

ABINGDON GIFTED REFERRAL,  
PARENT INFORMATION NIGHT



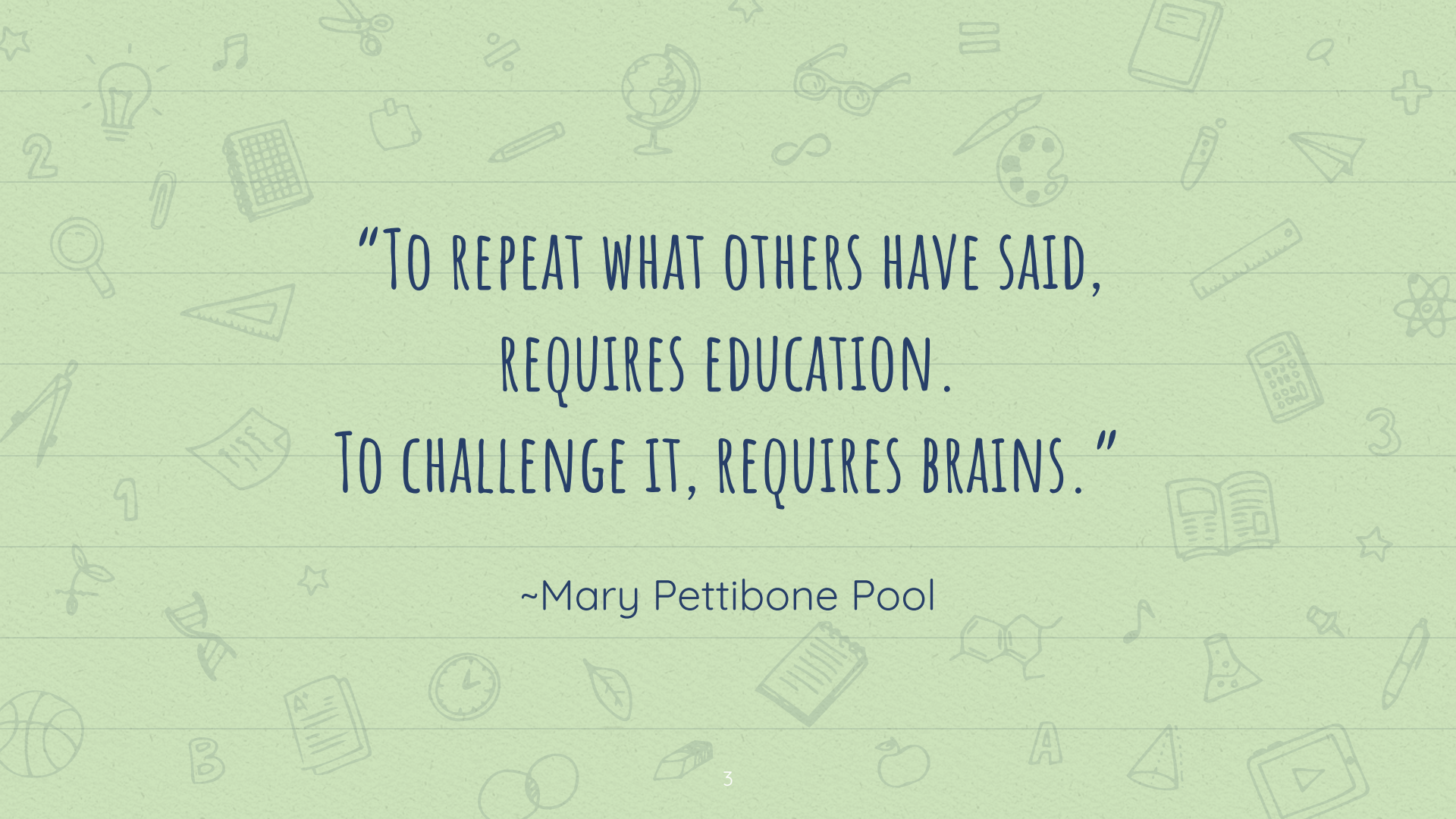
I am Maria deOlazo

## Resource Teacher for the Gifted

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"TO REPEAT WHAT OTHERS HAVE SAID,  
REQUIRES EDUCATION.  
TO CHALLENGE IT, REQUIRES BRAINS."

~Mary Pettibone Pool

COMPLIANCE

ENGAGEMENT

EMPOWERMENT

STUDENT AGENCY



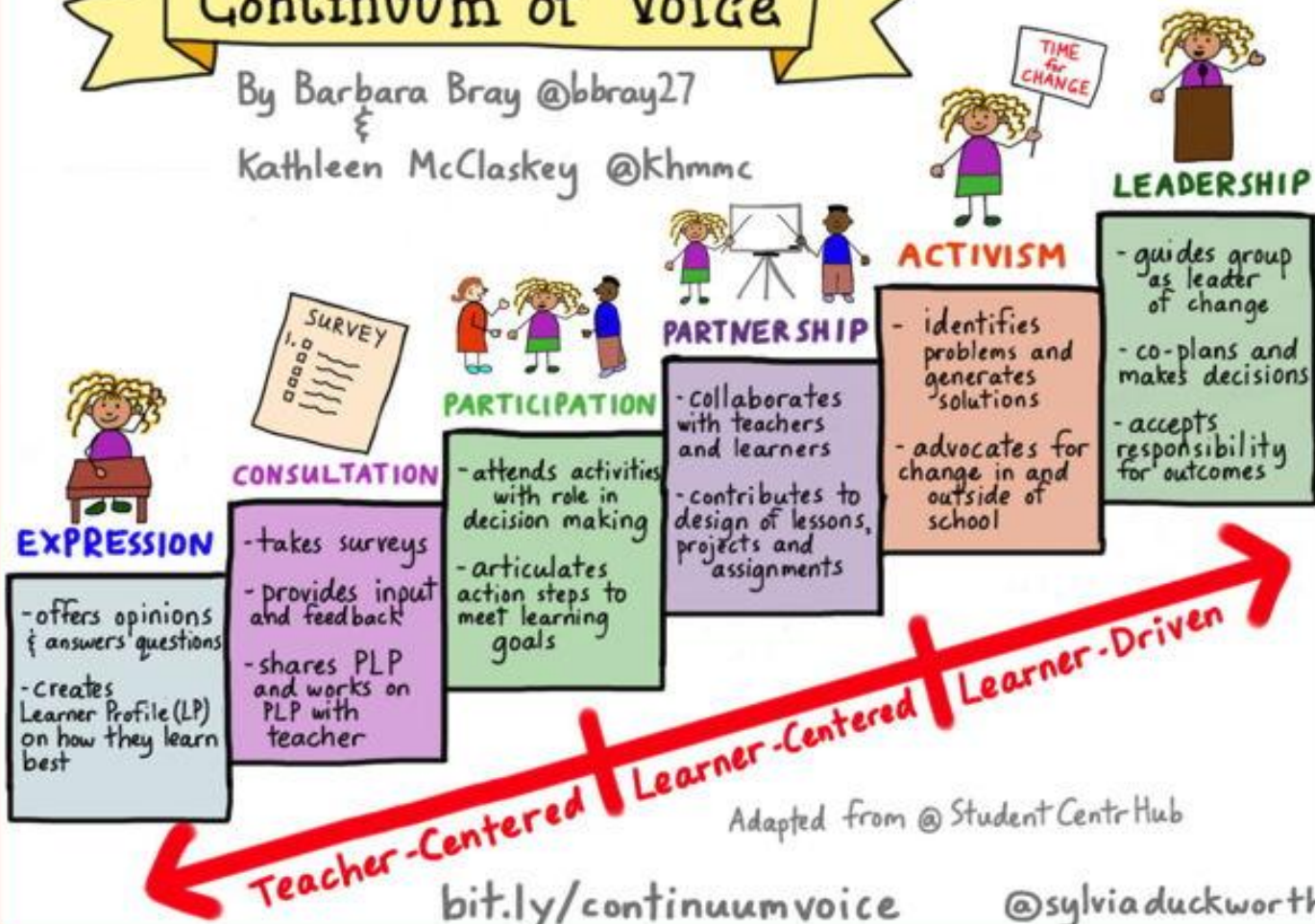
WE WANT CHILDREN THAT...

LOVE TO  
LEARN

# Continuum of Voice

By Barbara Bray @bbray27

Kathleen McClaskey @khmmc



Adapted from @StudentCentrHub

[bit.ly/continuumvoice](https://bit.ly/continuumvoice)

@sylvia duckworth



# AGENDA

- ✗ APS Gifted Services - Collaborative Cluster Model
- ✗ Overview of Referral Process & Timeline
- ✗ RTG Role at Abingdon
- ✗ Questions and Answers

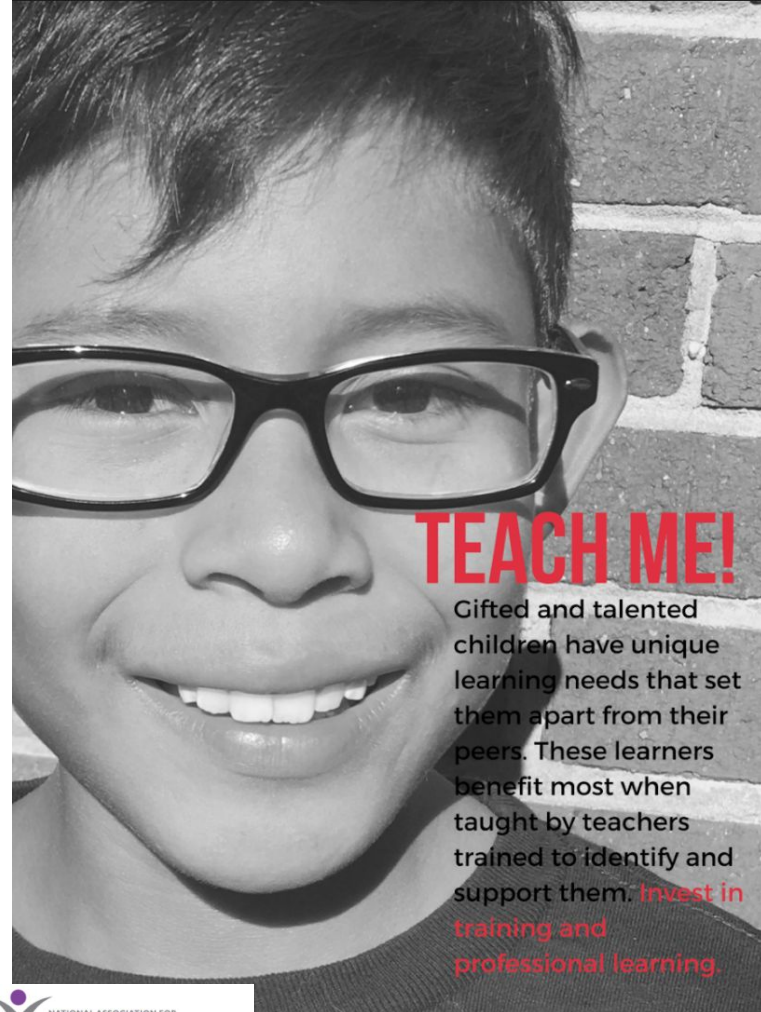


## SEE ME!

High-achieving children in poverty and from minority groups are **2.5X LESS** likely to be identified for, and served in, gifted and talented programs in schools.

**Children deserve fair identification strategies.**

Join the movement to **SEE, UNDERSTAND, TEACH,** and **CHALLENGE** gifted and talented children from all backgrounds. Sign up to be part of the *Giftedness Knows No Boundaries* team.



## TEACH ME!

Gifted and talented children have unique learning needs that set them apart from their peers. These learners benefit most when taught by teachers trained to identify and support them. **Invest in training and professional learning.**



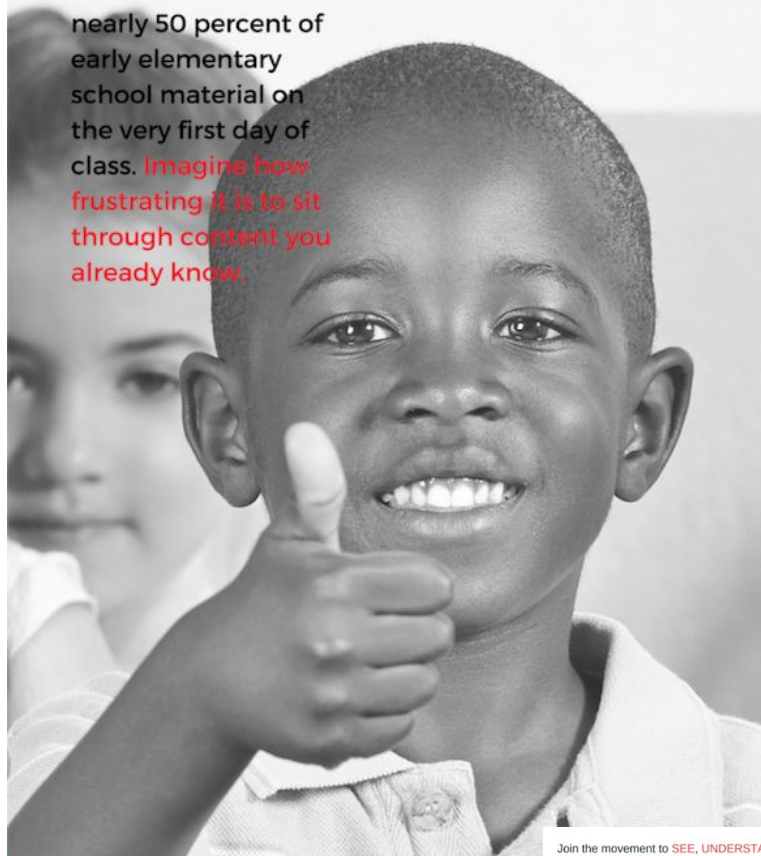
NATIONAL ASSOCIATION FOR  
**Gifted Children**

[www.GiftednessKnowsNoBoundaries.org](http://www.GiftednessKnowsNoBoundaries.org)

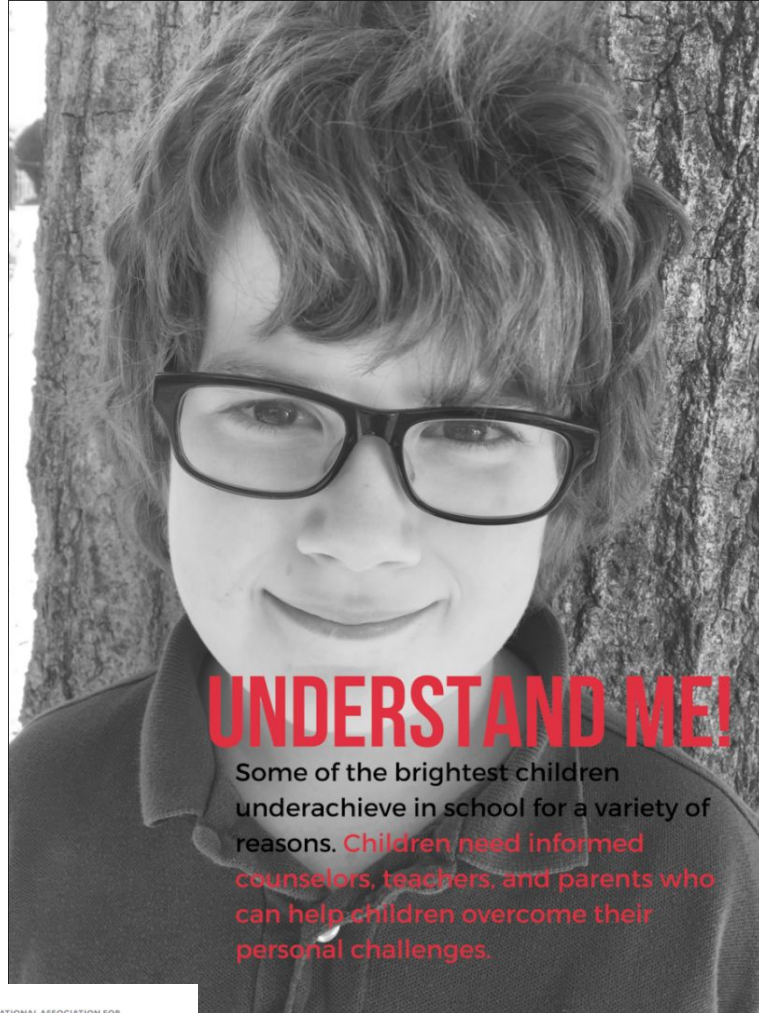


# CHALLENGE ME!

Gifted children know nearly 50 percent of early elementary school material on the very first day of class. **Imagine how frustrating it is to sit through content you already know.**



Join the movement to **SEE, UNDERSTAND, TEACH,** and **CHALLENGE** gifted and talented children from all backgrounds. Sign up to be part of the *Giftedness Knows No Boundaries* team.



# UNDERSTAND ME!

Some of the brightest children underachieve in school for a variety of reasons. **Children need informed counselors, teachers, and parents who can help children overcome their personal challenges.**



NATIONAL ASSOCIATION FOR  
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[www.GiftednessKnowsNoBoundaries.org](http://www.GiftednessKnowsNoBoundaries.org)

# 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, strengths and needs
- making adjustments to the curriculum
- and implementing advanced curriculum and strategies





# WHAT IS THE APS COLLABORATIVE CLUSTER MODEL?

- In the general education classroom setting students who are identified as gifted are grouped in **clusters** in their identified area (we aim for a minimum of 5 – 8 intellectual peers per class) for **daily differentiation**
- **Well-researched approaches** for reaching and teaching gifted and potentially gifted students in a collaborative structure (collaborative teachers & collaborative students)
- **Cluster, homeroom teachers are responsible for planning and delivering** comprehensive services for gifted learners and have ongoing coaching, training and support from the Resource Teacher for the Gifted (RTG) Ms.deOlazo, and county offered professional development. Teachers are required to have gifted training.



# ABINGDON 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





# 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*
- *Personalized Learning resources*



**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

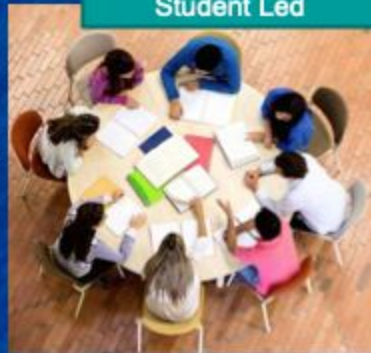


# Collaborative Teaching

Data



Small Group –  
Student Led



Whole Group



One on one



Small Group –  
Teacher Led



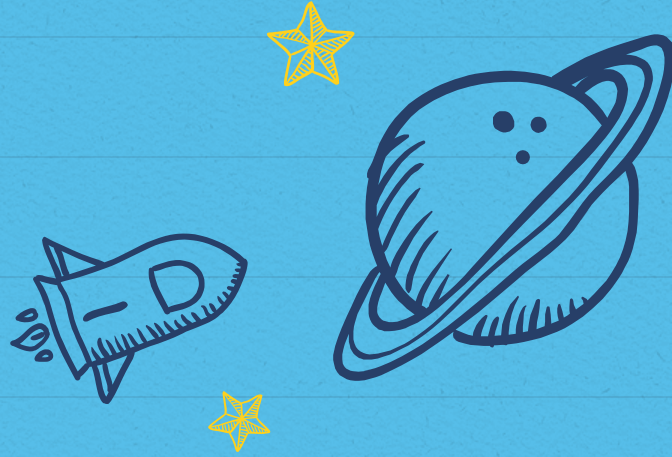
Collaborate



Independent







# TALENT DEVELOPMENT

Our primary goal is to find and develop the interests, talents and gifts of our students in a warm, collaborative, safe learning environment.

# 1. REFERRAL PROCESS

How are students referred for  
gifted services?



## REFERRALS COME FROM 3 SOURCES

## Automatic Referrals

Students that score **120** or higher on the **NNAT** (gr 1) or **CogAT** (gr 2-5) are automatically referred

## Teacher Referrals

Students that demonstrate a need for advanced academics beyond the CORE instruction, can be referred by any staff member in the school and typically by HR teachers

## Parent/Student/Community

Parents, community members and students can submit a referral and should be in regular communication with the child's homeroom teacher

## CHARACTERISTICS OF GIFTED LEARNERS

STUDENTS WHO DEMONSTRATE EXCEPTIONAL...

- Ability to Learn**  
Learns quickly and effortlessly
- Motivation to Succeed**  
High, unequalled motivation to succeed with resilience and determination.
- Application of Knowledge**  
Able to apply knowledge in multiple and complex contexts
- Academic Areas**  
Math, English, Science, Social Studies
- Analytic, Creative, Productive Thinking**
- Visual and Performing Arts**  
Art, Music & Drama  
Grades 3 -12

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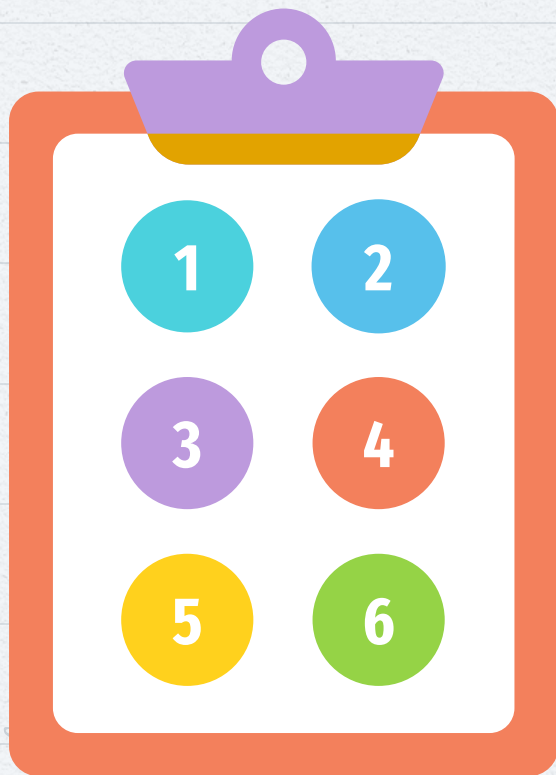
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# SCHOOL-BASED IDENTIFICATION COMMITTEE CONSIDERS...



## Nationally Normed Universal Screeners

CogAT, NNAT, K-BIT

## School-based Achievement Data

SOLs, APS and teacher created assessments and evaluations

## Gifted Behavior Commentary (GBC)

Teacher observation, parent information form, specialists input

## Demonstrated Performance

Portfolios of student work

## 2. TIMELINE

What to expect over the next few months



# ROADMAP

1 Student is referred

2 Parent grants permission to collect student data and work samples  
**FEB - APR 1**

3 Teachers, teams, specialists and RTG work to create a digital portfolio of student work  
**FEB - MAY**

4 Teacher & Team complete a GBC observation form  
**FEB - MAY**

5 Gifted Identification Committee Meets  
**MARCH 2022 - GR 5**  
**MAY 2022 - GR K-4**

6 Final Committee Decision is shared formally with parents  
**JUNE 2022**

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

1

## Teacher

Specialize in gifted pedagogy, adult education and reading

## Coach

Provide professional development and coaching to ABD 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

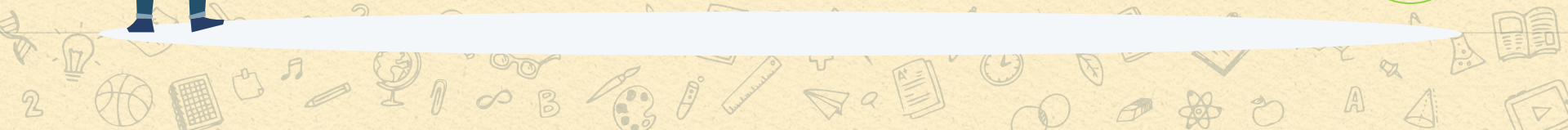
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# PARENT RESOURCES

- APS Gifted Website
- APS Gifted Services FAQ's
- Virginia Association for the Gifted (VAG)
- National Association for the Gifted (NAGC)
- Supporting Emotional Needs of the Gifted (SENG)



# **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](mailto:danjcorcoraniii@gmail.com)





## An illustration of two children, a boy and a girl, standing inside a large circular frame. The boy is on the left, wearing a green shirt and blue pants, with a purple backpack. The girl is on the right, wearing a purple shirt and a blue skirt, with a yellow backpack. They are both waving their hands. The circular frame is composed of several colored segments: light blue, orange, red, yellow, and green. The background is a collage of various shapes and colors, including green, yellow, and purple.

THANK YOU FOR COMING!