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Resource Teacher for the Gifted
Campbell Elementary School
October 16, 2019
Before we start

- On each table you will find index cards that can be used to jot down any questions during the presentation.
- 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.
Objectives

• Explain the role of the Resource Teacher for the Gifted (RTG) within a Professional Learning Community (PLC).

• Provide an overview of gifted services at Campbell.

• Provide an overview of the identification process for Gifted Services in Arlington Public Schools.
THE NAGC recommends that every school provide:
THE NAGC recommends that every school provide:

- access to curricular resources designed for gifted learners
- systematic and substantial professional development for all teachers
  - needs of gifted learners
  - differentiation in general
  - flexible grouping approaches
- resource specialists who can support the classroom teacher
  - in assessing gifted learner differences
  - making adjustments to the curriculum
  - and 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.

Shared Responsibility for Daily Differentiation for Gifted Learners

District Responsibility - Developing Policies and Programs

Building Responsibility - Leadership in Implementation

Cluster Teacher

Collaboration with RTG

Curriculum for Gifted Learners

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

Differentiating Instruction
- Fidelity of Services
- Support for Differentiation
- In Depth Training in Gifted Education
- Assessing Teacher Effectiveness

Monitoring Achievement
Part 1: 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?
Arlington Tiered System of Support (ATSS) works within the PLC framework to help schools build the capacity to address both the academic and behavioral needs of students. These two frameworks work seamlessly with each other to support the whole child.

**Define**
- What is the goal or objective?
- What do we want students to know or be able to do?

**Identify**
- What are the possible reasons why the desired goal/objective or behavior is not attained?

**Develop**
- Create and implement an action plan. (intervention and or acceleration)

**Evaluate**
- Assess the effectiveness of the action plan and revise if necessary
My roles within a PLC

- Increase cluster teachers’ capacity to infuse gifted pedagogy into the general education classroom for daily differentiation
- Increase all teachers’ capacity to infuse critical and creative thinking strategies to challenge and engage all learners
My roles within a PLC

- support cluster teachers in documenting growth of gifted learners beyond standards via EL Education portfolios and differentiation forms
- lead teams in their understanding of diverse characteristics of gifted learners
- lead teams in the screening and identification process
RTGs as Advocates for Historically Underserved Populations

- Twice Exceptional (2e)
- English Learners
- High Ability, Low Income Students
- Underachieving Students
2e Wrap Around Support
TWICE EXCEPTIONAL NEEDS

- Accommodations
- Social-Emotional Support
- Differentiation
- Self-Determination
- Early Identification & Intervention
- Executive Functioning Support
2e at Our School

- RTG 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

- RTG, special education and classroom teacher work together to provide both gifted services and special education support to 2e learners
ELs Support

- Similar to 2e with wrap around support
- RTG 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
Gifted Services in K-5 classrooms
Teachers can differentiate Content, Process, and Product according to the student’s Readiness, Interests, and Learning Profile to increase Growth, Motivation, and Efficiency.
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 were basically alike."

Carol Ann Tomlinson

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
@lisa_westman
# 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
## Advanced-Content Resources

<table>
<thead>
<tr>
<th>William and Mary Literature Units</th>
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<tbody>
<tr>
<td>Junior Great Books/Socratic Seminar</td>
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<tr>
<td>Jacob’s Ladder Reading Comprehension Program</td>
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<tr>
<td>Schoolwide Enrichment Model-Reading (SEM-R) Framework</td>
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<tr>
<td>Project M2 and Project M3</td>
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<tr>
<td>Best of the Continental Math League</td>
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<tr>
<td>APS Grade 5/6 Math Curriculum</td>
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<th>Hands-On Equations</th>
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<tr>
<td>Project Clarion Science Units</td>
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<tr>
<td>William and Mary Problem-Based Science Units</td>
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<tr>
<td>William and Mary Social Studies Units</td>
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<tr>
<td>History Alive!</td>
</tr>
<tr>
<td>The DBQ Project</td>
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<tr>
<td>Primary Source Documents (Library of Congress)</td>
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<tr>
<td>Socratic Seminar</td>
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Collaborative Teaching

- Collaborative Teaching may involve:
  - Whole group team teaching with classroom teacher
  - Small group teaching in classroom, coordinated and co-planned with classroom teacher
  - Co-planning with classroom teacher to support differentiation on days when gifted resource teacher is not in the classroom
  - Flexible grouping, which may be determined by
    - Needs of students and/or the classroom teacher
    - Difficulty of unit/topic
Classroom Support (K-1)

- Collaboratively plan Critical and Creative Thinking (CCT) lessons
- Model and deliver monthly CCT lessons
- 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
Co-Planning with Teachers

Critical and Creative Teaching Strategy:
Primary Source Document-Based Questioning

Kindergarten
Coordinating Special Opportunities and EL Fieldwork for Authentic Learning Experiences

First Grade Pen Pal Project

Fifth Grade Fieldwork in Shirlington
Classroom Support (Grades 2-5)

- Collaborate weekly 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
Rich Mathematical Tasks from $M^3$ Advanced Units or Created by Teachers.
Collaborating on Lessons and Co-Teaching

We make such a racket,  
Miz Glick rushes out on her porch.  
Miz Grace and Miz Vera come next,  
and then comes Mamma.  
They run from their kitchens and skid to a stop.  

Leaning over their rails, they turn to each other.  
A smile spreads from porch to porch.  
And with a wordless nod . . .  

I like how she doesn’t tell you  
It’s really but she gives you  
Suspense to read on.  

Third Grade
Small Group and Individual Conferencing to Teach Advanced Skills

Using the Writing Checklist to Set Goals and Improve Performance.

Fourth Grade
Modeling for teachers

Curriculum for Advanced Learners: Jacob’s Ladder & SEM-R Book Hooks

Jacob’s Ladder 2nd-5th

SEM-R Phase 3 Projects
Planning with Teachers

2nd Grade
Planning and Co-Teaching

Advanced Content: Project M³

Third Grade
Leading Intervention Lessons

Advanced Content: Hands On Equations

Fifth Grade
Modeling of CCT Strategies

Critical and Creative Thinking: Fluency, Flexibility, Originality and Elaboration (FFOE)

Second Grade
Connecting to Content

Advanced Content: EL Expeditions Exploring Content Beyond the Virginia Standards of Learning

Second Grade
Adaptations
Expedition

Kindergarten
Water Expedition

Third Grade Ancient Civilization Expedition
Fostering a Growth Mindset

Fifth graders performing a skit about neurons
Opportunities for Collaboration and Competition

Science Bowl-5th

Odyssey of the Mind K-5th

Math Dice-5th
Opportunities for Leadership and Creativity

Community Meeting Crew

Student Environmental Awareness Showcase

Community Book Club

Zero the Hero
Opportunities in Art and Music

School Musical

School Concerts
Communication

- Differentiation Record Form quarterly report to parents for identified students in grades K-5
- Support EL Education Portfolios to show mastery of standards and growth over time for gifted learners
- Parent information session & Conferences
- Ongoing collaboration between RTG-classroom-home

- https://campbell.apsva.us/programs/gifted-services/
- Twitter: @ThinkCampbell
Getting Connected: APS Gifted Services

APS Gifted Services Website www.apsva.us/giftedservices

Sign up for @APSGifted
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 (usually 3rd Monday of the month: 7:00 – 9:00 PM)

If interested in serving on this committee, please contact Dan Corcoran, danjcorcoraniii@gmail.com
Contact Information

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Email: Pamela.Clark@apsva.us

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Phone: 703-228-6159
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: 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 total population is screened by school staff to create a pool of candidates based on students’ need for gifted services.

- Students may be referred for services by their classroom teacher, school personnel, parents/guardians, community leaders, or other students until April 1st of the current school year.

- Once a student is referred for services, the RTG supports teachers in creating a portfolio with four main components for a holistic case study approach.
1. Nationally-normed assessments

- Grade 1 students take the Naglieri Nonverbal Ability Test

- Grade 2 students take the Cognitive Abilities Test (CogAT)

- Other tests may be included such as the WISC (if parents provided), Kaufman-Brief Intelligence Test (KBIT) (K referrals)

- This year, all 3rd, 4th and 5th graders will take the Cognitive Abilities Test
2. School-based Achievement

- County Level: SOLs and other available achievement 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
<table>
<thead>
<tr>
<th>Gifted Behaviors Commentary (GBC)</th>
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<tbody>
<tr>
<td><strong>Exceptional ability to learn</strong></td>
</tr>
<tr>
<td>- Is highly reflective and/or sensitive to his/her environment</td>
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<tr>
<td>- Readily learns and adapts to new cultures</td>
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<tr>
<td>- Is acquiring language at a rapid pace</td>
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<tr>
<td><strong>Exceptional application of knowledge</strong></td>
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<tr>
<td>- Uses and interprets advanced symbol systems in academics, visual arts, and/or performing arts</td>
</tr>
<tr>
<td>- Acts as an interpreter, translator, and/or facilitator to help others</td>
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<tr>
<td>- Communicates learned concepts through role playing and/or detailed artwork</td>
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<tr>
<td><strong>Exceptional creative / productive thinking</strong></td>
</tr>
<tr>
<td>- Expresses ideas, feelings, experiences, and/or beliefs in original ways</td>
</tr>
<tr>
<td>- Perceives and manipulates patterns, colors, and/or symbols</td>
</tr>
<tr>
<td><strong>Exceptional motivation to succeed</strong></td>
</tr>
<tr>
<td>- Meets exceptional personal and/or academic challenges</td>
</tr>
<tr>
<td>- Exhibits a strong sense of loyalty and responsibility</td>
</tr>
<tr>
<td>- Demonstrates exceptional ability to adapt to new experiences</td>
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</tbody>
</table>
4. Demonstrated Performance

- Distinguished levels of performances when working with advanced content.

- Examples may include:
  - Advanced mathematics as in Project $M^2$ & Project $M^3$
  - Interpretive responses within William and Mary Language Arts units
  - Analysis of Primary Source Documents
  - Responses to Project Clarion Science Activities
  - 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
  - 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 school-based screening committee meets to review the student’s portfolio and make determines about eligibility.

- Identification decisions are sent to parents.

Gifted Services Screening & Identification Process

APS Gifted Services
If students are found eligible

- Identified gifted students in grades 2-5 are **cluster grouped** into classrooms with intellectual peers
  
  *typically for the upcoming school year*
  
- RTG plans with and supports the cluster teachers in daily differentiation 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
  - Level One Appeal: begin at the school level with the principal
  - Level Two Appeal: countywide Gifted Services Administrative Appeals Committee
Parent Resources

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Questions