

MEMORANDUM

Date: November 12, 2008

To: The Honorable Members of the Alexandria School Board
Dr. Morton Sherman

From: Talented and Gifted Advisory Committee
Chairman, Sherry Delaney

Subject: Talented and Gifted Advisory Committee
Scope of Work for 2008-2009

The Talented and Gifted Advisory Committee (TAGAC) has approved a representative and alternate to participate in the Board's Strategic Planning process as requested by the Board and will support this process as required by the Board. TAGAC also has developed the following additional goals for the 2008-2009 academic year:

- Monitor implementation of the 2006-11 TAG Local Plan and the approval / amendment process for the plan
- Monitor implementation of improved services to meet the affective needs of the gifted
- Review and monitor the potential impact on TAG service delivery of IB program or other exemplary program
- Review TAG identification data and consider ways to encourage increased minority participation in advanced courses
- Investigate *Odyssey of the Mind* and *Destination Imagination* programs for possible implementation by parent volunteer network
- Investigate for possible implementation a mentoring program capitalizing on local resources to offer middle- and high-school students access to advanced scientific and technical opportunities
- Pacing for TAG Language Arts under new writing regulation K-12
- Review identification and service delivery for Twice Exceptional Students

**Talented and Gifted Advisory Committee
Detail on Scope of Work Proposal**

- **Monitor implementation of the 2006-11 TAG Local Plan and the approval / amendment process for the plan**

Ongoing, state mandated

- **Monitor implementation of improved services to meet the affective needs of the gifted**

Aligned with ACPS 2008-10 Goals II.A. (Identification of Student Needs), II.B.8. (Minority Achievement) and Whole Child initiative. Local Plan goal.

Anxiety, depression, inappropriate acting out, social skills deficits, etc. occur at a significantly higher rate among gifted students. These negative affective needs may interfere with a student's ability to perform at potential. Enhanced counseling services can improve outcomes for TAG students with negative affective traits and improve identification among students whose giftedness is overlooked due to such behaviors.

- **Review and monitor the potential impact on TAG service delivery of implementation of IB program or other exemplary program.**

Aligned with Goal II.B.6. (Phase in International Baccalaureate Program).

IB Primary Years, Middle Years and Diploma Programs are marketed as high achievement programs, and as such are likely to attract participation among gifted. Any related changes to TAG service delivery in IB participating schools may require amendment of the TAG Local Plan.

- **Review TAG identification data and consider ways to encourage increased minority participation in advanced courses.**

Aligned with Goals II.A. (Identification of Student Needs), II.B.8.

(Minority Achievement). Local Plan goal. Ongoing from 2007-08 scope of work. Minority Student Achievement Network may prove a valuable resource in advancing ACPS goal of improved identification of minority gifted.

- **Investigate *Odyssey of the Mind* and *Destination Imagination* programs for possible implementation by parent volunteer network.**

Aligned with Goals II.B.3 (Elementary Science Instruction), II.B.4 (Intel Science Program).

Successful participation in The Intel Science Program requires a sophisticated, deep science background and high level of practical experience. OM and DI

programs offer students K-12 the opportunity to participate in a structured, high achievement competition/showcase following a model that has enjoyed great success in other school systems. Costs to students are modest and might affordably be subsidized for low-SES participants. Program can be effectively implemented by parent volunteers, minimizing cost impact to the system, and will prepare students for successful participation in The Intel Science Program

See <http://www.odysseyofthemind.com/> and <http://www.idodi.org/>

- **Investigate for possible implementation a mentoring program capitalizing on local resources to offer high school students access to advanced scientific and technical opportunities.**

Aligned with Goals II.B.4 (Intel Science Program), II.B.5 (Internships / Mentorships).

Highly motivated students with special research interests could be effectively paired with appropriate mentors who could offer hands-on experience. This kind of experience is common among successful participants in the Intel Science Program. OM and DI parent volunteers could help build resource pool and act as liaisons to area companies/organizations.

- **Pacing for TAG Language Arts under new writing regulation K-12**

Aligned with Goal II.B.9 (Writing Regulations).

TAG LA students may be more effectively accelerated in the writing curriculum under new regulations.

- **Review identification and service delivery for Twice Exceptional Students**

Aligned with Goals II.C.1 (Special Education Program Assessment), II.C.3 (IEP Implementation). Local Plan goal, ongoing working group.

Continuation of Twice Exceptional Working Group started in 2007-08 academic year as a joint project of TAGAC and SEAC.