

Arlington
Public
Schools



Maria deOlazo

Resource Teacher for the Gifted
Abingdon ES

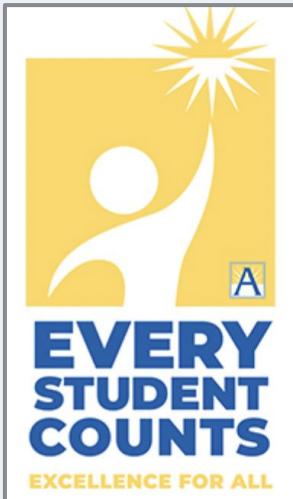
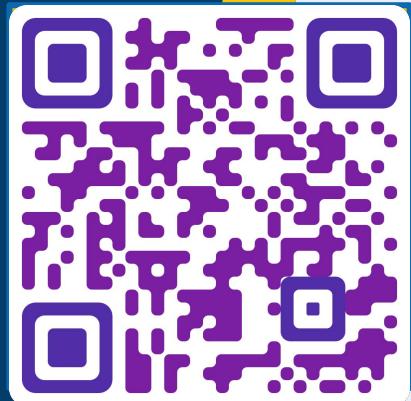
October 11, 2022



Before we begin-

Please jot down any questions you may have during the presentation. You may write them in the chat or use the QR code to record questions on a Google form.

- 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.



Objectives

- Provide an overview of gifted services at Abingdon
- Explain the role of the Resource Teacher for the Gifted (RTG) coach within a Professional Learning Community (PLC).
- Walk through a Critical and Creative Thinking Strategy that would be modeled with teachers.

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

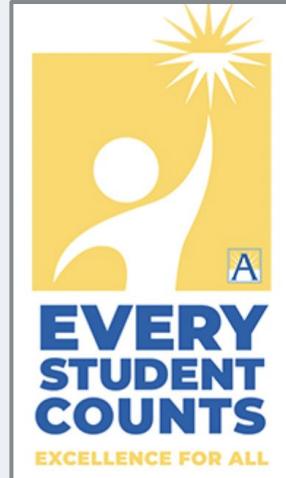
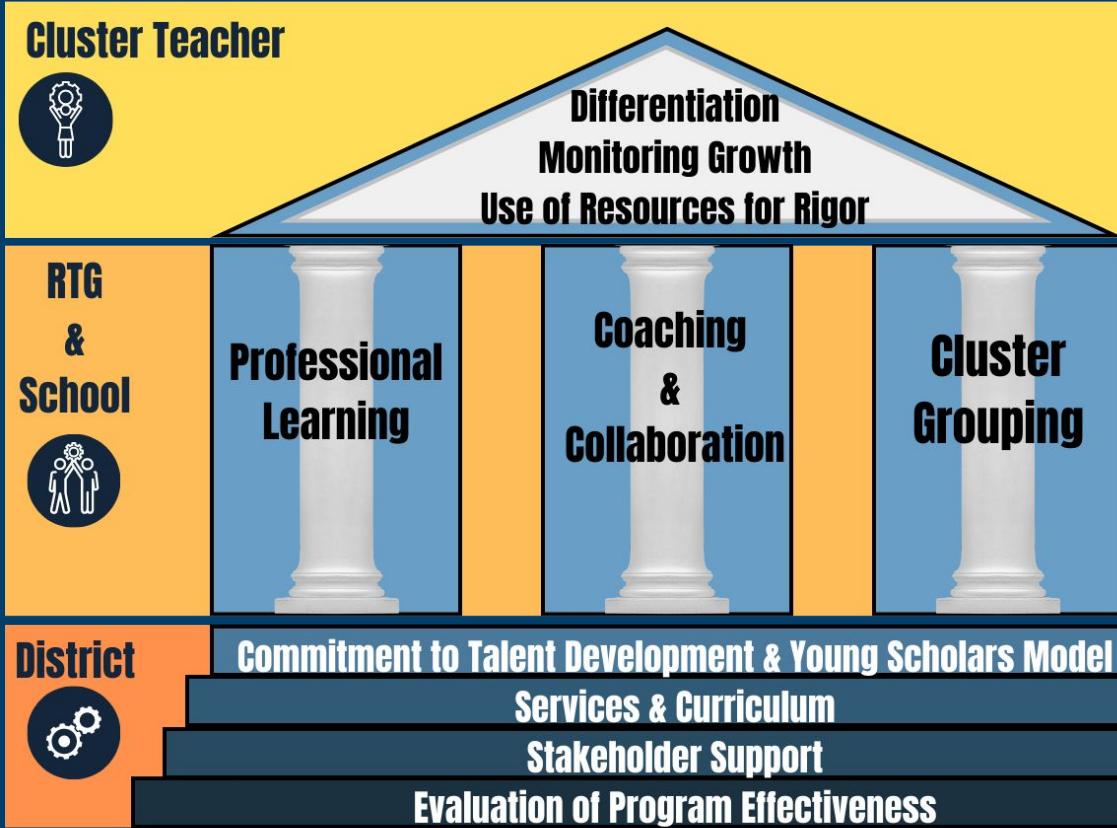


Virginia Gifted Regulations— APS Local Plan 2022 - 2027:

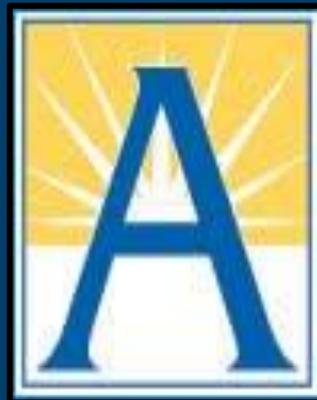
Virginia Department of Education regulations state that each school district must develop a plan to identify and provide services to those students who have learning needs beyond the regular instructional program.

<https://www.apsva.us/wp-content/uploads/2022/07/2022-2027-APS-Gifted-Services-Local-Plan-Final-.pdf>

Shared Responsibility for Daily Differentiation for Gifted Learners



Part 1: Professional Learning Communities



Part 1: Professional Learning Communities

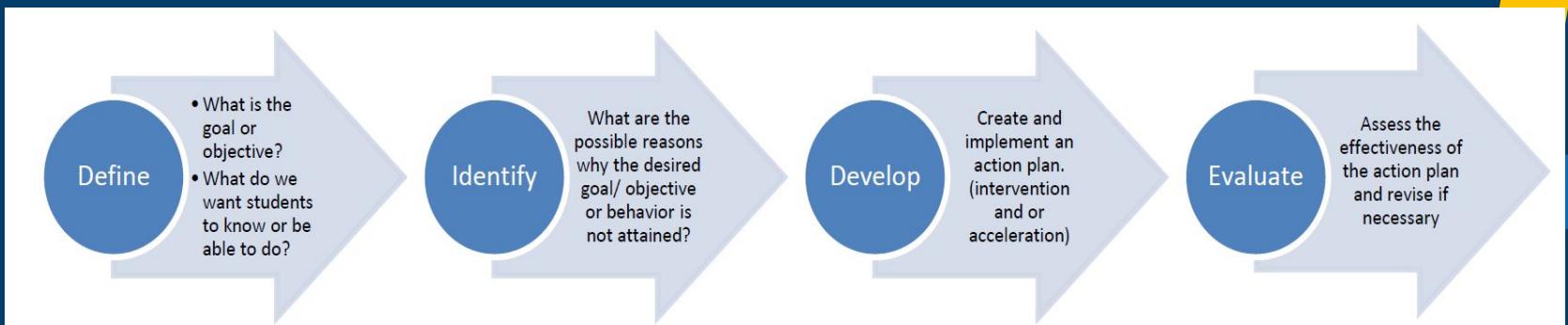
Four Key Questions Focus Us on Learning-

- 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?**

Arlington Tiered System of Support (ATSS)



Arlington Tiered System of Support works within the PLC framework to help schools build the capacity to address both the **academic** and **behavioral needs** of students. These two frameworks work seamlessly with each other to support the whole child.



My Roles Within a PLC

- increase cluster teachers' capacity to infuse gifted pedagogy into the general education classroom for daily differentiation
- increase all teachers' capacity to infuse critical and creative thinking strategies to challenge and engage **all learners**

My Roles Within a PLC

- support cluster teachers in documenting growth of gifted learners beyond standards
- lead teams in their understanding of diverse characteristics of gifted learners
- lead teams in the screening and identification process

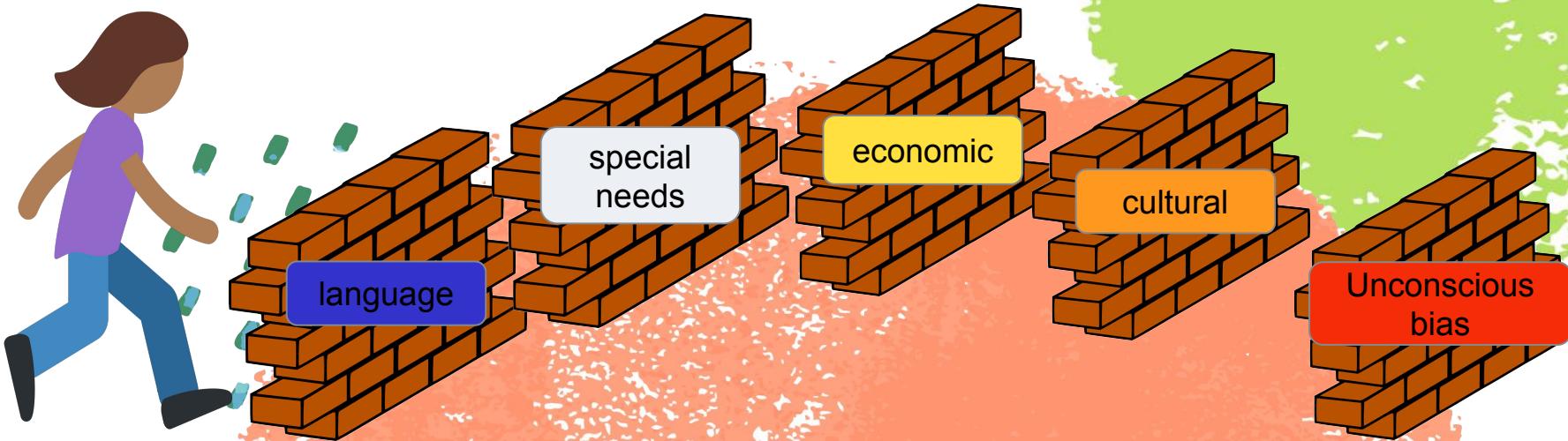


RTGs as Advocates for Historically Underserved Populations

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

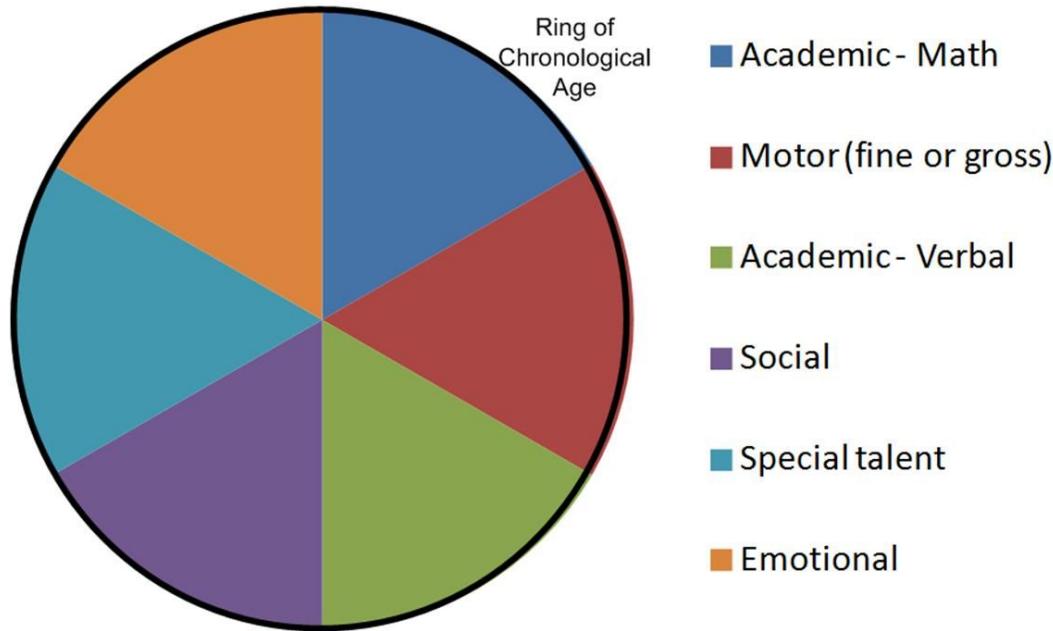
GOALS:

- **High quality education**
- **Happy, engaged students**
- **Reaching potential**
- **Career ready**



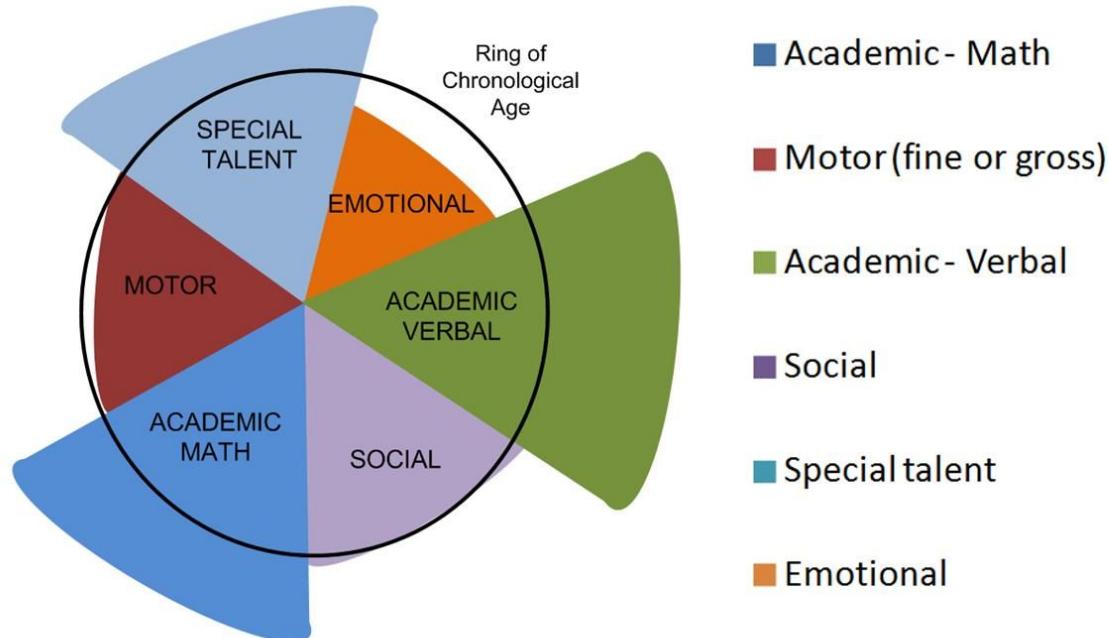
Typical Development

Areas of Development



Asynchronous Development

Areas of Development



2e Wrap Around Support





2e at Our School

- RTG 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
- RTG, 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
- RTG 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

Part 2: Gifted Services in K-5 Classrooms



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 were basically alike."

Carol Ann Tomlinson

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
Twitter icon

Collaborative Teaching

- 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



Whole Group

Quality Work



Small Group – Teacher Led



Quality Conversations



Small Group – Student Led



Independent



Partner Work



Independent



Independent



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

Critical and Creative Thinking Framework

Advanced-Content Resources

English Language Arts	Math
William and Mary Literature Units Jacob's Ladder Resources Caesar's English Resources Schoolwide Enrichment Model-Reading (SEM-R) Framework Vanderbilt Interdisciplinary Units	Hands-On Equations Project M ² and Project M ³ Project A ³ : Awesome, Advanced Activities William and Mary Math Units
Science	Social Studies
William and Mary Problem-Based Science Units Project Clarion Science Units Vanderbilt Interdisciplinary Units Project/Problem-based Projects STEM/STEAM Projects	William and Mary Social Studies Units The DBQ Project Primary Source Documents (Library of Congress) Project/Problem-based Projects

One Main Goal is Teacher Learning



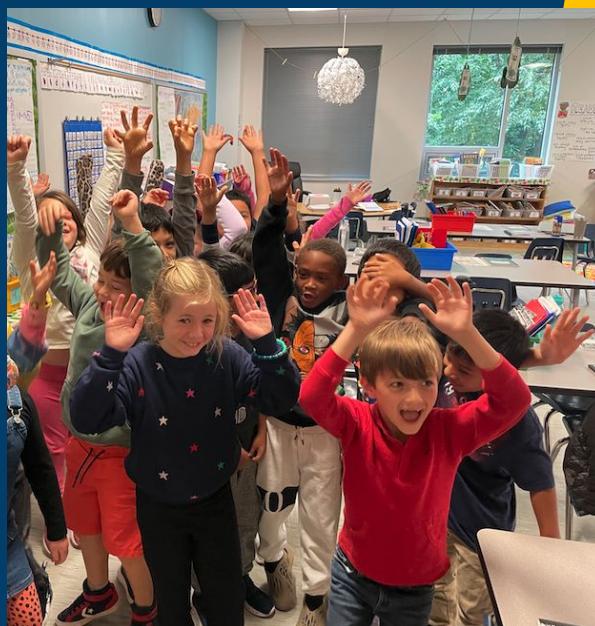
Thrivvers Book Study Group

Classroom Support Grades K-5

- Collaborate weekly with cluster teachers to plan and/or implement advanced content
- Utilize collaborative teaching methods in **cluster classrooms** to infuse curriculum written for gifted learners
- Incorporate CCT strategies and skills to build capacity of teachers to replicate similar lessons in the future
- Provide support for differentiating instruction
- Work with teachers to find and nurture underrepresented populations

Modeling for Teachers

Curriculum for Advanced Learners:
Question, Formulation Technique (QFT), Socratic Seminar, PMI



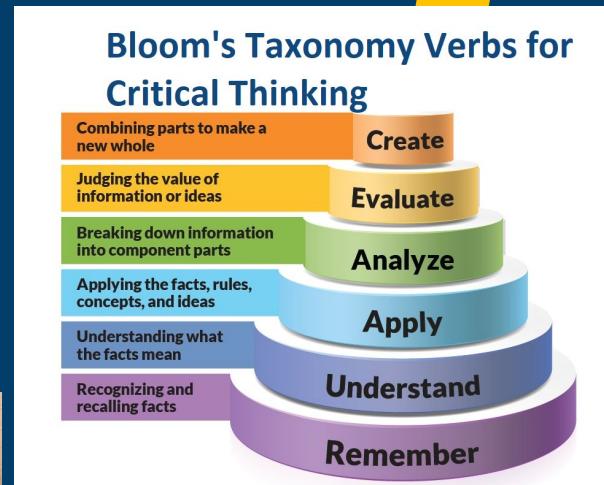
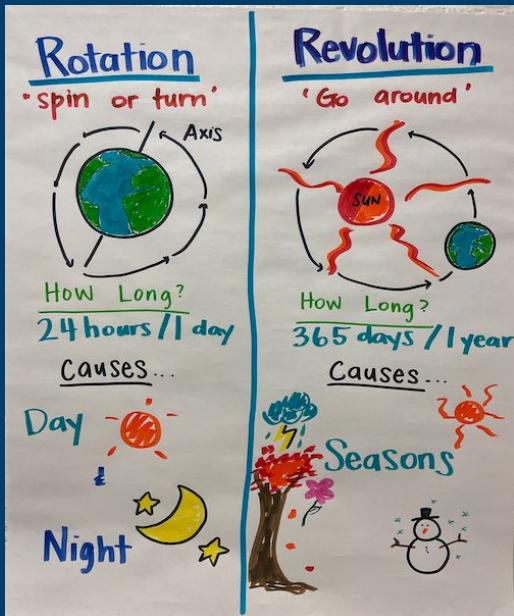
Modeling for Teachers

Curriculum for Advanced Learners:
Project M2, M3, A3 and PBL's



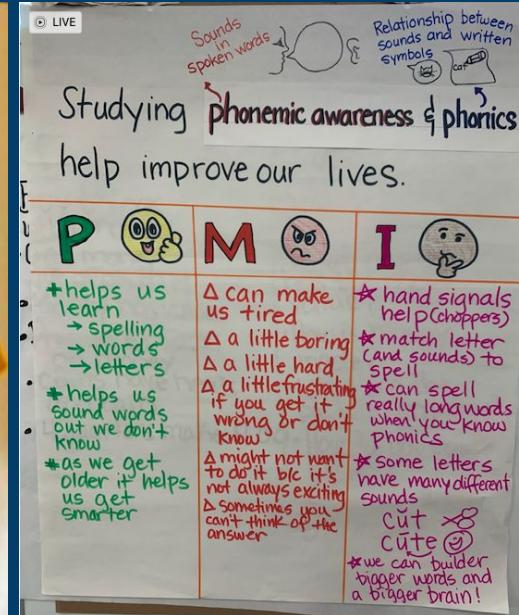
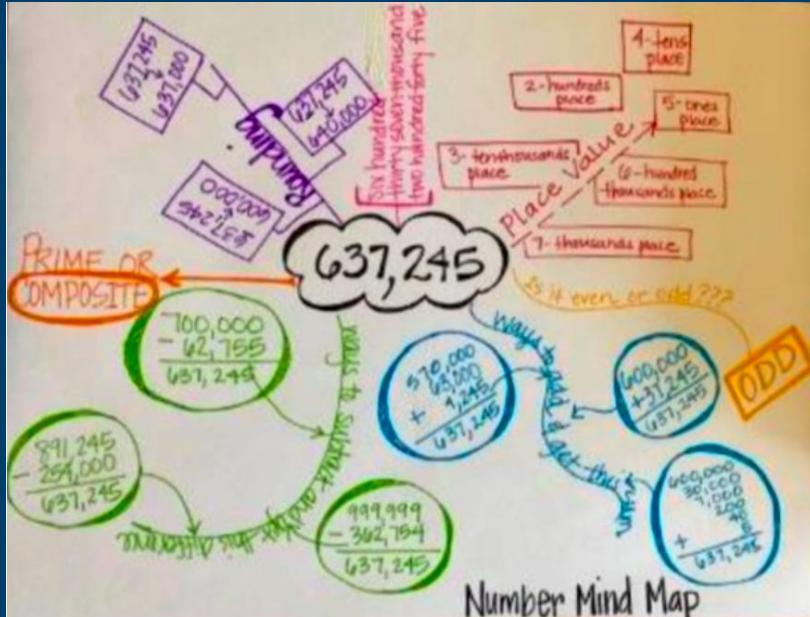
Big Ideas and Bloom's Taxonomy

Concept Rotation vs. Revolution, exploring marbling



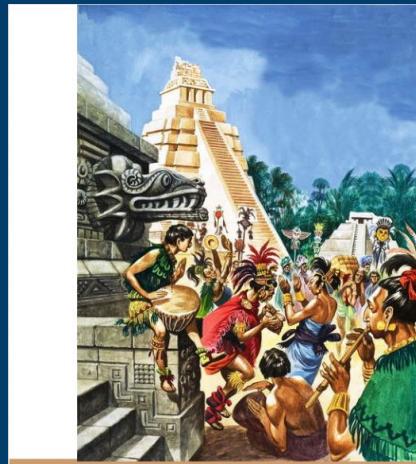
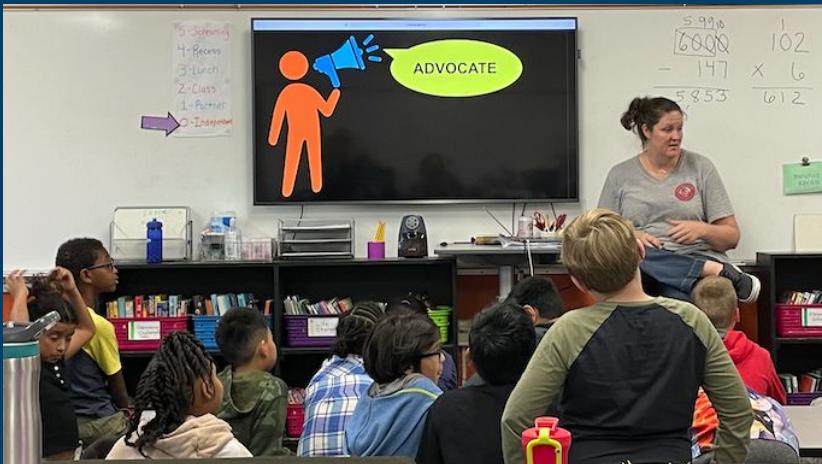
Planning and Co-Teaching

Content (ELA, Math, Science, SS) infused with Critical and Creative Thinking Strategies



Supporting Goals of Teachers

Planning for CKLA Unit 2 Lessons with G5 Team



Pass the Portrait
A CETA-Inspired
Ancient Civilization Activity

Credit: Melanie Rick
(Kennedy Center Teaching Artist)

Photo credit: Bridgeman Images

Collaborative Teaching

Plus, Minus, Interesting (PMI) CCT Strategy,
Math extension station



Parallel Teaching

Creative and Critical Thinking Strategy:
Socratic Seminar and Wixie/Apple Clips Project



Now it's your turn
to try a thinking
strategy.



color
symbol
image

Thinking Routine

step 1

Choose a color
you feel
represents the
essence or key
idea/s of the
video

step 2

Choose a symbol
you feel
represents the
essence or key
idea/s of the
video.

step 3

Choose an image
you feel
represents the
essence or key
idea/s of the
video.

Example



Chartreuse



Group Discussion: First share your color and then share the item from the video that it represents. Tell why you chose that color as a representation of that idea. Repeat the sharing process until everyone has a chance to share his or her Color, Symbol, and Image.

Reflect on this *Thinking Routine*

-  How did this thinking routine make you feel?
-  What kind of thinking does this routine encourage?
-  When and where might one use this routine?

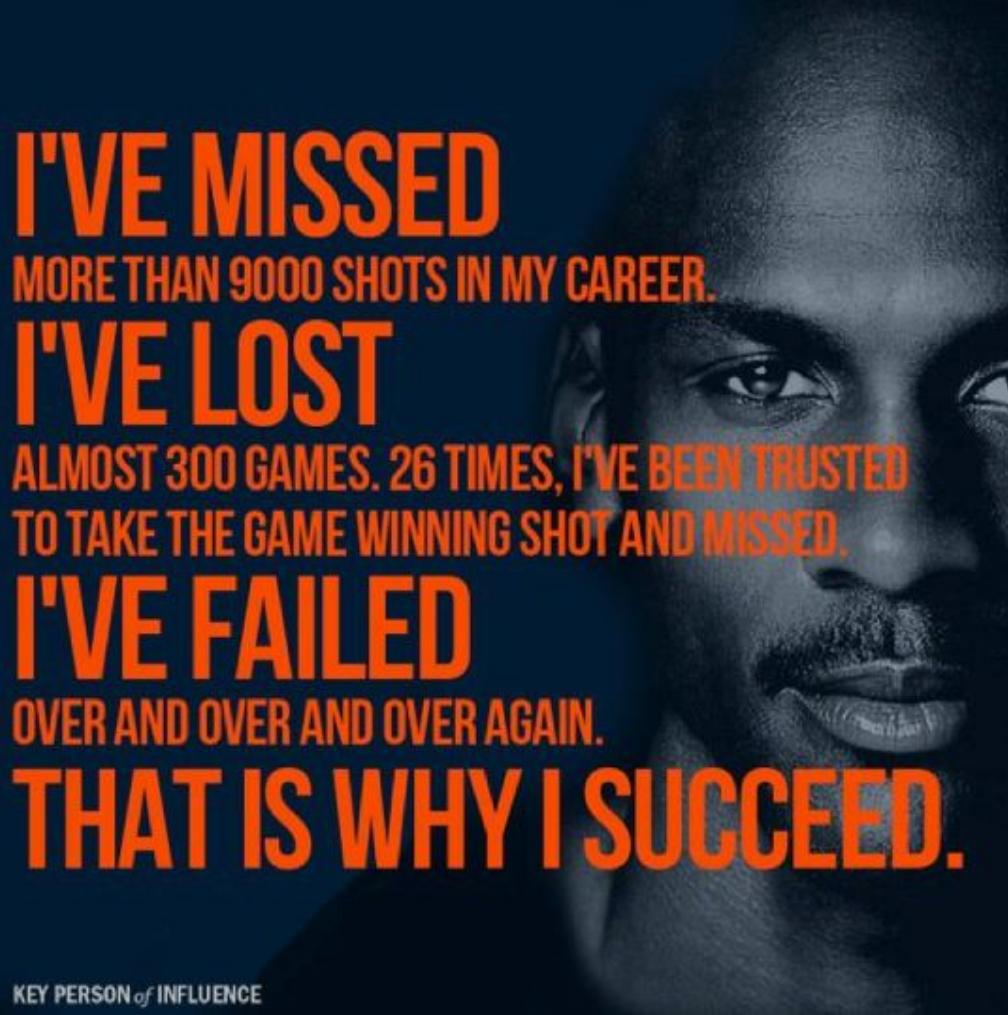
Develop a Growth Mindset

Let's teach our
children not to fear
failure.

**Failure is
success in
progress.**

ALBERT EINSTEIN

EST.2014 | VALOURINE



I'VE MISSED
MORE THAN 9000 SHOTS IN MY CAREER.
I'VE LOST
ALMOST 300 GAMES. 26 TIMES, I'VE BEEN TRUSTED
TO TAKE THE GAME WINNING SHOT AND MISSED.
I'VE FAILED
OVER AND OVER AND OVER AGAIN.
THAT IS WHY I SUCCEED.

KEY PERSON of INFLUENCE

Screening and Identification Information Session

I will hold an information session about the screening and identification process for gifted identification in January/February.



Gifted Referral Process

Screening

NNAT (Grade 1)
& CogAT
(All Grades 2 &
3-5 new to APS)
November 2022

1

Referral

Teachers/Parents
refer students for
gifted services

2

Differentiation

Teachers work
with RTG and
teams to
differentiate
instruction

3

Portfolio

Evidence of
growth over time
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

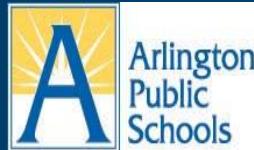
Communication

- Parent information sessions (at least two: Fall and Spring) & Conferences
- Ongoing collaboration between RTG-classroom-home
- <https://abingdon.apsva.us/curriculum/gifted-services/>
- Twitter: @deOlazoRTG



Getting Connected: APS Gifted Services

- APS Gifted Services Website
www.apsva.us/giftedservices



 @APSGifted



Gifted Services Advisory Committee (GSAC)

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

Monthly meetings (Mondays, 7:00 - 8:30 PM)

If interested in serving on this committee and/or attending a meeting, please contact

carlisle.levine@gmail.com

geastman@cornerstone.com

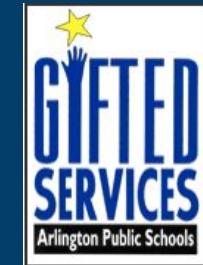


Contact Information

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Phone: 703-228-6159



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>



Questions



Still have questions?

Google Form for any
questions I did not
get a chance to
answer this evening

