



Carol Schaedel

**Resource Teacher for the
Gifted**

Claremont Immersion School

October 13, 2015

Before we start

- On each table you will find index cards that can be used to jot down any questions during the presentation.
- If I cannot address your question during the presentation, please include your name, your child's name (if applicable), your contact information, and the best time for me to reach you.

Objectives

- Explain the role of the Resource Teacher for the Gifted (RTG) within a Professional Learning Community (PLC).
- Provide an overview of gifted services at Claremont.
- Provide an overview of the identification process for Gifted Services in Arlington Public Schools.



NATIONAL ASSOCIATION FOR
Gifted Children

Supporting the needs of high potential learners



Arlington
Public
Schools

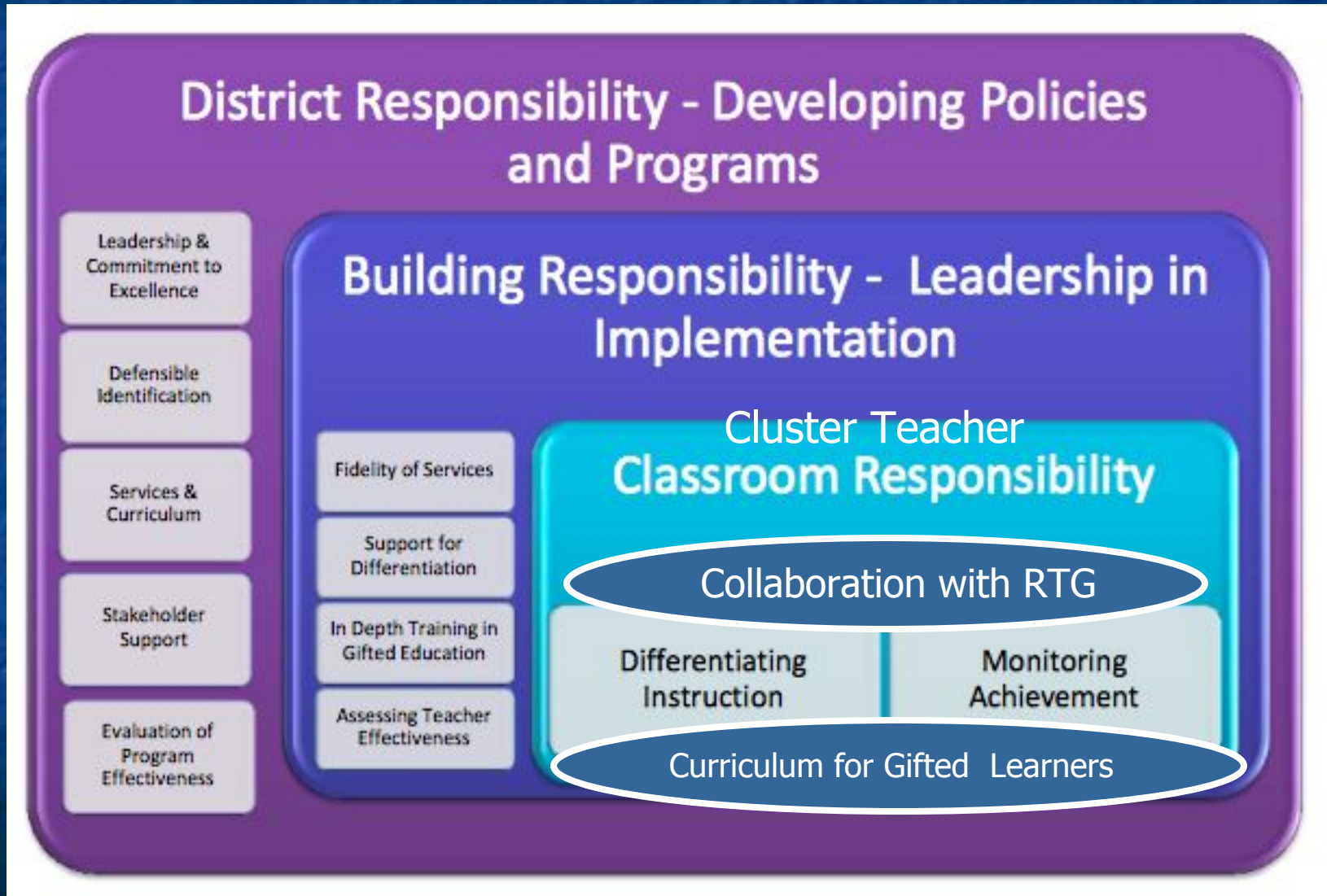


THE NAGC recommends that every school provide:

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- access to curricular resources designed for gifted learners
- systematic and substantial professional development for all teachers on
 - 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

Shared Responsibility for Daily Differentiation for Gifted Learners



Part 1: Professional Learning Communities



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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)

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**

2e Wrap Around Support



My roles within a PLC

The primary role of the RTG is to increase teachers' capacity to infuse gifted pedagogy into the regular 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 cluster 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 K-5 classrooms



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

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 and Project M3*
- *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*

Classroom Support (K-1)

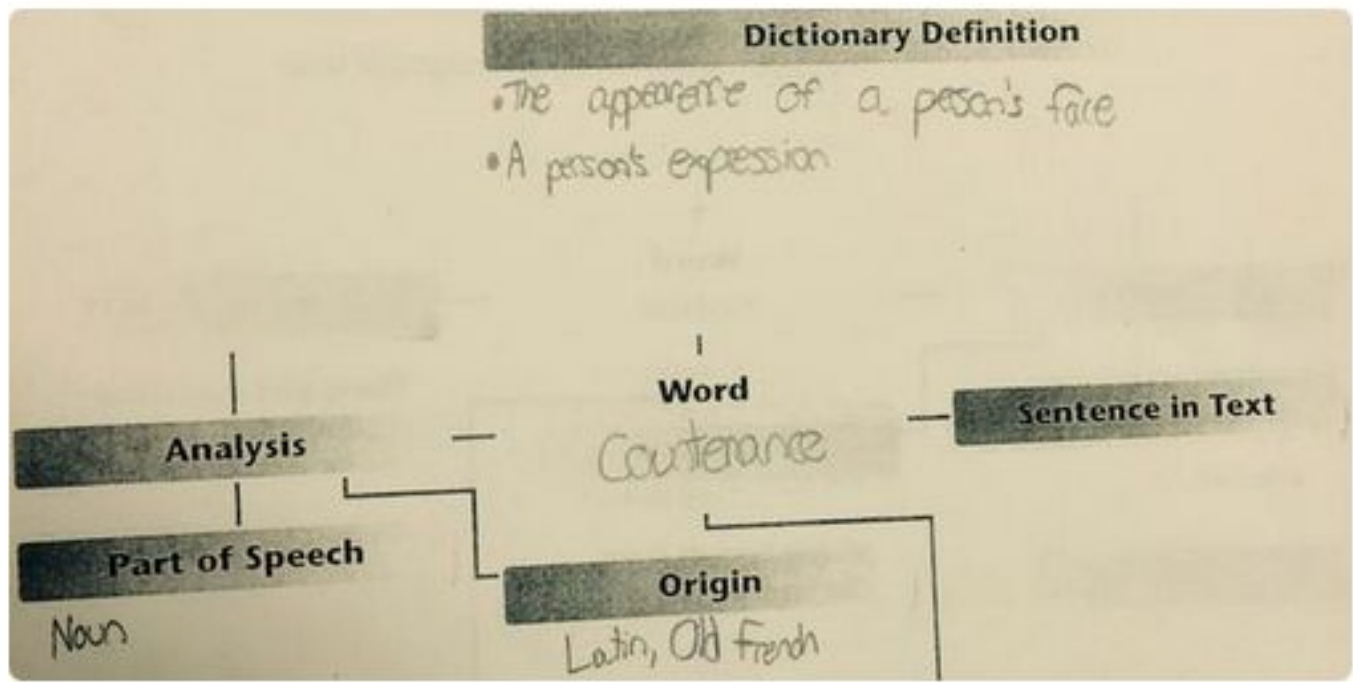
- Collaboratively plan Critical and Creative Thinking (CCT) lessons
- Model and deliver monthly CCT lessons
- Build capacity for teachers to replicate similar lessons in the future
- Provide support for differentiating instruction
- Working with teachers to find and nurture underrepresented populations

Classroom Support (Grades 2-5)

- Collaborate with grade-level teams to plan and/or implement advanced content
- Utilize collaborative teaching methods in **cluster classrooms**
- Incorporate CCT skills to build capacity of teachers to replicate similar lessons in the future
- Provide support for differentiating instruction
- Working with teachers to find and nurture underrepresented populations

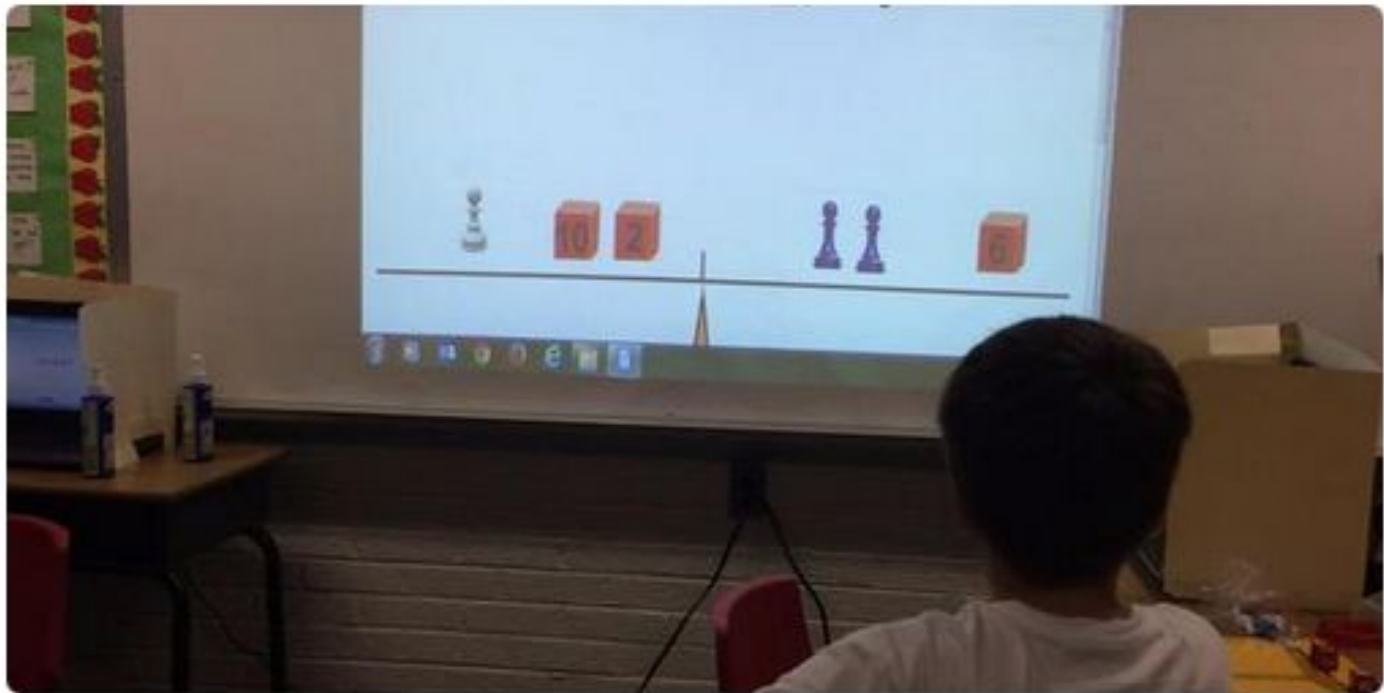
Parallel Teaching

William & Mary Teaching Model: Vocabulary Web



Leading Small Group Lessons

Advanced Content: Hands On Equations



Connecting to Content

Advanced Content: Primary Source Analysis:
President McKinley



Ongoing Communication

- Parent information night
- Differentiation Record Form- quarterly report to parents for identified students in grades K-5
 - Collaborative effort between cluster teachers and RTGs

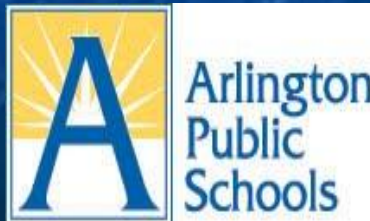
Virginia Regulations 8 VAC20-40-40

- Conference Days or Other Times

Getting Connected: APS Gifted Services

APS Gifted Services Website www.apsva.us/giftedservices

Sign up for @APSGifted



Contact Information

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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>

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Questions

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Part 3: The Gifted Identification Process



Virginia Gifted Regulations

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.

http://www.doe.virginia.gov/instruction/gifted_ed/index.shtml

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' needs 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

- Grade 2 students, and new-to-APS 3rd graders, take the Naglieri Nonverbal Ability Test (NNAT-2)
- Grade 4 students, and new-to-APS 5th graders, take the Cognitive Abilities Test (CogAT)
- Other tests may be included such as the WISC, Kaufman-Brief Intelligence Test (KBIT)

2. School-based Achievement

- County Level:
SOLs, Interactive Achievement Tests and SRI
- School Level:
Ongoing formative and summative assessments
- Individual Level:
Honors or distinctions (ex. VJAS, History Day, Continental Math League, Reflections Contest, etc).

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

4. Demonstrated Performance

- Distinguished levels of performances when working with advanced content.
- Examples may include:
 - *Interpretive responses within William and Mary Language Arts units*
 - *Analysis of Primary Source Documents*
 - *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 classroom
 - 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

Music Differentiation

- **Vocal Music:**
 - Differentiation takes place in the music classroom
 - Open-ended projects that allow for students to demonstrate their creativity and abilities

Identification Decisions

- At the end of the referral process (90 instructional days), a school-based screening committee meets to review the student's portfolio and determines 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](http://www.apsva.us/Page/1846)**

If students are found eligible

- Identified gifted students are **cluster grouped*** into classrooms with intellectual peers

**typically for the upcoming school year*

- 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>

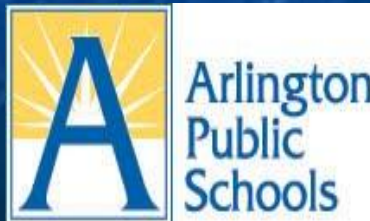
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