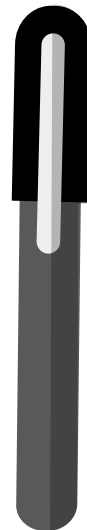
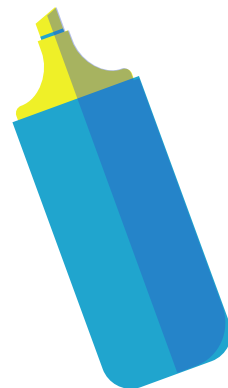
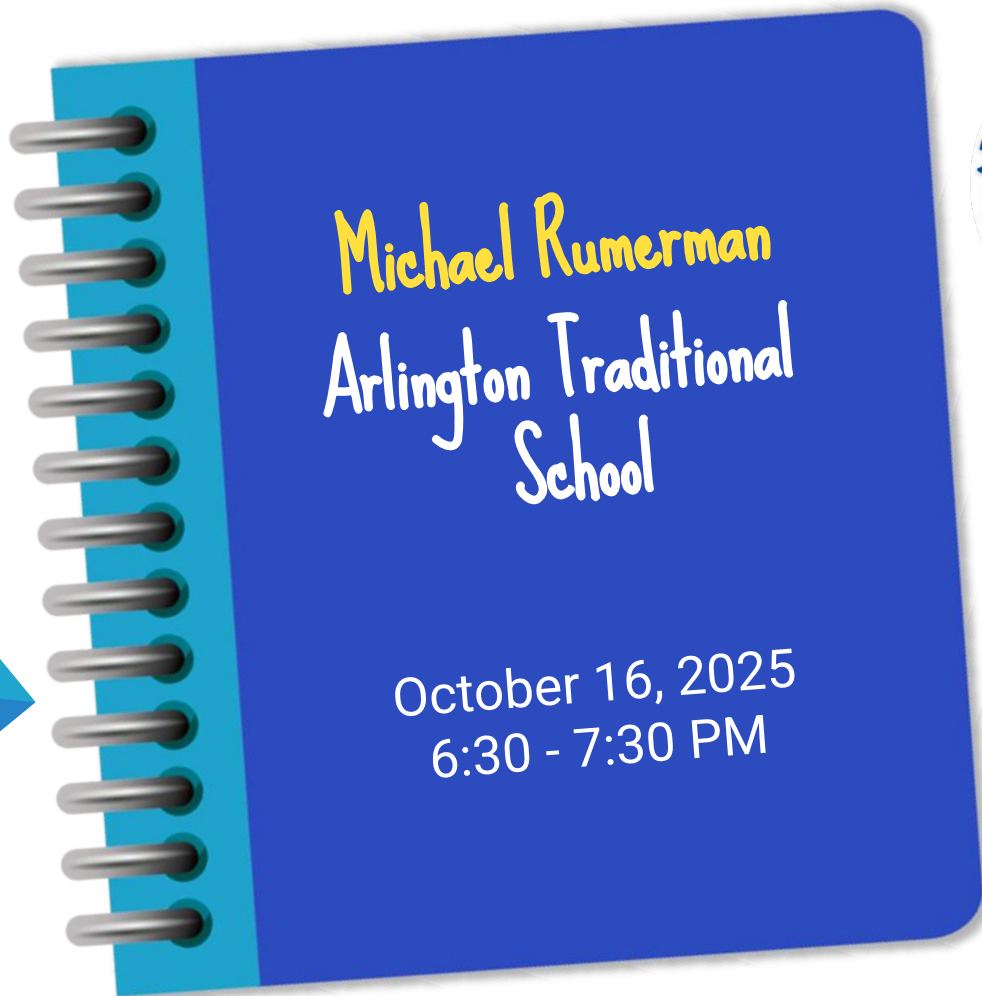


AGENDA:

1. Objectives, national recommendations, local policy
2. Professional Learning Communities
3. Support for Twice Exceptional and English Learners
4. Differentiation
5. Classroom Support
6. Communication
7. Resources
8. Next Session in Winter, Screening and Identification



Arlington
Public
Schools



Please jot down any questions you may have during the presentation. You may write them on the note cards provided or use/click the QR code to record questions on a Google form.



If I cannot address your question during the presentation, I will follow up:

- please include your name
- your child's name (if applicable)
- your contact information
- the best time for me to reach you.

MON

TUE

WED

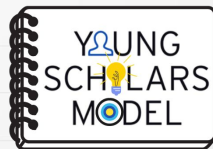
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Objectives:

- Provide an overview of advanced academics and talent development at Arlington Traditional School



- Explain the role of the Advanced Academics Coach (AAC) within a Professional Learning Community (PLC).

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NAGC Recommends that Every School Provide:

- access to curricular resources designed for advanced/gifted learners
- systematic and substantial professional development for all teachers
 - needs of gifted learners
 - differentiation in general
 - flexible grouping approaches



NATIONAL ASSOCIATION FOR
Gifted Children

Supporting the needs of high potential learners

- specialists who can support the classroom teacher
 - in assessing gifted learner differences
 - making adjustments to the curriculum
 - and implementing advanced curriculum and strategies

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Virginia Gifted Regulations- APS Local Plan 2022 - 2027:

Virginia Department of Education regulations state that each school district must develop a plan to identify and provide services to those students who have learning needs beyond the regular instructional program.

You can access the Local Plan here-



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Shared
Responsibility for
Daily
Differentiation
for
Advanced/Gifted
Learners

Cluster Teacher



Differentiation
Monitoring Growth
Use of Resources for Rigor

AAC & School



Professional
Learning

Coaching
&
Collaboration

Cluster
Grouping

District



Commitment to Talent Development & Young Scholars Model

Services & Curriculum

Stakeholder Support

Evaluation of Program Effectiveness

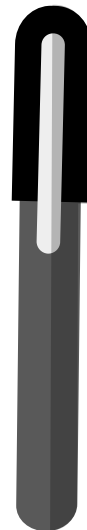
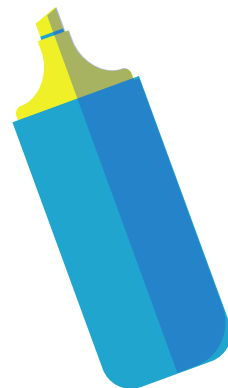
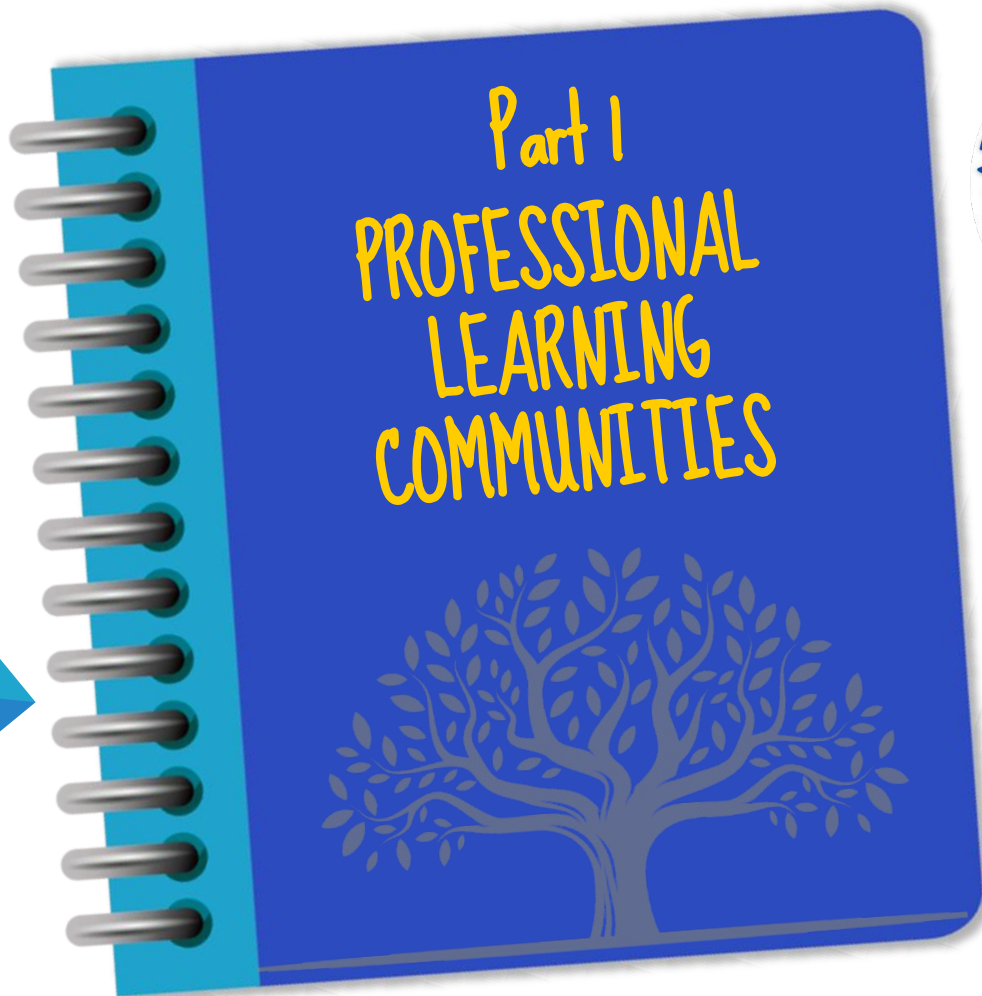
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PROFESSIONAL LEARNING COMMUNITIES



Four Key Questions Focus
Us on Learning-

- 1 What is it we expect our students to learn?
- 2 How will we know when they have learned it?
- 3 How will we provide time and support when they don't learn it?
- 4 How will we extend learning when they already know it or learn it quickly?



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AAC ROLE WITHIN A PLC



Increase cluster teachers' capacity to infuse gifted pedagogy in the general education classroom for daily differentiation and increased rigor



Increase all teachers' capacity to infuse critical and creative thinking strategies and resources for rigor to challenge and engage all learners



Support cluster teachers in documenting growth of advanced/gifted learners beyond standards via digital portfolios and differentiation forms

AAC ROLE WITHIN A PLC



Facilitate professional learning, focusing on characteristics of diverse gifted students and differentiated instruction for advanced learners



Collaborate with teachers to plan and deliver rigorous instruction

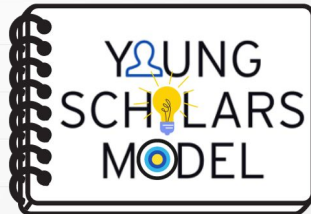


Lead teams in their understanding of diverse characteristics of gifted learners



Facilitate screening and identification process

AACs as Advocates for Historically Underserved Populations



- Twice Exceptional (2e)
- English Learners
- High Ability, Low Income Students
- Underachieving Students

2e at Our School



- AAC provides input and/or attends IEP and 504 meetings as available

- Special education teacher provides input and/or attends screening and identification meeting of 2e students
- AAC, special education and classroom teacher work together to provide both gifted services and special education support to 2e learners

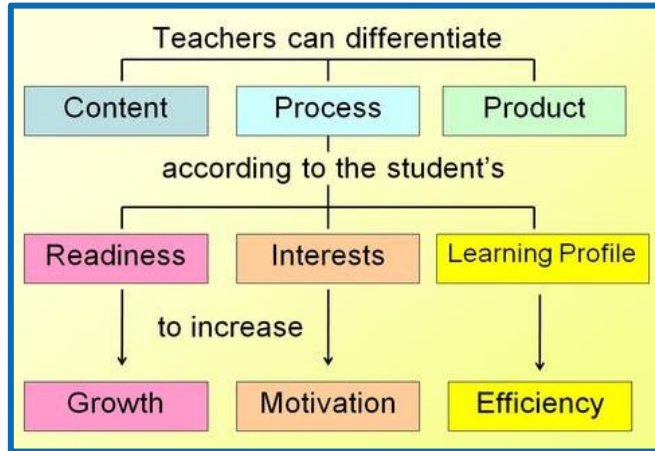
English Learner Support



- Similar to 2e with wrap around support

- AAC works collaboratively with general education teacher and English Language teacher to support
 - Building Background Knowledge
 - Access to Grade Level Content
- Opportunities for Critical & Creative Thinking

DIFFERENTIATION



"Differentiation is simply a teacher attending to the learning needs of a particular student or small groups of students, rather than teaching a class as though all individuals in it are basically alike." -Carol Ann Tomlinson

- Content: What is to be learned
- Process: How students acquire information
- Product: How students demonstrate learning
- Learning Environment: Where and with whom students learn

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COLLABORATIVE TEACHING



Collaborative Teaching
may involve:

- Whole group team modeling for and/or teaching with classroom teacher
- Supporting small groups in classroom, coordinated and co-planned with classroom teacher
- Flexible grouping, which may be determined by
 - Needs of students and/or the classroom teacher
 - Difficulty of unit/topic

Critical & Creative Thinking Framework



Arlington Public Schools

K-12 Critical and Creative Thinking Models & Strategies

Critical Thinking Teaching Models

- Concept Development Model (Change, Patterns, Systems, Perspective, Cause/Effect)
- Future Problem Solving
- Jacob's Ladder
- Paul's Reasoning Model
- Problem-Based Learning
- Project-Based Learning
- Research Model
- Socratic Seminar
- William and Mary Teaching Models (Vocabulary & Literature Web, Persuasive Writing, Analyzing a Historical Situation)

Creative Thinking Models

- Creative Problem Solving (CPS)
- SCAMPER

Categories of Thinking Strategies

Decisions and Outcomes

- Habits of Mind
- PMI
- Visualization

Making Connections

- Analogies
- Encapsulation
- FFOE (Fluency, Flexibility, Originality, Elaboration)
- Mind-Mapping
- Synectics

Point of View (Different Perspectives)

- Debates
- deBono's Hats
- RAFT
- Socratic Seminar/Junior Great Books
- Structured Academic Controversy

Questioning

- Question Formulation Technique (QFT)
- Levels of Questioning
- Revised Bloom's Taxonomy

RESOURCES FOR RIGOR

Math

Hands-On Equations

Project M² and Project M³

Project A³: Awesome, Advanced Activities

William and Mary Math Units

Social Studies

William and Mary Social Studies Units

The DBQ Project

Primary Source Documents (Library of Congress)

English Language Arts

William and Mary Literature Units

Jacob's Ladder Resources

Caesar's English Resources

Schoolwide Enrichment

Model-Reading (SEM-R) Framework

Vanderbilt Interdisciplinary Units

Science

William and Mary Problem-Based Science Units

Project Clarion Science Units

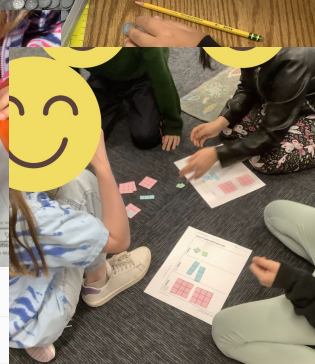
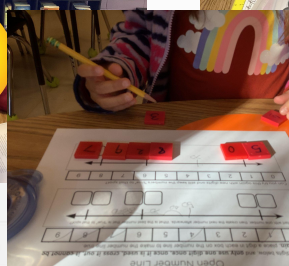
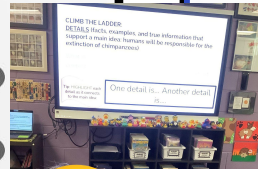
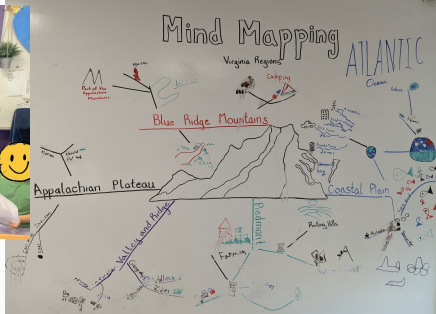
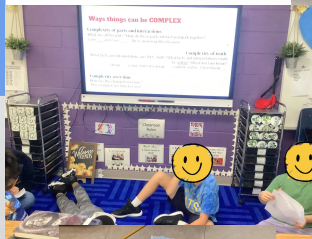
Vanderbilt Interdisciplinary Units

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Advanced Academics & Talent Development at ATS

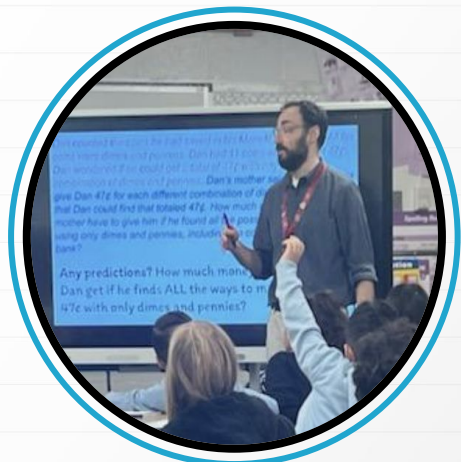


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CLASSROOM SUPPORT GRADES K-5



- Collaboratively plan and model Critical and Creative Thinking (CCT) strategies and Resources for Rigor with teachers
- Build capacity for teachers to replicate similar strategies and resources in the future
- Working with teachers to find and nurture historically underrepresented populations within gifted education (Young Scholars)

COLLABORATIVE TEACHING

Differentiated Instruction &
Critical and Creative
Teaching Strategy:

- Co-planning with classroom teachers for the critical and creative thinking strategies that fit skills, concepts and content being taught

PROFESSIONAL LEARNING & COACHING

Modeling, Coaching, and
Building Capacity:

- Gifted coaching cycles: professional development for teachers on ways to differentiate instruction, use rigorous resource, and adapt to prescribed standards
- Giving insight to the diverse characteristics of gifted learners

COMMUNICATION

- Differentiation Record Form quarterly report to parents for identified students in grades K-5
- Support Digital Portfolios to show mastery of standards and growth over time for advanced/gifted learners

- Family information sessions (at least two: Fall and Spring) & Conferences
- Ongoing collaboration between AAC-classroom-home
- AAC @ ATS Webpage
- Instagram: @ATS_AAC 

Getting Connected: APS Advanced Academics



- APS Advanced Academics Website
<https://ats.apsva.us/advanced-academics>



- [@aps_advancedacademics](#) 

Contact Information

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- 703-228-6290



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Parent Advisory Committee for Advanced Academics



Arlington Public School's
Parent Advocacy Group
Part of Advisory Council on
Teaching and Learning

Meets Monthly from
7:00-8:30

If you are interested in
serving on this committee
and/or attending a meeting,
please contact

John Schaus & Mary
Wierzbicki

PARENT RESOURCES

- Virginia Association
for the Gifted (VAG)
<http://www.vagifted.org>



- National Association
for the Gifted (NAGC)

<http://nagc.org>



- Supporting Emotional
Needs of the Gifted
(SENG)

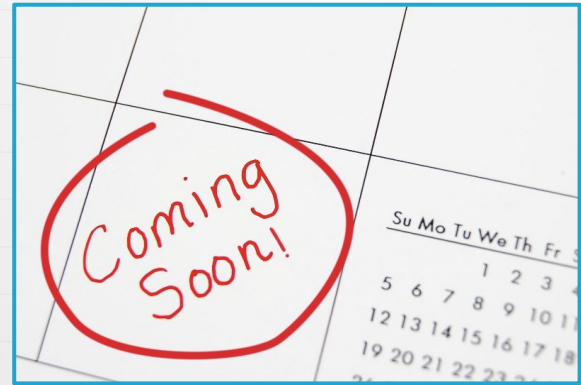
<http://sengifted.org>



Screening and Identification Information Session



I will hold a session about the screening and identification process for gifted identification in January/February.



Screening and Identification Information Session



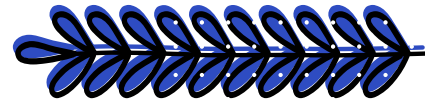
- APS screens entire school population by...
 - Universal Screeners
 - Academic Performance
 - Student Conferences
 - Growth Portfolios
 - Products / Process
- Referrals can be made by teachers, parents, community leaders, and students

Screening Timeline

Fall & Winter	Parent Information Meeting Fall - Services, Winter- Identification	AAC
November	Universal Screeners for grades 1, 2 and 7, 8 and 9 without an abilities score	Testing Coordinator, AAC
Ongoing	Communication to parent Collection of student work	AAC, classroom teachers, specialists
February	Communication to staff on process	AAC
February - May	Collection of Data: draft Gifted Behavior Commentary (GBC), work samples	AAC, classroom teachers, specialists
February- May	Collection of Data: testing, parent information forms, letters to parents	AAC
May - June	ID Meetings: Review of data and completions of school GBC	School team: administrator, teacher, AAC, specialists, counselor (etc)
June - August	Appeals Level 1 and Level 2	Level 1: Principal Level 2: County wide

WHAT
QUESTIONS
MIGHT
YOU HAVE?





ALTERNATIVE RESOURCES

