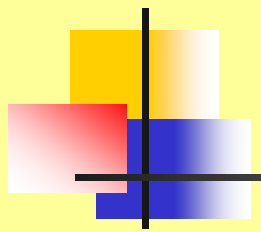




Arlington Public Schools Gifted Services

- Dawn Ramsay RTG
- Arlington Science Focus School

2011 - 2012



COLLABORATION FOR EFFECTIVE DIFFERENTIATION

Classroom

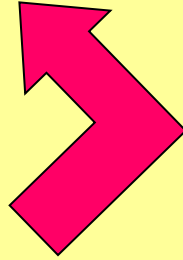
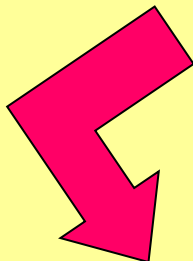
Teacher



Student



**Resource Teacher for
Gifted**



**RTG and Classroom
Teacher work together
to design and implement
appropriate instruction
for identified gifted
students.**

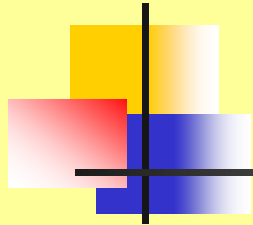
INSTRUCTION

**PLANNING AND
PREPARATION**

**CLASSROOM
ENVIRONMENT**



**PROFESSIONAL
RESPONSIBILITIES**



EXAMPLES

What does
collaboration
for
differentiation
look like?



PLANNING AND PREPARATION

Classroom Teacher:

Three students received a 95% or greater on pre-assessment for upcoming unit

RTG:

Provides extension materials





PLANNING AND PREPARATION---continued

Classroom Teacher:

Students demonstrate interest in variety of history topics

RTG:

Utilizes interest survey to group students and supports research



Classroom Environment

Classroom Teacher:

Students curious about how to direct their own learning

RTG:

Uses Theory of Multiple Intelligences to enhance student achievement



Professional Responsibilities

Classroom Teacher

Interested in encouraging students to use higher level thinking

RTG:

Plans and implements workshop on creative and critical thinking strategies





Instruction

OPTIONS:

- **Lead Instructor/Support Instructor**
- **Observation/Teacher Modeling**
- **Task Specific**
- **Stations**
- **Parallel**
- **Pull-out**



Activity...

Which model did the RTG use?



PARALLEL INSTRUCTION

SCENARIO:

The identified gifted fourth graders show a need for differentiated instruction in math.

RESPONSE:

The RTG instructs these students using *Hands on Equations*, a pre-algebra unit using manipulatives, in the regular classroom during math.



LEAD INSTRUCTOR/ SUPPORT INSTRUCTOR

SCENARIO:

Teacher asks for end-of-unit lesson following study of ancient China and Egypt to challenge all students beyond the curriculum.

RESPONSE:

RTG asks students to prioritize contributions from these ancient civilizations and predict which current innovations will have lasting impact on future cultures.



OBSERVATION/TEACHER MODELING

SCENARIO:

RTG offers to introduce de Bono's Thinking Hats, a thinking strategy that can be linked to any content area.

RESPONSE:

RTG teaches the lesson using science SOLs on animals as the content. The classroom teacher and RTG debrief, discussing how the teacher can apply the strategy using different content.



STATIONS INSTRUCTION

SCENARIO:

A teacher's pre-assessment indicates that students in her/his classroom are at different levels of understanding patterns in math.

RESPONSE:

Teachers jointly develop lessons. In the classroom, one teacher teaches lessons with multiple levels of difficulty on growing patterns, while the other teaches lessons on repeating patterns. Students engage with both teachers at their level.



PULL-OUT INSTRUCTION

SCENARIO:

The identified gifted third graders show a need for differentiated instruction in math.

RESPONSE:

The RTG takes these students to her classroom and instructs them using the *University of CT M³* unit, "Digging for Data".



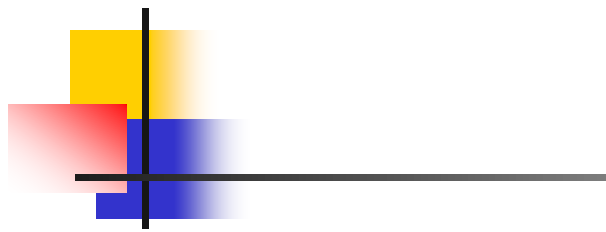
TASK SPECIFIC INSTRUCTION

SCENARIO:

The RTG and classroom teacher choose a novel for the whole reading class that relates to curriculum content.

RESPONSE:

The RTG introduces the genre. Throughout the unit, the RTG presents lessons on characterization to the whole class. The classroom teacher manages literature circles and presents lessons on plot development to the whole class.



2011-2012

**GIFTED
SERVICES**
Arlington Public Schools



The Virginia Plan for the Gifted: Definition of a Gifted Student

- “These students possess talents and abilities that differ from those of their peers to such a degree that differentiated educational programs should be provided to nurture their growth and development.”
- “The identification of these students is based on the premise that they need and can benefit from specifically planned educational services different from those provided by the general educational experience.”



APS is in compliance with Virginia Regulations:

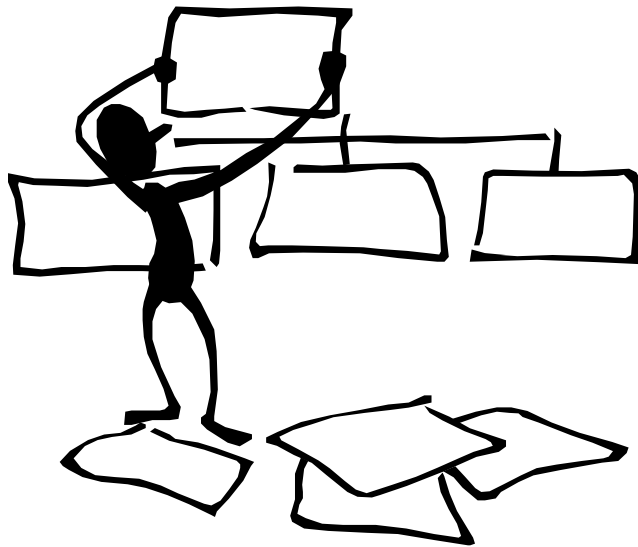


- Identify students who require gifted services
- Train teachers in ways to provide services
- Establish continuous educational services to match the needs of gifted learners
- Support differentiated instruction to meet the needs of gifted students



Gifted Services Eligibility and Identification Process






- Virginia regulations require that school divisions develop a process for determining whether students are eligible for gifted services
- An identification process determines a student's eligibility





Areas of Gifted Services Identification



- Specific Academic Aptitude, K-12

- 
- English
 - Mathematics
 - Science
 - Social Studies

- Visual or Performing Arts, Grades 3-12

- 
- 
- Visual Art
 - Vocal Music
 - Instrumental Music (instruments taught in APS)



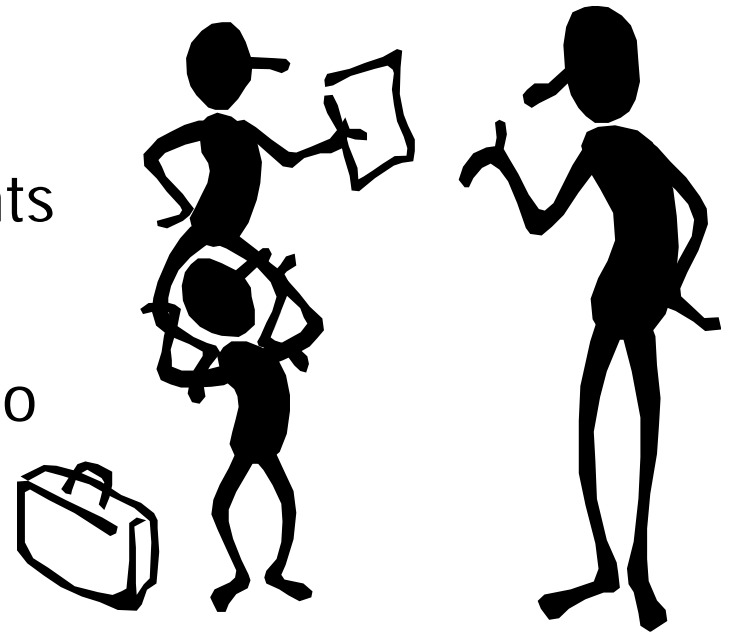
Screening for Gifted Services

- Each year, the total population is screened by school staff to create a pool of eligible candidates based on students' participation and performance in various academic and arts activities.
- Screening is formal
 - review of test scores following standardized testing.
- Screening is informal
 - competitions, awards, honors, student participation in school events.



Referrals for Gifted Services

- Students may be referred for services by their classroom teacher, school personnel, parents/guardians, community leaders, and self or other students until **April 1st** for the current school year.
- An Appeals Process is available to families following the eligibility process. Appeals begin at the school level with the principal. Second level of appeals is a county-wide Gifted Services Administrative Appeals Committee.

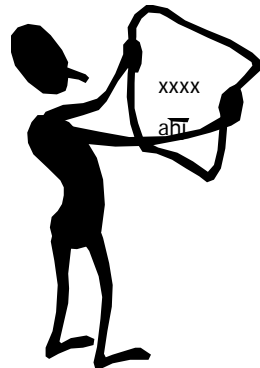




Eligibility Criteria -

Gifted Services in Specific Academic Areas

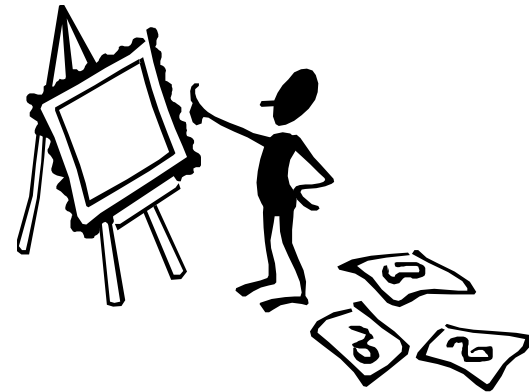
- Standardized Testing Information
- Grades/Academic Performance
- Teacher Checklist: Observations of Academic Behaviors
- Student Products
- Parent Information
- Grade 6-12 Student Self Assessment



Eligibility Criteria -

Visual Art or Vocal/Instrumental Music Areas, Grades 3 - 12

- Art and Music
Teacher Referral:
Observations of
Artistic Behaviors
- Grades/Artistic
Performance
- Parent Information
- Student Products
- Grade 6-12 Student
Self Assessment





Gifted Services Identification



leads to:

- Teacher awareness of student's abilities and understanding of student's instructional needs
- Cluster grouping according to student's achievement in identified area(s)
- RTG availability to support student's performance and educational program
- Opportunity to audition for/participate in arts opportunities: Grades 4-8 county-level; Grades 10-12 county and state level



Sample Elementary Gifted Services Activities

- Thematic Instruction
- Interdisciplinary Instruction
- Creative/Critical Thinking Skills
 - De Bono's Hats
 - Plus-Minus-Interesting (PMI)
 - S.C.A.M.P.E.R.
 - Fluency, Flexibility, Originality, and Elaboration (FFOE)





Classroom Teacher's Role in Differentiation for Gifted



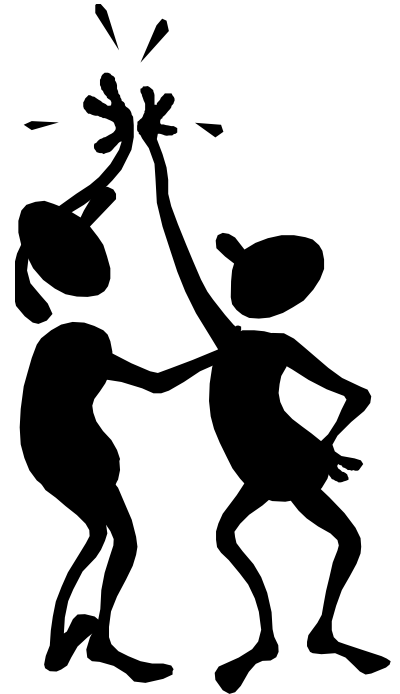
- Collaborate with the RTG to provide differentiated curriculum, extension opportunities, and supplemental curriculum resources
- Plan units and lessons to meet the learning needs of students eligible for gifted services
- Coordinate instructional needs of all learners in the classroom





RTG's Role in Differentiation for Gifted

- Support the Classroom Teacher:
 - collaboratively plan units/lessons that differentiate content, process, and product
 - provide student enrichment support and supplemental resources to teachers
 - model and train teachers in instructional strategies appropriate for highly able/gifted learners
 - inform about gifted education training opportunities
 - facilitate the identification process





Principal's Role in Differentiation for Gifted



- Support collaboration of classroom teachers and RTG to meet student needs
- Provide opportunities for staff development and training in differentiation for advanced learners
- Evaluate staff on evidence of effective differentiation



Role of Parent – Supporting Differentiation for Student

- Educate yourself about your child's needs:
 - Parent Resource Center Materials - 703-228-7239
 - www.nagc.org or www.vagifted.org or www.sengifted.org
- Support your child's interest to pursue social and cultural opportunities within and beyond his/her strength area(s)
- Maintain communication with your child's classroom teacher, RTG, and counselor to monitor social and academic progress



Further Information

APS Gifted Services

- Visit the Arlington Public Schools Web Site
 - www.apsva.us
 - Click on Curriculum and Instruction
 - Click on Programs
 - Click on Gifted Services



www.apsva.us/giftedservices



Questions and Exit Cards

- **General questions that relate to Gifted Services.**
- **Exit Cards:** On each table, you will find index cards that can be used if you have a specific question about your child.
 - Please write the question, your name/your student's name, your phone number, and the best time for me to contact you.
 - I will call you in order to address your specific questions.
- Voice mail:
 - 703-228-7670 Ext 97424
- Email:
 - dawn.ramsay@apsva.us