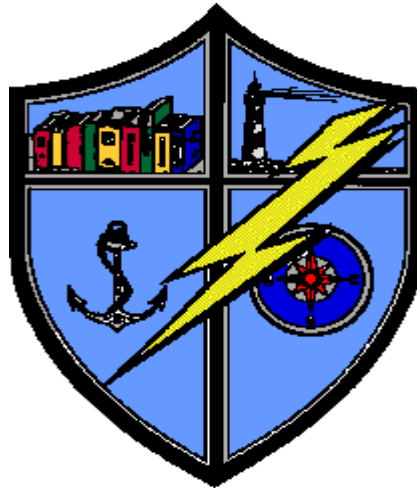
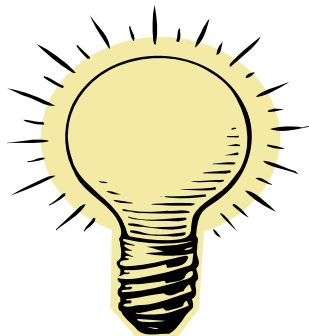


VBCPS
Gifted Program
Mission Statement

The mission of the Virginia Beach City Public Schools Gifted Program at the middle school level is to

- challenge students with differentiated, interdisciplinary opportunities
- provide a flexible, innovative curriculum that promotes self-esteem, productivity, creativity, responsibility, and leadership
- develop individual talents and special abilities
- facilitate a commitment to excellence.

"It is not enough to have a good mind; the main thing is to use it well!" - Rene Descartes



Brandon
Middle School

Program opportunities include staff development, team planning with the GRT, lesson and unit development with the GRT, strategies modeling, team teaching, and peer coaching.

Stop by the Gifted Education Resource Room in the BMS library and find out how the Gifted Education Resource Model can help develop the potential of all students!

"We cannot always build the future for our youth, but we can build our youth for the future!"

- Franklin D. Roosevelt



Brandon Middle
School
Gifted Education
Resource Program
2008-2009

Mrs. Carolyn Stamm
Gifted Education
Resource Teacher
Carolyn.Stamm@vbschools.com
"Brandon's thinking coach"

The Cluster-Resource Model

The program for gifted services at the middle school level combines the features of the resource model and the cluster model.

By utilizing features of each design, Brandon Middle "clusters" the identified intellectually gifted students into core teams at each grade level. Cluster core teams, as they are called, work regularly with the Gifted Education Resource Teacher (GRT) to differentiate for the needs of the gifted. The clustering of the gifted ensures that these students have the opportunity to spend at least part of their school day with their intellectual peers. The presence of the GRT in planning and implementation of lessons, activities, and units assists the classroom teacher in meeting the needs of the gifted population with a rich, rigorous, quality curriculum that presents intellectual challenges to the students.

Gifted students interact with their teacher and classmates in a heterogeneous setting, while benefiting from the curriculum modification of content, process, product, and learning environment. The student's readiness, interest, and learning profile are also considered. In addition, students who are identified gifted in the arts have the opportunity to attend ODC for art and dance.

"I strongly believe that opportunities for learning must be both meaningful and applicable to the real world. Lessons must be challenging and tailored to individual needs. My goal is to instill a love of learning in our gifted students at Brandon in hopes that they will become life-long, enthusiastic learners!" - Mrs. Stamm

Questions? Contact
Mrs. Carolyn Stamm
Brandon Middle School
Gifted Education
Resource Teacher
648-4450 ext. 61242

Carolyn.Stamm@vbschools.com

Visit us on the web:

<http://www.brandonms.vbschools.com/gifted.htm>

BMS Gifted Education Resource Program services include

- ◆ Inservice training programs on gifted education for teachers and parents
- ◆ Screening services and teacher assistance in identification of students for the gifted program
- ◆ Lesson, project, and unit planning as well as implementation assistance
- ◆ Gifted resource materials to assist in differentiation of instruction
- ◆ Resource room in the Library Media Center for student, teacher and parent use for planning, work sessions, conferences, and research
- ◆ Gifted Program newsletter

The Resource Model in Action

Throughout Brandon Middle School, you will find examples of students and teachers taking advantage of the Gifted Resource Model!

- Socratic Seminars
- Bloom's Taxonomy
- Multiple Intelligences Theory
- Shakespeare using Folger's Method
- Simulations
- Integrated Instruction
- Cooperative Learning
- Problem Based Learning
- Literature Circles
- Independent Research Options
- Paul's Reasoning Model
- WebQuests
- Tiered Assignments

Benefits of clustering the gifted students at Brandon Middle:

- Time with intellectual peers
- Full-time program for gifted
- 1-2 cluster core teams per grade level
- Pull-in vs. pull-out
- Regular training with the GRT
- Planning and implementation of lessons with the GRT

"The best way to learn anything is to discover it for yourself!" - Polya