

The background is a solid dark red color. It is framed by a decorative border of various autumn-themed elements. At the top, there are several large leaves in shades of yellow, orange, and red, along with a small cluster of red berries and a single acorn. On the right side, there are more leaves, including a prominent yellow one and a brown one, with another acorn. The bottom edge features a variety of leaves in yellow, orange, and dark red, and a small pinecone on the right. The text is centered in the middle of the image.

Gifted Services Information Night

Campbell Elementary School
November 10, 2021





Learning Targets

- I can explain how students are identified, and how gifted students are served in APS and specifically at Campbell.

Agenda

- Introduction
- Collaborative Cluster Model
- RTG Role & Responsibilities
- Gifted Identification
- Gifted Services Implementation
- Parent Resources





Hello!

I am Pamela Clark, RTG
Resource Teacher for the Gifted

Pamela.Clark@apsva.us

@ThinkCampbell



Have a question?

Raise your virtual hand to ask at the end of the session for general questions OR

email me at

Pamela.Clark@apsva.us



The slide features a dark red background with a decorative border of autumn leaves, acorns, and berries. The leaves are in various shades of yellow, orange, and red. The acorns are brown and the berries are red. The text is centered on a white rectangular area.

1. Collaborative Teaching Model

A decorative border of autumn leaves and acorns surrounds the central text. The leaves are in various shades of yellow, orange, and red, with some showing green. There are several acorns and small clusters of red berries interspersed among the leaves.

Collaborative Cluster Model

What does Gifted Services in
Arlington Public School mean?

A decorative border of autumn leaves and acorns surrounds the central text area. The leaves are in various shades of yellow, orange, and red, with some showing green veins. There are several acorns scattered throughout, including one at the top right and another at the bottom right.

Collaborative Cluster Model

- In the general education classroom setting students who are identified as gifted are grouped in **clusters** in their identified area for daily differentiation. This way students have a peer group in their classroom, and teachers can differentiate more easily for those students.
- **Cluster teachers are responsible for planning and delivering** comprehensive services for gifted learners and have ongoing coaching and support from the *Resource Teacher for the Gifted (RTG) Ms. Clark*

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

RTG's and specialists can support the classroom teacher

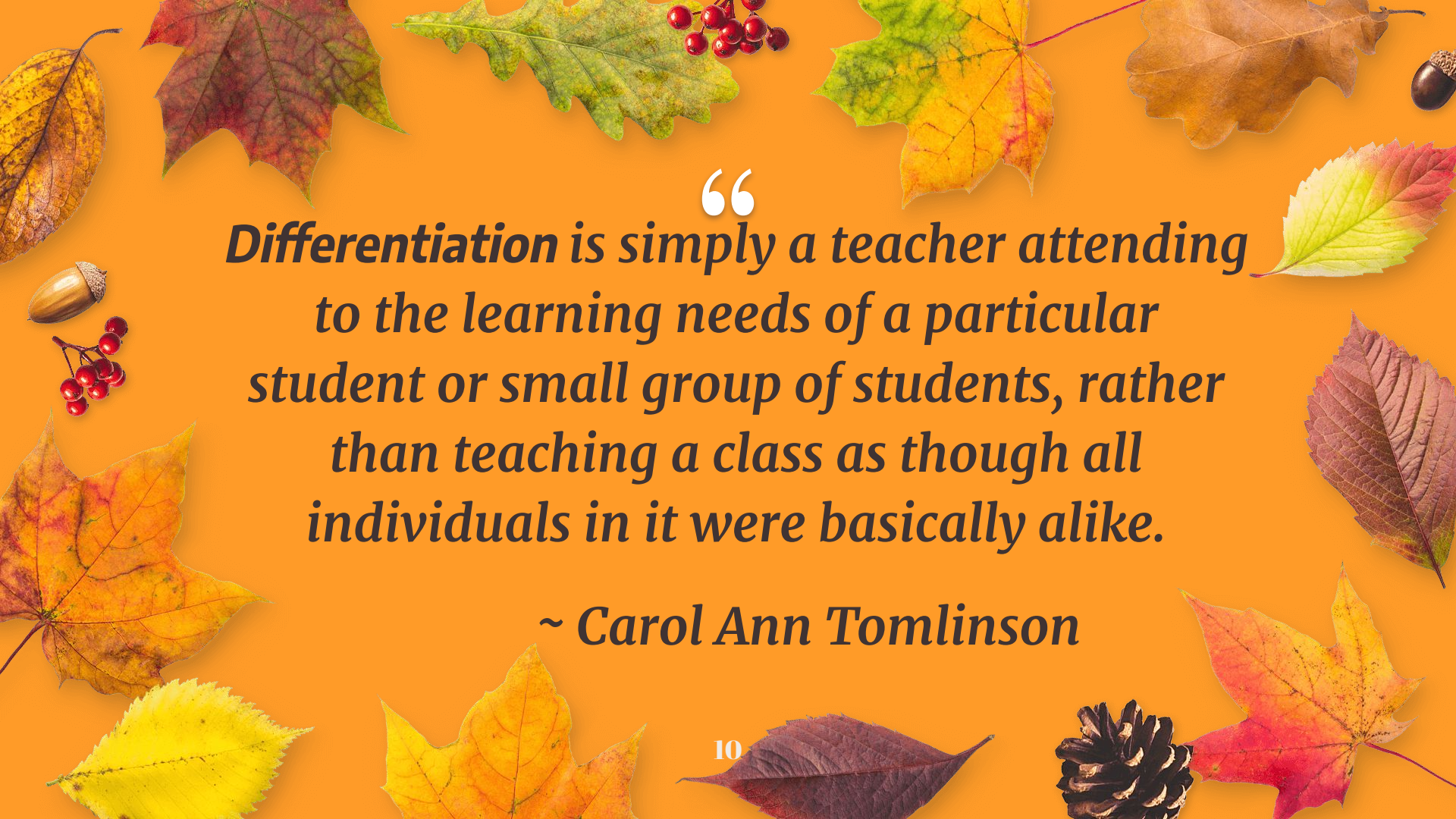
- in assessing gifted learner differences
- making adjustments to the curriculum
- and implementing advanced curriculum and strategies



NATIONAL ASSOCIATION FOR
Gifted Children

Supporting the needs of high potential learners

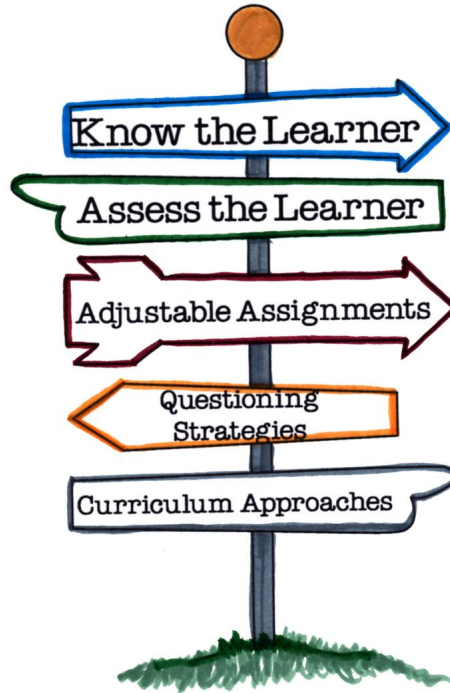
<https://www.apsva.us/wp-content/uploads/2015/04/2017-2022-Gifted-Services-Local-Plan.pdf>

The background is a solid orange color. It is decorated with various autumn-themed elements: several maple leaves in shades of yellow, orange, and red; a few acorns; and small clusters of red berries. These elements are scattered around the central text, creating a seasonal frame.

***“
Differentiation is simply a teacher attending
to the learning needs of a particular
student or small group of students, rather
than teaching a class as though all
individuals in it were basically alike.***

~ Carol Ann Tomlinson

What is Differentiation?



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



Teachers can differentiate

Content

Process

Product

according to the student's

Readiness

Interests

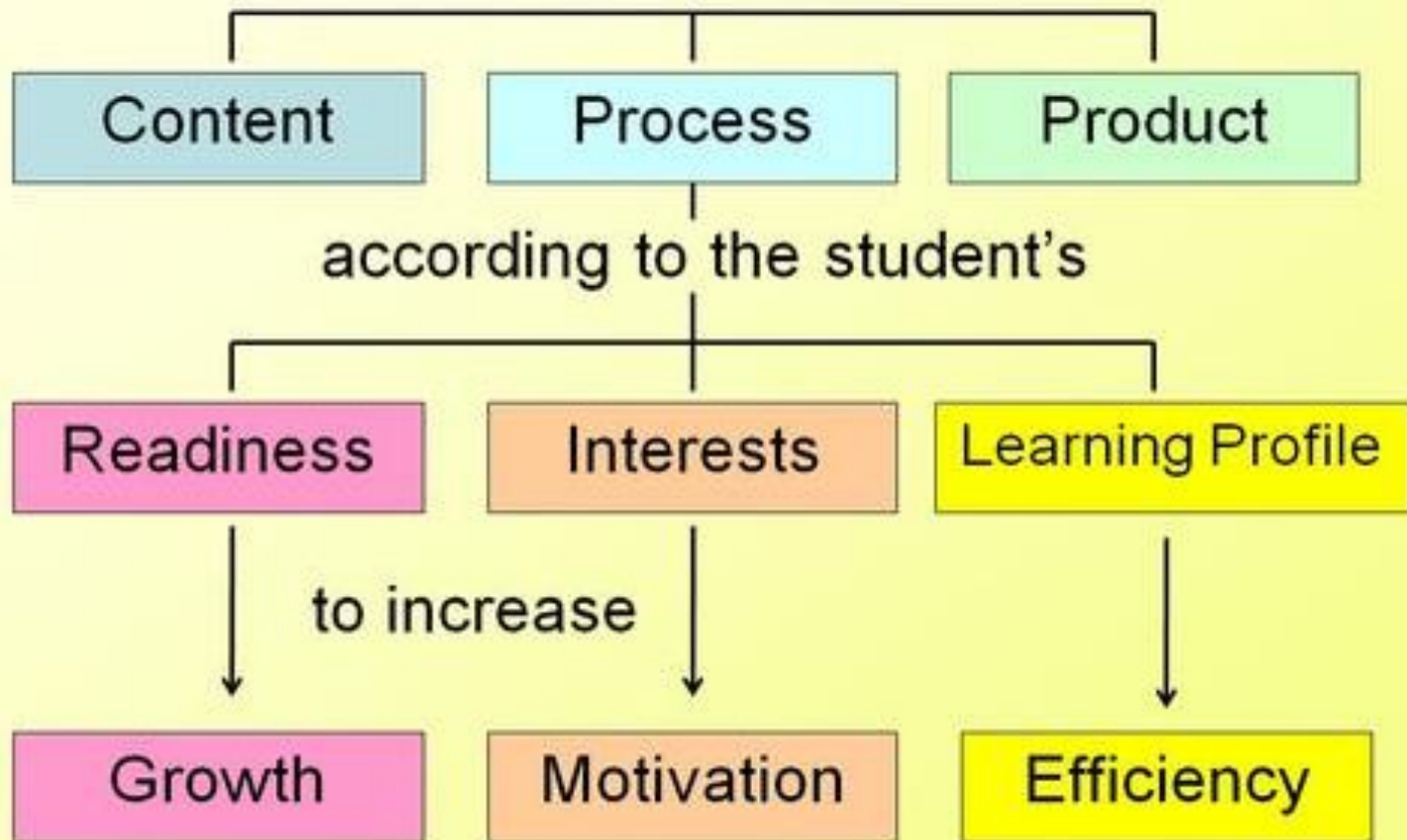
Learning Profile

to increase

Growth

Motivation

Efficiency



A decorative border surrounds the central text area, featuring various autumn-themed elements. At the top, there are several large leaves in shades of yellow, orange, and red, along with a small cluster of red berries. On the left side, there are more leaves and a small acorn. On the right side, there are more leaves and a small acorn. At the bottom, there are more leaves, a pinecone, and a small cluster of red berries.

2.

Resource Teacher of the Gifted (RTG) Role

What is my role as the Resource Teacher for the Gifted?

1

Teacher

Specialize in gifted pedagogy, adult education and special education

Coach

Provide professional development and coaching to Campbell teachers

2

3

Resource

Provide rich gifted resources & demo lessons for staff & students

Small Group Facilitator

Provide small group instruction as part of planned, targeted differentiated instruction with teacher

4

5

Administrator

Oversee gifted programming and Fed & State documentation

Parent Liaison

Maintain communication and reporting

6



A decorative border of autumn leaves and acorns surrounds the central text area. The leaves are in various shades of yellow, orange, and red, with some green still visible. Acorns are scattered throughout the border.

Gifted Services: RTG Role

- **Collaborate with special education** case carriers and teachers to provide planning and support for twice exceptional (2e) learners
- **Collaborate with English Language Learner** teachers to support students who are advanced/gifted and need extension activities

Campbell Teachers are “Talent Scouts” not “Deficit Detectives” for Historically Underserved Populations

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



The slide features a dark red background with a decorative border of autumn-themed elements. The border includes various leaves in shades of yellow, orange, and red, as well as clusters of red berries, acorns, and a pinecone. A large white rectangular area is centered on the slide, containing the title text.

3. **Gifted Identification Process**



Identification Reminder

- **Your child's needs will be met without identification.**
- Identifying students in elementary school helps us cluster group students during placement, but throughout year we use **data to group students and extend** for any child that shows they need to go deeper into content.

CHARACTERISTICS OF GIFTED LEARNERS

Students who demonstrate Exceptional...

Ability to Learn

Learns quickly and effortlessly

Application of Knowledge

Able to apply knowledge in multiple and complex contexts

Analytic, Creative, Productive Thinking



Motivation to Succeed

High, unequalled motivation to succeed with resilience and determination.

Academic Areas

Math, English, Science, Social Studies

Visual and Performing Arts

Art, Music & Drama
Grades 3 -12

Gifted Referral Process

Screening

NNAT (Grade 1)
& CogAT
(Grades 2 & 3-5
new to APS)
**November /
December 2021**

1

Referral

Parents/Teachers
refer students for
gifted services

2

Differentiation

Teachers work
with RTG and
teams to
differentiate
instruction

3

Portfolio

Evidence of
performance is
kept in digital and
hard copy
portfolios

4

Committee

School-based
Eligibility
Committee meets
to review data and
portfolios

5

Identification

Gifted
Identifications are
confirmed and
families notified

6

Assessments

Assessment Date	Grades
November 1st-12th	3rd-5th Grades without an Ability Score
November 29th- December 17th	2nd Grade Ability Assessment
November 29th- December 17th	1st Grade NonVerbal Assessment

Gifted Behaviors Commentary (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
- Acts as an interpreter, translator, and/or facilitator for 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

School-based Identification Committee Considers...



Nationally Normed Universal Screeners

CogAT, NNAT, K-BIT

School-based Achievement Data

SOLs, APS and teacher created assessments and evaluations

Gifted Behavior Commentary

Teacher observation, parent information form, specialists input

Demonstrated Performance

Portfolios of student work

The slide features a decorative border of autumn-themed elements. At the top, there are several large leaves in shades of yellow, orange, and red, interspersed with clusters of small red berries and a single acorn. The bottom border is similar, with a prominent yellow leaf on the left, a dark purple leaf in the center, and a pinecone on the right. The entire border is set against a dark reddish-brown background.

4. Gifted Services

A decorative border of autumn leaves and acorns surrounds the central text. The leaves are in various shades of yellow, orange, and red, with some showing green veins. There are several acorns and small clusters of red berries interspersed among the leaves.

Gifted Services Implementation

- **APS Critical & Creative Framework**
- **Curriculum Resources** being used by classroom teachers in small groups, across entire grade levels

A decorative border of autumn leaves and acorns surrounds the central text. The leaves are in various shades of yellow, orange, and red, with some showing green veins. There are several acorns scattered throughout, including one with a red cap at the top center and another with a brown cap at the top right. The background is a light, neutral color.

Critical and Creative Framework Resource

- Ms. Clark, (RTG) also supports and coaches all teachers as they increase rigor and infuse critical and creative thinking for all learners through the **APS Critical and Creative Thinking Framework**
- Works with teachers to develop digital portfolios to **show growth over time** and beyond standards, highlight talent development and support ongoing communication of progress to parents



Arlington Public Schools
K-12 Critical and Creative Thinking Strategies

Big Ideas

- *Overarching Concepts – Change, Patterns, Systems, Perspectives, Cause/Effect, Cycles
- *Taba Concept Development

Critical Thinking Teaching Models

- *Frayer Model
- *Future Problem Solving
- *Hamburger Model of Persuasive Writing
- *Jacob's Ladder
- *Literature Web
- *Paul's Elements of Reasoning
- *Research Model
- *Vocabulary Web

Creative Thinking

- *Creative Problem Solving (CPS)
- *FFOE (Fluency, Flexibility, Originality, Elaboration)
- *SCAMPER

Decisions and Outcomes

- *Habits of Mind
- *PMI
- *Problem Based Learning
- *Project Based Learning



Making Connections

- *Analogies
- *Mind-Mapping
- *Synectics
- *Visualization

Point of View (Different Perspectives)

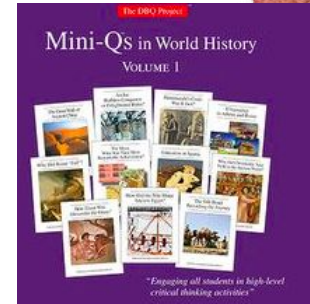
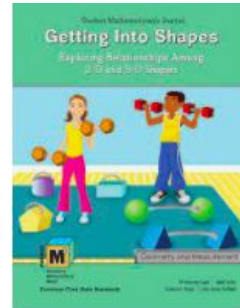
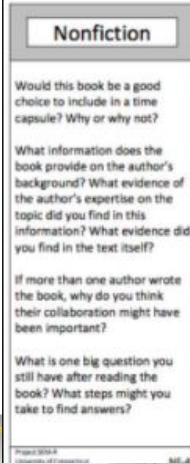
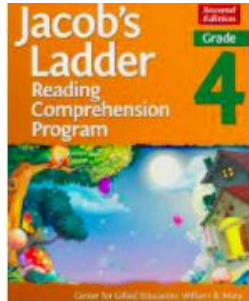
- *Debates
- *deBono's Hats
- *RAFT
- *Socratic Seminar/Junior Great Books
- *Structured Academic Controversy

Questioning

- *Revised Bloom's Taxonomy, Depth of Knowledge, Depth and Complexity
- *Question Formulation Technique (QFT)
- *SEM-R Questions

Curriculum Resources

Curricular resources written for gifted learners offer a variety of ways to extend standards for gifted learners and for any student who is ready for additional depth and complexity



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, M3 and Project A3 Math Curriculum*
- *Best of the Continental Math League*
- *APS Grade 5/6 Math Curriculum*
- *Hands-On Equations*

- *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)*
- *Socratic Seminar*

Develop a Growth Mindset

Let's teach our children not to fear failure.

**Failure is
success in
progress.**

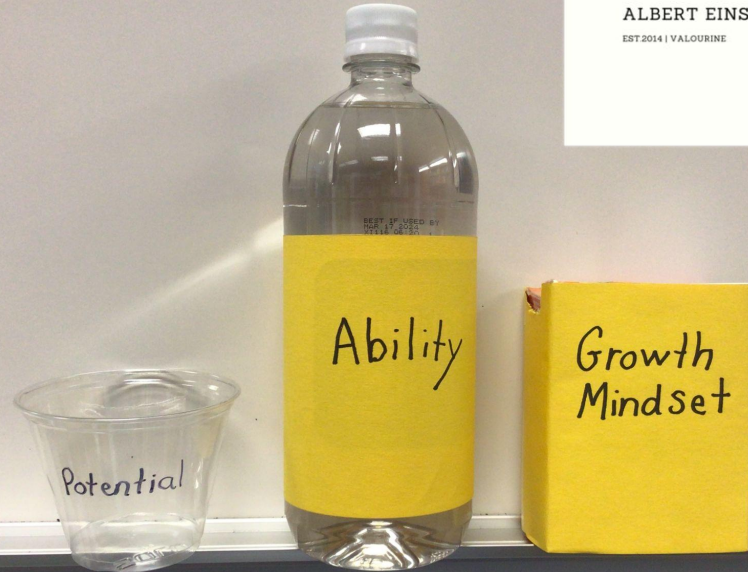
ALBERT EINSTEIN

EST 2014 | VALOURINE

Teaching
TENACITY,
RESILIENCE,
and a
DRIVE FOR
EXCELLENCE

Lessons for Social-Emotional Learning for Grades 4-8

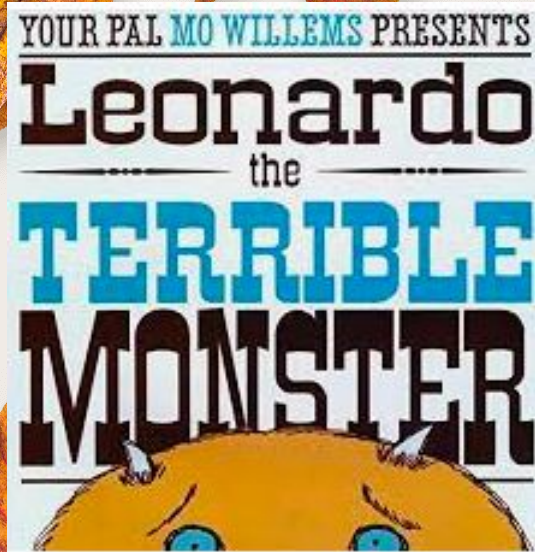
Emily McField, Ed.D., and Megan Parker Peters, Ph.D.



EL Expedition Support-Project-Based Learning



Big Ideas-Cooperation



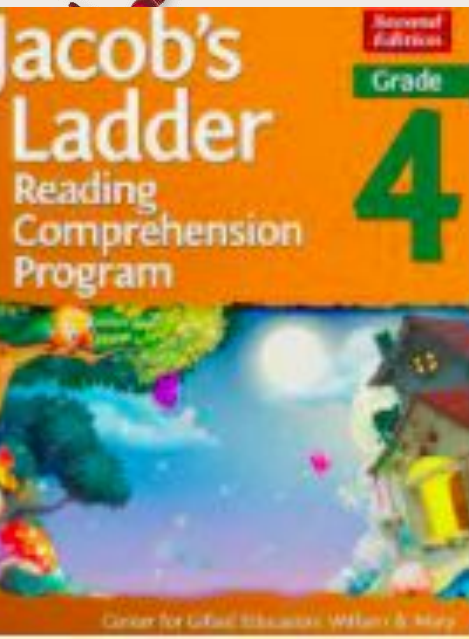
"He has ears so he can listen to his friend."



My monster does not have teeth because he doesn't like to bite people -



Jacob's Ladder



Name: _____ Date: _____

Consequences and Implications

A3 What were the long-term advantages of the seed being tiny and slow growing?

Cause and Effect

A2 What effect did the seasons have on the seed? Do seasons have the same effects on real seeds? How can you find out?

Sequencing

A1 Write the three most important events in the story in order.

THE TINY SEED

126 Jacob's Ladder Reading Comprehension Program Primary 2 © Prufrock Press • This page may be photocopied or reproduced with permission for single classroom use.

A3 he did NOT need to worry about animals and weather.

A2 1) A seed being burnt is IMPOSSIBLE.
2) The seed has TRY to get away from the weather and animals.

A1 The seed is small in the beginning, then it ^{begin} grow to begin close to ^{begin} eaten. Then it grows tall!

Just Right Books and SEM-R bookmarks

Character

Think of two questions you have about the main character. Do you think the questions will be answered as you continue with the story? Why or why not?

Describe the main character of the book in five or fewer words. Avoid using trite words (nice, good, bad, mean, etc.).

Tell about a decision or choice made by a character. Do you think the character made a good choice? Why or why not?

Tell about a character's action that surprised you. Why was the action a surprise? What did it show about the character?



"Don't call your sister a tightwad," said Bean's mom.

Bean saw Nancy's eyes looking at her in the mirror. "Tightwad," Bean mouthed without any sound. Nancy's eyes got narrow, and so quick that their mother didn't see, she stuck out her tongue. Then Nancy turned to their mother and said, "I think the skirt costs too much, Mom. I think I'd rather try on some tops."

Bean knew then that Nancy was being slow on purpose. Just to drive her crazy.

Bean thought about kicking her in the shin. But then she got the idea. It was a great idea. It was also a helpful idea, one that would teach Nancy not to be such a tightwad. And best of all, her idea would make Nancy freak out. "You'll be sorry," Bean mouthed to Nancy.

Think of two questions you have about the main character. Do you think the questions will be answered as you continue with the story? Why or why not?

★ When does Bean like Fudge?
★ What's the plan Bean has?

Describe the main character of the book in five or fewer words. Avoid using trite words (nice, good, bad, mean, etc.).

★ Beans mom is a tightwad.
★ Beans mom is a tightwad.

Tell about a decision or choice made by a character. Do you think the character made a good choice? Why or why not?

★ Bean refused to play with Fudge.

Tell about a character's action that surprised you. Why was the action a surprise? What did it show about the character?

★ Her laughing on the ground when grounded.

Relationships T-15 Oct. 27, 2021

① Peter has a very tense relationship with his little brother, Fudge. You can tell he is always upset by things he does. For instance, Peter describes Fudge as "always in the way, messing things up, and kicking and screaming." (p.6) He also worries a lot about Fudge possibly hurting his turtle and he is annoyed when Fudge shows the Yarbys that Peter already has the same picture dictionary that Mrs. Yarby gave him as a gift.

The characters come together because they are brothers living in the same house, so naturally they have a relationship. The relationship will probably continue throughout the book because Fudge seems to be Peter's main problem.

② Peter seems very jealous and I think that affects his relationships with his friends, parents, and little brother. In the beginning, he is even jealous of all the kids at his friend, Jimmy's, birthday party because they all got goldfish, and he won the turtle.

Relationships

Describe a relationship between two characters in this book. How did these characters come together? Do you expect the relationship to continue throughout the book? Why?

How do the characters' emotions affect their relationships? Give a specific example.

Identify a character who you think needs a friend. How might a friendship help the character? What qualities would the friend need to bring to the relationship?

A decorative border featuring autumn leaves and acorns. The leaves are in shades of yellow, orange, and red, with some showing detailed vein patterns. Two acorns are positioned at the bottom left, and a small red berry is visible near the bottom center.

You could put your shoes on

My mom grabbed the keys fi



⋮

37

One day of the

I was in the

there was a lot

o s o n a h i

[illegible]

fish hidden in
the hole. I was
trying and I turtch
one.

Math Problem Solving

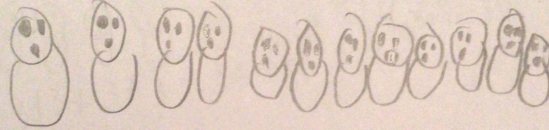
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Name: paige

91	92	93	94	95	96	97	98	99	100
81	82	83	84	85	86	87	88	89	90
71	72	73	74	75	76	77	78	79	80
61	62	63	64	65	66	67	68	69	70
51	52	53	54	55	56	57	58	59	60
41	42	43	44	45	46	47	48	49	50
31	32	33	34	35	36	37	38	39	40
21	22	23	24	25	26	27	28	29	30
11	12	13	14	15	16	17	18	19	20
1	2	3	4	5	6	7	8	9	10

Buttons for Snowmen

The first grade students love to build snowmen at recess. One snowy day they built 12 snowmen on the playground. Their teacher gave them big buttons for each snowman's eyes and nose. How many buttons did the first graders get from their teacher?



$$E + E + E + E + E + E + E + E + E + E + E + E = 30$$

the teacher gave the
students 30 buttons.

The Problem

Solve for the variables A through F in the equations below, using the digits from 0 through 5. Every digit should be used only once. A variable has the same value everywhere it occurs, and no other variable will have that value.

$$\begin{aligned} A + A + A &= A^2 \\ B + C &= B \\ D \times E &= D \\ A - E &= B \\ B^2 &= D \\ D + E &= F \end{aligned}$$



Key

C = 0
A = 3
E = 1
B = 2
D = 4
F = 5

1. $A + A + A = A^2$
 $3 + 3 + 3 = 3^2$
 $3 \times 3 = 9$ $3 \times 3 = 9$

2. $B + C = B$
 $2 + 0 = 2$
trick question

3. $D \times E = D$
 $4 \times 1 = 4$

4. $3 - 1 = 2$
 $A - E = B$

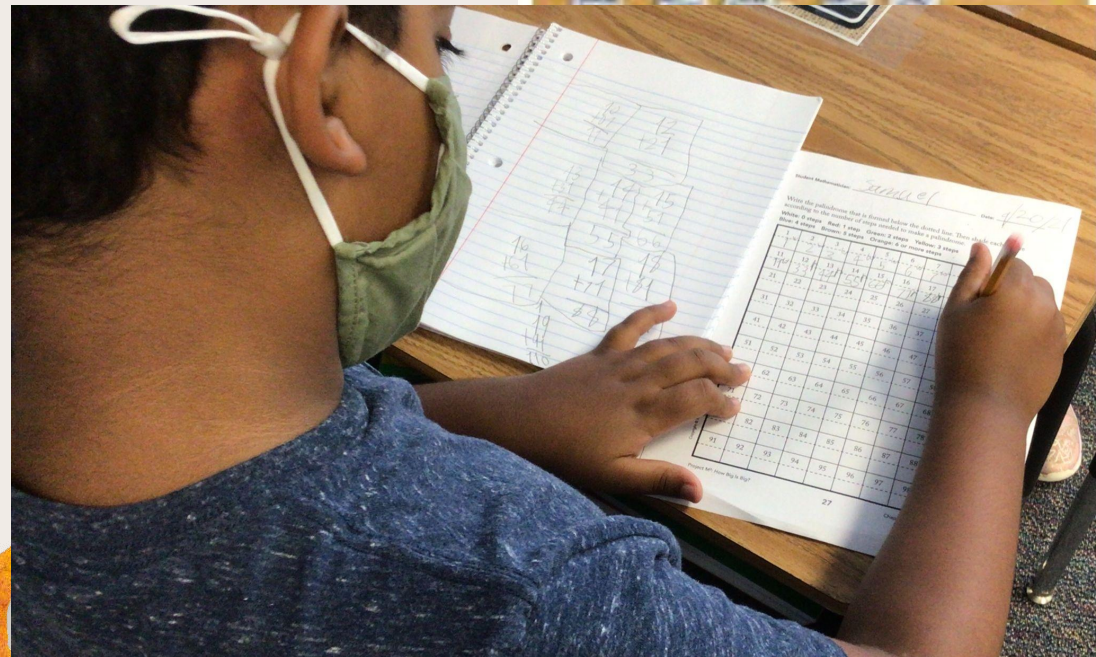
5. $B^2 = 4$
 $D = 4$
 $2^2 = 4$

6. $D + E = F$
 $4 + 1 = 5$

Use of M³ Math Units

Name Claire The Maneki Neko Bank 47 ¢

# of Dimes	# of Pennies	Value	
4	7	47 ¢	40
3	17	47	80
2	27	47	120
1	37	47	160
0	47	47	200
			7
			14
			21
			28
			35
Total Value of All the Combinations		2235	



Open Middle Challenges



OPEN NUMBER LINE

Directions: Use the digits 1 to 9, at most one time each, place a digit in each box on the number line to make the number line true.

A horizontal number line with three tick marks. Below the line, there are seven empty boxes for digits. The first two boxes are under the first tick mark, and the next four boxes are under the third tick mark. The number line is currently empty, with no numbers or symbols placed inside the boxes.

Use of Critical and Creative Thinking Tools

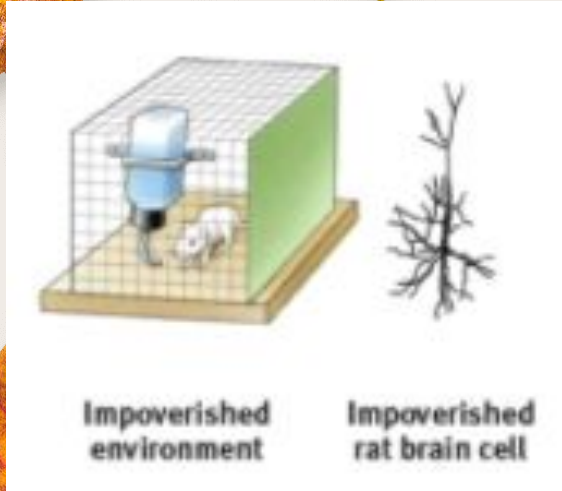
Plus 😊 She kept
trying and she didn't
give up. and she
made something
wonderful. and she
put lots of effort
into it. and she
worked hard.

😊

Minus 😞 She got
really Angry and she
exploded. She
spilled her finger.
She was rushing
she got very worked up 😞

Interesting 🤖 she
took A walk and
she made a large
magnificent thing.
& she resized 🤖

Use of Critical and Creative Thinking Tools



P- Scientists discovered the environment we are in affects our brains. -Arden

P-They found how animals could get smarter. -Alex

P-This most likely would have similar results with humans.-William

P-They gave some of the rats a rich life. -Alexis

M- They killed the rats! -Harrison, Diya, and others

M- The one rat in the cage probably got really lonely. -Arden

M- The scientist killed the rats after 30-60 days. -Maggie

I -They actually changed three, not one, three things (maze training, amount of rats, and toys)! -Mercy

I-When they put the rats in different cages, their brain cells changed and got stronger. -Jaden

I-I thought it was interesting that the brain that was in the enriched environment was heavier than the brain in the regular environment. -Nathaniel

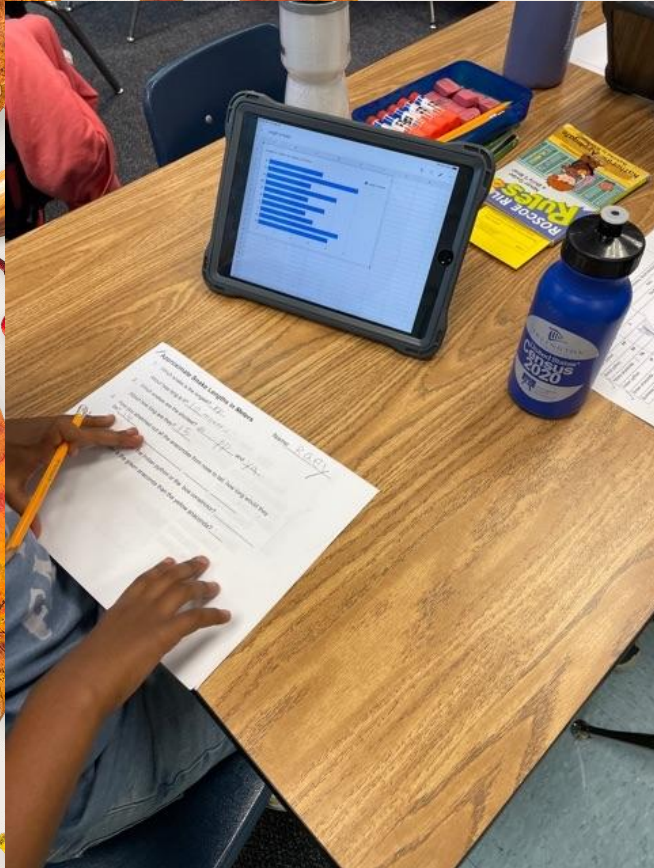
I-We know that everyone can learn more and be smarter-Zakariya

I-The interesting part of this experiment was how much the rats' brain got heavier when it was in the rich cage and smarter. -Rahim

I- I found the neurons growing and making the brain large and healthy interesting. -Chloe


I- I wonder why they had to use rats instead of any other animal. -Reham

Interdisciplinary Assignments



Tokyo, Japan Facts

- There are over 13 million people in Tokyo.
- People in Tokyo, Japan have a life expectancy of 86 years.
- Japanese is spoken by about 128 million people worldwide.
- More than 15% of the Japanese population live under very poor conditions.
- There are about 160 species of wild animals in Japan.
- There are 700 species of birds in Japan.
- There are 32,000 insect species in Japan.
- There are only 48 sounds in the Japanese language, making it quite easy to learn.
- The Japanese islands consist of 6,800 total islands.
- The tallest volcano in Japan, named Mount Fuji, last erupted in 1707 and is 12,388 feet tall.



EL Education's impact

**Our model has transformed schools across
the country.**

Opportunities for Leadership



Odyssey of the Mind—Creativity, Teamwork, and Problem Solving





Parent Resources

Parent Resources

- APS Gifted Website

<https://www.apsva.us/gifted-services/>

- 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, danjcorcoraniii@gmail.com





Thank You!

Any questions?

You can find me at on Twitter
@ThinkCampbell

&

Through email
Pamela.Clark@apsva.us