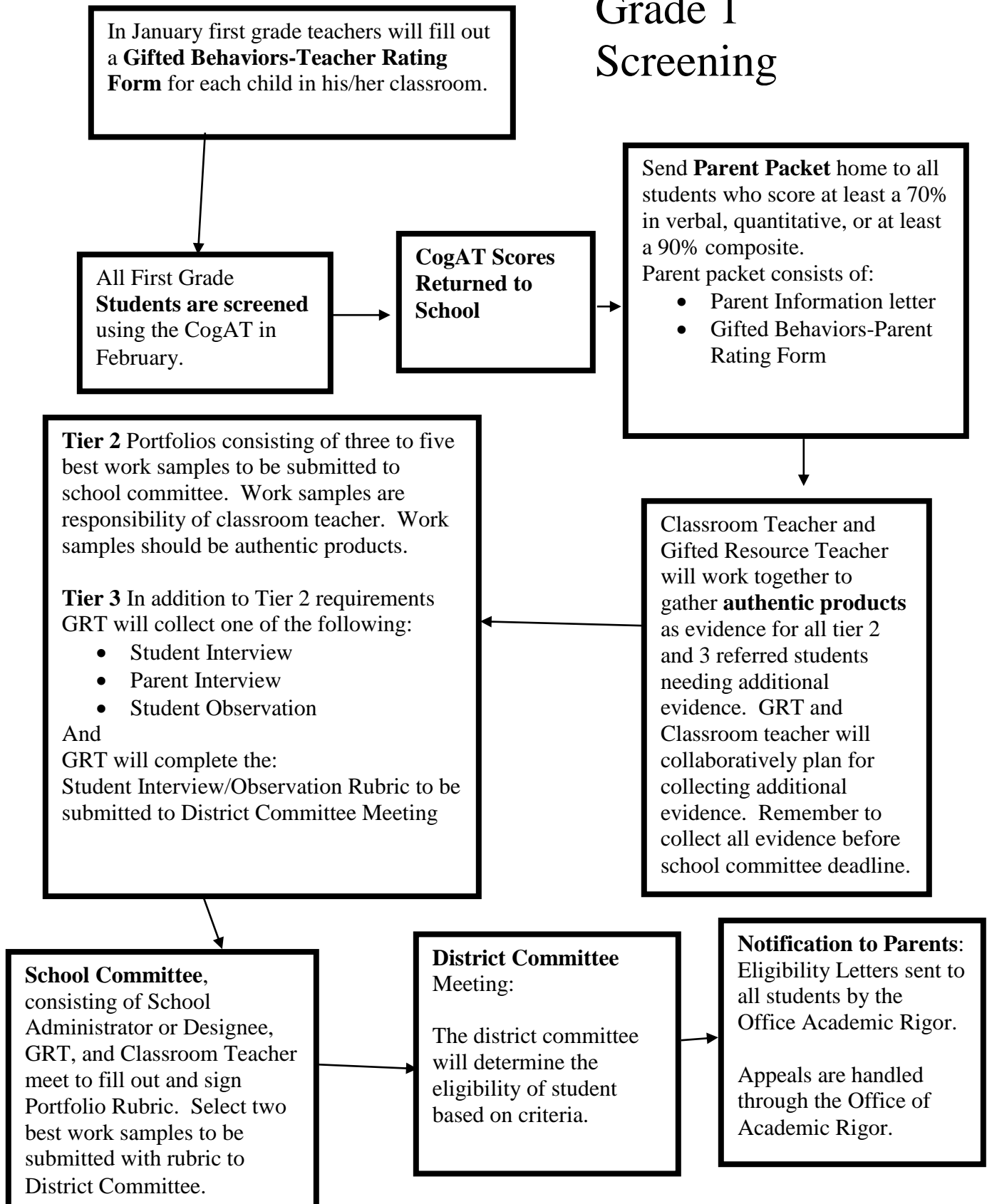
Imagine, a magazine for middle and high school students, published by John Hopkins University's Center for Talented Youth. www.jhu.edu/gifted/imagine/

Norfolk Public Schools Office of Academic Rigor, www.nps.k12.va.us/academicrigor

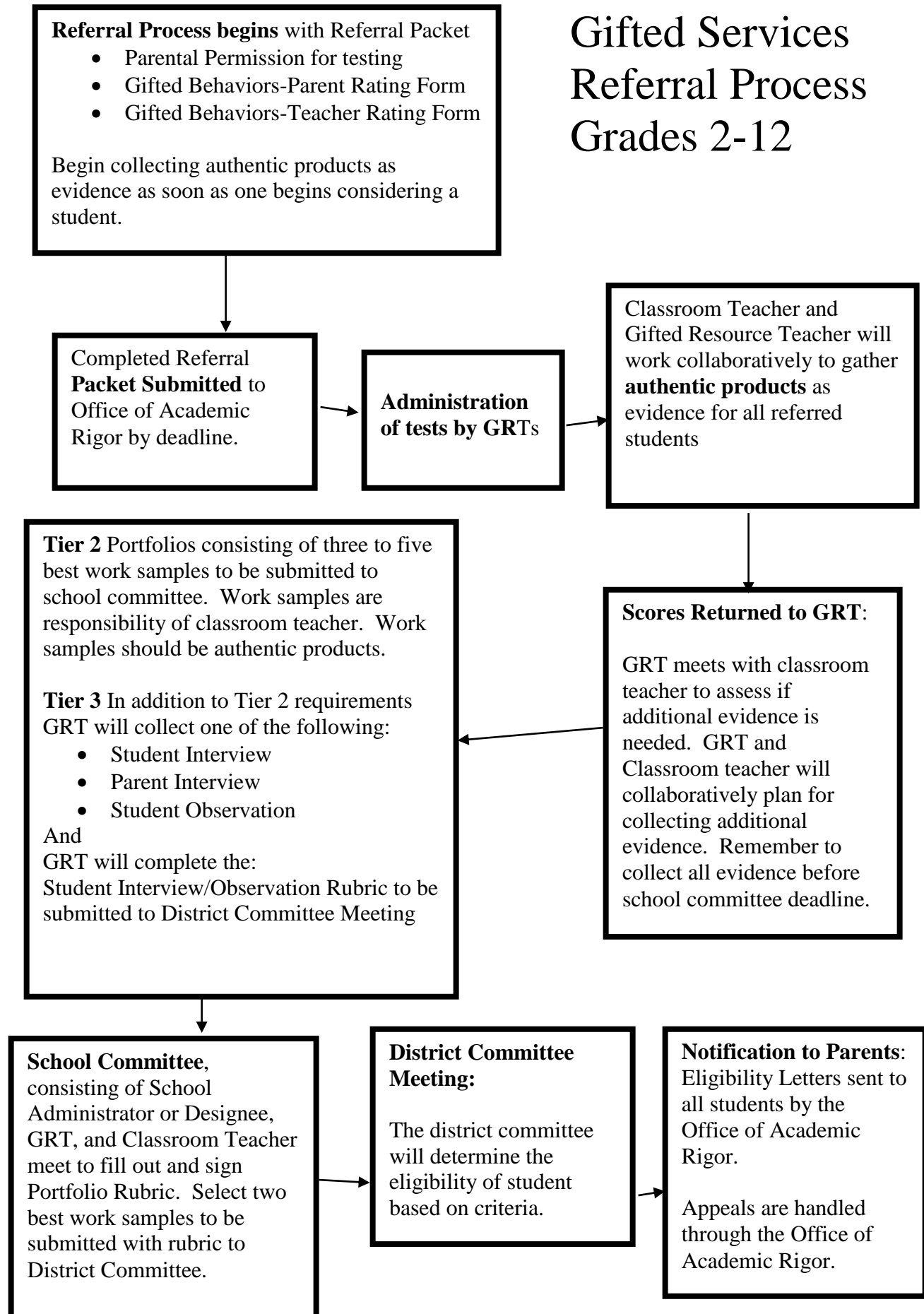
Gifted Services

Grade 1

Screening



Gifted Services Referral Process Grades 2-12



Gifted Education Glossary

Gifted Option	Definition
Ability Grouping	The flexible regrouping of students based on individual instructional needs
Abstract Content	Content that goes beyond surface detail and fact to underlying concepts, generalizations, and symbolisms
Acceleration	Moving at a faster pace through academic content
Affective Needs	The social and emotional considerations of an individual
Cluster Grouping	The intentional placement of a group of similar ability students in an otherwise heterogeneous (mixed ability) classroom for a particular learning activity
Compacted Curriculum	Streamlining the regular curriculum to "buy time" for enrichment, accelerated content, and independent study. Usually involves pre-assessment of what students has already mastered
Complex Tasks	Providing multiple-step projects for advanced knowledge and skill acquisition
Conceptual Discussions	High level discussions of themes, conceptual, generalizations, issues, and problems, rather than review of facts, terms, details
Cooperative Learning Groups	Providing grouped activities for the purpose of developing peer interaction skills and cooperation. May be like or mixed-ability groups
Creative Problem Solving Practice	Training in the 6-step Parnes process for identifying a problem, generating possible solutions, selecting the "best" solution and implementing that solution; is the basis for the Future Problem Solving program
Creative Skills Training	Training and practice in various creative thinking skills, such as fluency, flexibility, elaboration, risk-taking, SCAMPER, synetics, morphologies, analogies, imagination
Differentiation	The modification of programming and instruction based on a student's academic need and intellectual ability
Dilemmas, Conflict Resolution Tasks	Providing hypothetical and real ethical dilemmas and conflicts in behavior/intent for discussion, solution, etc.
Early Content Mastery	Giving students access to knowledge, concepts in a content area considerably before expected grade or age level expectations
Early exposure to "basics"	Access to the basic knowledge and skills of the range of academic subject areas considerably before expected age or grade
Enrichment	The enhancement of the curricular program with additional opportunities for learning
Flexible Project Deadlines	Occasional recognition of when projects or assignments will be due, especially when high quality work has already been shown
Flexible Project Details	Allowing students to structure their own projects and investigations according to their strengths and interests.
Heterogeneous Grouping	Students are taught in mixed ability groups
Higher Thinking Skills	Questioning, activities based on processing requiring analysis, synthesis, evaluation or other critical thinking skills

Gifted Education Glossary

Gifted Option	Definition
Homogeneous Grouping	Students are taught in similar ability groups
Independent Study Projects	Structured projects agreed upon by student and supervising teacher that allow a student to individually investigate an area of high interest or to advance knowledge in that area
Individualized "Benchmark" Setting	Working with an individual student to set longer-term performance goals through agreed upon student product and performance
Interest Grouping	Grouping students of like interest on a regular basis during the school day for pursuit of advanced knowledge in a specific content area
Learning Contracts	Student and teacher jointly develop a contract for accomplishment of learning goal(s), which both sign and adhere to. Often involves a streamlining of regular class work
Mentoring	Establishment of one-to-one relationship between student and outside-of-school expert in a specific topic area
Open-Ended Assignments	Providing students with tasks and work that do not have a single, convergent outcome or answer. The task may have timelines and a sequence of activities to be accomplished, but outcomes will vary with each student
Organizational Management Training	Training in how to break down projects and goals into manageable and sequential steps and to estimate the time needed to accomplish these steps
Personal Goal Setting	Teaching students to identify their personal goals and how to prioritize their time and activities to reach those goals
Planning Techniques	Training students in "backwards planning," task analysis, flowcharting, etc. to break down projects and goals into manageable sequences of time-related steps
Pull-out Program	Classes and activities that are held during the school day, but outside the regular classroom
"Real Audience" Feedback	Using out-of-school experts to evaluate student work in a specialized area of study
Standards-based Education	A mechanism for which students demonstrate what they know and are able to do with regard to particular content areas
Subject Integration	Uniting two or more disciplines and their content through a conceptual theme, such as "origins" or "change" or "friendship"
Systematic Feedback	Consistent, regular evaluations of student's products, performance, knowledge acquisition for both corrective and reinforcement purposes
Talent Exhibition	Providing the venue in which a student may demonstrate individual talents (academic or artistic), such as concert, show, competition, fair, etc.
Time Management Training	Training in how to make the best use of time available through prioritizing of academic and personal goals

Gifted Children's Bill of Rights

Provided as a service of the

National Association for Gifted Children

Copies of this Bill of Rights are available online at www.nagc.org

You have a right...

... to know about your giftedness.

... to learn something new every day.

*... to be passionate about your talent area without
apologies.*

... to have an identity beyond your talent area.

... to feel good about your accomplishments.

... to make mistakes.

... to seek guidance in the development of your talent.

... to have multiple peer groups and a variety of friends.

*... to choose which of your talent areas you wish to
pursue.*

... not to be gifted at everything.

-Del Siegle,

2007-2009 NAGC President