Liz Burgos
Resource Teacher for the Gifted
CAS Coordinator
Coordinator Superintendent’s Seminar
Washington Lee HS
Before we start

- Please sign in on the google spreadsheet
- Take an index card

If I cannot address your question during the presentation, please include your name, your contact information, and the best time for me to reach you.
STUDENT PANEL DISCUSSION

- How did you apply/become involved in the program?
- When was the program held and for how long—i.e. residential for a month, weekly, throughout the school year, etc.?
- What was the schedule for a typical day / meeting?
- What were/are some of the highlights of your experience?
- What do you think parents and students should know about this program before they apply?
Fine Arts Apprentice Program

An-Ya

Allison.Gilbert@apsva.us or 703-228-6299. Applications for 2018-19 due on Tuesday March 20, 2018
Jaya
Internship Applications due 12/16/17
More information:
Arlington Career Center
Jessica Baker 703-228-5741
Email: primeprogram@apsva.us
Summer Residential Governor’s School Program - VPA & Academics
For Grades 10 and 11

- Julia         Humanities (Senior)
- Vincent       MST (Senior)
- Wejdan        VPA (Senior)
- Skylar        Agriculture (Senior)
Superintendent’s Seminar

Thematic Program - “Decision Making and Leadership in a World of Opportunities”
Virginia Space Coast Scholars

For 10th graders:

Skylar

VASTS - For 11th graders
EduFuturo

EMERGING LEADERS

~EduFuturo
Questions for Students
Washington Lee High School
RTG & Mom
Objectives

• Explain the role of the Resource Teacher within a Professional Learning Community
• Provide an overview of gifted services at Washington Lee High School
• Provide an overview of the identification process for Gifted Services in APS
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
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?
My roles within a PLC

The primary role of the RTG is to increase teachers’ capacity to infuse gifted pedagogy into the general education classroom.

This capacity includes the ability to implement curriculum designed for high-ability learners.
Role of the RTG

- Promote and model procedures, strategies, and techniques to support gifted students
- Work collaboratively with teachers to plan and deliver instruction
- Provide curricular resources in order to differentiate content for gifted students
- Lead PD and/or inform staff about gifted education training opportunities
- Advocate for underrepresented populations to include 2e, ESOL/HILT, children from poverty
- Facilitate the gifted identification process
Part 2: Gifted Services in High School
Working with Students

Critical Thinking Strategies for Advanced Learners: Question Focus Focus Technique
Collaborative Teaching

Non-fiction Literature Circles: Service Learning
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
Creative and Critical 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
- PFOE (Fluency, Flexibility, Originality, Elaboration)
- Mind-Mapping
- Synectics

Point of View (Different Perspectives)
- DeBakey
- deBono’s Hats
- R.A.F.T.
- Socratic Seminar/Junior Great Books
- Structured Academic Controversy

Questioning
- Question Formulation Technique (QFT)
- Levels of Questioning
- Revised Bloom’s Taxonomy
Advanced-Content Resources

- Non-fiction Resources
- International Baccalaureate
- Advanced Placement

- The DBQ Project
- Primary Source Documents (Library of Congress)
INTELLIGENCE is a LEARNED quality and can be cultivated.

Psychologists studying creative geniuses find the most IMPORTANT factor in creative achievement - willingness to put in a tremendous HARD WORK and to sustain this effort in the face of CHALLENGES!
Planning with Teachers: Collaborative Professional Development & Coaching

**Mindset:**
Increasing Capacity for Challenge: Resilience & Autonomous Learners
Planning with Teachers

Collaborative Book Studies:  *Mindsets in the Classroom & Advancing Differentiation*
Classroom Support

- Collaborate with grade-level teams to plan and/or implement advanced content
  - Intensified and IB Chemistry
- Utilize collaborative teaching methods to provide support for differentiating instruction
  - Problem Based Learning
- Working with teachers to find and nurture underrepresented populations
  - Working with HILT Counselor and HILT teachers
Connecting to Content

Advanced Content: Primary Source Analysis: Tiering Lesson
Ongoing Communication

- Parent information nights
- Ongoing communication in the form of monthly newsletters through REMIND
- Freshman Conference Day
- HILT Parent Conferences
- Attend Department Chair meetings
- Attend Leadership Council meetings
- FACE
Caring Citizenship

Service Learning develops empathy for others
RTGs as Advocates for Historically Underserved Populations

- Twice Exceptional (2e)
- English Learners
- High Ability, Low Income Students
- Underachieving Students
Arlington Tiered System of Support (ATSS)

ATSS is a system within collaborative learning teams (CLT) for meeting the needs of all students.

Uses data to identify students who are in need of remediation or extensions.

PLC question #4: How will we extend learning when they already know it or learn it quickly?
About ATSS

helps each student reach success in academics, behavior and social emotional well-being through a system wide framework that provides additional resources and supports.

There are three tiers of instruction and support: Tier 1 (Core), Tier 2, and Tier 3.

Questions that guide each team:

1. What do we expect the student to know or be able to do?
2. How do we know the student has learned it?
3. What do we do if the student has not learned it?
4. What do we do if the student knows it?
2e Wrap Around Support
2e at Our School

- Provide professional development on 2e students
- Promote Assets not Deficit model
- Identification of 2e students
- Collaborate with teachers to support 2e learner
ESOL/HILT Support

- Similar to 2e with wrap around support
- RTG works collaboratively with general education teacher and ESOL/HILT teacher to find and nurture students
  - Building Background Knowledge
  - Access to Grade Level Content
  - Opportunities for Critical & Creative Thinking
ESOL/HILT

- Naglieri screening leading to gifted referrals
- Providing professional development for incorporating differentiation
- Parallel teaching
Getting Connected: APS Gifted Services

APS Gifted Services Website www.apsva.us/giftedservices

Sign up for @APSGifted

@teacherburgos
Contact Information

Liz Burgos, Resource Teacher for the Gifted
Email: elizabeth.burgos@apsva.us
Phone: (703) 228 - 8657

Cheryl McCullough, Supervisor, Gifted Services
Email: cheryl.mccullough@apsva.us
Phone: 703-228-6159

[Contact Information Image]
Questions
Part 3: The Gifted Identification Process
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.

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
  - Vocal Music
  - Instrumental Music (instruments taught in APS)
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 works to create a portfolio with four main components for a holistic case study approach.
1. Nationally-normed assessments

- PSATs
- SATs
- Naglieri
2. School-based Achievement

- County Level: SOLs, Interactive Achievement Tests and SRI
- School Level: Ongoing formative and summative assessments
- Individual Level: Honors or distinctions: VJAS, Academic & VPA Governor’s Schools, Reflections Contest
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
## Gifted Behaviors Commentary (GBC)

<table>
<thead>
<tr>
<th>Category</th>
<th>Behaviors</th>
</tr>
</thead>
</table>
| 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  
                                 | - Acts as an interpreter, translator, and/or facilitator to help others  
                                 | - Communicates learned concepts                                                          |
| Exceptional creative / productive thinking | - Expresses 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                          |
4. Demonstrated Performance

- Distinguished levels of performances when working with advanced content.
- Examples may include:
  - Analysis of Primary Source Documents – DBQs
  - Responses to Experimental Design lessons
  - 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 classes
    - analyzing their work with more in-depth questions
    - working with more/different materials
  - Open-ended projects that allow for students to demonstrate their creativity and abilities
  - Application to VPA Governor’s School
Music Differentiation

- **Music:**
  - Differentiation takes place in the music classes
  - Open-ended projects that allow for students to demonstrate their creativity and abilities
  - Additional Opportunities
    - [http://www.apsva.us/Page/1721](http://www.apsva.us/Page/1721)
  - Honors Band
  - Honors Orchestra
  - Madrigals
  - Application to VPA Governor’s School
Identification Decisions

• At the end of the referral process (90 instructional days), a local screening committee meets to review the student’s portfolio and make determinations about eligibility.

• Identification decisions are sent to parents or guardians by letter within 10 school days of the Identification Committee meeting.

Gifted Services Identification Process Outlined on APS Gifted Services web page
http://www.apsva.us/Page/1846
If students are found eligible

- Students are encouraged to challenge themselves in IB and AP courses
- RTG plans with and supports the classroom teachers using extension activities and projects 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
  - Appeals begin at the school level with the principal
- A second level of appeal is countywide Gifted Services Administrative Appeals Committee

http://www.apsva.us/Page/1846#appeal
Gifted Services Advisory Committee (GSAC)

Arlington Public School’s Parent Advocacy Group
- Part of Advisory Council of Instruction

- 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
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 Gifted Services

Sign up for @APSGifted

Follow @teacherburgos

APS Gifted Services Website www.apsva.us/giftedservices
Contact Information

Liz Burgos, Resource Teacher for the Gifted
Email: elizabeth.burgos
Phone: (703) 228 - 8657

Cheryl McCullough, Supervisor, Gifted Services
Email: cheryl.mccullough@apsva.us
Phone: 703-228-6159
Questions