

Reference Guide for the Development and Review of Local Plans for the Education of  
the Gifted



Developed by the Members of the  
Virginia Advisory Committee  
for the Education of the Gifted

with support from the

Office of Standards, Curriculum, and Instruction  
Virginia Department of Education  
Richmond, Virginia

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## Overview of Purpose

The *Reference Guide for the Development and Review of Local Plans for the Education of the Gifted* is intended to assist school division personnel in the development and revision of the required local plans for the education of the gifted. As a technical assistance resource, it supports the development of the school divisions' local plan for gifted education regulated by the [Regulations Governing Educational Services for Gifted Students](#). A technical review of such plans will be conducted by the Virginia Department of Education (VDOE) on a schedule determined by the VDOE. (8 VAC20-40-60. Local Plan.)

The reference guide presents information through templates similar to the one shown below.

### Reference Guide Template

<b>VIRGINIA REGULATION</b>	<b>EVIDENCE-BASED BEST PRACTICES</b> (National Association for Gifted Children Program Standards)	<b>DIVISION PLAN REQUIREMENTS</b>
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School divisions must provide information about the school divisions' policies and procedures related to gifted education services in the following areas:

- Philosophy, operational definition, and program goals and objectives,
- Screening, referral, and identification,
- Delivery of services,
- Differentiated curriculum and instruction,
- Professional development, and
- Parent and community involvement.

A separate template exists for each of those six specific areas listed above. The first column presents the relevant citation from the *Regulations Governing Educational Services for Gifted Students*. The *Regulations* serve as the starting point for the development of the local plan. The second column sites the appropriate [National Association for Gifted Children \(NAGC\) Program Standards](#) and best practices derived from research. Each evidence-based practice is supported by research at the following NAGC link [http://www.nagc.org/uploadedFiles/Information\\_and\\_Resources/Gifted\\_Program\\_Standards/K-12%20stands%20with%20research%20support.pdf](http://www.nagc.org/uploadedFiles/Information_and_Resources/Gifted_Program_Standards/K-12%20stands%20with%20research%20support.pdf). The

NAGC standards are only meant to serve as guiding principles. The final column of the Reference Guide details the local plan template requirement associated with the *Regulation* component.

The reference guide provides gifted education coordinators with important information for the development of quality programs for the gifted. The final component of the reference guide is a comprehensive glossary of related terms from the *Regulations*.

School divisions in the commonwealth are required to demonstrate their compliance with the *Regulations Governing Educational Services for Gifted Students*, approved by the Virginia Board of Education, as authorized by the *Code of Virginia* ([§22.1-253.13:3](#)). The Department of Education's [Understanding the Regulations Governing Educational Services for the Gifted](#) and the Virginia Advisory Committee's *Reference Guide for the Development and Review of Local Plans for the Education of the Gifted* provide support and technical assistance for divisions to consider as they develop their plans and services. These technical assistance documents are important supplements that divisions may find helpful in the conceptual process of program development and review. Each local school board must review and approve a local plan for the education of gifted students.

**Philosophy, Operational Definition, and Program Goals and Objectives**  
**Reference Guide for the Development and Review of Local Plans for the Education of the Gifted**

<b>VIRGINIA REGULATION</b>	<b>EVIDENCE-BASED BEST PRACTICES</b> (National Association for Gifted Children Program Standards)	<b>DIVISION PLAN REQUIREMENTS</b>
<p><i>Regulations Governing Educational Services for Gifted Students</i>  8 VAC20-40-60</p> <p>Local plan, local advisory committee, and annual report.</p> <p>A. Each school board shall submit a comprehensive plan for the education of gifted students to the Department of Education (DOE) for technical review on a schedule determined by the department. Each school board shall approve a comprehensive plan for the education of gifted students that includes the components identified in these regulations. The development process for the school division’s local plan for the education of the gifted shall include opportunities for public review of the school division’s plan. The approved local plan shall be accessible through the school division’s website and the school division shall ensure that printed copies of the comprehensive plan are available to citizens who do not have online access. The plan shall include the following components:</p> <ol style="list-style-type: none"> <li>1. A statement of philosophy for the gifted education program and the local operational definition of giftedness for the school division.</li> <li>2. A statement of the school division’s gifted education program goals and objectives for identification, delivery of services, curriculum and instruction, professional development, equitable representation of students, and parent and community involvement.</li> </ol>	<p>5.2.1. Educators in gifted, general, and special education programs, as well as those in specialized areas, collaboratively plan, develop, and implement services for learners with gifts and talents.</p> <p>5.6.1. Educators create policies and procedures to guide and sustain all components of the program, including assessment, identification, acceleration practices, and grouping practices, that is built on an evidence-based foundation in gifted education.</p>	<p>The Local Plan will be submitted to VDOE for technical review on a schedule determined by the VDOE and provides flexibility to school boards to set their own schedule for review and approval of their gifted education plan. In addition, the review process gives the community an opportunity for feedback on the school division’s plan for the education of gifted students.</p> <p>Ensures that all sections are addressed in the local plan.</p> <p>This component of the local plan (Local Plan: Part I) provides for the transformation of an abstract, theoretical concept into a concrete, observable, measurable definition of a gifted student in the local school division.</p>

## Screening, Referral, and Identification

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<p><i>8 VAC20-40-40</i></p> <p>A. Each school division shall establish uniform procedures for screening, referring, identifying, and serving students in kindergarten through twelfth grade who are gifted in general intellectual or specific academic aptitude. If the school division elects to identify students in general intellectual aptitude, it shall provide service options from kindergarten through twelfth grade. Identification in a specific academic aptitude area may occur as assessment instruments exist to support identification. If the school division elects to identify students in one or more selected academic aptitude areas, it shall provide service options through twelfth grade. School divisions may identify and serve gifted students in career and technical aptitude or visual or performing arts aptitude, or both at their discretion.</p>	<p>2.2.1. Educators establish comprehensive, cohesive, and ongoing procedures for identifying and serving students with gifts and talents. These provisions include informed consent, committee review, student retention, student reassessment, student exiting, and appeals procedures for both entry and exit from gifted program services.</p>	<p>This section of the plan indicates the areas of giftedness to be served and the grades in which services begin. Division services must include either general intellectual aptitude or specific academic aptitude (English, history and social science, mathematics, or science). School divisions selecting identification in general intellectual aptitude must begin identification in kindergarten and continue services through twelfth grade. School divisions selecting specific academic aptitude may identify students in one or more specific academic areas as assessment instruments exist to support identification. Once identification begins, service options must continue through twelfth grade.</p>

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<p><i>8 VAC20-40-40</i>            B. These uniform procedures shall include a screening process that requires instructional personnel to review, at a minimum, current assessment data on each kindergarten through twelfth-grade student annually. Some data used in the screening process may be incorporated into multiple criteria reviewed by the designated identification and placement committee to determine eligibility, but those data shall not replace norm-referenced aptitude test data.</p>	<p>2.2.2. Educators select and use multiple assessments that measure diverse abilities, talents, and strengths that are based on current theories, models, and research.</p> <p>2.2.3 Assessments provide qualitative and quantitative information from a variety of sources, including off-level testing, are nonbiased and equitable, and are technically adequate for the purpose.</p> <p>2.2.4. Educators have knowledge of student exceptionalities and collect assessment data while adjusting curriculum and instruction to learn about each student’s developmental level and aptitude for learning.</p> <p>2.2.5. Educators interpret multiple assessments in different domains and understand the uses and limitations of the assessments in identifying the needs of students with gifts and talents.</p> <p>2.3.1. Educators select and use non-biased and equitable approaches for identifying students with gifts and talents, which may include using locally developed norms or assessment tools in the child’s native language or in nonverbal formats.</p>	<p>This section of the local plan (Local Plan: Part III) describes the annual process used to screen all K – 12 students through a review of current assessment data.</p> <p>Assessment data may be incorporated into multiple criteria for identification and placement, but shall not replace norm-referenced aptitude test data.</p>

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<p><i>8 VAC20-40-40</i> C. These uniform procedures shall permit referrals from parents or legal guardians, teachers, professionals, students, peers, self, or others. Such referrals shall be accepted for kindergarten through twelfth-grade students.</p>	<p>2.1.2. Educators provide parents/guardians with information regarding diverse characteristics and behaviors that are associated with giftedness. 2.2.6. Educators inform all parents/guardians about the identification process. Teachers obtain parental/guardian permission for assessments, use culturally sensitive checklists, and elicit evidence regarding the child’s interests and potential outside of the classroom setting. 2.3.3. Educators provide parents/guardians with information in their native language regarding diverse behaviors and characteristics that are associated with giftedness and with information that explains the nature and purpose of gifted programming options.</p>	<p>The plan (Local Plan: Part III) outlines procedures for submitting referrals from parents or legal guardians, teachers, professionals, students, peers, self, or others. Such referrals shall be accepted for kindergarten through twelfth-grade students.</p>



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<p><i>8 VAC20-40-40</i></p> <p>D. An identification and placement committee shall review pertinent information, records, and other performance evidence for referred students. The committee shall consider input from a professional who knows the child. The committee shall include classroom teachers, assessment specialists, gifted program staff, school administrators, or others with credentials or experience in gifted education. The committee shall (i) review data from multiple sources selected and used consistently within the division to assess students' aptitudes in the areas of giftedness the school division serves, (ii) determine whether a student is eligible for the division's services, and (iii) determine which of the school division's service options match the learning needs of the eligible student. The committee may review valid and reliable data administered by another division for a transfer student who has been identified previously.</p>	<p>2.2.1. Educators establish comprehensive, cohesive, and ongoing procedures for identifying and serving students with gifts and talents. These provisions include informed consent, committee review, student retention, student reassessment, student exiting, and appeals procedures for both entry and exit from gifted program services.</p> <p>2.2.2. Educators select and use multiple assessments that measure diverse abilities, talents, and strengths that are based on current theories, models, and research.</p> <p>2.2.3 Assessments provide qualitative and quantitative information from a variety of sources, including off-level testing, are nonbiased and equitable, and are technically adequate for the purpose.</p> <p>2.2.4. Educators have knowledge of student exceptionalities and collect assessment data while adjusting curriculum and instruction to learn about each student's developmental level and aptitude for learning.</p> <p>2.2.5. Educators interpret multiple assessments in different domains and understand the uses and limitations of the assessments in identifying the needs of students with gifts and talents.</p> <p>2.3.1. Educators select and use non-biased and equitable approaches for identifying students with gifts and talents, which may include using locally developed norms or assessment tools in the child's native language or in nonverbal formats.</p> <p>2.3.2. Educators understand and implement district and state policies designed to foster equity in gifted programming and services.</p>	<p>The plan (Local Plan: Part III) delineates the makeup of the identification and placement committee according to state requirements.</p> <p>The plan requires the identification and placement committee to review multiple data sources to determine eligibility and service options for identified students and transfer students.</p>

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<p><i>8 VAC20-40-40</i> D1. Identification of students for the gifted education program shall be based on multiple criteria established by the school division and designed to seek out those students with superior aptitudes, including students for whom accurate identification may be affected because they are economically disadvantaged, have limited English proficiency, or have a disability. Data shall include scores from valid and reliable instruments that assess students' potential for advanced achievement, as well as instruments that assess demonstrated advanced skills, conceptual knowledge, and problem-solving aptitudes.</p>	<p>2.1.1. Educators develop environments and instructional activities that encourage students to express diverse characteristics and behaviors that are associated with giftedness.</p> <p>2.2.1. Educators establish comprehensive, cohesive, and ongoing procedures for identifying and serving students with gifts and talents. These provisions include informed consent, committee review, student retention, student reassessment, student exiting, and appeals procedures for both entry and exit from gifted program services.</p> <p>2.2.2. Educators select and use multiple assessments that measure diverse abilities, talents, and strengths that are based on current theories, models, and research.</p> <p>2.2.3 Assessments provide qualitative and quantitative information from a variety of sources, including off-level testing, are nonbiased and equitable, and are technically adequate for the purpose.</p> <p>2.2.4. Educators have knowledge of student exceptionalities and collect assessment data while adjusting curriculum and instruction to learn about each student's developmental level and aptitude for learning.</p> <p>2.2.5. Educators interpret multiple assessments in different domains and understand the uses and limitations of the assessments in identifying the needs of students with gifts and talents.</p> <p>2.3.1. Educators select and use non-biased and equitable approaches for identifying students with gifts and talents, which may include using locally developed norms or assessment tools in the child's native language or in nonverbal formats.</p>	<p>Assurances (Local Plan: Part XII) and the identification process (Local Plan: Part III) help to seek out those students for whom accurate identification may be affected by a disability, a language barrier, or economic status.</p>

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<p><i>8 VAC20-40-40</i> D2. Valid and reliable data for each referred student shall be examined by the building-level or division-level identification and placement committee. The committee shall determine the eligibility of each referred student for the school division’s gifted education services. Students who are found eligible by the identification and placement committee shall be offered service options with appropriately differentiated curriculum and instruction by the school division.</p>	<p>3.1.1. Educators use local, state, and national standards to align and expand curriculum and instructional plans. 3.1.2. Educators design and use a comprehensive and continuous scope and sequence to develop differentiated plans for PK-12 students with gifts and talents. 3.1.3. Educators adapt, modify, or replace the core or standard curriculum to meet the needs of students with gifts and talents and those with special needs such as twice-exceptional, highly gifted, and English language learners. 3.1.4. Educators design differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content for students with gifts and talents.</p>	<p>Valid and reliable data are used by the identification and placement committee when determining eligibility and service options for identified students. Identified students shall be offered appropriate service options by the school division.</p>

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<p><i>8 VAC20-40-40</i> D3. The identification process used by each school division must ensure that no single criterion is used to determine a student’s eligibility. The identification process shall include at least three measures from the following categories:</p> <ul style="list-style-type: none"> <li>a. Assessment of appropriate student products, performance, or portfolio;</li> <li>b. Record of observation of in-classroom behavior;</li> <li>c. Appropriate rating scales, checklists, or questionnaires;</li> <li>d. Individual interview;</li> <li>e. Individually administered or group-administered, nationally norm-referenced aptitude and/or achievement tests;</li> <li>f. Record of previous accomplishments (such as awards, honors, grades, etc.); or</li> <li>g. Additional valid and reliable measures or procedures.</li> </ul>	<p>2.2.2. Educators select and use multiple assessments that measure diverse abilities, talents, and strengths that are based on current theories, models, and research.</p> <p>2.2.3 Assessments provide qualitative and quantitative information from a variety of sources, including off-level testing, are nonbiased and equitable, and are technically adequate for the purpose.</p> <p>2.2.4. Educators have knowledge of student exceptionalities and collect assessment data while adjusting curriculum and instruction to learn about each student’s developmental level and aptitude for learning.</p> <p>2.2.5. Educators interpret multiple assessments in different domains and understand the uses and limitations of the assessments in identifying the needs of students with gifts and talents.</p> <p>2.3.1. Educators select and use non-biased and equitable approaches for identifying students with gifts and talents, which may include using locally developed norms or assessment tools in the child’s native language or in nonverbal formats.</p>	<p>No single criterion is used to determine a student’s eligibility and the plan (Local Plan: Part III) outlines a minimum of three measures from the list of seven categories that are to be included in the identification process.</p>

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<p><i>8 VAC20-40-40</i> D4. If a program is designed to address general intellectual aptitude, an individually administered or group-administered, nationally norm-referenced aptitude test shall be included as one of the three measures used in the school division's identification procedure.</p> <p><i>8 VAC20-40-40</i> D5. If a program is designed to address specific academic aptitude, an individually administered or group-administered, nationally norm-referenced aptitude or achievement test shall be included as one of the three measures used in the school division's identification procedures.</p> <p><i>8 VAC20-40-40</i> D6. If a program is designed to address either the visual or performing arts or career and technical aptitude, a portfolio or other performance assessment measure in the specific aptitude area shall be included as part of the data reviewed by the identification and placement committee.</p>	<p>2.2.3 Assessments provide qualitative and quantitative information from a variety of sources, including off-level testing, are nonbiased and equitable, and are technically adequate for the purpose. 2.2.5. Educators interpret multiple assessments in different domains and understand the uses and limitations of the assessments in identifying the needs of students with gifts and talents.</p> <p>2.2.3 Assessments provide qualitative and quantitative information from a variety of sources, including off-level testing, are nonbiased and equitable, and are technically adequate for the purpose. 2.2.5. Educators interpret multiple assessments in different domains and understand the uses and limitations of the assessments in identifying the needs of students with gifts and talents.</p> <p>2.2.3 Assessments provide qualitative and quantitative information from a variety of sources, including off-level testing, are nonbiased and equitable, and are technically adequate for the purpose. 2.2.5. Educators interpret multiple assessments in different domains and understand the uses and limitations of the assessments in identifying the needs of students with gifts and talents.</p>	<p>A nationally norm-referenced aptitude test is included as one of the three measures used for identification in general intellectual aptitude.</p> <p>A nationally norm-referenced aptitude or achievement test is included as one of the three measures used for identification in a specific academic aptitude area.</p> <p>A portfolio or other performance measure is used in the identification of visual or performing arts or career and technical aptitude.</p>

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<p><i>8 VAC20-40-40</i> E. Within 90 instructional days, beginning with the receipt of a parent’s or legal guardian’s consent for assessment, the identification and placement committee shall determine the eligibility status of each student referred for the division’s gifted education program and notify the parent or guardian of its decision. If a student is identified as gifted and eligible for services, the identification and placement committee shall determine which service options most effectively meet the assessed learning needs of the student. Identified gifted students shall be offered placement in an instructional setting that provides:</p>	<p>2.2.1. Educators establish comprehensive, cohesive, and ongoing procedures for identifying and serving students with gifts and talents. These provisions include informed consent, committee review, student retention, student reassessment, student exiting, and appeals procedures for both entry and exit from gifted program services.</p> <p>2.2.6. Educators inform all parents/guardians about the identification process. Teachers obtain parental/guardian permission for assessments, use culturally sensitive checklists, and elicit evidence regarding the child’s interests and potential outside of the classroom setting.</p> <p>2.3.3. Educators provide parents/guardians with information in their native language regarding diverse behaviors and characteristics that are associated with giftedness and with information that explains the nature and purpose of gifted programming options.</p>	<p>School divisions have 90 instructional days, beginning with the receipt of a parent’s or legal guardian’s consent for assessment, to determine a student’s eligibility and placement for services. This component is addressed in Local Plan: Part III.</p>

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<p><i>8 VAC20-40-40</i> E1. Appropriately differentiated curriculum and instruction provided by professional instructional personnel trained to work with gifted students;</p>	<p>3.1.1. Educators use local, state, and national standards to align and expand curriculum and instructional plans.</p> <p>3.1.2. Educators design and use a comprehensive and continuous scope and sequence to develop differentiated plans for PK-12 students with gifts and talents.</p> <p>3.1.3. Educators adapt, modify, or replace the core or standard curriculum to meet the needs of students with gifts and talents and those with special needs such as twice-exceptional, highly gifted, and English language learners.</p> <p>3.1.4. Educators design differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content for students with gifts and talents.</p> <p>3.1.5. Educators use a balanced assessment system, including pre-assessment and formative assessment, to identify students' needs, develop differentiated education plans, and adjust plans based on continual progress monitoring.</p> <p>3.1.7. Educators use information and technologies, including assistive technologies, to individualize for students with gifts and talents, including those who are twice-exceptional.</p> <p>3.2.1. Educators design curricula in cognitive, affective, aesthetic, social, and leadership domains that are challenging and effective for students with gifts and talents.</p> <p>3.2.2. Educators use metacognitive models to meet the needs of students with gifts and talents.</p>	<p>School divisions provide appropriately differentiated curriculum and instruction delivered by professional instructional personnel trained to work with gifted students.</p>

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<p><i>8 VAC20-40-40</i> E1. Appropriately differentiated curriculum and instruction (continued)</p>	<p>3.3.1. Educators select, adapt, and use a repertoire of instructional strategies and materials that differentiate for students with gifts and talents and that respond to diversity.</p> <p>3.3.2. Educators use school and community resources that support differentiation.</p> <p>3.3.3. Educators provide opportunities for students with gifts and talents to explore, develop, or research their areas of interest and/or talent.</p> <p>3.4.1. Educators use critical-thinking strategies to meet the needs of students with gifts and talents.</p> <p>3.4.2. Educators use creative-thinking strategies to meet the needs of students with gifts and talents.</p> <p>3.4.3. Educators use problem-solving model strategies to meet the needs of students with gifts and talents.</p> <p>3.4.4. Educators use inquiry models to meet the needs of students with gifts and talents.</p> <p>3.5.1. Educators develop and use challenging, culturally responsive curriculum to engage all students with gifts and talents.</p> <p>3.5.2. Educators integrate career exploration experiences into learning opportunities for students with gifts and talents, e.g. biography study or speakers.</p> <p>3.5.3. Educators use curriculum for deep explorations of cultures, languages, and social issues related to diversity.</p> <p>3.6.1. Teachers and administrators demonstrate familiarity with sources for high quality resources and materials that are appropriate for learners with gifts and talents.</p>	



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<p><i>8 VAC20-40-40</i> E2. Monitored and assessed student outcomes that are reported to the parents and legal guardians.</p>	<p>2.4.1. Educators use differentiated pre- and post-performance-based assessments to measure the progress of students with gifts and talents.</p> <p>2.4.2. Educators use differentiated product-based assessments to measure the progress of students with gifts and talents.</p> <p>2.4.3. Educators use off-level standardized assessments to measure the progress of students with gifts and talents.</p> <p>2.4.4. Educators use and interpret qualitative and quantitative assessment information to develop a profile of the strengths and weaknesses of each student with gifts and talents to plan appropriate intervention.</p> <p>2.4.5. Educators communicate and interpret assessment information to students with gifts and talents and their parents/guardians.</p> <p>2.5.1. Educators ensure that the assessments used in the identification and evaluation processes are reliable and valid for each instrument's purpose, allow for above-grade-level performance, and allow for diverse perspectives.</p> <p>2.5.2. Educators ensure that the assessment of the progress of students with gifts and talents uses multiple indicators that measure mastery of content, higher level thinking skills, achievement in specific program areas, and affective growth.</p> <p>2.5.3. Educators assess the quantity, quality, and appropriateness of the programming and services provided for students with gifts and talents by disaggregating assessment data and yearly progress data and making the results public.</p>	<p>School divisions provide parents and legal guardians with reports of student outcomes.</p>

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<p><i>8 VAC20-40-55</i></p> <p>A. School divisions shall provide written notification to and seek written consent from parents and legal guardians to:</p> <ol style="list-style-type: none"> <li>1. Conduct any required assessment to determine a referred student's eligibility for the school division's gifted education program;</li> <li>2. Announce the decision of the identification and placement committee regarding a referred student's eligibility for and placement in the school division's gifted education program; and</li> <li>3. Provide services for an identified gifted student in the school division's gifted education program.</li> </ol>	<p>2.2.1. Educators establish comprehensive, cohesive, and ongoing procedures for identifying and serving students with gifts and talents. These provisions include informed consent, committee review, student retention, student reassessment, student exiting, and appeals procedures for both entry and exit from gifted program services.</p> <p>2.2.6. Educators inform all parents/guardians about the identification process. Teachers obtain parental/guardian permission for assessments, use culturally sensitive checklists, and elicit evidence regarding the child's interests and potential outside of the classroom setting.</p> <p>2.3.3. Educators provide parents/guardians with information in their native language regarding diverse behaviors and characteristics that are associated with giftedness and with information that explains the nature and purpose of gifted programming options.</p>	<p>Parents and legal guardians have rights of written notification, consent, and appeal.</p>

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<p><i>8 VAC20-40-55</i></p> <p>B. Each school division shall adopt a review procedure for students whose cases are appealed. This procedure shall involve a committee, the majority of whose members did not serve on the initial identification and placement committee, and shall inform parents or legal guardians, in writing, of the appeal process. Requests filed by parents or legal guardians to appeal any action of the identification and placement committee shall be filed within 10 instructional days of receipt of notification of the action by the division. The process shall include an opportunity to meet with an administrator to discuss the decision.</p> <p>1. A parent or legal guardian of a student who was referred but not identified by the identification and placement committee as eligible for services in the school division's gifted education program shall be informed, in writing, within 10 instructional days after receipt of the appeal, of the school division's process to appeal the committee's decision.</p> <p>2. A parent or legal guardian of an identified gifted student may appeal any action taken by the school division to change the student's identification for, placement in, or exit from the school division's gifted education program.</p> <p>C. Following the notification and consent of a parent or legal guardian, the identification and placement committee shall apprise school administrators of each student's eligibility status.</p>	<p>2.2.1. Educators establish comprehensive, cohesive, and ongoing procedures for identifying and serving students with gifts and talents. These provisions include informed consent, committee review, student retention, student reassessment, student exiting, and appeals procedures for both entry and exit from gifted program services.</p> <p>2.3.3. Educators provide parents/guardians with information in their native language regarding diverse behaviors and characteristics that are associated with giftedness and with information that explains the nature and purpose of gifted programming options.</p>	<p>There is a review procedure in place for students whose cases are appealed due to:</p> <ol style="list-style-type: none"> <li>1. Student not being identified;</li> <li>2. A change in identification, placement, or exit from the division's gifted education program.</li> </ol> <p>Parents and legal guardians have the right for an appeal within a specified time period.</p>



## Screening, Referral, and Identification

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<p><i>8 VAC20-40-60A</i> 4. A procedure for written notification to parents or legal guardians when additional testing or additional information is required during the identification process and for obtaining permission of parents or legal guardians prior to placement of a gifted student in the appropriate service options;</p> <p><i>8 VAC20-40-60A</i> 5. A policy for written notification to parents or legal guardians of identification and placement decisions, including initial changes in placement or exit from the program. Such notice shall include an opportunity for parents or guardians to meet and discuss their concerns with an appropriate administrator and to file an appeal;</p> <p><i>8 VAC20-40-60A</i> 6. Assurances that student records are maintained in compliance with applicable state and federal privacy laws and regulations;</p>	<p>2.2.6. Educators inform all parents/guardians about the identification process. Teachers obtain parental/guardian permission for assessments, use culturally sensitive checklists, and elicit evidence regarding the child’s interests and potential outside of the classroom setting.</p> <p>2.2.6. Educators inform all parents/guardians about the identification process. Teachers obtain parental/guardian permission for assessments, use culturally sensitive checklists, and elicit evidence regarding the child’s interests and potential outside of the classroom setting.</p> <p>6.4.2. Educators comply with rules, policies, and standards of ethical practice.</p>	<p>The plan (Local Plan: Part IV) describes when (at what stages) parents will be notified about placement decisions, diagnostic re-evaluation, or other prescribed monitoring of student progress. The plan clearly indicates the specific amount of time the division has to make eligibility decisions based on direct referrals from parents, school staff, or other persons.</p> <p>The plan (Local Plan: Part III, IV, and V) notes whether, how, and when re-evaluation takes place; and how this differs from a change in services request. The plan also notes who can initiate a change in services request; how students may be exited from the program; and whether or not they remain eligible for services. The plan describes how the appeals process works; the members of or how the committee is established; and provides the timeline from the point that an appeal is received until the division responds formally to it.</p> <p>Student records are maintained in compliance with applicable state and federal privacy laws and regulations should the laws change or new laws become applicable (Local Plan: Part XII).</p>

## Screening, Referral, and Identification

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<p><i>8 VAC20-40-60A</i> 7. Assurances that (i) the selected and administered testing and assessment materials have been evaluated by the developers for cultural, racial, and linguistic biases;</p> <p><i>8 VAC20-40-60A</i> 7. Assurances that (ii) identification procedures are constructed so that those procedures may identify high potential or aptitude in any student whose accurate identification may be affected by economic disadvantages, by limited English proficiency, or by disability;</p> <p><i>8 VAC20-40-60 A7</i> 7. Assurances that (iii) standardized tests and other measures have been validated for the purpose of identifying gifted students; and</p> <p><i>8 VAC20-40-60 A7</i> 7. Assurances that (iv) instruments are administered and interpreted by a trained personnel in conformity with the developer’s instructions.</p>	<p>3.3.1. Educators select, adapt, and use a repertoire of instructional strategies and materials that differentiate for students with gifts and talents and that respond to diversity.</p> <p>2.3.1. Educators select and use non-biased and equitable approaches for identifying students with gifts and talents, which may include using locally developed norms or assessment tools in the child’s native language or in nonverbal formats.</p> <p>5.6.1. Educators create policies and procedures to guide and sustain all components of the program, including assessment, identification, acceleration practices, and grouping practices, that is built on an evidence-based foundation in gifted education.</p> <p>2.2.2. Educators select and use multiple assessments that measure diverse abilities, talents, and strengths that are based on current theories, models, and research.</p> <p>2.4.2. Educators use differentiated product-based assessments to measure the progress of students with gifts and talents.</p> <p>2.4.3. Educators use off-level standardized assessments to measure the progress of students with gifts and talents.</p>	<p>The plan (Local Plan: Part XII) includes assurances that testing and evaluative materials selected and administered are sensitive to cultural, racial, and linguistic differences.</p> <p>The plan includes assurances that identification procedures are constructed so that they identify high potential/ability in all underserved culturally diverse, low socio-economic, and disabled populations.</p> <p>The plan includes assurances that standardized tests have been validated for the specific purpose for which they are used.</p> <p>The plan includes assurances that instruments are administered and interpreted by trained personnel in conformity with the instructions of their producer.</p>

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<p><i>8 VAC20-40-20</i>            “Appropriately differentiated curriculum and instruction” means curriculum and instruction adapted or modified to accommodate the accelerated learning aptitudes of identified students in their areas of strength. Such curriculum and instructional strategies provide accelerated and enrichment opportunities that recognize gifted students’ needs for (i) advanced content and pacing of instruction, (ii) original research or production, (iii) problem finding and solving, (iv) higher level thinking that leads to the generation of products; and (v) a focus on issues, themes, and ideas within and across areas of study. Such curriculum and instruction are offered continuously and sequentially to support the achievement of student outcomes, and provide support necessary for these students to work at increasing levels of complexity that differ significantly from those of their age-level peers.</p>	<p>1.2.1. Educators develop activities that match each student’s developmental level and culture-based learning needs.            3.1.1. Educators use local, state, and national standards to align and expand curriculum and instructional plans.            3.1.2. Educators design and use a comprehensive and continuous scope and sequence to develop differentiated plans for PK-12 students with gifts and talents.            3.1.3. Educators adapt, modify, or replace the core or standard curriculum to meet the needs of students with gifts and talents and those with special needs such as twice-exceptional, highly gifted, and English language learners.            3.1.4. Educators design differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content for students with gifts and talents.            3.1.7. Educators use information and technologies, including assistive technologies, to individualize for students with gifts and talents, including those who are twice-exceptional.            3.6.1. Teachers and administrators demonstrate familiarity with sources for high quality resources and materials that are appropriate for learners with gifts and talents.</p>	<p>This section of the local plan (Local Plan: Part VI) describes the process used to determine appropriate educational service options for identified students, K-12.</p> <p>The definition of “appropriately differentiated curriculum and instruction” reflects current research applicable to gifted students.</p>

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<p><i>8 VAC20-40-40</i></p> <p>E. . . . Identified gifted students shall be offered placement in an instructional setting that provides:</p> <ol style="list-style-type: none"> <li>1. Appropriately differentiated curriculum and instruction provided by professional instructional personnel trained to work with gifted students;</li> <li>2. Monitored and assessed student outcomes that are reported to the parents and legal guardians.</li> </ol>	<p>5.1.1. Educators regularly use multiple alternative approaches to accelerate learning.</p> <p>5.1.2. Educators regularly use enrichment options to extend and deepen learning opportunities within and outside of the school setting.</p> <p>5.1.3. Educators regularly use multiple forms of grouping, including clusters, resource rooms, special classes, or special schools.</p> <p>5.1.4. Educators regularly use individualized learning options such as mentorships, internships, online courses, and independent study.</p> <p>5.1.5. Educators regularly use current technologies, including online learning options and assistive technologies to enhance access to high-level programming.</p> <p>5.1.6. Administrators demonstrate support for gifted programs through equitable allocation of resources and demonstrated willingness to ensure that learners with gifts and talents receive appropriate educational services.</p> <p>5.2.1. Educators in gifted, general, and special education programs, as well as those in specialized areas, collaboratively plan, develop, and implement services for learners with gifts and talents.</p> <p>5.5.1. Educators develop thoughtful, multi-year program plans in relevant student talent areas, PK-12.</p>	<p>The plan (Local Plan: Part VII) highlights the appropriately differentiated curriculum and instructional service options offered by the local school division.</p>



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<p><i>8 VAC20-40-20</i></p> <p>1. General intellectual aptitude. Such students demonstrate or have the potential to demonstrate superior reasoning; persistent intellectual curiosity; advanced use of language; exceptional problem solving; rapid acquisition and mastery of facts, concepts, and principles; and creative and imaginative expression across a broad range of intellectual disciplines beyond their age-level peers.</p> <p>2. Specific academic aptitude. Such students demonstrate or have the potential to demonstrate superior reasoning; persistent intellectual curiosity; advanced use of language; exceptional problem solving; rapid acquisition and mastery of facts, concepts, and principles; and creative and imaginative expression beyond their age-level peers in selected academic areas. Specific academic areas include English, history or social science, mathematics, or science.</p> <p>3. Career and technical aptitude: Such students demonstrate or have the potential to demonstrate superior reasoning; persistent technical curiosity; advanced use of technical language; exceptional problem solving; rapid acquisition and mastery of facts, concepts, and principles; and creative and imaginative expression beyond their age-level peers in career and technical fields.</p> <p>4. Visual or performing arts aptitude: Such students demonstrate or have the potential to demonstrate superior creative reasoning and imaginative expression; persistent artistic curiosity; and advanced acquisition and mastery of techniques,</p>	<p>3.1.1. Educators use local, state, and national standards to align and expand curriculum and instructional plans.</p> <p>3.1.2. Educators design and use a comprehensive and continuous scope and sequence to develop differentiated plans for PK-12 students with gifts and talents.</p> <p>3.1.3. Educators adapt, modify, or replace the core or standard curriculum to meet the needs of students with gifts and talents and those with special needs such as twice-exceptional, highly gifted, and English language learners.</p> <p>3.1.4. Educators design differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content for students with gifts and talents.</p> <p>3.1.7. Educators use information and technologies, including assistive technologies, to individualize for students with gifts and talents, including those who are twice-exceptional.</p> <p>3.6.1. Teachers and administrators demonstrate familiarity with sources for high quality resources and materials that are appropriate for learners with gifts and talents.</p> <p>5.1.1. Educators regularly use multiple alternative approaches to accelerate learning.</p> <p>5.1.2. Educators regularly use enrichment options to extend and deepen learning opportunities within and outside of the school setting.</p> <p>5.1.3. Educators regularly use multiple forms of grouping, including clusters, resource rooms, special classes, or special schools.</p>	<p>Definition reflects current research for a definition for general intellectual aptitude.</p> <p>Definition reflects current research for a definition for specific academic aptitude and provides flexibility in selected specific academic aptitude areas.</p> <p>Definition reflects current research for a definition for career and technical aptitude.</p> <p>Definition reflects current research for a definition for visual or performing arts aptitude.</p>

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<p>perspectives, concepts, and principles beyond their age-level peers in visual or performing arts.</p> <p><i>8 VAC20-40-40</i> Screening, referral, identification, and service. A. Each school division shall establish uniform procedures for screening, referring, identifying, and serving students in kindergarten through twelfth grade who are gifted in general intellectual or specific academic aptitude. If the school division elects to identify students in general intellectual aptitude, it shall provide service options from kindergarten through twelfth grade. Identification in a specific academic aptitude area may occur as</p>	<p>5.1.4. Educators regularly use individualized learning options such as mentorships, internships, online courses, and independent study. 5.1.5. Educators regularly use current technologies, including online learning options and assistive technologies to enhance access to high-level programming. 5.1.6. Administrators demonstrate support for gifted programs through equitable allocation of resources and demonstrated willingness to ensure that learners with gifts and talents receive appropriate educational services. 5.6.1. Educators create policies and procedures to guide and sustain all components of the program, including assessment, identification, acceleration practices, and grouping practices, that is built on an evidence-based foundation in gifted education. 5.7.2. Educators facilitate mentorships, internships, and vocational programming experiences that match student interests and aptitudes.</p> <p>3.1.2. Educators design and use a comprehensive and continuous scope and sequence to develop differentiated plans for PK-12 students with gifts and talents. 3.2.1. Educators design curricula in cognitive, affective, aesthetic, social, and leadership domains that are challenging and effective for students with gifts and talents.</p>	<p>School divisions selecting identification in general intellectual aptitude must provide service options from kindergarten through twelfth grade. School divisions selecting identification in specific academic aptitude area have flexibility in determining identification and service options. Once identification begins, service options must continue through twelfth grade.</p>

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<p>assessment instruments exist to support identification. If the school division elects to identify students in one or more selected academic aptitude areas, it shall provide service options through twelfth grade. School divisions may identify and serve gifted students in career and technical aptitude or visual or performing arts aptitude, or both, at their discretion.</p> <p><i>8 VAC20-40-60</i> Local plan, local advisory committee, and annual report.</p> <p>A. Each school board shall submit a comprehensive plan for the education of gifted students to the Department of Education (DOE) for technical review on a schedule determined by the department. Each school board shall approve a comprehensive plan for the education of gifted students that includes the components identified in these regulations. The development process for the school division's local plan for the education of the gifted shall include opportunities for public review of the school division's plan. The approved local plan shall be accessible through the school division's Web site and the school division shall ensure that printed copies of the comprehensive plan are available to citizens who do not have online access. The plan shall include the following components:</p> <p>8. Assurances that accommodations or modifications determined by the school division's</p>	<p>1.2.1. Educators develop activities that match each student's developmental level and culture-based learning needs.</p> <p>1.3.1. Educators provide a variety of research-based grouping practices for students with gifts and talents that allow them to interact with individuals of various gifts, talents, abilities, and strengths.</p> <p>1.4.1. Educators provide role models (e.g., through mentors, bibliotherapy) for students with gifts and talents that match their abilities and interests.</p> <p>1.4.2. Educators identify out-of-school learning opportunities that match students' abilities and interests.</p> <p>1.5.1. Educators collaborate with families in accessing resources to develop their child's talents.</p> <p>1.6.1. Educators design interventions for students to develop cognitive and affective growth that is based on research of effective practices.</p> <p>1.6.2. Educators develop specialized intervention</p>	<p>The Local Plan will be submitted to DOE for technical review on a schedule determined by the DOE. School boards have the flexibility to set their own schedule for review and approval of their gifted education plan. In addition, the community has access to and an opportunity to comment on the school division's plan for the education of gifted students.</p> <p>The plan (Local Plan: Part XII) incorporates current research in support of underrepresented populations</p>

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<p>special education Individual Education Plan (IEP) team, as required for the student to receive a free appropriate public education, shall be incorporated into the student’s gifted education services.</p> <p><i>8 VAC20-40-60A</i></p> <p>9. Assurances that a written copy of the school division’s approved local plan for the education of the gifted is available to parents or legal guardians of each referred student and to others upon request.</p> <p><i>8 VAC20-40-60A</i></p> <p>10. Evidence that gifted education service options from kindergarten through twelfth grade are offered continuously and sequentially, with instructional</p>	<p>services for students with gifts and talents who are underachieving and are now learning and developing their talents.</p> <p>2.5.2. Educators ensure that the assessment of the progress of students with gifts and talents uses multiple indicators that measure mastery of content, higher level thinking skills, achievement in specific program areas, and affective growth.</p> <p>3.1.3. Educators adapt, modify, or replace the core or standard curriculum to meet the needs of students with gifts and talents and those with special needs such as twice-exceptional, highly gifted, and English language learners.</p> <p>3.2.1. Educators design curricula in cognitive, affective, aesthetic, social, and leadership domains that are challenging and effective for students with gifts and talents.</p> <p>5.2.1. Educators in gifted, general, and special education programs, as well as those in specialized areas, collaboratively plan, develop, and implement services for learners with gifts and talents.</p> <p>5.3.1. Educators regularly engage families and community members for planning, programming, evaluating, and advocating.</p> <p>2.4.1. Educators use differentiated pre- and post-performance-based assessments to measure the progress of students with gifts and talents.</p>	<p>and in compliance with the Americans with Disabilities Act (ADA). It also provides for the distribution of information to constituent groups.</p> <p>The plan (Local Plan: Part XII) incorporates information about where a written copy of the school division’s plan is available to parents or legal guardians.</p> <p>The plan should utilize current research to inform the types of service options offered by the division in order to meet the <i>Regulation</i> requirements</p>

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<p>time during the school day and week to (i) work with their age-level peers, (ii) work with their intellectual and academic peers, (iii) work independently; and (iv) foster intellectual and academic growth of gifted students. Parents and legal guardians shall receive assessment of each gifted student’s academic growth;</p>	<p>2.4.2. Educators use differentiated product-based assessments to measure the progress of students with gifts and talents.</p> <p>2.4.3. Educators use off-level standardized assessments to measure the progress of students with gifts and talents.</p> <p>2.4.4. Educators use and interpret qualitative and quantitative assessment information to develop a profile of the strengths and weaknesses of each student with gifts and talents to plan appropriate intervention.</p> <p>2.4.5. Educators communicate and interpret assessment information to students with gifts and talents and their parents/guardians.</p> <p>2.5.2. Educators ensure that the assessment of the progress of students with gifts and talents uses multiple indicators that measure mastery of content, higher level thinking skills, achievement in specific program areas, and affective growth.</p> <p>2.6.2. The evaluation plan is purposeful and evaluates how student-level outcomes are influenced by one or more of the following components of gifted education programming: (a) identification, (b) curriculum, (c) instructional programming and services, (d) ongoing assessment of student learning, (e) counseling and guidance programs, (f) teacher qualifications and professional development, (g) parent/guardian and community involvement, (h) programming resources, and (i) programming design, management, and delivery.</p> <p>3.1.2. Educators design and use a comprehensive</p>	<p>outlined in the Local Plan: Part VI.</p>

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<p><i>8 VAC20-40-60A</i> 11. A description of the school division’s program of differentiated curriculum and instruction demonstrating accelerated and advanced content.</p> <p><i>8 VAC20-40-60A</i> 12. Policies and procedures that allow access to programs of study and advanced courses at a pace and sequence commensurate with their learning needs.</p>	<p>and continuous scope and sequence to develop differentiated plans for PK-12 students with gifts and talents.</p> <p>3.1.4. Educators design differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content for students with gifts and talents.</p> <p>3.1.6. Educators use pre-assessments and pace instruction based on learning rates of students with gifts and talents and accelerate and compact learning as appropriate.</p> <p>5.6.1. Educators create policies and procedures to guide and sustain all components of the program, including assessment, identification, acceleration practices, and grouping practices, that is built on an evidence-based foundation in gifted education.</p>	<p>The plan (Local Plan: Part VII) should incorporate current research that supports the service options offered by the division.</p> <p>The plan (Local Plan: Part VIII) indicates both sequential and continuous delivery of services for each area of giftedness identified by the division.</p>

**Differentiated Curriculum and Instruction**  
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<p><i>8 VAC20-40-60</i> Local plan, local advisory committee, and annual report. A. Each school board shall submit a comprehensive plan for the education of gifted students to the Department of Education (DOE) for technical review on a schedule determined by the department. Each school board shall approve a comprehensive plan for the education of gifted students that includes the components identified in these regulations. The development process for the school division’s local plan for the education of the gifted shall include opportunities for public review of the school division’s plan. The approved local plan shall be accessible through the school division’s website and the school division shall ensure that printed copies of the comprehensive plan are available to citizens who do not have online access. The plan shall include the following components:</p> <p><i>8 VAC20-40-60A</i> 10. Evidence that gifted education service options from kindergarten through twelfth grade are offered continuously and sequentially, with instructional time during the school day and week (i) to work with their age-level peers, (ii) to work with their intellectual and academic peers, (iii) to work independently, and (iv) to foster intellectual and academic growth of gifted students. Parents and legal guardians shall receive assessment of each</p>	<p>3.1.1. Educators use local, state, and national standards to align and expand curriculum and instructional plans. 3.1.2. Educators design and use a comprehensive and continuous scope and sequence to develop differentiated plans for PK-12 students with gifts and talents. 3.1.3. Educators adapt, modify, or replace the core or standard curriculum to meet the needs of students with gifts and talents and those with</p>	<p>The goals and objectives serve as targets against which the division evaluates its development and growth in curriculum and instruction for the school division’s gifted education program.</p> <p>This section (Local Plan Part VI: A-F) includes the available, appropriate service options offered to identified students.</p>

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<p>gifted student’s academic growth.</p> <p>8 VAC20-40-60A            11. A description of the school division’s program of differentiated curriculum and instruction demonstrating accelerated and advanced content.</p>	<p>special needs such as twice-exceptional, highly gifted, and English language learners.</p> <p>3.1.4. Educators design differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content for students with gifts and talents.</p> <p>3.1.4. Educators design differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content for students with gifts and talents.</p> <p>3.1.6. Educators use pre-assessments and pace instruction based on learning rates of students with gifts and talents and accelerate and compact learning as appropriate.</p> <p>3.3.1. Educators select, adapt, and use a repertoire of instructional strategies and materials that differentiate for students with gifts and talents and that respond to diversity.</p> <p>3.3.2. Educators use 3.3.2. Educators use school and community resources that support differentiation.</p> <p>3.3.3. Educators provide opportunities for students with gifts and talents to explore, develop, or research their areas of interest and/or talent.</p> <p>5.6.1. Educators create policies and procedures to guide and sustain all components of the program, including assessment, identification, acceleration practices, and grouping practices, that is built on an evidence-based foundation in gifted education.</p>	<p>This section (Local Plan Part VII) includes documentation samples of evidence of differentiated curriculum and instruction, demonstrating accelerated and advanced content.</p>



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<p><i>8 VAC20-40-60A</i> 12. Policies and procedures that allow access to programs of study and advanced courses at a pace and sequence commensurate with their learning needs.</p> <p><i>8 VAC20-40-60 A</i> 14. Procedures for the annual review of the effectiveness of the school division’s gifted education program, including the review of screening, identification, and program procedures towards the achievement of equitable representation of students, the review of student outcomes and the academic growth of gifted students. Such review shall be based on multiple criteria and shall include multiple sources of information.</p>	<p>5.1.6. Administrators demonstrate support for gifted programs through equitable allocation of resources and demonstrated willingness to ensure that learners with gifts and talents receive appropriate educational services.</p> <p>5.4.1. Administrators track expenditures at the school level to verify appropriate and sufficient funding for gifted programming and services.</p> <p>5.6.1. Educators create policies and procedures to guide and sustain all components of the program, including assessment, identification, acceleration practices, and grouping practices, that is built on an evidence-based foundation in gifted education.</p> <p>2.4.1. Educators use differentiated pre- and post-performance-based assessments to measure the progress of students with gifts and talents.</p> <p>2.4.2. Educators use differentiated product-based assessments to measure the progress of students with gifts and talents.</p> <p>2.4.3. Educators use off-level standardized assessments to measure the progress of students with gifts and talents.</p> <p>2.4.4. Educators use and interpret qualitative and quantitative assessment information to develop a profile of the strengths and weaknesses of each student with gifts and talents to plan appropriate intervention.</p> <p>2.4.5. Educators communicate and interpret assessment information to students with gifts and talents and their parents/guardians.</p>	<p>This section (Local Plan Part VIII) includes policies and procedures that allow students access to programs of study and advanced courses at a pace and sequence commensurate with their learning needs.</p> <p>This section (Local Plan Part X) includes the procedures for the annual review of effectiveness that the school division will use to annually review its gifted education program or some component of the program, such as the identification procedures, retention of students, or a particular service model option.</p>

**Differentiated Curriculum and Instruction  
Reference Guide for the Development and Review of Local Plans for the Education of the Gifted**

<b>VIRGINIA REGULATION</b>	<b>EVIDENCE-BASED BEST PRACTICES (National Association for Gifted Children Program Standards)</b>	<b>DIVISION PLAN REQUIREMENTS</b>
	<p>2.5.1. Educators ensure that the assessments used in the identification and evaluation processes are reliable and valid for each instrument’s purpose, allow for above-grade-level performance, and allow for diverse perspectives.</p> <p>2.5.2. Educators ensure that the assessment of the progress of students with gifts and talents uses multiple indicators that measure mastery of content, higher level thinking skills, achievement in specific program areas, and affective growth.</p> <p>2.5.3. Educators assess the quantity, quality, and appropriateness of the programming and services provided for students with gifts and talents by disaggregating assessment data and yearly progress data and making the results public.</p> <p>2.6.1. Administrators provide the necessary time and resources to implement an annual evaluation plan developed by persons with expertise in program evaluation and gifted education.</p> <p>2.6.2. The evaluation plan is purposeful and evaluates how student-level outcomes are influenced by one or more of the following components of gifted education programming: (a) identification, (b) curriculum, (c) instructional programming and services, (d) ongoing assessment of student learning, (e) counseling and guidance programs, (f) teacher qualifications and professional development, (g) parent/guardian and community involvement, (h) programming resources, and (i) programming design, management, and delivery.</p> <p>2.6.3. Educators disseminate the results of the</p>	

**Differentiated Curriculum and Instruction  
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	evaluation, orally and in written form, and explain how they will use the results.	

## Professional Development

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<p><i>8VAC20-40-60A</i> 2. A statement of the school division’s gifted education program goals and objectives for identification, delivery of services, curriculum and instruction, professional development, equitable representation of students, and parent and community involvement;</p> <p><i>8VAC20-40-60A</i> 13. Evidence that school divisions provide professional development based on the teacher competencies outlined in 8VAC20-542-310 related to gifted education;</p>	<p>6.1.1. Educators systematically participate in ongoing, research-supported professional development that addresses the foundations of gifted education, characteristics of students with gifts and talents, assessment, curriculum planning and instruction, learning environments, and programming.</p> <p>6.1.2. The school district provides professional development for teachers that models how to develop environments and instructional activities that encourage students to express diverse characteristics and behaviors associated with giftedness.</p> <p>6.1.3. Educators participate in ongoing professional development addressing key issues such as anti-intellectualism and trends in gifted education such as equity and access.</p> <p>6.1.4. Administrators provide human and material resources needed for professional development in gifted education (e.g. release time, funding for continuing education, substitute support, webinars, or mentors).</p> <p>6.1.5. Educators use their awareness of organizations and publications relevant to gifted education to promote learning for students with gifts and talents.</p> <p>6.2.1. Educators participate in ongoing professional development to support the social and emotional needs of students with gifts and talents.</p> <p>6.3.1. Educators assess their instructional practices and continue their education in school district staff</p>	<p>8VAC20-542-310. Gifted education (add-on endorsement).</p> <p>The program in gifted education shall ensure that the candidate has demonstrated the following competencies:</p> <ol style="list-style-type: none"> <li>1. Understanding of principles of the integration of gifted education and general education, including:               <ol style="list-style-type: none"> <li>a. Strategies to encourage the interaction of gifted students with students of similar and differing abilities; and</li> <li>b. Development of activities to encourage parental and community involvement in the education of the gifted, including the establishment and maintenance of an effective advisory committee.</li> </ol> </li> <li>2. Understanding of the characteristics of gifted students, including:               <ol style="list-style-type: none"> <li>a. Varied expressions of advanced aptitudes, skills, creativity, and conceptual understandings;</li> <li>b. Methodologies that respond to the affective (social-emotional) needs of gifted students; and</li> <li>c. Gifted behaviors in special populations (i.e., those who are culturally diverse, economically disadvantaged, or physically disabled).</li> </ol> </li> <li>3. Understanding of specific techniques to identify gifted students using diagnostic and prescriptive approaches to assessment, including:               <ol style="list-style-type: none"> <li>a. The selection, use, and evaluation of multiple assessment instruments and identification strategies;</li> <li>b. The use of both subjective and objective measures to provide relevant information regarding</li> </ol> </li> </ol>

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	<p>development, professional organizations, and higher education settings based on these assessments.</p> <p>6.3.2. Educators participate in ongoing professional development that is sustained over time, that includes regular follow-up, and that seeks evidence of impact on teacher practice and on student learning.</p> <p>6.3.3. Educators use multiple modes of professional development delivery including online and electronic communities, face-to-face workshops, professional learning communities, and book talks.</p> <p>6.3.4. Educators identify and address areas for personal growth for teaching students with gifts and talents in their professional development plans.</p> <p>6.4.1. Educators respond to cultural and personal frames of reference when teaching students with gifts and talents.</p> <p>6.4.2. Educators comply with rules, policies, and standards of ethical practice.</p>	<p>the aptitude/ability or achievement of potentially gifted students;</p> <p>c. The use of authentic assessment tools such as portfolios to determine performance, motivation/interest and other characteristics of potentially gifted students;</p> <p>d. The development, use, and reliability of rating scales, checklists, and questionnaires by parents, teachers and others;</p> <p>e. The evaluation of data collected from student records such as grades, honors, and awards;</p> <p>f. The use of case study reports providing information concerning exceptional conditions; and</p> <p>g. The structure, training, and procedures used by the identification and placement committee.</p> <p>4. Understanding and application of a variety of educational models, teaching methods, and strategies for selecting materials and resources that ensure:</p> <p>a. Academic rigor through the development of high-level proficiency in all core academic areas utilizing the Virginia Standards of Learning as a baseline;</p> <p>b. The acquisition of knowledge and development of products that demonstrate creative and critical thinking as applied to learning both in and out of the classroom; and</p> <p>c. The development of learning environments that guide students to become self-directed, independent learners.</p> <p>5. Understanding and application of theories and principles of differentiating curriculum designed to</p>

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		<p>match the distinct characteristics of gifted learners to the programs and curriculum offered to gifted students, including:</p> <ul style="list-style-type: none"> <li>a. The integration of multiple disciplines into an area of study;</li> <li>b. Emphasis on in-depth learning, independent and self-directed study skills and metacognitive skills;</li> <li>c. The development of analytical, organizational, critical, and creative thinking skills;</li> <li>d. The development of sophisticated products using varied modes of expression;</li> <li>e. The evaluation of student learning through appropriate and specific criteria; and</li> <li>f. The development of advanced technological skills to enhance student performance.</li> </ul> <p>6. Understanding of contemporary issues and research in gifted education, including:</p> <ul style="list-style-type: none"> <li>a. The systematic gathering, analyzing, and reporting of formative and summative data; and</li> <li>b. Current local, state, and national issues and concerns.</li> </ul> <p>7. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.</p> <p>8. The program shall include a practicum that shall include a minimum of 45 instructional hours of successful teaching experiences with gifted students in a heterogeneously grouped (mixed ability) classroom and a homogeneously grouped (single ability) classroom.</p>

## Parent and Community Involvement

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<p><i>8 VAC20-40-60A</i> A. ....The development process for the school division’s local plan for the education of the gifted shall include opportunities for public review of the school division’s plan. The approved local plan shall be accessible through the school division’s website and the school division shall ensure that printed copies of the comprehensive plan are available to citizens who do not have online access.</p> <p><i>8 VAC20-40-60B</i> B. Each school division shall establish a local advisory committee composed of parents, school personnel, and other community members who are appointed by the school board. This committee shall reflect the ethnic and geographical composition of the school division. This committee shall have two responsibilities: (i) to review annually the local plan for the education of gifted students, including revisions, and (ii) to determine the extent to which the plan for the previous year was implemented. The findings of the annual program effectiveness and the recommendations of the advisory committee shall be submitted annually in writing to the division superintendent and the school board.</p>	<p>1.5.1. Educators collaborate with families in accessing resources to develop their child’s talents. 2.1.2. Educators provide parents/guardians with information regarding diverse characteristics and behaviors that are associated with giftedness. 2.2.6. Educators inform all parents/guardians about the identification process. Teachers obtain parental/guardian permission for assessments, use of culturally sensitive checklists, and elicit evidence regarding the child’s interests and potential outside the classroom setting. 2.3.3. Educators provide parents/guardians with information in their native language regarding diverse behaviors and characteristics that are associated with giftedness and with information that explains the nature and purpose of the gifted program. 2.5.3. Educators assess the quantity, quality, and appropriateness of the programming and services provided for students with gifts and talents by disaggregating assessment data and yearly progress data and making the results public. 5.3.1. Educators regularly engage families and community members for planning, programming, evaluating, and advocating.</p>	<p>These sections of the local gifted plan (Local Plan: Part X and Part XI) should provide evidence that:</p> <ol style="list-style-type: none"> <li>1. Members of the local gifted advisory committee are appointed by the local school board;</li> <li>2. The membership of the local advisory committee reflects the geographic and ethnic representation of the division;</li> <li>3. The local gifted advisory committee strategically plans to accomplish the two responsibilities assigned by the <i>Regulations (8 VAC20-40-60B)</i>; and,</li> <li>4. The findings of the annual review of program effectiveness and the recommendations of the advisory committee shall be submitted annually in writing to the local school board and the superintendent of the school division.</li> </ol> <p>NOTE: Responsibilities of the local school divisions to the parents of identified gifted students are outlined in the ‘Screening, Referral, and Identification’ section of this reference guide.</p>

## **Glossary of Terms**

### **Reference Guide for the Development and Review of Local Plans for the Education of the Gifted**

The words and terms when used in this document shall have the following meanings, unless the context clearly indicates otherwise:

"Appropriately differentiated curriculum and instruction" means curriculum and instruction adapted or modified to accommodate the accelerated learning aptitudes of identified students in their areas of strength. Such curriculum and instructional strategies provide accelerated and enrichment opportunities that recognize gifted students' needs for (i) advanced content and pacing of instruction; (ii) original research or production; (iii) problem finding and solving; (iv) higher level thinking that leads to the generation of products; and (v) a focus on issues, themes, and ideas within and across areas of study. Such curriculum and instruction are offered continuously and sequentially to support the achievement of student outcomes, and provide support necessary for these students to work at increasing levels of complexity that differ significantly from those of their age-level peers.

"Eligible student" means a student who has been identified as gifted by the identification and placement committee for the school division's gifted education program.

"Gifted students" means those students in public elementary, middle, and secondary schools beginning with kindergarten through twelfth grade who demonstrate high levels of accomplishment or who show the potential for higher levels of accomplishment when compared to others of the same age, experience, or environment. Their aptitudes and potential for accomplishment are so outstanding that they require special programs to meet their educational needs. These students will be identified by professionally qualified persons through the use of multiple criteria as having potential or demonstrated aptitudes in one or more of the following areas:

1. General intellectual aptitude. Such students demonstrate or have the potential to demonstrate superior reasoning; persistent intellectual curiosity; advanced use of language; exceptional problem solving; rapid acquisition and mastery of facts, concepts, and principles; and creative and imaginative expression across a broad range of intellectual disciplines beyond their age-level peers.
2. Specific academic aptitude. Such students demonstrate or have the potential to demonstrate superior reasoning; persistent intellectual curiosity; advanced use of language; exceptional problem solving; rapid acquisition and mastery of facts, concepts, and principles; and creative and imaginative expression beyond their age-level peers in selected academic areas. Specific academic areas include English, history and social science, mathematics, or science.
3. Career and technical aptitude. Such students demonstrate or have the potential to demonstrate superior reasoning; persistent technical curiosity; advanced use of technical language; exceptional problem solving; rapid acquisition and mastery of facts, concepts, and principles; and creative and imaginative expression beyond their age-level peers in career and technical fields.



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4. Visual or performing arts aptitude. Such students demonstrate or have the potential to demonstrate superior creative reasoning and imaginative expression; persistent artistic curiosity; and advanced acquisition and mastery of techniques, perspectives, concepts, and principles beyond their age-level peers in visual or performing arts.

"Identification" means the multistaged process of finding students who are eligible for service options offered through the division's gifted education program. The identification process begins with a divisionwide screening component that is followed by a referral component, and that concludes with the determination of eligibility by the school division's identification and placement committee(s). The identification process includes the review of valid and reliable student data based on criteria established and applied consistently by the school division. The process shall include the review of information or data from multiple sources to determine whether a student's aptitudes and learning needs are most appropriately served through the school division's gifted education program.

"Identification and placement committee" means the building-level or division-level committee that shall determine a student's eligibility for the division's gifted education program, based on the student's assessed aptitude and learning needs. The identification and placement committee shall determine which of the school division's service options are appropriate for meeting the learning needs of the eligible student.

"Learning needs of gifted students" means gifted students' needs for advanced and complex content that is paced and sequenced to respond to their persistent intellectual, artistic, or technical curiosity; exceptional problem-solving abilities; rapid acquisition and mastery of information; conceptual thinking processes; and imaginative expression across a broad range of disciplines.

"Placement" means the determination of the appropriate educational options for each eligible student.

"Referral" means the formal and direct process that parents or legal guardians, teachers, professionals, students, peers, self, or others use to request that a kindergarten through twelfth-grade student be assessed for gifted education program services.

"Screening" means the annual process of creating a pool for candidates from kindergarten through twelfth grade using multiple criteria through the referral process, the review of current assessment data, or other information from other sources. Screening is the active search for students who are then referred for the formal identification process.

## **Glossary of Terms**

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"Service options" means the instructional approaches, settings, and staffing selected for the delivery of appropriate service or services provided to eligible students based on their assessed needs in their areas of strength.

"Student outcomes" means the advanced achievement and performance expectations established for each gifted student, through the review of the student's assessed learning needs and the goals of the program of study, that are reviewed and reported to parents or legal guardians.