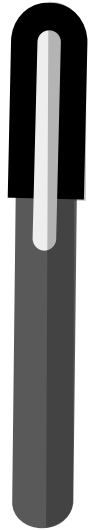
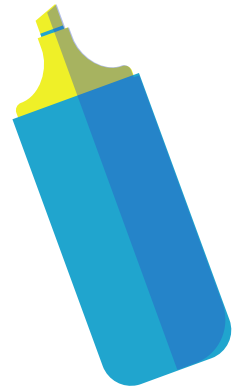
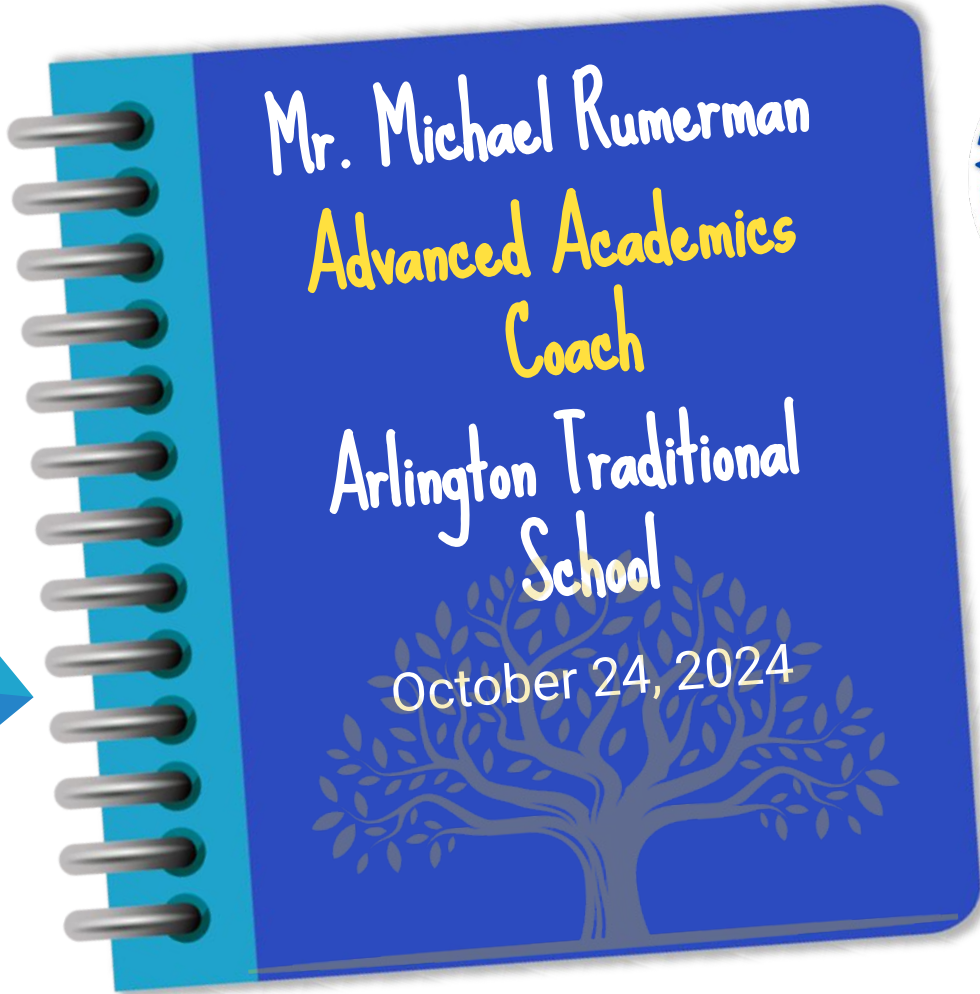
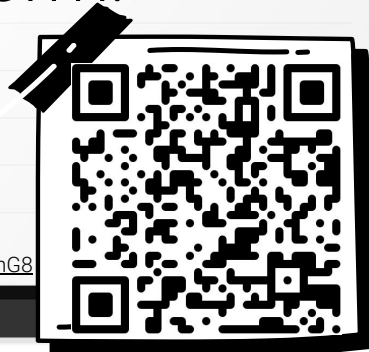




Arlington
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Please use the linked QR code to send any questions you may have from the presentation via a Google Form.



<https://forms.gle/aRXfSjz9fMPjTanG8>

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

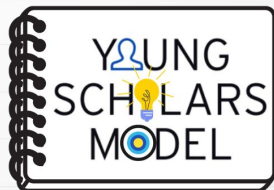
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WKND

Objectives:



- My role as Advanced Academics Coach (AAC) within the Professional Learning Community (PLC)
- Provide an overview of the gifted services model at APS and ATS

MON

TUE

WED

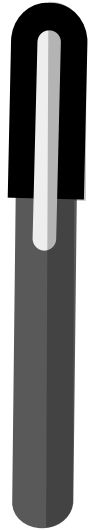
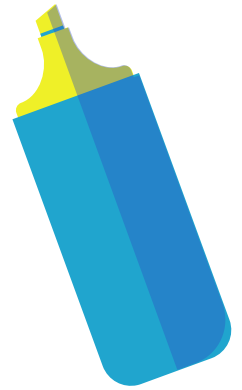
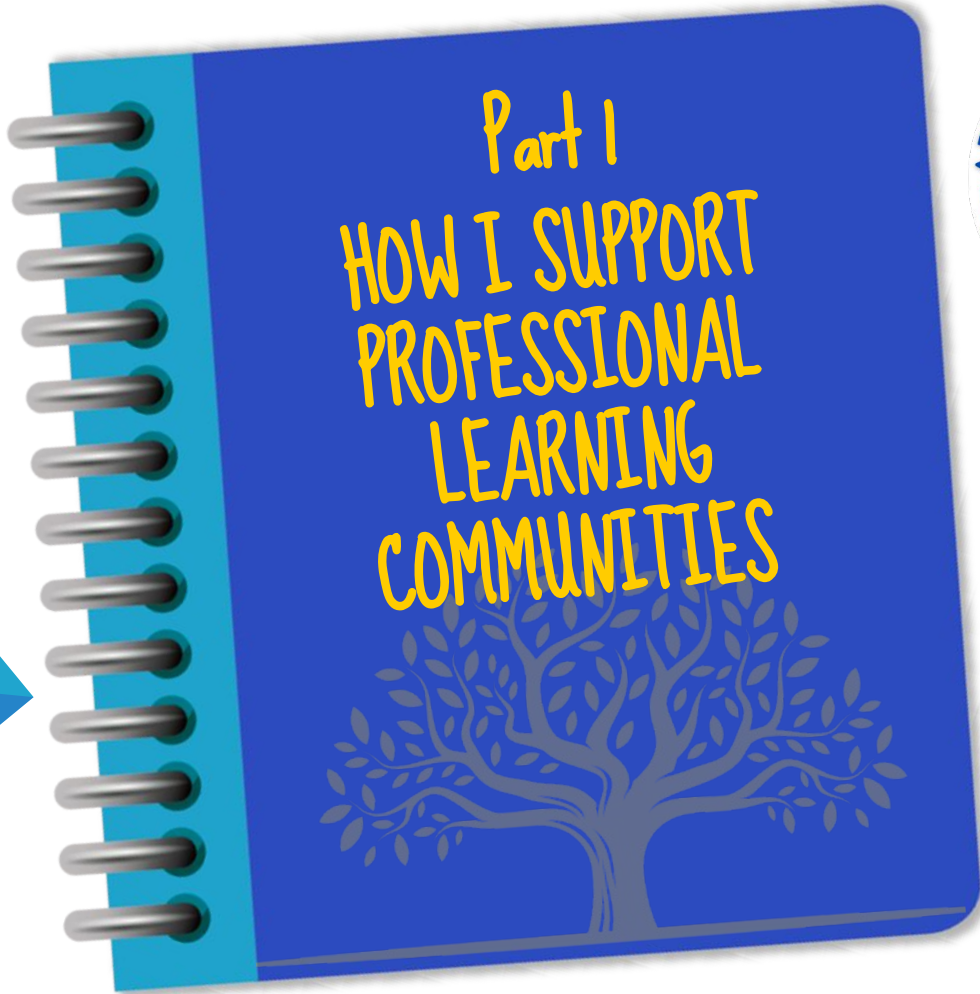
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PROFESSIONAL LEARNING COMMUNITIES



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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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

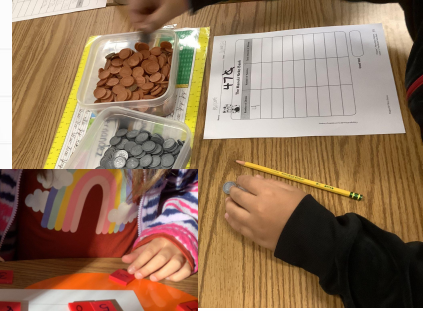
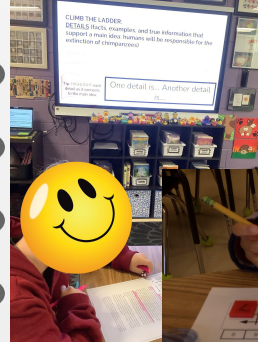
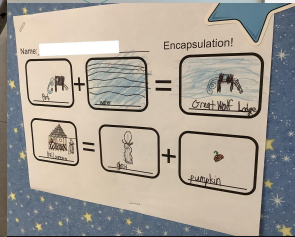
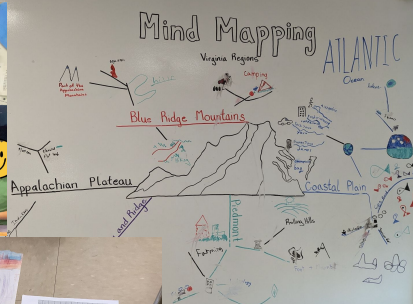
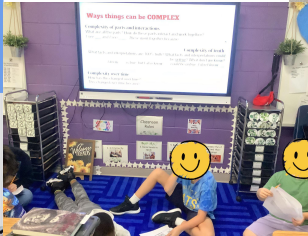
Vanderbilt Interdisciplinary Units

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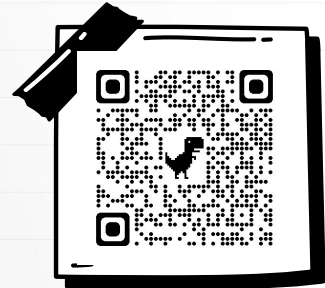
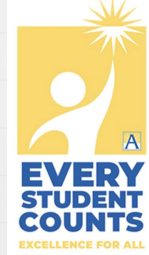
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Advanced Academics & Talent Development at ★ATS★



ATS Advanced Academics Page (link and QR code):
<https://ats.apsva.us/advanced-academics/>

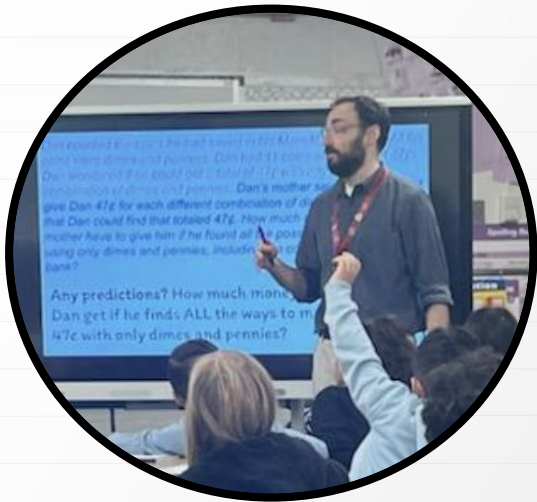


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CLASSROOM SUPPORT GRADES K-5



- 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
- Webpage for your school
- Instagram: @ATS_AAC



Getting Connected: APS Advanced Academics



- APS Gifted Services Website www.apsva.us/giftedservices



- [@aps_advanced_academics](https://www.instagram.com/aps_advanced_academics)



Contact Information

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Advanced Academics and
Talent Development
Office

Email:

cheryl.mccullough@apsva.us

Phone: 703-228-6159



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 the chairs-
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>



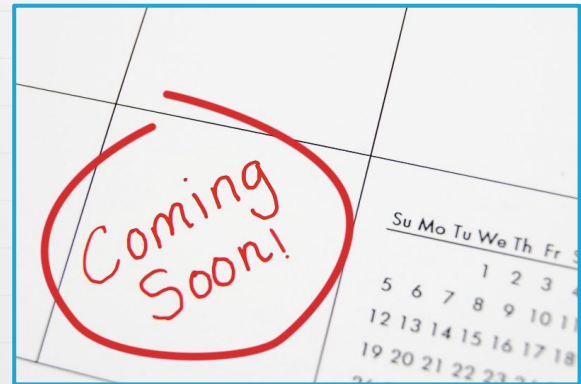
- Supporting Emotional
Needs of the Gifted
(SENG)
<http://sengifted.org>



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?

