Gifted Information Night

Parents of Middle School Students
In Loudoun County Public Schools
Gifted Information Night Overview

• What is giftedness?

• What program and services are offered by LCPS at the middle school level?

• What are the components of screening and identification?
Virginia’s Definition of Giftedness

• Students who demonstrate or have the potential to demonstrate:
  • Superior reasoning
  • Persistent intellectual curiosity
  • Advanced use of knowledge
  • Exceptional problem solving
Virginia’s Definition (continued)

Students who demonstrate or have the potential to demonstrate:

• Rapid acquisition and mastery of facts, concepts, and principles
• Creative and imaginative expression across a broad range of intellectual disciplines beyond their age-level peers
Loudoun County’s Definition of Giftedness

Students whose abilities and potential for accomplishment are so outstanding that they require additional services to meet their educational needs.
“All students may demonstrate gifted behaviors in varying degrees. It is a matter of the complexity, frequency, and intensity of the demonstrated behaviors that determines whether students require differentiated instruction in Gifted and Talented Education.”

Baltimore County Public Schools
http://www.bcps.org/offices/gt/faq.html
Where can parents get information?

Parents may visit the Gifted and Talented website for Loudoun County Public Schools at www.lcps.org
Parent Referral Form

• Forms are available to complete if you want to refer your child.
• Submit to the Spectrum Gifted Teacher at your child’s school.

Referral Deadline:
Friday, February 7, 2020
Screening and Identification Components for Gifted Services in LCPS

• Regardless of an earlier placement in a Gifted and Talented Program in another school district, the LCPS eligibility process will still need to take place.
Screening and Identification Components for Gifted Services in LCPS

• A completed parent referral form (permission) must be received in order to proceed.

• Standardized Aptitude Testing

• Current teachers’ observation and input

• Student portfolio work
Standardized Aptitude Testing

• Students are tested during the school day.

• NNAT 2 (Naglieri Nonverbal Ability Test)

• Supporting evidence - a score of 97th percentile for age/grade
Standardized Aptitude Testing

- CogAT (Cognitive Ability Test)
- Supporting evidence - a score of 97th percentile in at least 2 of the 3 categories of the CogAT.
  - Verbal
  - Quantitative
  - Nonverbal

- Test scores are valid for three years.
Gifted Identification Process

There is more to the identification process than testing.

LCPS does not allow any single criterion to deny or guarantee eligibility for gifted education services.
Gifted Identification Process

The identification decision is based on 3 categories:

• Testing
• Teacher observation and input
• Student portfolio work

A student needs to demonstrate supporting evidence in at least 2 of the 3 categories.
Teacher Observation Input

• The evaluation is not based on grades (academic achievement).

• Teachers look for behavioral characteristics of gifted learners.
  • Curiosity, asking deep questions
  • Willingness to take academic risks
  • Creative problem solving
  • Group leadership
Teacher Observation Input

- SIGS (Scales for Identifying Gifted Students) form is used by the student’s current teachers, who observe and rate the student based on the following areas:
  - Language Arts
  - General Intellectual Ability
  - Science
  - Mathematics
  - Creativity
  - Leadership
  - Social Studies
Student Portfolio Work

• Portfolio tasks are developed by a district committee and provided by the Spectrum teacher.
• All tasks are completed during the student’s resource period.
• All tasks must be completed in school.
• Students have 30 minutes for each task.
Student Portfolio Work (cont.)

• The student’s portfolio is assessed at the district level by a committee taking a holistic approach.

• The committee looks for evidence of:
  • Unusual presentation of ideas; highly original
  • Work advanced beyond grade level; shows evidence of knowledge not previously introduced in class
• Complex or intricate presentation of ideas; contains details
• In-depth understanding of problem; can explain or describe logic used; gets the “big picture”
• Use language in unique or unusual ways; advanced vocabulary
Parent Input

• Parents may submit up to 5 pieces of original work samples (on 8 ½ x 11 paper)

• These should demonstrate evidence of gifted characteristics
Local Identification/Placement Committee

- Local identification occurs at the school level with the placement committee (gifted teachers do not evaluate portfolios from their school).

Supporting evidence must be found in at least 2 of 3
- Student Portfolio Work
- Teacher Observation Input
- Testing
Administrative Review/Parent Notification

- Notification by US Postal Service from the LCPS Gifted Supervisor.

- If the student is found eligible to receive gifted services:
  - The parent must sign a permission form before the student is placed in Spectrum.
Appeal Process

• If a student is found ineligible for services, parents may appeal the decision in writing within ten days of receipt of the letter.

• Appeals are final.

• Students may be evaluated again after 12 months from the original referral date.
Gifted Services in the Middle School

The Spectrum program is designed to meet the needs of middle school intellectually gifted students.
Gifted Services in the Middle School

• Students attend Spectrum 42 minutes every other day.

• Spectrum 6/7th graders are scheduled for Spectrum instead of a resource period.

• Spectrum 8th graders have 1/2 the block for Spectrum and 1/2 in resource.
Spectrum Curricular Themes

• Four themes are covered each year throughout middle school.
  • Business and Economics
  • Communication and Culture
  • Technology and Engineering
  • Ethics and Perspectives
Spectrum Curricular Themes

Spectrum’s curriculum projects focus on:

• Project-based learning
• Research and inquiry
• Problem solving
• Collaboration, discovery, and application
• Developing initiative, creativity, and leadership
Gifted Education Program Goals

• To become divergent creative thinkers who recognize problems and solve them.

• To construct personal meaning and understanding of others and of the world around them.

• To develop the capacity for self assessment (ownership of the learning).
Thank you for coming tonight!

Please feel free to come to the front to ask questions or visit the LCPS Gifted and Talented webpage.