



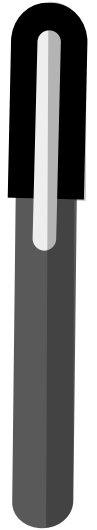
Arlington
Public
Schools



Advanced Academics/ Gifted Information Session

Long Branch Elementary School

November 12th, 2024



Welcome!

Please scan the QR code to submit a brief survey and let me know of your attendance.



Celine Clark, M.S.

Advanced Academics Coach

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MON

TUE

WED

THU

FRI

WKND

Objectives:



- Provide an overview of advanced academics at Long Branch.
- Explain the role of the Advanced Academics Coach (AAC).
- Provide an overview of the gifted identification process.

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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

THU

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WKND

THE BIG PICTURE:

Shared Responsibility for Meeting the Needs of 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?

Advanced Learners need opportunities to...

- Think abstractly
- Grapple with big ideas
- Learn about and practice critical and creative thinking
- Work collaboratively with other advanced learners
- Make choices and pursue their interests
- Work at varying rates and levels of complexity

TIER / INSTRUCTION



DIFFERENTIATED
INSTRUCTION

1

Content

What is to be learned



- Learner outcomes based off standards
- Student need and progress informed by formative assessment
- Student interests
- Varied resources/texts
- Build on student strengths
- Teach strategies for areas of deficiency

2

Process

How students acquire information



- Curriculum compacting
- Scaffolding
- Gradation of skills proficiency
- Flexible grouping & pacing
- Multiple learning tools offered
- Effective questioning
- Variety of instructional strategies

3

Product

How students demonstrate learning



- Academic and affective needs addressed
- Learner style considered
- Authentic activities & assessment
- Various opportunities and choice as to how students demonstrate their learning. They can write, speak, conduct, create, research, record, share, and more

4

Learning Environment

Where and with whom students learn



- Room arrangements
- Learner Responsibility
- Expand walls of classroom
- Student interaction
- Student ownership

Created by: Lisa Westman

MON

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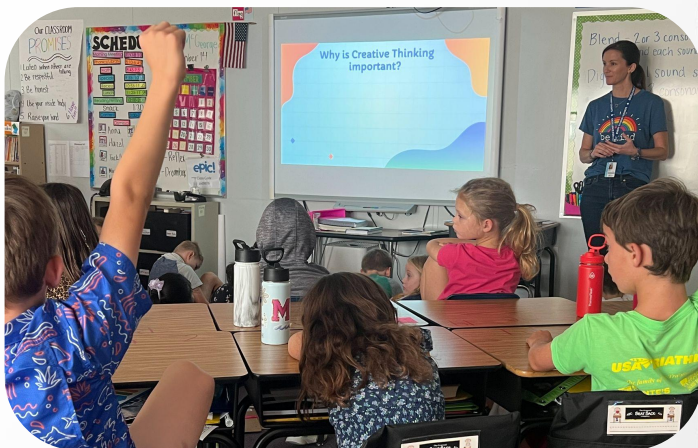
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The role of the AAC

(cont.)

1

COLLABORATION WITH TEACHERS



Collaboration may involve:

- Co-planning with teachers
- Whole-group modeling and/or co-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

The role of the AAC:

Resources for Rigor

- 2 Supporting teachers' to infuse *curricular resources* designed to add rigor in the general education classroom.

Critical and Creative Thinking

- 3 Supporting teachers to utilize critical and creative thinking strategies to challenge and engage all learners.



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

PROJECT ZERO ROUTINES

Color-Symbol-Image



All of the cammotion, or noisy confusion, and excitement woke the cook and the maid and they came running to see what all the noise was about.

Color: What color do you think of when you hear the word **warning**?

Symbol: What symbol might represent a **warning**?

Image: Draw a picture that captures the **warning** the fairy godmother gives to Cinderella.

What Makes You Say That?



Which character in "The Girl with Red Slippers" is most like the fairy godmother from "Cinderella"?

What makes you say that?

DEPTH AND COMPLEXITY FRAMEWORK



Across
Disciplines



Ethics



Unanswered
Questions



Patterns



Over Time



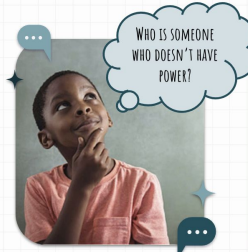
Big Idea

ELA LAUNCH TASKS



4th Grade: Sensory details in art to launch Poetry Unit

Exploring
the concept
of Power
for
launching
Middle
Ages Unit



NON-EXAMPLES

What might be some non-examples of power?

GENERALIZATIONS

Taking something specific and applying it more broadly is making a generalization.



ELA H.O.T. PROMPTS

Claim - Support - Question



Claim: The powers given to gods explain how things happen in nature.

Support: Use evidence from the text to prove that this is true.

Question: Ask a question related to the powers given to the Greek gods and goddesses.



Hermes dodging a lightning bolt.

Lesson 2

Word-Phrase-Sentence

A routine for capturing the essence of a text.



1. As an individual, review Chapter 4 of the reader and then:

- Select a **word** that captured your attention or struck you as powerful.
- Select a **phrase** that provoked you or that you found important.
- Compose a **sentence** that paraphrases the core idea of the text.

ELA CHOICE BOARDS

CKLA Choice Board: Animal Classifications

RAST



What would a penguin, an ostrich, and a peacock say to each other if they discussed how they were the same but different?

PMI



What would be the pluses, minuses, and interesting parts about being **nocturnal**?

FEOE: Pick a Page



Pick a page of images from the reader and stretch your thinking using Fluency, Flexibility, Originality, and Elaboration.

SCAMPER

Read the enrichment passage about Komodo Dragons (pg. 74)



If the Komodo Dragon relocated to an aquatic environment, how could you SCAMPER it so it could survive?

Design Challenge 1



Design Challenge 2



MATH WORKSHOP

Number Sense Routines

WHICH DOES NOT BELONG?

10	202
44	3003

PROBLEMS WITHOUT FIGURES

If I know how long a fence post is and how high it is...
how can you find how deep it is set in the ground?



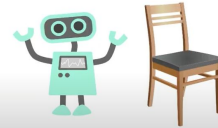
MATH WORKSHOP

Rich Tasks

Legs

- Robots have 2 legs.
- Chairs have 4 legs.

If a room contains 20 legs, how many robots and/or chairs *could there be* in the room?



Exemplars

Bridge Building on Lake Champlain

Bridges are made of trusses. Examples of Warren Trusses are shown below:

1 Truss: 5 meters long



2 Trusses: 10 meters long

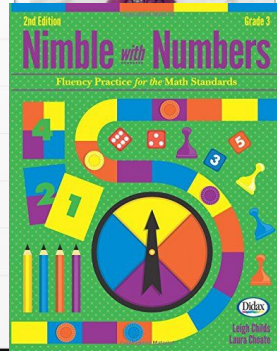
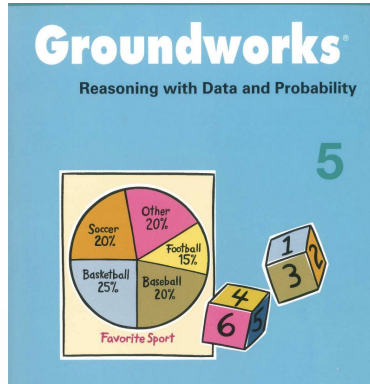


3 Trusses: 15 meters long



MATH WORKSHOP

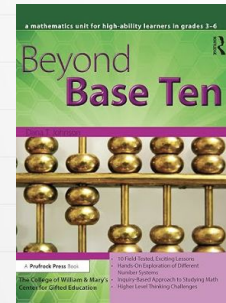
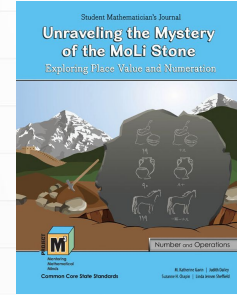
Supplemental Resources



CML

MATH WORKSHOP

Comprehensive Resources



WKND

What does
this look
like

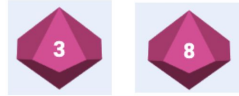
in
classrooms?

Projects M³ and A³ in 3rd Grade

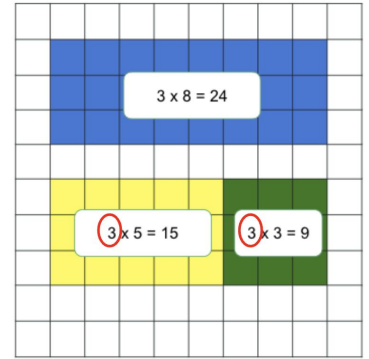


Remarkable Rectangles

At any time, you can substitute two rectangles for one rectangle, as long as they have the same total area.

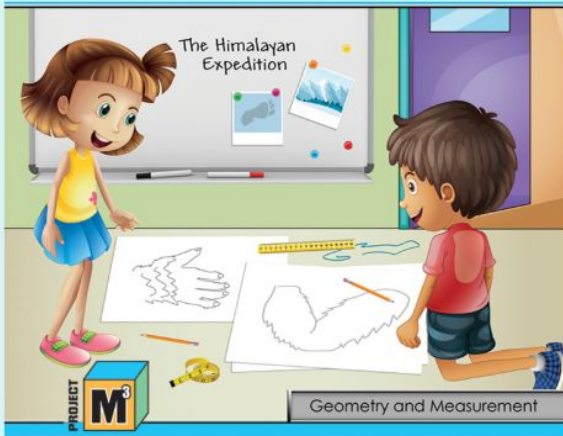


One of the two numbers must remain the same. You can change both of the numbers you rolled.



M³ in 4th Grade: In Search of the Yeti

In Search of the Yeti Chapter 1 and 2



The Yeti



In 1951, Eric Shipton and Michael Ward took pictures of these prints, as did other photographers. Several expeditions were set up to search for this creature, but the Yeti has never been found. The Sherpas living high in the Himalayas believe in the existence of the Yeti and there have been many incidents to make this mystery more than just a fairy tale. But it does in fact remain a mystery to this very day.

Understanding estimation and measurement to solve real-world problems

Socratic Seminar in 5th Grade



What do you think was the greatest achievement of the Early American Civilizations?

Habits of Mind in 2nd Grade



Taking Responsible Risks



I take safe risks.

Thinking and Communicating with Clarity & Precision






I choose my words carefully.



Mind-Mapping in 5th Grade



DeBono's Thinking Hats in 4th Grade


DEBONO'S HATS	
HAT	QUESTIONS TO ASK AND DISCUSS
WHITE: FACTS 	What are the facts ? What information do we have? What information is missing? Long Branch wants to change the logo. We don't know how long Branch is going to change the logo. a student designed the current logo
RED: FEELINGS 	How do I feel about this? How might others feel? I don't want Long Branch to change My group doesn't want Long Branch to change the logo
YELLOW: BENEFITS 	What are the positives associated with this? What are the benefits? I think the benefit is the old logo looks more like the lion outside

What are the **challenges** or **concerns** associated with this?

me and all the students at long branch are very concerned if the staff are going to change the logo. because so many people at long branch own t-shirts and sweatshirts it would be hard to remake all the clothing items in specific sizes.

What are some **new ideas** that come from this?

they would repaint the lion side of the school and 4th graders would be able to paint a new mural! *dot logo*

BLUE: PROCESS 	How can we move forward? What action can we take? changing school walls to orange and green and the name to LOYAL PRIDE
---	---



DeBono's Six Thinking Hats



Blue Hat = Process
 Planning for action



Green Hat = Creative
 Ideas, Possible Solutions



Red Hat = Feelings
 Feelings, Instinct, Intuition



Yellow Hat = Benefits
 Possible positive outcomes



Purple Hat = Cautions
 Possible negative outcomes



White Hat = Facts
 Information, research, data



The role of the AAC

(cont.)

4

PROFESSIONAL DEVELOPMENT



- One-on-one coaching cycles with teachers;
- Embedded PD through CLTs on topics such as:
 - CCT Strategies
 - Resources for Rigor
 - Understanding needs of gifted learners
 - Analyzing testing data
 - Differentiation
- Promoting district PD offerings for advanced academics.

The role of the AAC (cont.):

Annual Screening Assessments

- 5 Assisting Student Testing Coordinator and teachers in administering, understanding, and utilizing abilities assessments (NNAT, CogAT)

Screening & Identification

- 6 Facilitating the school-based screening and identification process

County-Wide Collaboration

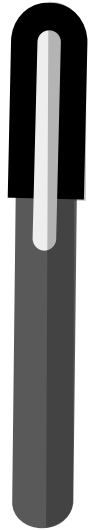
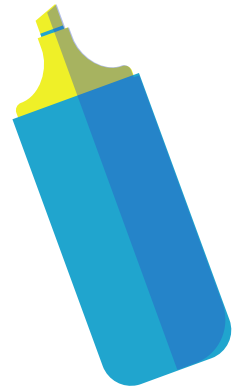
- 7 Meeting regularly with AACs from other elementary schools to collaborate on projects and resources to support teachers and advanced learners.

Advocacy, Access, Affirmation

- 8 Advocating for students from historically underrepresented populations and support talent development across grade-levels. Collaborating with our EL/SPED teams to support high-ability language learners and twice-exceptional students



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Areas of Identification



- Specific academic aptitude (Grades K-12):
 - English
 - Mathematics
 - Science
 - Social Studies
- Visual or Performing Arts (Grades 3-12)
 - Visual Arts
 - General Music

Screening and Identification Process



- APS screens entire school population each year, both formally and informally
- Students may be referred by teachers, parents, or community members until April 1st of the current school year.
- Eligibility meetings take place in May with a school-based committee, and inform class groupings for the following year.

The school-based eligibility committee considers...



Nationally-normed Abilities Assessments

- NNAT in 1st Grade
- CogAT in 2nd-5th grade
- K-BIT in Kindergarten on a case by case basis



School-Achievement Data (SOL, NWEA, etc.)



Student Behaviors/ Characteristics

(Gifted Behavior Commentary Form for teachers; Google Survey for parents).



Demonstrated Performance

(work samples that show advanced ability, critical & creative thinking)

Gifted Behavior Commentary Form (GBC)

Exceptional ability to learn

- Is highly reflective and/or sensitive to his/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
- 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



Screening Timeline



November	Parent Information Presentation (Advanced Academics/ Gifted)	AAC
November	Universal Screeners for grades 1-5 without an abilities score	Testing Coordinator, AAC
January	Referral letters sent out to parents via email; collection of parent acknowledgement and information forms	AAC
January-May	Implementation of critical and creative thinking strategies & resources for rigor; collection of student work samples; collaboration with grade-level teams; compiling student data; completion of school GBCs	AAC, classroom teachers, specialists
March	5th Grade Eligibility Meetings: Review of data, decisions about eligibility	School team: administrator, teacher, AAC, specialists, counselor (etc)
May - June	K-4th Grade Eligibility Meetings: Review of data, decisions about eligibility	School team: administrator, teacher, AAC, specialists, counselor (etc)
June	Eligibility decision letters sent to families via email	AAC
June - August	Appeals Level 1 and Level 2	Level 1: Principal Level 2: County

Identification Decisions



- At the end of the referral process, the school-based screening committee meets to review the student's portfolio and make decisions about eligibility.
- Identification decisions are sent to parents via email by the AAC.
- Students who are identified will be grouped in clusters for the following school year.

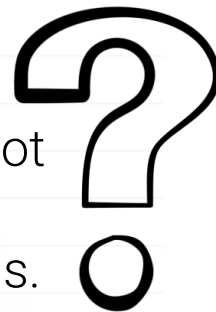
FAQs

- What if a student is referred, but not identified?
- If a student is identified, what does that mean?
- Can students be referred more than once?

- Why is my child not being taught consistently by Ms. Clark?



Visit <https://www.apsva.us/gifted-services/frequently-asked-questions-faq/> for more information.



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>



Getting Connected: APS Advanced Academics

- APS Advanced Academics Website
www.apsva.us/giftedservices
- @aps_advanced_academics



Cheryl McCullough,
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Advanced Academics and
Talent Development Office
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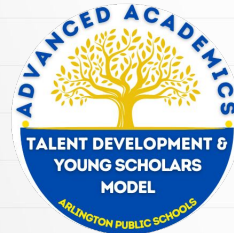


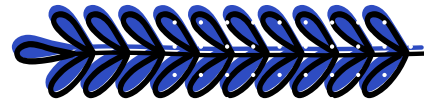
Submit your
questions with the
QR code!



Contact Information

- Celine Clark, Advanced Academics Coach
- Email: celine.clark@apsva.us
- @CelineClarkAPS





ALTERNATIVE RESOURCES

