



Pamela Clark

Advanced Academics Coach

Campbell Elementary School

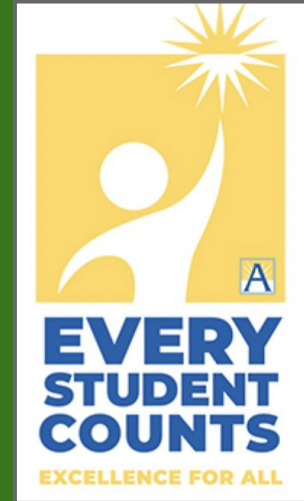
October 22, 2025



Before we begin-

Please use the QR code to record questions on a Google form.

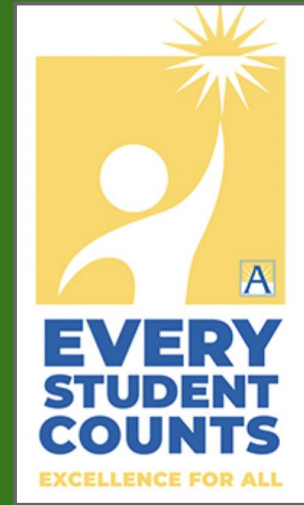
- If I cannot address your question during the presentation, I will follow up:



Objectives

- Explain the role of the Advanced Academics Coach (AAC) within a Professional Learning Community (PLC).
- Provide an overview of advanced academics at Campbell Elementary.
- Provide an overview of the identification process for Gifted Services in Arlington Public Schools.

Part 1: Professional Learning Communities



Part 1: Professional Learning Communities

Four Key Questions Focus Us on Learning-

What is it we expect our students to learn?

How will we know when they have learned it?

How will we provide time and support when they don't learn it?

How will we extend learning when they already know it or learn it quickly?



The purpose of this course is to ensure teachers have the resources needed to help provide students with differentiated materials through school-based and county-wide activities that comply with School Board and State objectives. The goal is to address the unique abilities, interests, and needs of advanced learners through differentiated curricula and instruction and other extension opportunities.



AACs make extension resources available for all classroom teachers.

Third Grade Resources

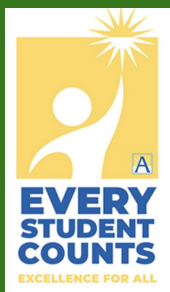


The links below will provide you with subject specific extension resources to use with third grade students.

English Language Arts EXTENSION RESOURCES	Mathematics EXTENSION RESOURCES
Jacob's Ladder	Project M3: Mentoring Mathematical Minds
Junior Great Books	Groundworks
SEM-R	CML: Continental Math League
Grammar Island Text (v) Part 1 - Parts of Speech slide deck (v) Part 2 - Parts of a Sentence slide deck (v) Part 3 - Phrases slide deck (v) Part 4 - Clauses slide deck (v)	Marcy Cook Math Tiles
Navigator Units	Online Mathematics Resources
Socratic Seminar (v)	Center for Gifted Education: William and Mary Math Units (v) Beyond Base Ten (v)
CKLA Choice Boards	
Ecology / ELA Interdisciplinary Unit (Vanderbilt)	
CKLA and AATD Resource Alignment for Enrichment and Extension within each CKLA Unit (v)	
Social Studies EXTENSION RESOURCES	Science EXTENSION RESOURCES
Civics	Ecosystems
Government	Adaptations
Geography	Water Cycle
Economics	Matter: Water Interactions
Ancient Egypt	Force and Simple Machines
Ancient China	Soil
Ancient Greece	Conserve Earth's Energy
Ancient Rome	
Ancient Mali	

My Roles Within a PLC

- Gifted pedagogy
- Critical and creative thinking strategies
- Document growth
- Understand characteristics of gifted learners
- Lead screening & identification process



AACs as Advocates for Historically Underserved Populations

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



Part 2:

Gifted Services in K-5 Classrooms



Collaborative Teaching

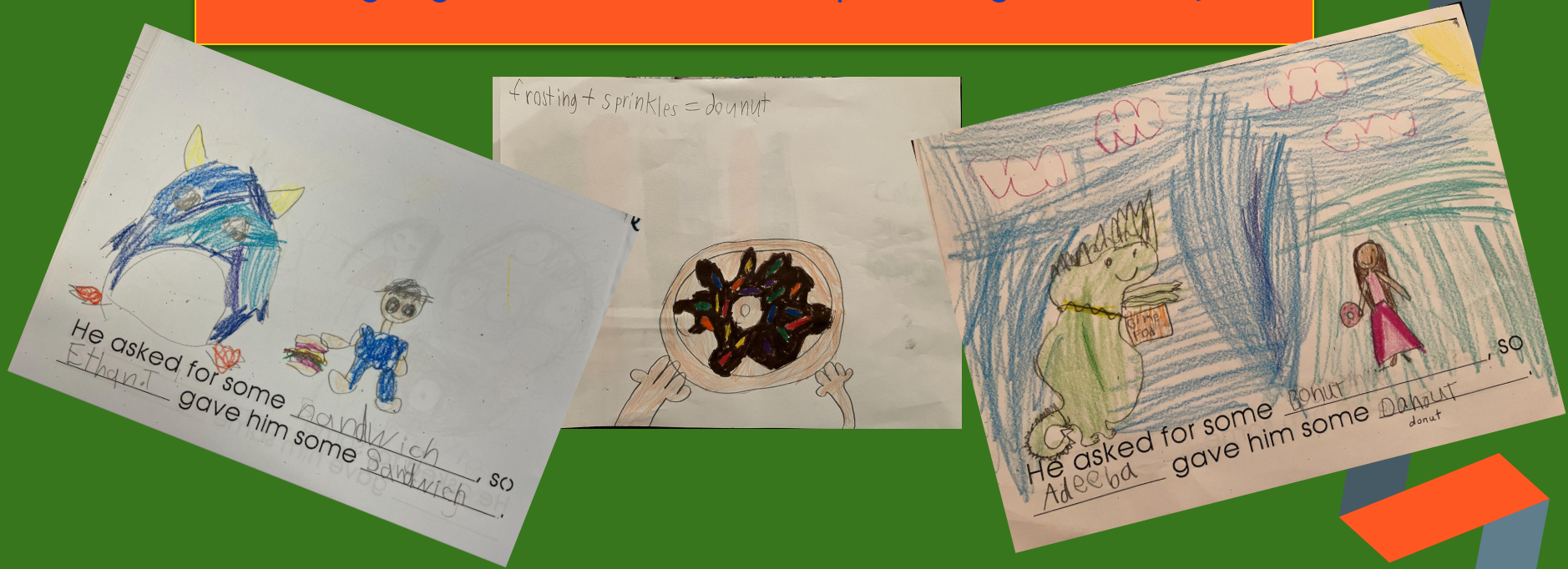
- Team teaching with classroom teacher
- Small group
- Co-planning with classroom teacher
- Flexible grouping
- Support with Special Activities

Classroom Support Grades K-1

- Collaboratively plan and model Critical and Creative Thinking (CCT) lessons with teachers
- Build capacity for teachers to replicate similar lessons in the future
- Provide support for differentiating instruction
- Working with teachers to find and nurture underrepresented populations

Critical & Creative Thinking Strategies

Language Arts Activities Emphasizing Creativity



Growth Mindset, Goal-Setting, and Checklists

Read alouds, Hopes and Dreams, and Surveys

THE MOST
MAGNIFICENT
THING



ASHLEY SMITH

Name: Hadley Year: 2024

Hopes and Dreams

School Friends

My hopes and dreams are to get hired at my drawing.

My hope and dream is to do THE MAGICAL Y

Something I haven't done yet but hope to do

Tell time.

Mindset Works® EducatorKit - Module 1 Toolkit

MINDSET ASSESSMENT PROFILE

This is NOT a test! It is an opinion survey about beliefs and goals regarding ability and potential. It is very important that you give your honest opinion, not what you believe someone else will think. Read each statement, decide how much you agree or disagree with the statement, and check the box.

Name: _____

Do you Agree or Disagree?	Disagree A Lot	Disagree A Little	Agree A Little	Agree A Lot
1. No matter how much intelligence you have, you can always change it a good deal.				
2. You can learn new things, but you cannot really change your basic level of intelligence.				
3. I like my work best when it makes me think hard.				
4. I like my work best when I can do it really well without too much trouble.				
5. I like work that I'll learn from even if I make a lot of mistakes.				
6. I like my work best when I can do it perfectly without any mistakes.				
7. When something is hard, it just makes me want to work more on it.				
8. To tell the truth, when I work hard, it makes me feel as though I'm not very smart.				

MINDSET ASSESSMENT PROFILE NUMBER

Final Edits and Revisions Checklist

Directions: Put a check mark in the boxes that you have successfully completed as you work through the checklist in class! Then, write about something you're proud of and something you learned about your own writing or the writing process.

Final Edits and Revisions Categories	Check this box if you're all done!
Title is bolded, centered, and the first letter of each word is capitalized.	☒
Paragraph is indented, left-aligned, and double-spaced.	☒
All proper nouns and the first letter of each sentence is capitalized.	☒
Each sentence ends with a period, and commas are used appropriately.	☒
There is only one space after each period and comma.	☒
Transition words/phrases were used.	☒
There are enough detailed sentences and information to support your opinion.	☒
All information is paraphrased.	☒
There are 2 reasons why your group was important to the Middle Ages.	☒
There is a topic sentence and a concluding sentence.	☒
I can circle at least 3 academic words (words that we find in books and research) in my writing.	☒
I gave my best effort, and I am proud of my work.	☒

What is something you are most proud of from your writing/during the writing process?

I feel like I'm most proud of, when I read it I feel like I'm reading a paragraph from the reader.

What is something you learned about your writing/the writing process?

That when you add detailed words that makes the paragraph way more detailed.

Classroom Support Grades 2-5

- Collaborate regularly with cluster teachers to plan and/or implement advanced content
- Utilize collaborative teaching methods in cluster classrooms to infuse curriculum written for gifted learners
- Incorporate CCT skills to build capacity of teachers to replicate similar lessons in the future
- Provide support for differentiating instruction
- Working with teachers to find and nurture underrepresented populations

Critical & Creative Thinking Strategies

Fluency, Flexibility, Originality, Elaboration

FFOE (Fluency, Flexibility, Originality, Elaboration) Name Kirubel
Incredible Equations for the number 24.

$$\begin{aligned}10 \times 2 + 4 &= 24 \quad \star \\1 + 21 + 3 &= 24 \quad 25 \\4 \times 2 + 6 &= 24 \quad \star \\20 + 5 - 1 &= 24 \quad \star \\13 \times 13 - 2 &= 24 \quad \star \\1 \times 10 + 13 &= 23 \\15 + 5 + 4 &= 24 \quad \star \\2 + 4 + 6 + 12 &= 24 \quad \star \quad | + | + | \\13 + 3 &= 3\end{aligned}$$

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Incredible Equations for the number 24.

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Co-Planning with Teachers

Planning for Advanced Learners

Project M³: Mentoring Mathematical Minds



Mentoring Mathematical Minds



Julia's uncle was bringing her a surprise for her birthday. He wouldn't tell her what it was except to say she needed to help her mom create a space with a fence around it in the yard. She was so excited she could hardly believe it! What could it be? A **tabbit** **a dog**, or maybe even **a horsb**? Her uncle told her that the way he measured how long and wide the fence needed to be was by walking it off, making sure he put one foot right in front of the other and touching heel to toe. From his estimates, she should make the fence in the shape of a rectangle with **5** footsteps for the length of two of the sides and **4** footsteps for the length of the other two sides.

Julia was right in her thinking. Her uncle was bringing her one of the three animals above. Can you figure out which one?

[illegible]

Modeling for Teachers

Resources for Advanced Learners SEM-R: Schoolwide Enrichment Model Reading Framework

Historical Fiction

After reading this book, what questions do you have about the historical setting and/or the people of this time and place?

Did you feel more connections with the real or fictional characters in this book? Why?

How would you check the accuracy of the historical information in this book? What resources might you use?

Choose some part of daily life mentioned in this book, such as food or clothing or transportation. How would you explain to a character from the book how this part of life has changed from their time to yours?

Project SEM-R (Elementary)
University of Connecticut
www.gifted.uconn.edu

HF-3

Reading Strategies

Monitoring Comprehension

How well do you understand what you have just read?

Questioning

What do you ask yourself as you read?

Making Connections

How does the story relate to your life, another book, or the world?

Determining Importance

What details are most important in understanding the total text?

Visualizing

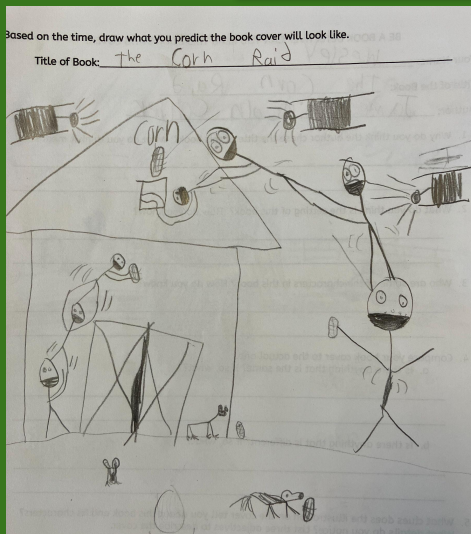
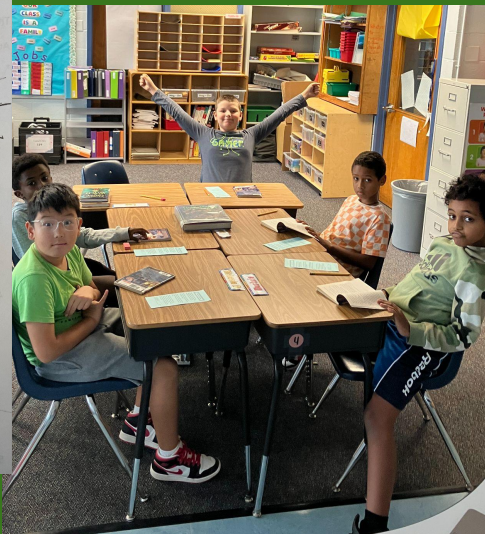
What images come to mind as you are reading?

Making Inferences

What conclusions can you draw from what you have read?

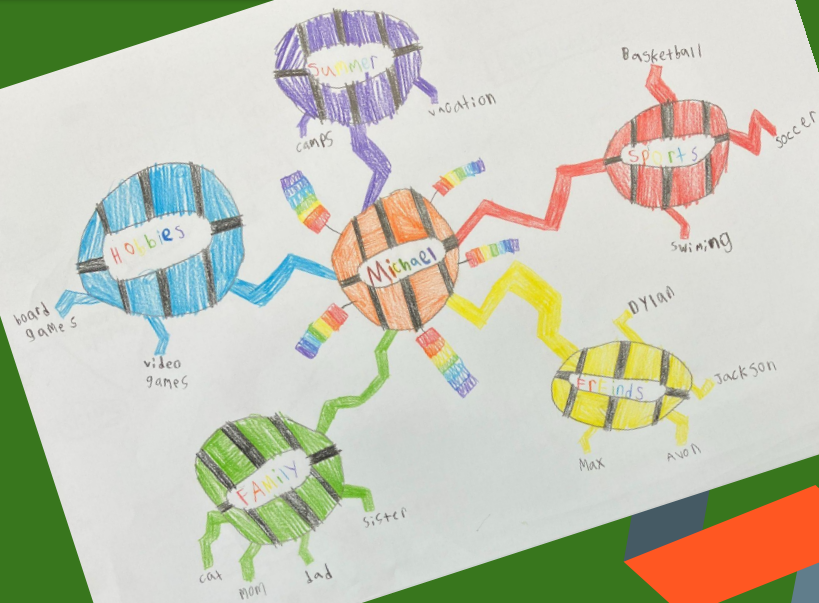
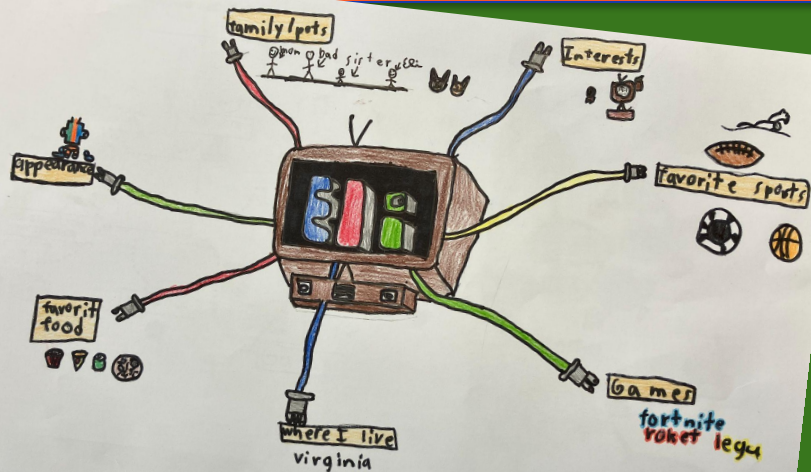
Synthesizing

What is the most important idea or message that the text is conveying?



Modeling for Teachers

Critical and Creative Thinking Strategies
Like Mind Mapping



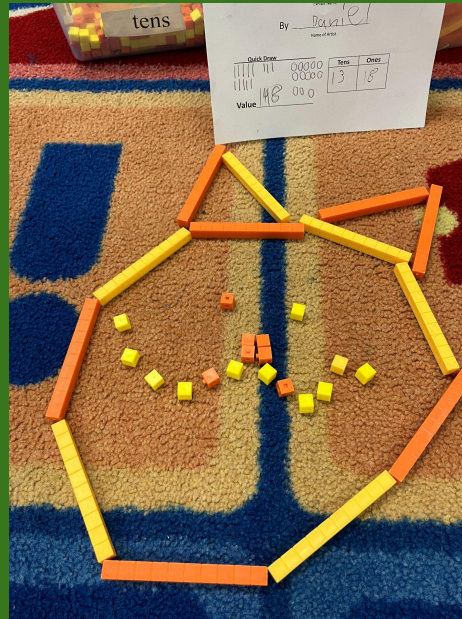
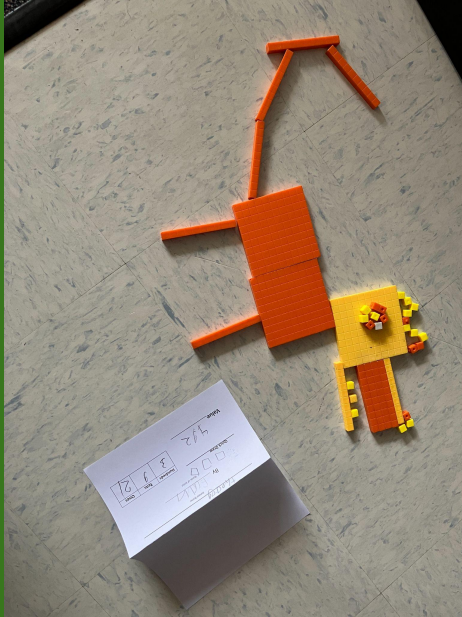
Connecting to Content

Curriculum Extension
Creative Problem Solving



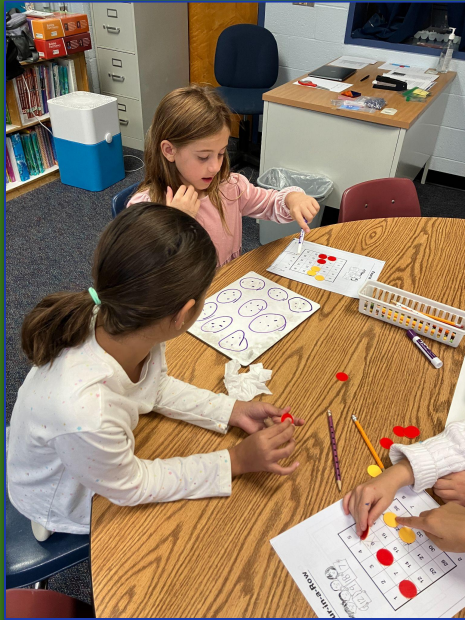
Connecting to Content

Curriculum Extension Creative Problem Solving



Connecting to Content

Critical and Creative Thinking
Use of Games, Strategies, and Real World Problem Solving



Write a coin problem of your very own, and solve it below.

colin has 3 p 4h and
40 he pulls out
5 coins. ^{What is} the difference
between the most money
he could take out of his
pocket and the least amount
money? 32¢

11/10/00
Caitlin Schaefer

My Trip Itinerary

Day 1	
Departure City: <u>allington</u>	Arrival City: <u>San Diego</u>
Departure Time: <u>7:00 AM</u>	Arrival Time: <u>12: PM</u>
Elapsed Time: <u>5 hours</u>	

Day 2	
Departure City: <u>San Diego</u>	Arrival City: <u>San Juan</u>
Departure Time: <u>8:00 AM</u>	Arrival Time: <u>12: PM</u>
Elapsed Time: <u>4 hrs</u>	

Day 3	
Departure City: <u>San Juan</u>	Arrival City: <u>Paris</u>
Departure Time: <u>11:50 AM</u>	Arrival Time: <u>9:50 PM</u>
Elapsed Time: <u>10 hrs</u>	

Connecting to Content

Critical and Creative Thinking
Use of Choice Boards and Depth and Complexity Activities
Connected to CKLA Units

Is a civilization more like a beehive, video game console, maze, or forest?

Analogies

Beehive

Maze

Video game console

Forest

Use words to explain your thinking. Come up with as many ideas as you can.

A civilization is like a beehive.

the bees work together. Some bees take care of the queen and another brings food. They work for the queen. That's how a civilization works. There is a common ruler and everyone works together or not. In a beehive, bees in a hive and form a colony. People work together or not. In a beehive, bees in a hive and form a colony.

CKLA Choice Board Unit 2: Early American Civilization

Civilization Analogy

PMI

Plus, Minus, and Interest

What would be the pluses, minuses, and interesting parts of being an archeologist?

RAFT

Role
Audience
Form
Topic

Mayan Numbers

400s

20s

1s

33 429 5125

this was really fun!

1. How many different symbols did the Mayans have? three the line, dot, and shell

2. How many different symbols (digits) does the base-ten system have to write numbers? List them. 0, 1, 2, 3, 4, 5, 6, 7, 8, 9

3. How are the Mayans and our systems similar? both the Mayan and us have a zero.

4. How are the Mayans and our systems different? they used abacus.

Solve each Mayan equation. Example:

$16 - 12 = 4$

$17 - 11 = 6$

Write 2 of your own equations:

$24 \times 4 = 96$

$96 + 420 = 516$

D2, Lesson 1: Color-Symbol-Image

Color

What color(s) come to mind when you think of the word fertile.

Greenish crops are green.

Symbol

What symbol(s) come to mind when you think of the word fertile.

the plant symbol is a symbol that shows it.

Image

Draw a detailed image that captures what the word fertile means to you.

It reminds me of plants and fertile soil.

Connecting to Content

Problem Solving Opportunities in Math

Exemplars

Which Choice?

Hannah is going to work in her aunt's shop for seven weeks. Hannah's aunt gives her two choices for how she will be paid. Choice one is to be paid one thousand, five hundred dollars for the seven weeks. Choice two is to be paid **one-cent the first week, ten cents the second week, one dollar the third week, ten dollars the fourth week and so on through the seventh week. Which choice should Hannah make?** What is the difference between choice one and choice two? Show all of your mathematical thinking.

Choice 1: \$1,500.00

Choice 2: \$1,500.00

Week 1: \$0.01, Week 2: \$0.10, Week 3: \$1.00, Week 4: \$10.00, Week 5: \$100.00, Week 6: \$1,000.00, Week 7: \$10,000.00

Total: \$1,500.00

Choice 2 Total: \$1,500.00

Super organization, Math!

Scissors cutting a piece of paper with calculations.

Calculations shown:

$$85 + 25 = 110$$

$$110 + 55 = 165$$

$$165 + 100 = 265$$

$$265 + 15 = 280$$

$$280 + 35 = 315$$

$$315 + 100 = 415$$

$$415 + 100 = 515$$

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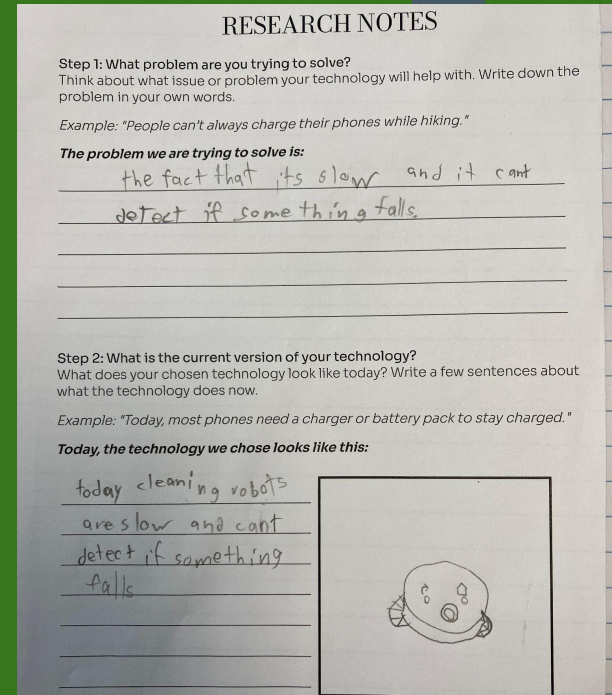
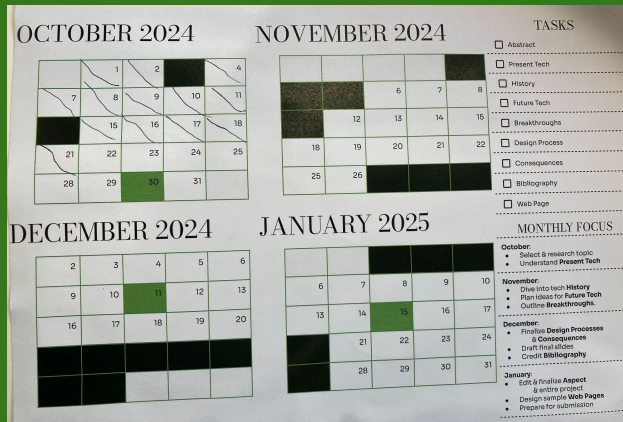
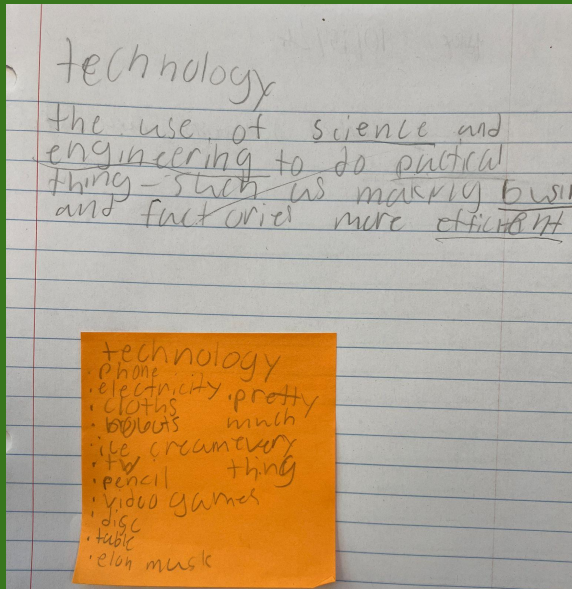
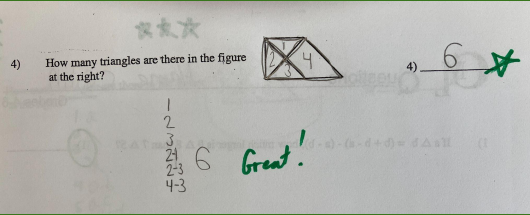
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Turtle Time Extension Groups

Opportunities for time on projects, author studies, advanced units, or research



Leaders of their Own Learning

Community Book Club and Math Dice Tournament

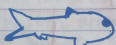


Leaders of their Own Learning

Zero the Hero, Poetry Slam, and Science Bowl



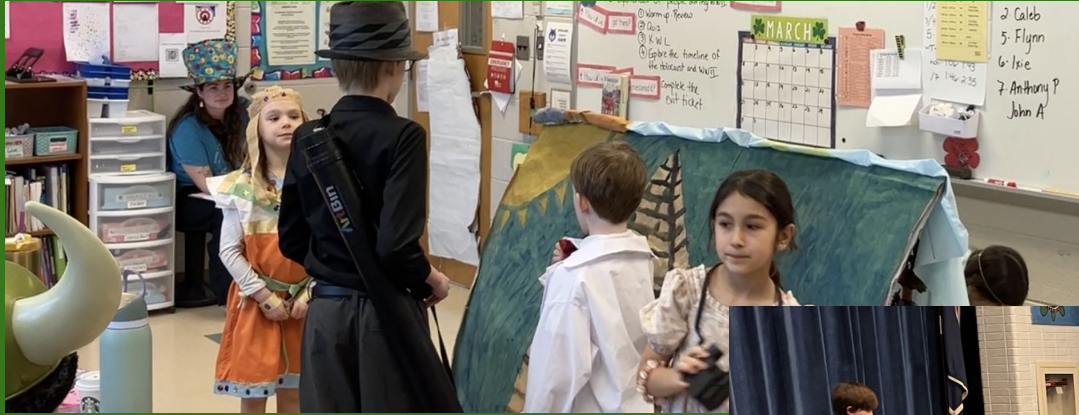
42 Table of contents

Anatomy	1-3	Sharks
Senses	4-7	
Diet	8	
Evolution	9-10	
Octopus		
Anatomy	12-13	
Adaptations	14	
Life cycle	15	



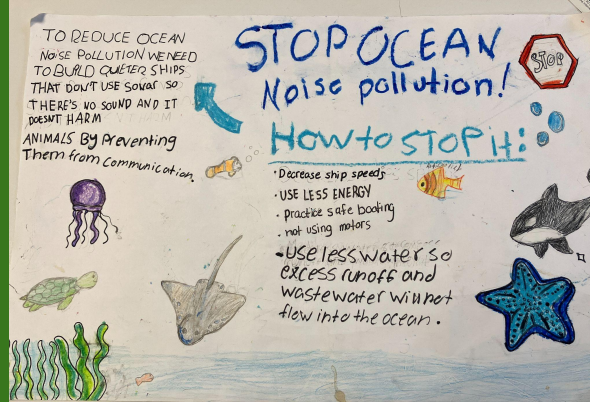
Odyssey of the Mind

An afterschool enrichment program involving teamwork, creativity, and problem solving

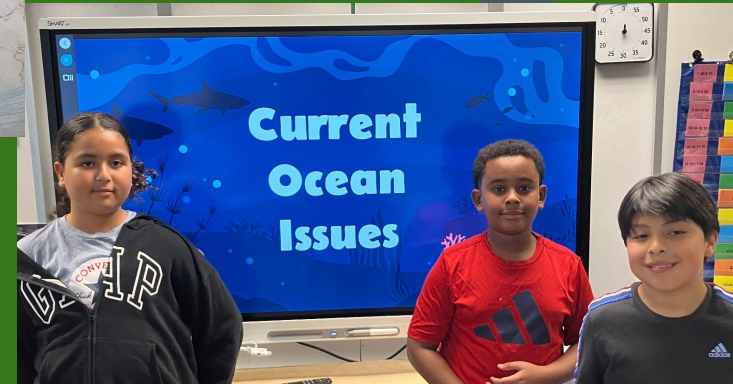


Leaders of their Own Learning

Expedition Showcases Allow All Campbell Students to be Leaders



 Education



Communication

- Quarterly Differentiation Forms to parents.
- Parent information sessions (Fall and Winter) & conferences
- Parent-Teacher Conferences upon request and randomly
- Ongoing collaboration between AAC-classroom-home
- <https://Campbell.apsva.us/>
- Email: Pamela.Clark@apsva.us or through Parent Square

	A	B	C	D	E	F
1	 Advanced Academics Differentiation Record Form					
2	Student Name:			Grade:	Area(s) of Identification:	Quarter:
3						
4	Classroom Teacher:			Advanced Academics Coach:		
5						
6	Which extensions were provided as part of the daily differentiation for advanced learners?					
7	Subject Area(s):	Resources for Rigor	Critical and Creative Thinking Strategies	Thinking Routines	Additional Extensions	
8						
9	What assessment evidence was used to determine the need for extension?					
10						
11						
12	How did you document student growth?					
13						
14	How were the extensions and curricular resources used to deepen the standard(s) for the student?					
15						
16						
17						
18						
19						

Screening and Identification Information Session

I will hold a session about the screening and identification process for gifted identification in January 2026.



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

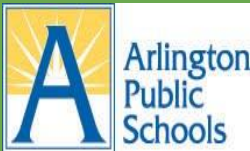
Screening Timeline

Fall & Winter	Parent Information Meeting Fall - Services, Winter- Identification	AAC
November	Universal Screeners (at Campbell)- NOVEMBER 2025 NNAT (1st grade) November 5 and 6 CogAT (2nd grade) Nov. 18, 19, and 21 (or earlier in November for some students)	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



Parent Resources

- APS Gifted Services Website: www.apsva.us/giftedservices
- 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>
- APS AATD Advisory Committee:
Mary Wierzbicki (wierzbicki.mary.b@gmail.com) and
John Schaus (jhschaus@protonmail.com).



NATIONAL ASSOCIATION FOR
Gifted Children



Contact Information

- **Pamela Clark**, Advanced Academics Coach
- **Email:** Pamela.Clark@apsva.us
- **Phone:** 703-228-6770
- **Bluesky:** thinkcampbell.bsky.social



Cheryl McCullough, Supervisor, Gifted Services

Email: cheryl.mccullough@apsva.us

Phone: 703-228-6159



Arlington
Public
Schools



Play this
video for an
APS
overview.

Questions

