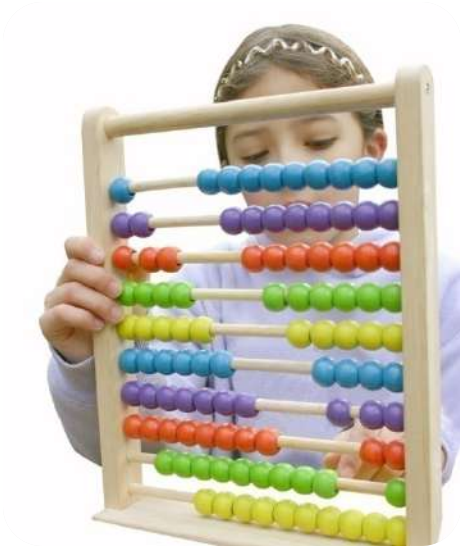
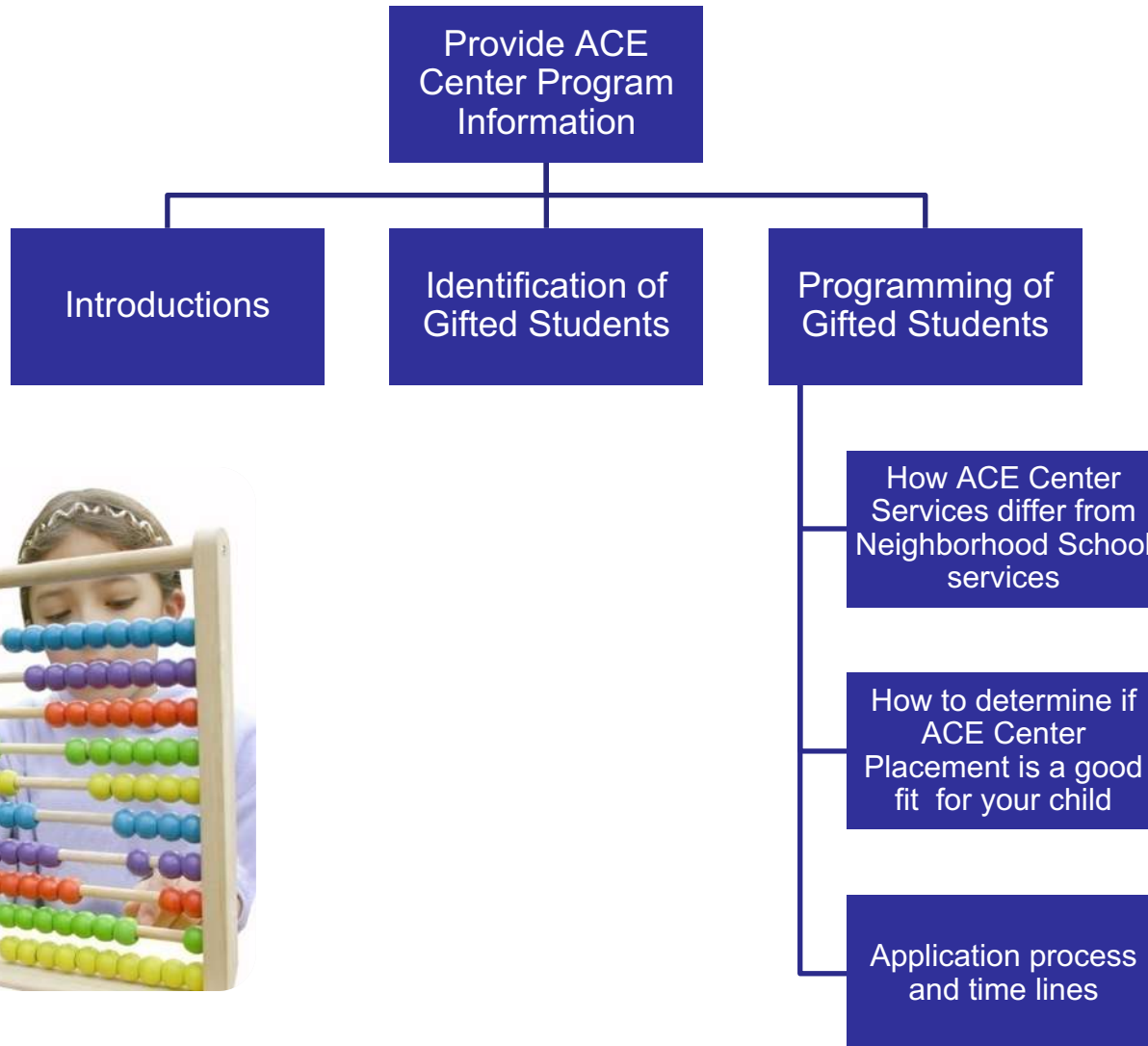




**Good Evening &
WELCOME**

**Parent Information Night
For Parents Interested in
Gifted Center School Placement
May 9, 2018**

PURPOSE OF TONIGHT:



Agenda/Timeline for Tonight:

6:00 - 6:40

❖ ACE Center Information Session

6:40 - 7:00

❖ Question/Answer session

7:00 - 7:30

❖ Classroom Visit

Parents: Please Note

In an effort to help facilitate this evening:

Individual questions about your specific child/situation will be addressed after the presentation.

Thank You!

Introductions



Dr. Jason Van Heukelum- Superintendent

*Dr. Nan Bryant- Director of Elem. Instruction/Interim
VACDES Principal*

Mr. Jacob Boula- Gifted Coordinator

Ms. Michele Dempsey- G/T Elem. Gifted Specialist

Mrs. Bev Thomas- VACDES Assistant Principal

Ms. Pat Hollins- ACE Center Teacher, 4th grade

Mrs. Kate Dean- ACE Center Teacher, 3rd grade

Definition of Gifted & Talented

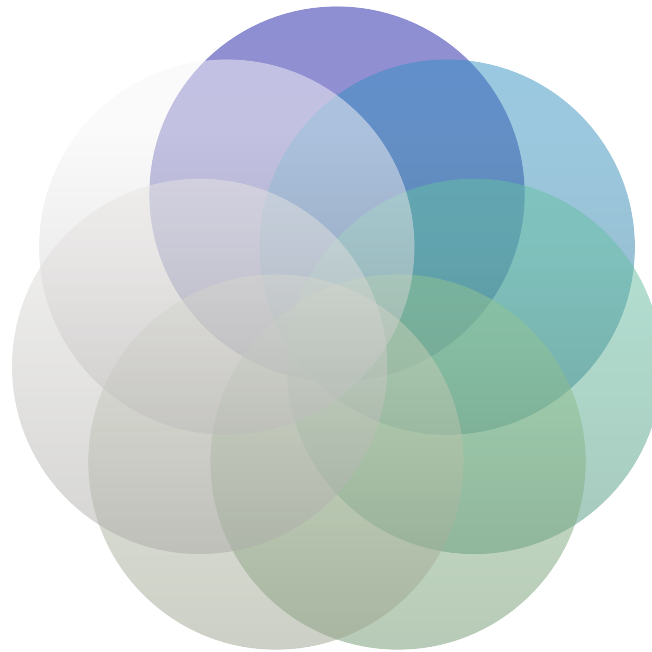
Persons between the
ages of 4 and 21

Visual arts, performing
arts, spatial or musical
abilities

Capable of high
performance,
exceptional
production, and/ or
exceptional learning
behavior

Leadership and
human relationship
ability

General or specific
intellectual abilities



Creative or productive
thinking

Specific academic
aptitude

ACE Center: Our Purpose



A B C D E

- ✓ child is with a group of intellectual peers. by subject giftedness.
- ✓ child receives a challenging curriculum for a significant amount of time each day.
- ✓ Project-based learning is an integral component of the daily schedule.

Bright Child

Gifted Child

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



Programming Options

Eligible for
Gifted
Services

Cluster Model
Grades 2-8



ACE Center
Grades 3 & 4

- ❖ Grade Level Content
 - ❖ Flexible Grouping
 - ❖ Content Acceleration
 - ❖ Content Differentiated

- ❖ Advanced Core Content
 - ❖ Compacted
 - ❖ Pace Accelerated
 - ❖ Differentiated and Extended



Differentiation



“It means teachers proactively plan varied approaches to **WHAT** students need to learn, **HOW** they will learn it, and/or how they will **SHOW WHAT THEY HAVE LEARNED** in order to increase the likelihood that each student will learn as much as he or she can, as efficiently as possible.”

Carol Ann Tomlinson

What will the ACE Center offer?

Specific strength areas are targeted and encouraged

Emphasize high-level thinking

Compact and accelerate curriculum

Address affective/social needs

Programming in ACE Center

ACE Center is housed at VACDES – a program within the school

Students can be mainstreamed or in self-contained classrooms for core subject
(may integrate for literacy and/or math)

Mainstreamed for parts of the day depending on their area of specified strength.

Accelerated curriculum with differentiated instruction provided to meet the unique needs
of each student

Curriculum and Programming

ACE Center programming is based on the WPS curriculum and meets or exceeds Virginia standards for students performing above grade level. Programming includes but is not limited to:

Compacted and accelerated curriculum

Emphasis on higher level thinking skills

Integrated approach to content areas

Opportunity to work with academic peers

Nurturing of social-emotional (affective) needs

Attention to individual interests

Emphasis on complex, advanced material

Elements of ACE Curriculum Design

Inquiry + Content Knowledge + Enrichment

Elements of ACE Curriculum Design

Standards of Learning -

Mathematics and/or Language Arts

- Compacting - Assessing SOL that are repetitive and/or scaffolded
- Advancing - Using SOL content level to correspond with students' mental ages
- Merging - Incorporating multiple SOL appropriate to the study
- Assessing - Using *pre-assessments* to move students to the appropriate level of challenge; *formative assessments* to track growth; and *summative assessments* to measure mastery
- Individualizing - Allowing students choice in what questions they research, what questions within the study hold special value for them, and including their criterion(a) as part of the evaluation

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- Addressing the Social and Emotional Needs of Gifted Learners



Differentiation: Know the Learner

Assessing the Learner's: Readiness,
Interests Learning

Content Strategies for modifying Content

Planning for
differentiation

Compacting

Acceleration

*Tiering for
advanced content
via novelty,
depth, complexity*

Content
extensions

Process Strategies for Engaged Learning

Flexible grouping

*Questioning for
critical thinking*

Problem- based
learning

Contracting

Learning Centers

Pacing

Higher Order
Thinking Skills

Product Communicating Understanding

Open-ended tasks

*Authentic/real-world
solutions*

Extension,
innovation, creation
of new ideas,
products, services

*Multiple forms &
formats using varied
techniques &
materials*

Learning Environment Context for Learning

Safe, challenging,
collaborative
community

*Access to a
resource-rich
classroom*

Flexible movement
& use of space

*Multiple settings &
environments*

Flexible
Scheduling

Cluster Model- Neighborhood School

- GT students in third and fourth grade will be placed in a classroom with 3-6 of their gifted peers based on identification
- Teachers, working with the EXCEL Elementary Instructional Specialist, will...
 - Provide tiered assignments *routinely* based on pre-assessment in LA and/or mathematics for identified students
 - Augment prescribed learning with opportunities for independent and small group research

How Do I Know if a Center School is Right for My Child?

A young child with short, light brown hair is seen from behind, wearing a dark green long-sleeved shirt. They are standing in front of a dark grey chalkboard, using a piece of white chalk to write the letters 'A B C D E' in a row. The child's right arm is extended upwards, holding the chalk to the letter 'E'.

A B C D E

- ✓ child has specific needs that would be better met in a center school
- ✓ child is internally motivated and driven
- ✓ child is in need of intellectual peers
- ✓ child wants to be in a center setting

Parent Support

Willingness to help child
organize and complete
advanced tasks outside the
classroom



What Steps Are Taken for Gifted Center Application

Parent picks up application

Parent completes parent section of application

Student completes student section of application

Submit application to Michele Dempsey by May 16- 3PM

All completed applications will be placed in lottery system

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Notification of Acceptance



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Important Dates to Remember

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Questions/Comments

