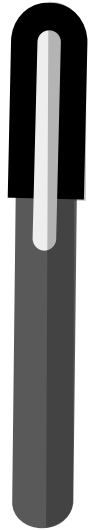
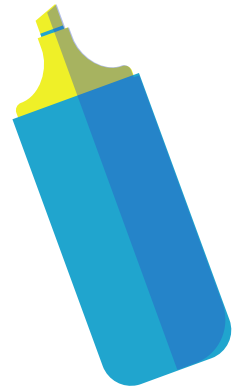
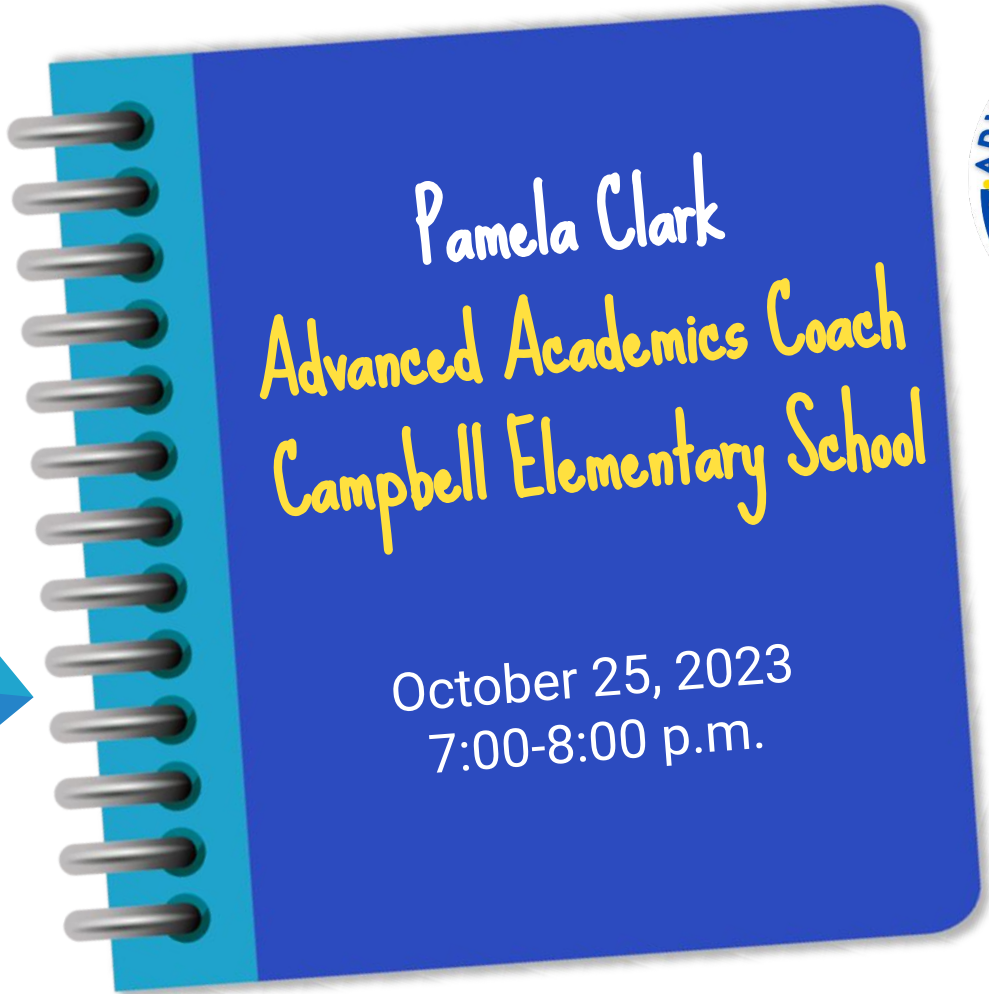




Arlington  
Public  
Schools





Arlington  
Public  
Schools



Play this  
video for an  
APS  
overview.

## Please jot down any questions you may have during the presentation.

- Ask **general questions** at the end.
- Fill out the Google form for **personal questions** using the QR code:



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.

MON

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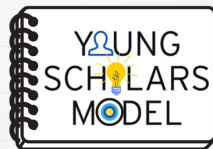
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# Objectives:

- Provide an overview of advanced academics and talent development at **Campbell Elementary**.



- Explain the role of the Advanced Academics Coach (**AAC**) within a Professional Learning Community (**PLC**).

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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

- **specialist** who can support the classroom teacher
  - in assessing gifted learner differences
  - making adjustments to the curriculum
  - and implementing advanced curriculum and strategies

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## Virginia Gifted Regulations- APS Local Plan 2022 - 2027:

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.

You can access  
the **Local Plan** here



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Shared  
Responsibility for  
Daily  
Differentiation  
for  
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**

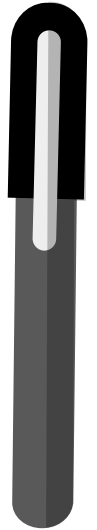
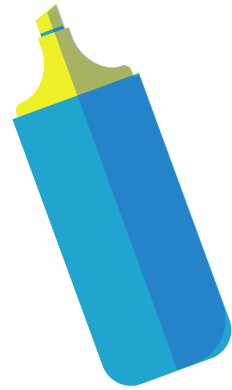
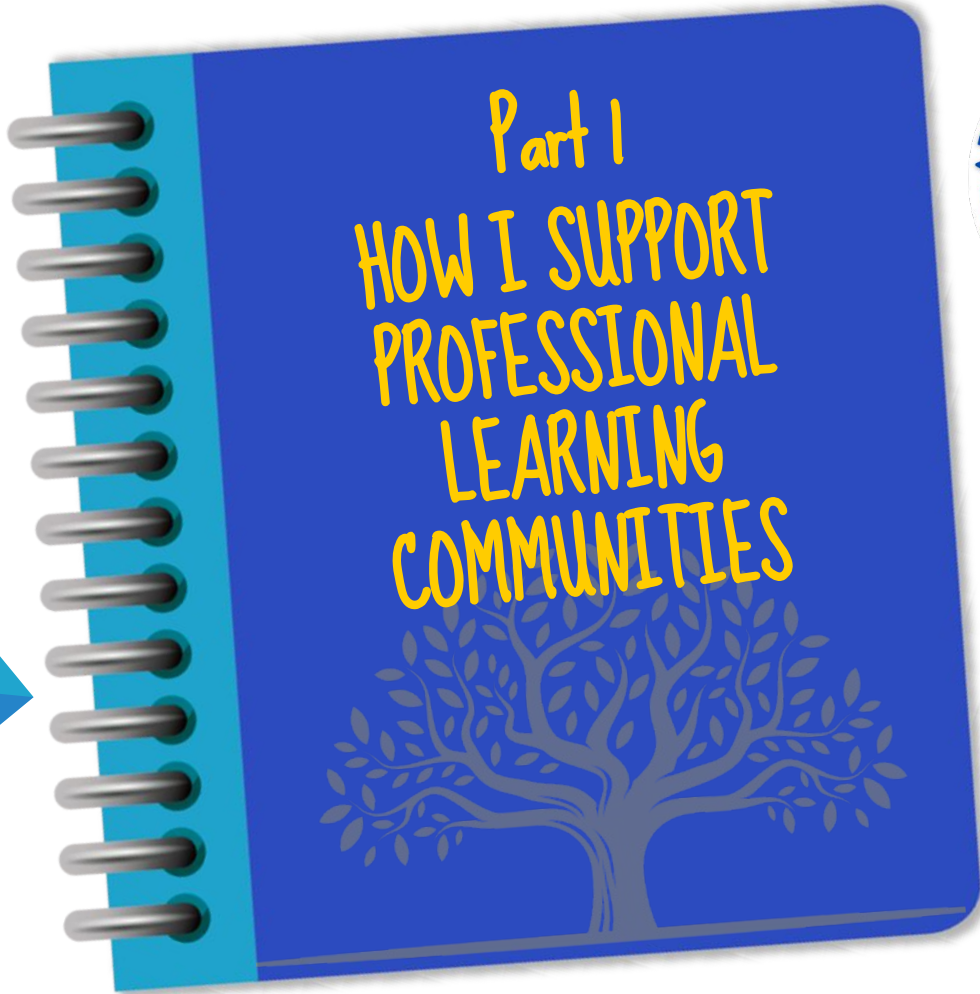
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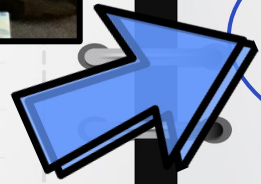




# PROFESSIONAL LEARNING COMMUNITIES



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?

## 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

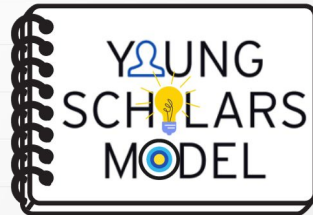


Facilitate **screening and identification process**

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# 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

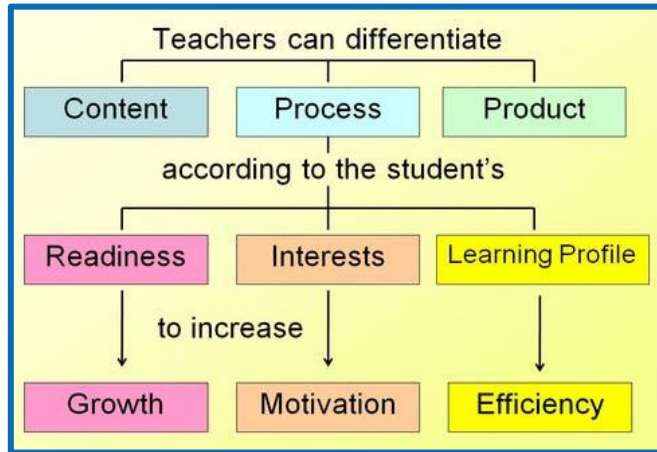
# English Learner Support



- 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



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



# RESOURCES FOR RIGOR

## Math

*Hands-On Equations*

*Project M<sup>2</sup> and Project M<sup>3</sup>*

*Project A<sup>3</sup>: 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*

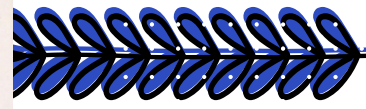
*Project Clarion Science Units*

*Vanderbilt Interdisciplinary Units*

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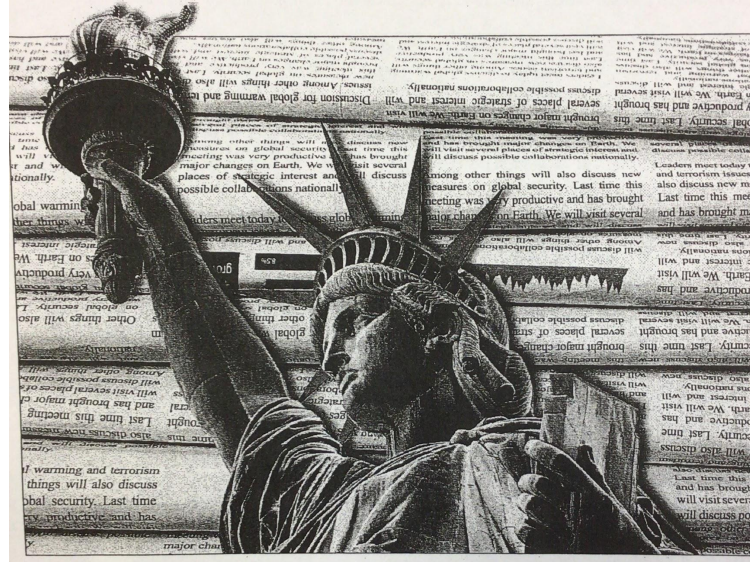
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# The DBQ Project-3rd Grade

## Document-Based Questions

# Why Is Freedom of the Press Essential to a Democracy?

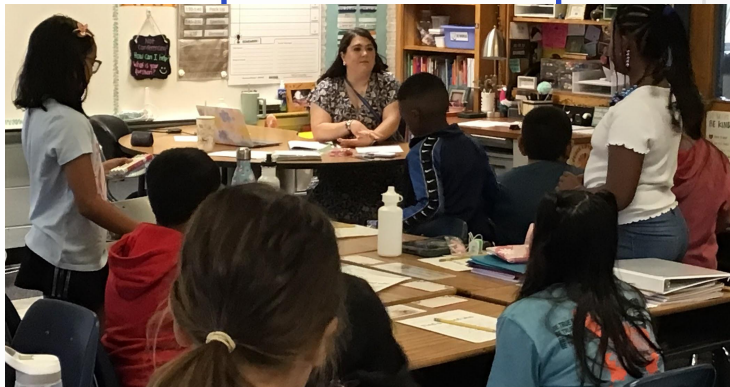


**Overview:** More than 200 years ago, our founding fathers created the Bill of Rights. The Bill of Rights promised certain freedoms for its citizens. One of these was “freedom of the press.” This Mini-Q asks why a free press is so important to democracy.

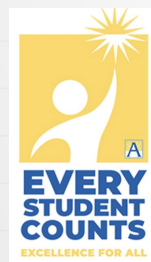
### The Documents:

- 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

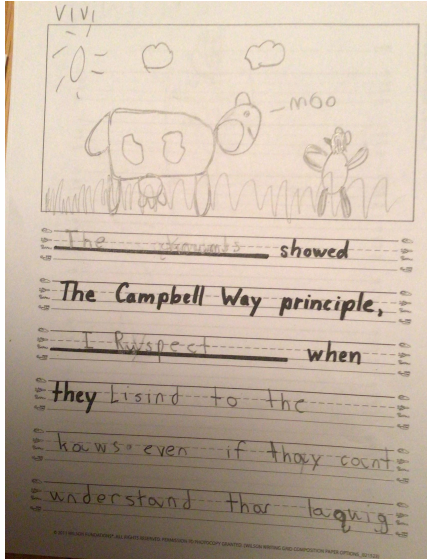


Students sharing projects about **Current Ocean Issues** at the 5th grade fall expedition showcase.

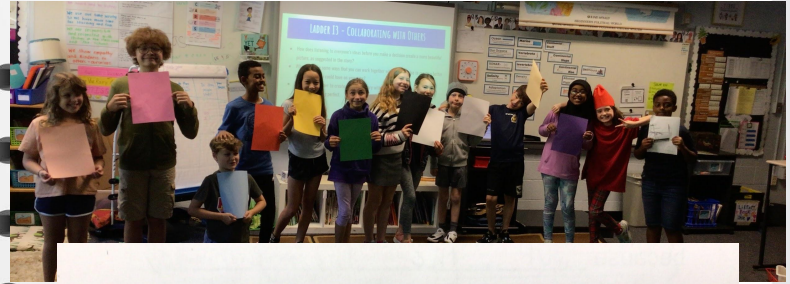
- Collaboratively plan and model Critical and Creative Thinking (CCT) strategies and Resources for Rigor with teachers
- Build capacity for teachers to replicate similar strategies and resources in the future
- Working with teachers to find and nurture historically underrepresented populations within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



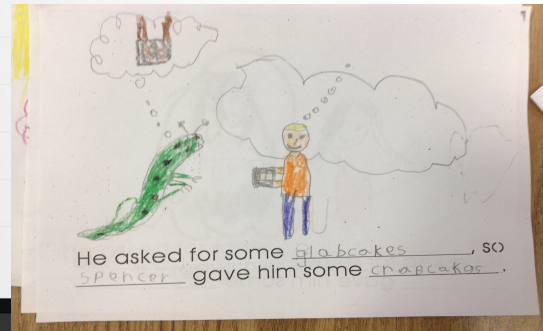
# Literacy Activities



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.

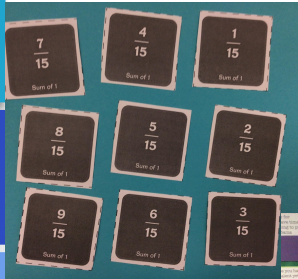


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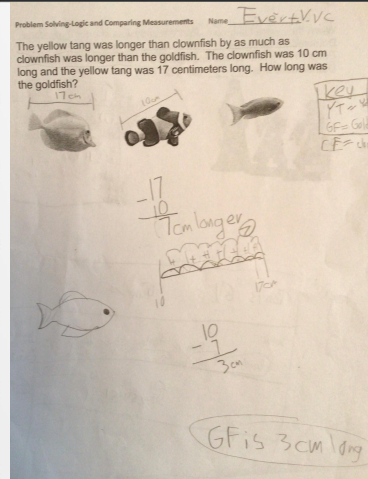
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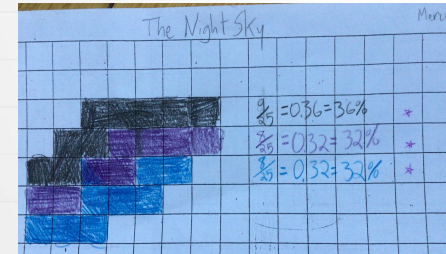
# Math Activities



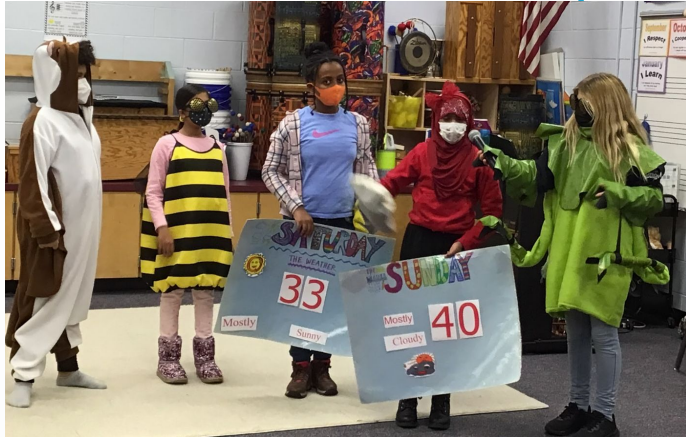
Estimation and A<sup>3</sup> advanced math games help students think more critically about math using engaging activities..



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.

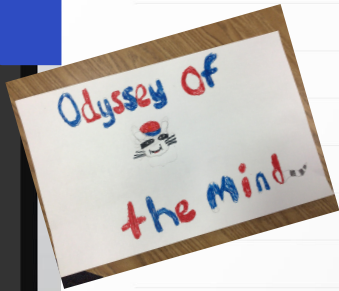
Students volunteer to go to classes as "Zero the Hero" to teach PK and K students about counting and place value.



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# Odyssey of the Mind



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



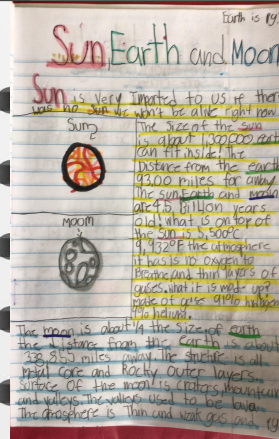
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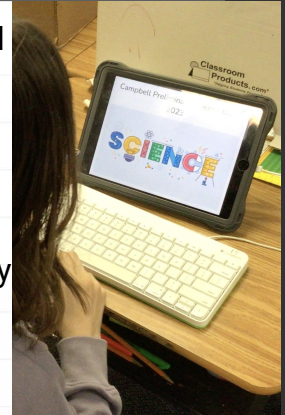
# 5th Grade Competitions



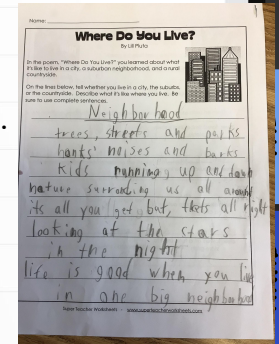
All 5th Graders learn the game Math Dice and play during their "May-Do" time in math. Then in the winter, Campbell holds a tournament to see which students will represent our school at the APS tournament.



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:

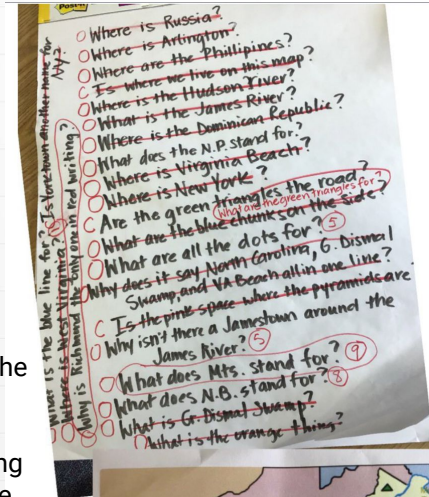
SEM-R Book Clubs give students a chance to read, take on roles, and answer higher level questions which require deep thinking.



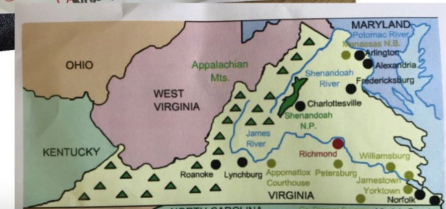
# PROFESSIONAL LEARNING & COACHING

## 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.



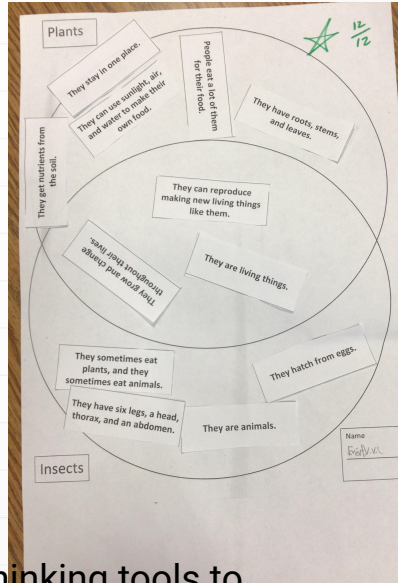
QFT



WIND

# COLLABORATIVE TEACHING

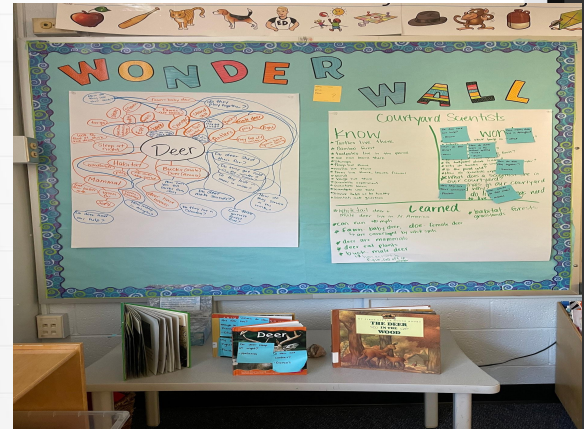
**Differentiated Instruction & Critical and Creative Teaching Strategy:**



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



# Getting Connected: APS Advanced Academics



- APS Gifted Services Website  
[www.apsva.us/giftedservices](http://www.apsva.us/giftedservices)



- @aps\_advanced\_academics





# Contact Information

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

**Cheryl McCullough,**

*Supervisor,  
Advanced Academics and  
Talent Development Office*

**Email:**

[cheryl.mccullough@apsva.us](mailto:cheryl.mccullough@apsva.us)

**Phone:** 703-228-6159



# Parent Advisory Committee for Advanced Academics



Arlington Public School's  
Parent Advocacy Group  
Part of Advisory Council on  
Teaching and Learning

Meets Monthly from  
7:00-8:30

If you are interested in  
serving on this committee  
and/or attending a meeting,  
please contact  
[carlisle.levine@gmail.com](mailto:carlisle.levine@gmail.com)  
[geastman@cornerstone.com](mailto:geastman@cornerstone.com)

# PARENT RESOURCES

- Virginia Association for the Gifted (VAG)  
<http://www.vagifted.org>



- National Association for the Gifted (NAGC)  
<http://nagc.org>



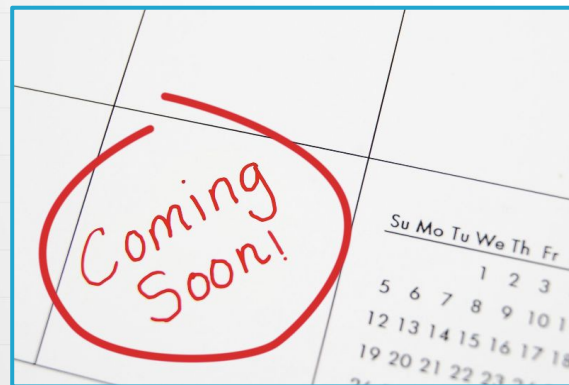
- Supporting Emotional Needs of the Gifted (SENG)  
<http://sengifted.org>



# Screening and Identification Information Session



I will hold a session about the screening and identification process for gifted identification on Monday, January 22, 2024.



# 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 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

WHAT  
QUESTIONS  
MIGHT  
YOU HAVE?



## Please jot down any questions you may have during the presentation.

- Ask general questions at the end.
- Fill out the Google form for personal questions using the QR code:



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

- please include your name
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- the best time for me to reach you.

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