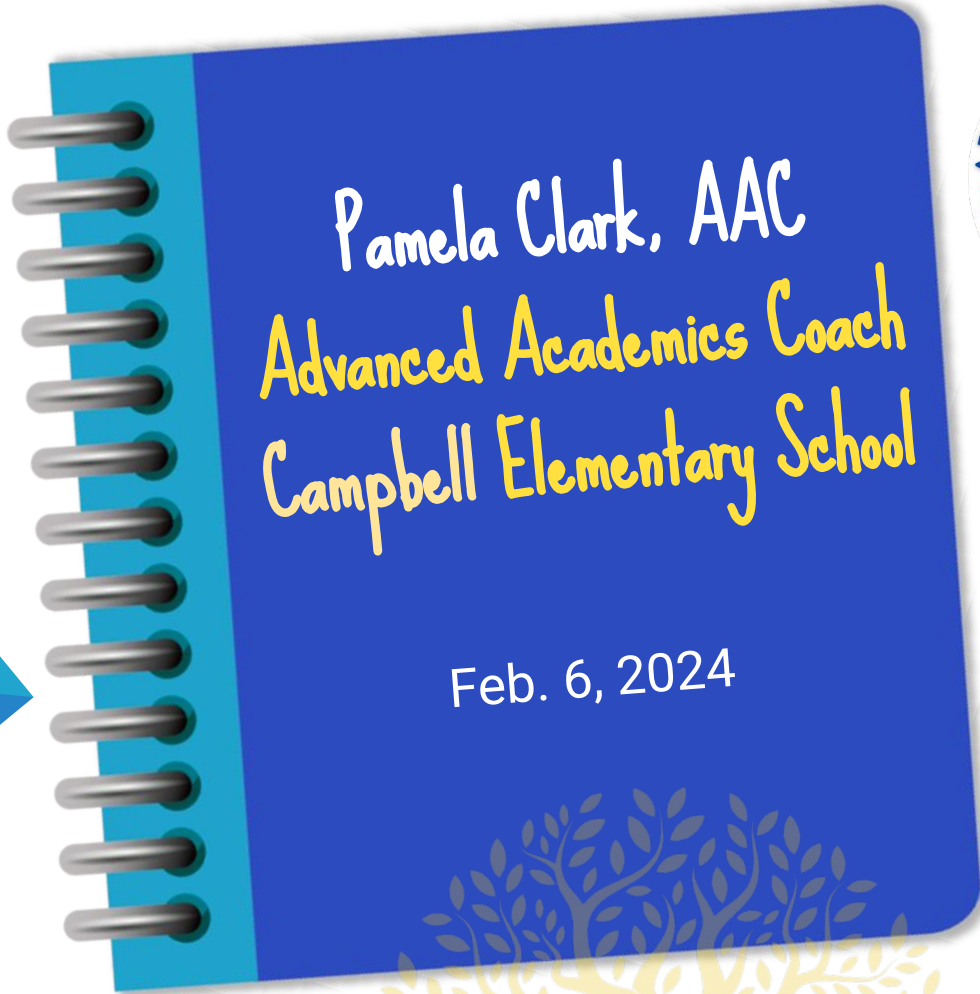


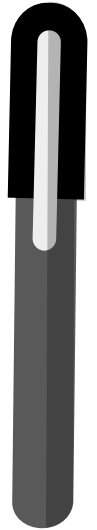
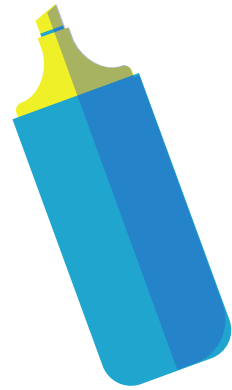


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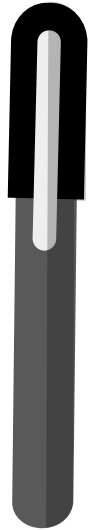
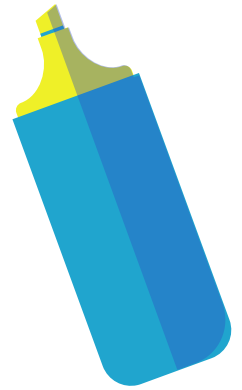
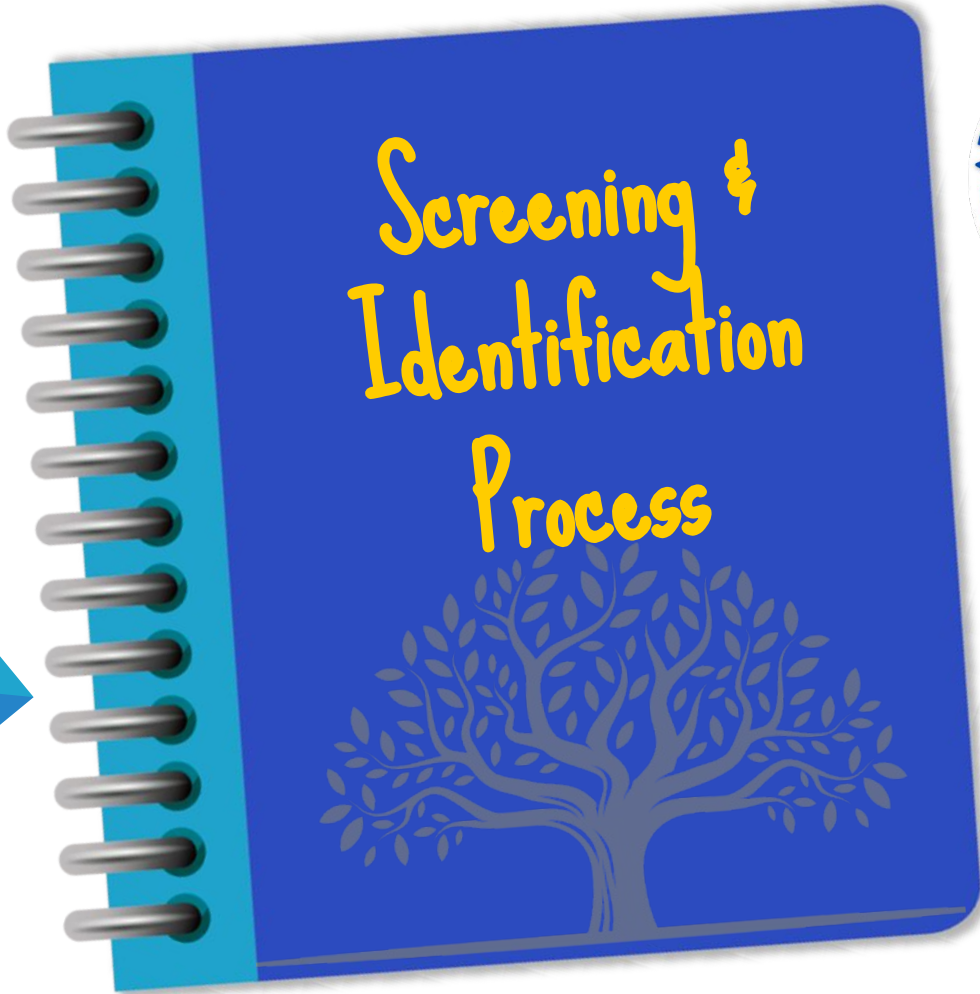
Pamela Clark, AAC
Advanced Academics Coach
Campbell Elementary School

Feb. 6, 2024

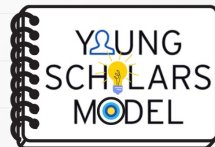




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Objectives:



- Provide an overview of the advanced academics and talent development screening and identification process

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Areas of Identification



■ **Specific Academic Aptitude**

(Grades K-12)

- English
- Mathematics
- Science
- Social Studies

■ **Fine Arts Aptitude**

(Grades 3-12)

- Visual Arts
- General Music

Screening for Gifted Services



Each year, the total population is screened by school staff to create a pool of candidates based on student need for gifted services in specific talent areas



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



Once a student is referred for services, the AAC supports teachers in creating a portfolio with four main components for a holistic case study approach

Screening: A Holistic Case Study Approach



Four Key Components to develop a full student profile

- 1 Nationally-Normed Assessments
- 2 School-Based Achievements
- 3 Student Behaviors/ Characteristics
- 4 Demonstrated Performance

1. Nationally-Normed Assessments

Universal Screeners are nationally-normed assessments that look at a student's ability to reason. These assessments give us a "snapshot" and one data point to consider when developing a student's ability profile

- Grade 1 students take the Naglieri Nonverbal Ability Test
- Grade 2 students take the Cognitive Abilities Test (CogAT)
- New students in grades 3-8 who do not have an abilities assessment will take the CogAT
- Other tests may be included, such as the WISC (parent provided), or Kaufman-Brief Intelligence Test (K-bit) for K referrals

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2. School-Based Achievement

School achievement data can provide evidence of specific talent areas, potential, interests, and motivation.

Such examples of achievement data may include the following.

- County level - SOLs and other available achievement data, such as math and reading growth data.
- School Level - ongoing formative and summative assessments
- Individual Level - honor or distinctions and self-selected work samples.

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3. Student Behaviors & Characteristics

Observation data on a student's behaviors and characteristics provide insights on moments that are not always documented, i.e. class discussion input, problem solving abilities, creative and imaginative ideas, etc.

- Local screening committee completes a Gifted Behavior Commentary (GBC) form
 - Documents advanced characteristics and behaviors observed in a variety of settings across four categories
- Parent Information Sheet
 - Provides an opportunity for parents to share examples that the school team may not have had an opportunity to observe during the school day

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Gifted Behavior Commentary (GBC) Form

Exceptional Ability to Learn

- Is highly reflective and/or sensitive to his/her environment
- Often considers multiple points of view other than his or her own
- 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 to help 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

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4. Demonstrated Performance

Work samples provide evidence of distinguished student performance and motivation when working with advanced content. They can also show student growth. Work samples are collected throughout the year by the teacher.

- Possible work samples may include -
 - Advanced mathematics work as in Project M² & M³
 - Interpretive responses and advanced literary analysis examples, possibly from William and Mary Language Arts units.
 - Analysis of primary source documents of DBQ essays
 - Responses to Project Clarion Science activities
 - Responses to critical and creative thinking lessons

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Screening: A Holistic Case Study Approach for Fine Arts



Referrals for visual arts and general music begin in Grade 3

Portfolio components include:

- 1 Art and/or music teacher observations of artistic behavior
- 2 Student products provided by art / music teachers
- 3 Student grades
- 4 Parent Information Form

What might differentiation look like in art?



- Visual Arts -
 - Differentiation takes place in the art classroom
 - Open-ended projects that allow for students to demonstrate their creative abilities

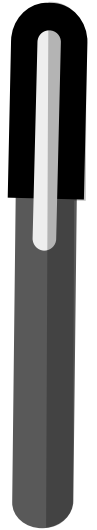
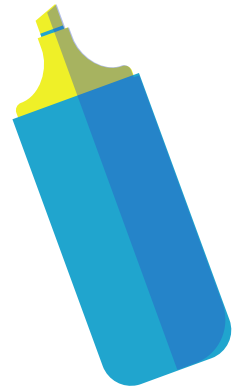
What might
differentiation look
like in music?



- General Music -
 - Differentiation takes place in the music classroom
 - Open-ended projects that allow for students to demonstrate their creative abilities



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Identification Decisions



Gifted Services Screening & Identification Process

- At the end of the referral process (90 instructional days), a school-based screening committee meets to review each student's portfolio and determines eligibility for gifted services
- Identification decisions are sent to parents

If Students are Found Eligible...



Identified advanced learners in grades 1-5 are cluster grouped into classrooms with intellectual peers (at least 10 students). This is done for the upcoming school year.



AAC plans with and supports the cluster teachers in daily differentiation for students who have already mastered grade-level content



AAC support may look different in various grade levels depending on teacher and student need

If Students are NOT Found Eligible...



An appeal process is available to families following the eligibility decision communication



Level One Appeal: begin at the school level with notice of appeal sent to principal and AAC. Principal will then review the committee decision and portfolio and make a determination to uphold or overturn.



Level Two Appeal: following a level one decision, you can appeal to the Supervisor of Advanced Academics and Talent Development to review the decision.

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Screening Timeline

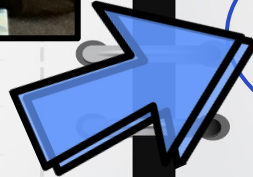


Fall & Winter	Parent Information Meeting Fall - Services, Winter- Identification	AAC
November	Universal Screeners for grades 1, 2 and 7, 8 and 9 without an abilities score	Testing Coordinator, AAC
Ongoing	Communication to parent Collection of student work	AAC, classroom teachers, specialists
February	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

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?

AAC ROLE WITHIN A PLC



Help teachers provide daily differentiation and challenging lessons.



Help teachers use critical and creative thinking strategies and advanced curriculum materials in their classrooms.



Support cluster teachers in documenting growth and strategies used with advanced students and completing a Differentiated Instruction Record Form sent home each quarter.

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AAC ROLE WITHIN A PLC



Facilitate professional learning, focusing on characteristics of diverse gifted students and differentiated instruction for advanced learners



Collaborate with teachers to plan and deliver rigorous instruction

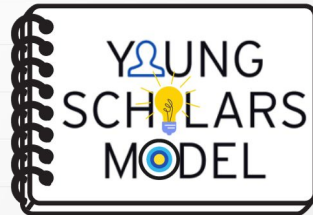


Lead teams in their understanding of **diverse characteristics** of gifted learners



Facilitate **screening and identification process**

AACs as Advocates for Historically Underserved Populations



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

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2e at Our School



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

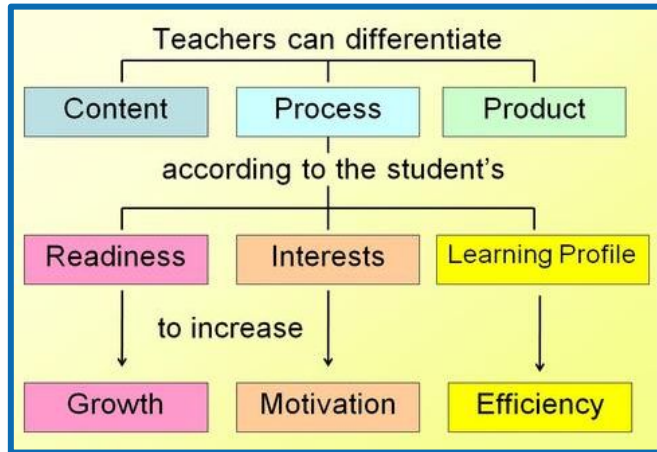
English Learner Support



- Similar to 2e with wrap around support

- AAC 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

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 are basically alike." -Carol Ann Tomlinson

- **Content:** What is to be learned
- **Process:** How students acquire information
- **Product:** How students demonstrate learning
- **Learning Environment:** Where and with whom students learn

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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



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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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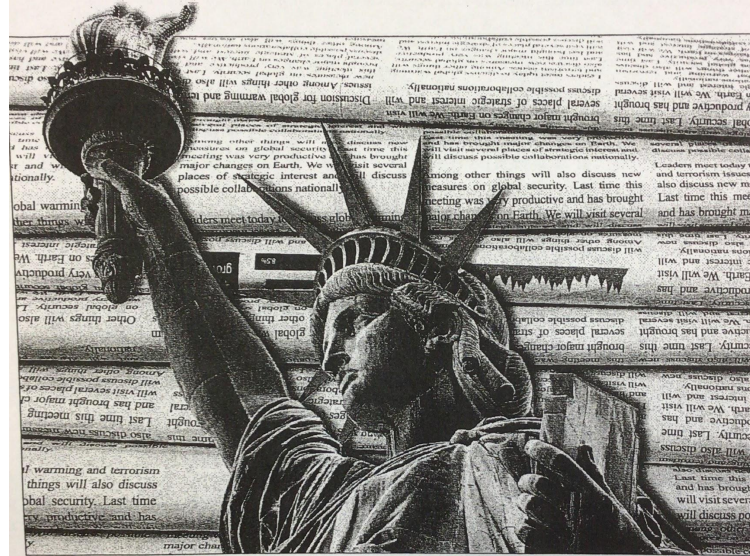
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The DBQ Project-3rd Grade

Document-Based Questions

Why Is Freedom of the Press Essential to a Democracy?

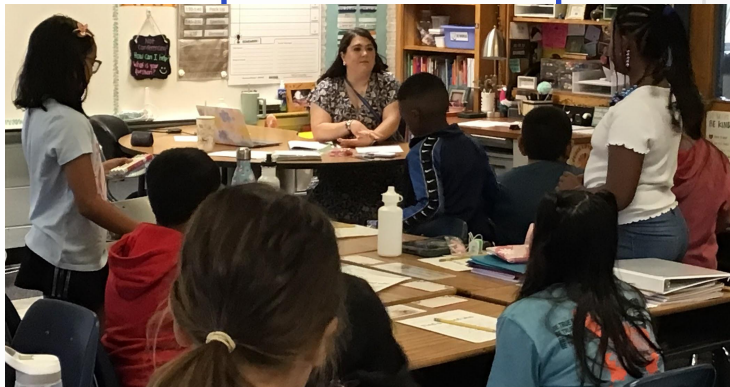


Overview: More than 200 years ago, our founding fathers created the Bill of Rights. The Bill of Rights promised certain freedoms for its citizens. One of these was “freedom of the press.” This Mini-Q asks why a free press is so important to democracy.

The Documents:

- Document A: Pillars of Democracy
- Document B: Free Press Expands Democracy
- Document C: Dictators Threaten Free Press
- Document D: Freedom of the Press World Map

Advanced Academics & Talent Development at Campbell



- QR CODE THAT CONNECTS TO CAMPBELL'S WEBSITE FOR ADVANCED ACADEMICS HERE



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CLASSROOM SUPPORT GRADES K-5



Students sharing projects about **Current Ocean Issues** at the 5th grade fall expedition showcase.

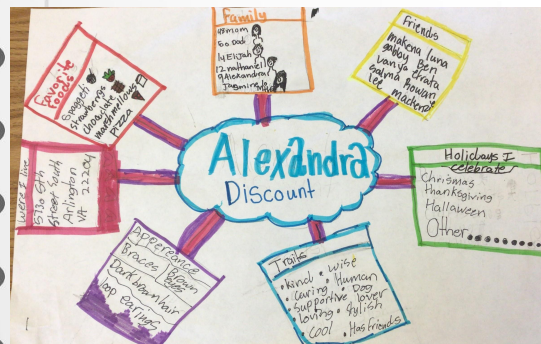
- Collaboratively plan and model Critical and Creative Thinking (CCT) strategies and Resources for Rigor with teachers
- Build capacity for teachers to replicate similar strategies and resources in the future
- Working with teachers to find and nurture historically underrepresented populations within gifted education (Young Scholars)

CLASSROOM SUPPORT GRADES K-5



Use the M³ advanced math units to help students think more critically about math using hands-on projects and engaging activities.

Thinking tools like mind-mapping and PMI are modeled so teachers can then use them for students to process content in class.

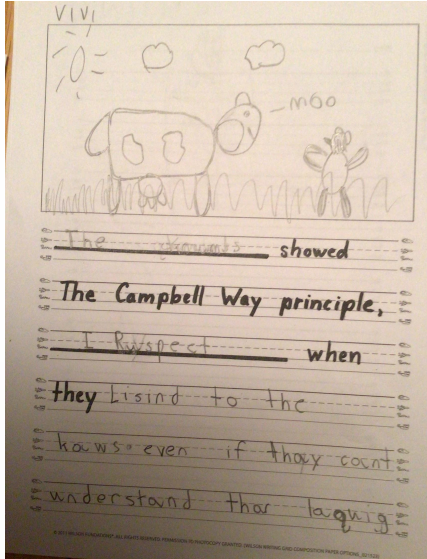


Learning Targets

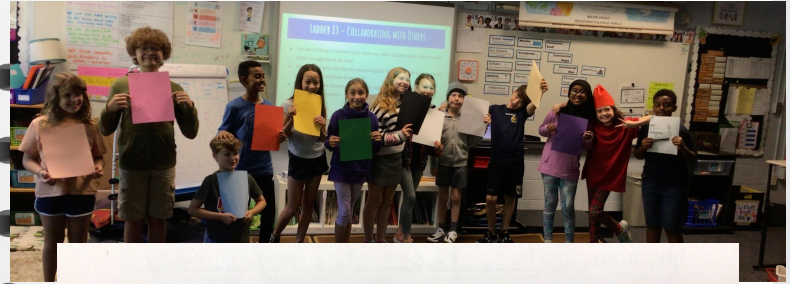
- I can learn a little about how the brain works.
- I can use the PMI Thinking Tool to reflect on what I learned.
- I can identify variables in a scientific experiment.



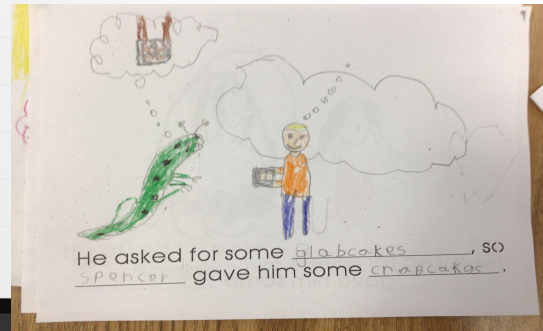
Literacy Activities



Whether they're connecting plots to The Campbell Way, practicing public speaking, using vocabulary or rhyming, students participate in engaging activities to keep them thinking and learning.



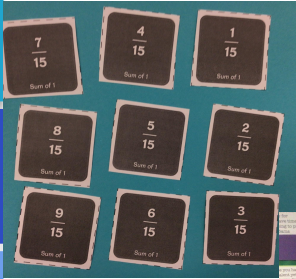
Grandma _____ is hard-working
because she helped Peter's mom
get ready for Fudge's birthday
party.



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Math Activities



Estimation and A³ advanced math games help students think more critically about math using engaging activities..

Problem Solving-Logic and Comparing Measurements Name: Everette

The yellow tang was longer than clownfish by as much as clownfish was longer than the goldfish. The clownfish was 10 cm long and the yellow tang was 17 centimeters long. How long was the goldfish?

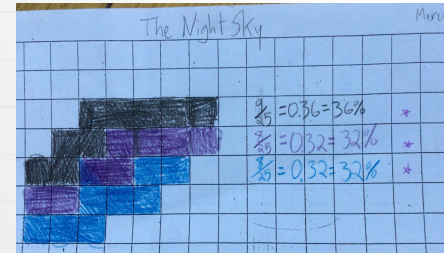
Key:
YT = Yellow Tang
CF = Clownfish
GF = Goldfish

$17 - 10 = 7$
10 cm longer

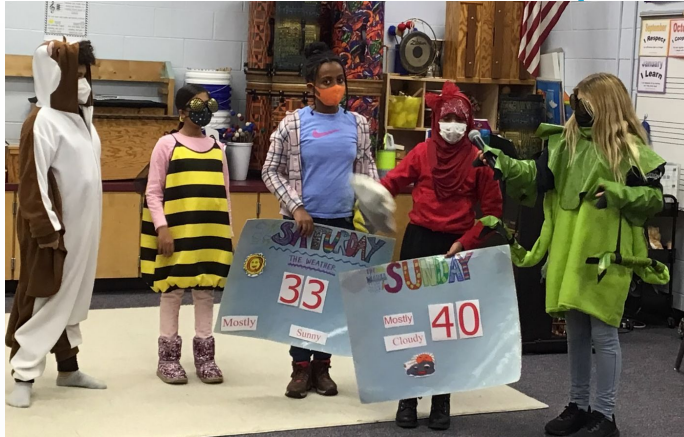
$10 - 7 = 3$
3 cm

GF is 3 cm long

Other activities encourage and creative problem solving and the sharing of strategies



Opportunities for Student Leadership



Community Meeting Crew allows students to learn how to organize information, create scripts and visual supports, and serve the school by presenting each Friday.

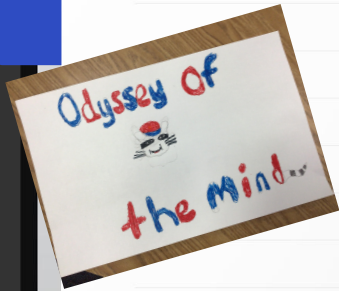
Students volunteer to go to classes as "Zero the Hero" to teach PK and K students about counting and place value.



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Odyssey of the Mind



Parents
volunteer to
coach teams
afterschool
that
showcase
their solutions
at a
tournament..



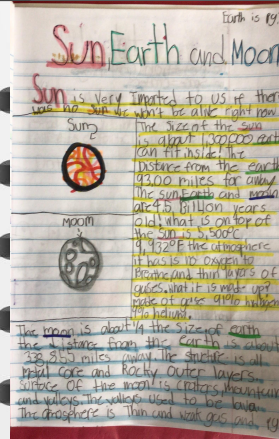
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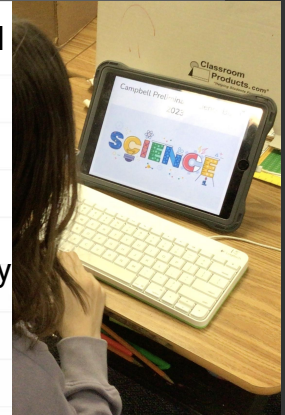
5th Grade Competitions



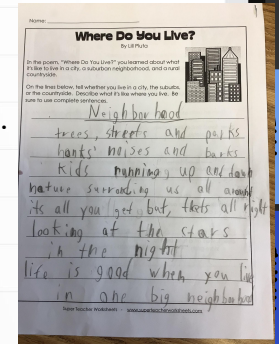
All 5th Graders learn the game Math Dice and play during their “May-Do” time in math. Then in the winter, Campbell holds a tournament to see which students will represent our school at the APS tournament.



The Science Bowl has become a tradition at Campbell where students study and prepare before preliminary and final competitions.



Another tradition, the Poetry Slam give advanced students a time to present their work to an audience..



COLLABORATIVE TEACHING

Differentiated Instruction & Critical and Creative Teaching Strategy:

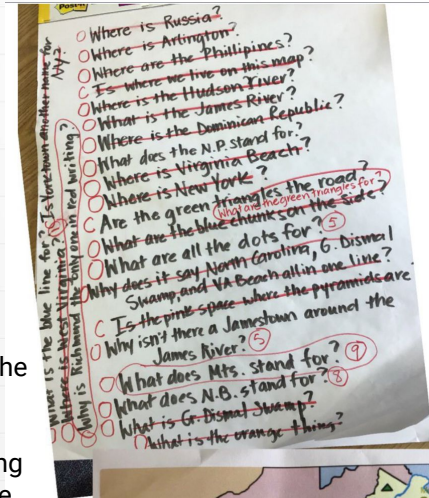
SEM-R Book Clubs give students a chance to read, take on roles, and answer higher level questions which require deep thinking.



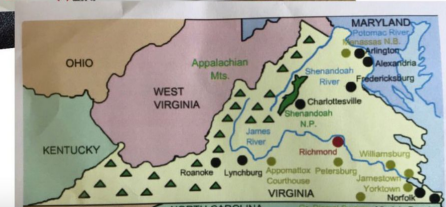
PROFESSIONAL LEARNING & COACHING

Modeling, Coaching, and Building Capacity:

Ms. Christy learned about the Question Formulation Technique taking a class form me and used the strategy during the 1st Grade Mapping Expedition.



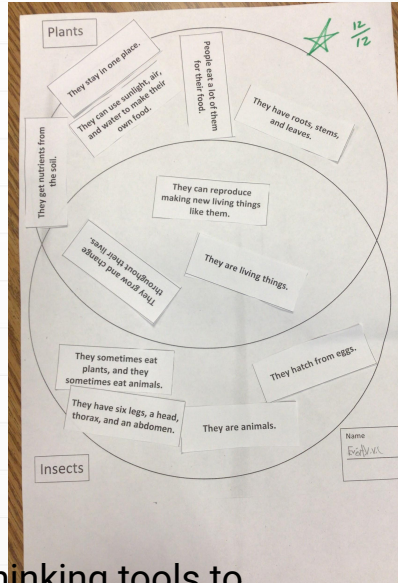
QFT



WIND

COLLABORATIVE TEACHING

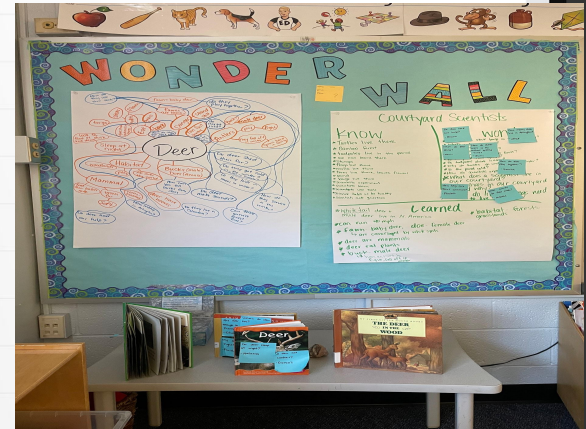
Differentiated Instruction & Critical and Creative Teaching Strategy:



Students use thinking tools to analyze the information they have learned during CKLA and organize the information in different ways.

PROFESSIONAL LEARNING & COACHING

Modeling, Coaching, and Building Capacity:



Seeing the importance of cultivating curiosity in her students add a Wonder Wall where students could post burning questions and research to find the answers.

COMMUNICATION

- Differentiation Record Form quarterly report to parents for identified students in grades K-5
- Support work collection and feedback for advanced/gifted learners to facilitate growth.

- **Family information sessions**
Fall: General Info and **Spring: Identification Info**) & Parent Teacher Conferences, when available
- Ongoing collaboration between AAC-classroom-home
- Webpage for your school

• @ThinkCampbell



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



Contact Information

- Pamela Clark, Advanced Academics Coach
- Pamela.Clark@apsva.us
- Phone: 703-228-6770

Cheryl McCullough,
Supervisor,
Advanced Academics and
Talent Development
Office

Email:

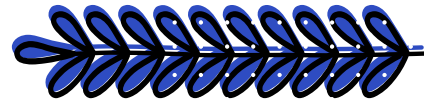
cheryl.mccullough@apsva.us

Phone: 703-228-6159



WHAT
QUESTIONS
MIGHT
YOU HAVE?





ALTERNATIVE RESOURCES

