Gifted Services and Identification

Arlington Traditional Elementary School
October 16, 2018, ATS Library
6:30-8:00pm

Caitlin Franz
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New Resource Teacher for Gifted

Caitlin Franz
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Teaching Experience
○ Seventh year for Arlington Public Schools
○ Three years teaching 1st-3rd grades in NY

Education
○ Master of Education, SUNY Geneseo
  ■ Multicultural Education
○ Bachelor of Science, John Fisher College
  ■ Childhood & Special Education
  ■ Instructional Technology
Before we start

- On each table you will find pieces of paper you can use to jot down any questions during the presentation.

- Also, there are opportunities to sign up to volunteer with me this school year!

- Place in bin near Library Check out before you leave.
Does this Sound Like Your Child?

“ I don’t think outside of the box; I think of what I can do with the box.”
Tonight’s Objectives

- Become familiar with Arlington Public School’s Local Plan of Giftedness, 2017-2021

- Use APS’s local plan to explain my role as the Resource Teacher for the Gifted within our professional learning community at ATS.

- Provide an overview of gifted services in Arlington Public Schools.

- Provide an overview of the identification process for Gifted Services in Arlington Public Schools.
The National Association for Gifted Children (NAGC) recommends that every school provide:

- Access to curricular resources designed for gifted learners

- Systematic and substantial professional development for all teachers, that:
  - Addresses the needs of gifted learners
  - Provides differentiation in general
  - Introduces flexible grouping approaches

- Resource specialists who can support the classroom teacher in the following areas
  - Assessing gifted learner differences
  - Adjusting the curriculum
  - Implementing advanced curriculum and strategies
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.

https://tinyurl.com/y939v4xj
Shared Responsibility for Daily Differentiation for Gifted Learners

District Responsibility - Developing Policies and Programs

Building Responsibility - Leadership in Implementation

Classroom Responsibility

- Collaboration with RTG
- Curriculum for Gifted Learners

- Leadership & Commitment to Excellence
- Defensible Identification
- Services & Curriculum
- Stakeholder Support
- Evaluation of Program Effectiveness

- Fidelity of Services
- Support for Differentiation
- In Depth Training in Gifted Education
- Assessing Teacher Effectiveness
Part 1:
Professional Learning Community at ATS
Part 1: Professional Learning Communities

Four Key Questions Focus Us on Learning

1. What do 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?
My Role within a Professional Learning Community

The primary role of the Resource Teacher for the Gifted (RTG) is to increase teachers’ *capacity* to infuse gifted pedagogy into the regular classroom.

This *capacity* includes the ability to implement curriculum designed for high-ability learners.

*(APS Local Plan for the Gifted 2012-2017)*
Role of the RTG

- Promote and model procedures, strategies, and techniques to support gifted students.
- Collaborate with teachers to plan and deliver instruction.
- Provide curricular resources to differentiate content for gifted students.
- Lead PD and inform staff about gifted education training opportunities.
- Advocate for underrepresented populations such as Twice Exceptional (2e), ESOL/HILT, and children from poverty.
- Facilitate the gifted identification process.

(APS Local Plan for the Gifted 2012-2017)
Historically Underserved Populations

- Twice Exceptional (2e)
- English Language Learners
- High Ability, Low Income Students
- Underachieving Students
Twice Exceptional (2e)
Wrap Around Support
ESOL/HILT
Wrap Around Support

- RTG collaborates with general education teacher and ESOL/HILT teacher to find and nurture students by:
  - Building background knowledge
  - Providing access to grade-level content
  - Encouraging critical and creative thinking
Part 2:
Gifted Services in K-5 Classrooms
Differentiation in the Classroom

Differentiated Instruction provides multiple approaches to content, process and product.
Differentiation in the Classroom

Differentiated Instruction provides multiple approaches to content, process and product.

Teachers can differentiate through...

- **Content**: What students learn

Examples: supplementary curriculum, extensions
Differentiation in the Classroom

Differentiated Instruction provides multiple approaches to content, process and product.

Teachers can differentiate the...

- **Process:** How students make sense of ideas and information

  Examples: activity, opportunities to apply information or ideas
Differentiation in the Classroom

Differentiated Instruction provides multiple approaches to content, process and product.

Teachers can differentiate...

- **Product:** How students demonstrate what they have learned
  
  Examples: portfolio, exhibition, project, etc.

<table>
<thead>
<tr>
<th>Differentiation Strategy</th>
<th>What it looks like in the classroom</th>
<th>General Examples</th>
<th>Specific Examples</th>
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</thead>
</table>
| **Process**              | Providing students with different ways to interact with content | • Critical and creative thinking strategies  
• Curriculum designed for high-ability learners | Integrating lessons and activities from Project M3:Factors, Multiples and Leftovers as a way for high-ability learners to learn GCF and LCM |
| **Product**              | Providing options for demonstrating their learning | • Choice board  
• Tic-tac-toe menu | Showing an understanding of the different regions of Virginia students can create a project of their choice (e.g., artwork, piece of writing, performance) |
| **Content**              | Content differentiation is typically necessary when a student has already mastered grade-level standards for a particular unit or topic. | • Extension of content  
• Project-based learning | Extending the grade 5 order of operations standard to include parentheses and exponents |
Collaborative Teaching may involve:

- Whole-group team teaching with classroom teacher
- Small-group teaching in classroom, coordinated and coplanned with classroom teacher
- Coplanning with classroom teacher to support differentiation on days when gifted resource teacher is not in the classroom
- Flexible grouping based on the
  - Needs of students and/or the classroom teacher
  - Difficulty of unit/topic
Arlington Public Schools

K-12 Critical and Creative Thinking Models & Strategies

<table>
<thead>
<tr>
<th>Critical Thinking Teaching Models</th>
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<tbody>
<tr>
<td>• Concept Development Model (Change, Patterns, Systems, Perspective, Cause/Effect)</td>
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<td>• Future Problem Solving</td>
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<td>• Jacob’s Ladder</td>
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<td>• Paul’s Reasoning Model</td>
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<td>• Problem-Based Learning</td>
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<td>• Project-Based Learning</td>
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<td>• Research Model</td>
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<td>• Socratic Seminar</td>
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<tr>
<td>• William and Mary Teaching Models (Vocabulary &amp; Literature Web, Persuasive Writing, Analyzing a Historical Situation)</td>
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<tr>
<th>Creative Thinking Models</th>
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<tr>
<td>• Creative Problem Solving (CPS)</td>
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<td>• SCAMPER</td>
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<table>
<thead>
<tr>
<th>Categories of Thinking Strategies</th>
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<tr>
<td>Decisions and Outcomes</td>
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<tr>
<td>• Habits of Mind</td>
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<td>• PMI</td>
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<td>• Visualization</td>
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<th>Making Connections</th>
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<td>• Analogies</td>
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<tr>
<td>• Encapsulation</td>
<td></td>
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<tr>
<td>• FFOE (Fluency, Flexibility, Originality, Elaboration)</td>
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<tr>
<td>• Mind-Mapping</td>
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<tr>
<td>• Synectics</td>
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<th>Point of View (Different Perspectives)</th>
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<td>• Debates</td>
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<td>• deBono’s Hats</td>
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<td>• RAFT</td>
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<tr>
<td>• Socratic Seminar/Junior Great Books</td>
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<tr>
<td>• Structured Academic Controversy</td>
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<th>Questioning</th>
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<td>• Question Formulation Technique (QFT)</td>
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<tr>
<td>• Levels of Questioning</td>
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<tr>
<td>• Revised Bloom’s Taxonomy</td>
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[https://tinyurl.com/y6waffr8h](https://tinyurl.com/y6waffr8h)
Advanced-Content Resources

- William and Mary Literature Units
- Junior Great Books/Socratic Seminar
- Jacob’s Ladder Reading Comprehension Program
- Schoolwide Enrichment Model-Reading (SEM-R) Framework
- Project M2 and Project M3
- Best of the Continental Math League

- Hands-On Equations
- Bar Modeling
- Project Clarion Science Units
- William and Mary Problem-Based Science Units
- William and Mary Social Studies Units
- History Alive!
- The DBQ Project
- Primary Source Documents (Library of Congress)
- Word Masters
Classroom Support (Grades K-1)

- Collaboratively plan Critical and Creative Thinking lessons
- Model and deliver monthly CCT lessons
- Build capacity for teachers to develop and provide similar lessons in the future
- Provide support for differentiating instruction
- Work with teachers to find and nurture underrepresented populations
Big Ideas and Bloom’s Taxonomy

Critical and Creative Teaching Strategy: Concept of Patterns
Modeling for Teachers

Curriculum for Advanced Learners: Jacob’s Ladder & Junior Great Books
Planning with Teachers

Collaborative Book Studies: *Mindset in the Classroom*
Planning and Co-Teaching

Advanced Content: Project M³

1. Work with a partner to create a plan to find about how many stars are in the pl. What is your estimate? Be ready to share your strategies with your classmates.
Supporting the Goals of Teachers

Planning for Vocabulary Development Aligned with LA Standards
Parallel Teaching

William & Mary Teaching Model: Vocabulary Web

Diagram:
- Dictionary Definition: The appearance of a person's face.
- Word: Countenance
- Part of Speech: Noun
- Origin: Latin, Old French
- Analysis
- Sentence in Text
Leading Small Group Lessons

Advanced Content: Hands On Equations
Connecting to Content

Advanced Content: Socratic Seminar using Encounter
Connecting to Content

Critical and Creative Thinking: Visualization and Comparisons: Works of Shel Silverstein and Langston Hughes
Communication Throughout the Year

- Differentiation Record Form - quarterly report to parents for identified students in grades K-5
- Parent information nights
- Conferences
- Ongoing collaboration between RTG-classroom-home
Getting Connected:
APS Gifted Services

Arlington Public Schools
Gifted Services Website
www.apsva.us/giftedservices

Follow us on Twitter!
@APSGifted & @Cait.Franz
Contact Information

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Email: cheryl.mccullough@apsva.us
Phone: 703-228-6159
Part 3: Gifted Identification Process
Gifted Services: Areas of Identification

- Specific Academic Aptitude (Grades K-12)
  - English
  - Mathematics
  - Science
  - Social Studies

- Visual or Performing Arts (Grades 3-12)
  - Visual Art
  - General Music
Screening for Gifted Services

- Each year, the school staff screens the total population to create a pool of candidates based on students’ need for gifted services.

- Classroom teachers, school personnel, parents/guardians, community leaders may refer students for services until April 1st of the current school year.

- After referral for services, the RTG works to create a portfolio with *four main components for a holistic case study approach*.
1. Nationally-Normed Assessments

- Grade 2 students, and new-to-APS 3rd graders, take the Naglieri Nonverbal Ability Test (NNAT-2)

- Grade 4 students, and new-to-APS 5th graders, take the Cognitive Abilities Test (CogAT)

- Other tests may be included such as Kaufman-Brief Intelligence Test (KBIT)
2. School-Based Achievement

- **County Level**
  Standards of Learning (SOL) tests and other available data

- **School Level**
  Ongoing formative and summative assessments

- **Individual Level**
  Honors or distinctions
3. Student Behaviors/Characteristics

- Local screening committee completes a Gifted Behavior Commentary (GBC)
  - Documents gifted characteristics and behaviors observed in a variety of settings across four categories

- Parent Information Sheet
  - Documents gifted characteristics and behaviors observed in a variety of settings across four categories
  - Provides an opportunity for parents to share examples that the school team may not have had an opportunity to observe during the school day
Gifted Behaviors Commentary (GBC)

Exceptional ability to learn
- Is highly reflective and/or sensitive to his or her environment
- Readily learns and adapts to new cultures
- Is acquiring language at a rapid pace

Exceptional application of knowledge
- Uses and interprets advanced symbol systems in academics, visual arts, and/or performing arts
- Acts as an interpreter, translator, and/or facilitator to help others
- Communicates learned concepts through role playing and/or detailed artwork

Exceptional creative / productive thinking
- Expresses ideas, feelings, experiences, and/or beliefs in original ways
- Perceives and manipulates patterns, colors, and/or symbols

Exceptional motivation to succeed
- Meets exceptional personal and/or academic challenges
- Exhibits a strong sense of loyalty and responsibility
- Demonstrates exceptional ability to adapt to new experiences
4. Demonstrated Performance

- Distinguished levels of performances when working with advanced content.

- Examples may include:
  - Project M² & Project M³
  - Interpretive responses within William and Mary Language Arts units
  - Analysis of Primary Source Documents
  - Responses to Critical and Creative Thinking Lessons
Visual and Performing Arts (VPA)

- Referrals for Visual/Performing Arts begin in Grade 3
  - Art and Music Teacher Observations of Artistic Behaviors
- Student Products provided by art/music teachers
- Grades
- Parent Information Form
Art Differentiation

- Visual Arts:
  - Differentiation takes place in the art classroom
    - analyzing their work with more in-depth questions
    - working with more/different materials
  - Open-ended projects that allow for students to demonstrate their creativity and abilities
Music Differentiation

- Vocal Music:
  - Differentiation takes place in the music classroom
  - Open-ended projects that allow for students to demonstrate their creativity and abilities
Identification Decisions

- At the end of the referral process (90 instructional days), a local screening committee meets to review the student’s portfolio and make determines about eligibility.

- ATS will send identification decisions to parents or guardians by letter within 10 school days after the Identification Committee meeting.

Gifted Services Identification Process Outlined on APS Gifted Services web page [http://www.apsva.us/Page/1846](http://www.apsva.us/Page/1846)
If Students are Found Eligible

- We **cluster group** identified gifted students in grades 2-5 into classrooms with intellectual peers

  *typically the upcoming school year*

- RTG plans with and supports the classroom teachers using extension activities and projects for students who have already mastered grade-level content

  - Note: Support may look different in the various grade levels depending on teacher and student needs
If Students are Not Found Eligible

- An appeal is available to families following the eligibility process
  - Appeals begin at the school level with the principal
- A second level of appeal is countywide Gifted Services Administrative Appeals Committee

http://www.apsva.us/Page/1846#appeal
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
Gifted Services Advisory Committee (GSAC)

Arlington Public School’s Parent Advocacy Group Part of Advisory Council of Instruction
https://www.apsva.us/aci/gifted-services/

Monthly Meetings
(1st Wednesday: 6:30 – 8:00 PM followed by ACI meeting 8:00 - 9:00 PM)

If interested in serving on this committee, please contact Dan Corcoran, danjcorcororaniii@gmail.com
Getting Connected:
APS Gifted Services

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Gifted Services Website
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Follow us on Twitter!
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Questions