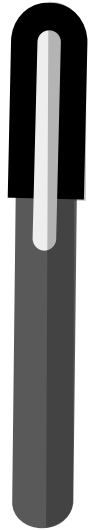
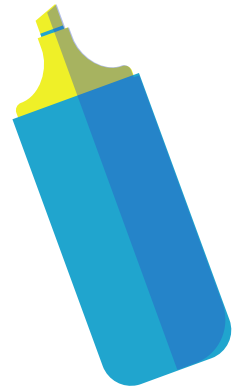




Arlington
Public
Schools



Please jot down any questions you may have during the presentation. You may write them on the note cards provided 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.

MON

TUE

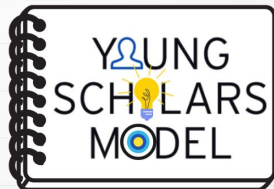
WED

THU

FRI

WKND

Objectives:



- Provide an overview of advanced academics at Tuckahoe Elementary.

MON

TUE

WED

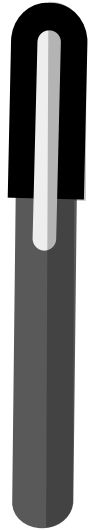
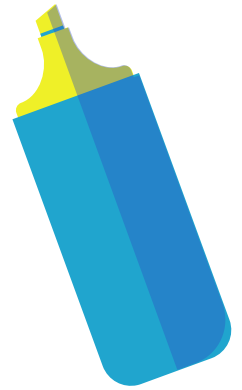
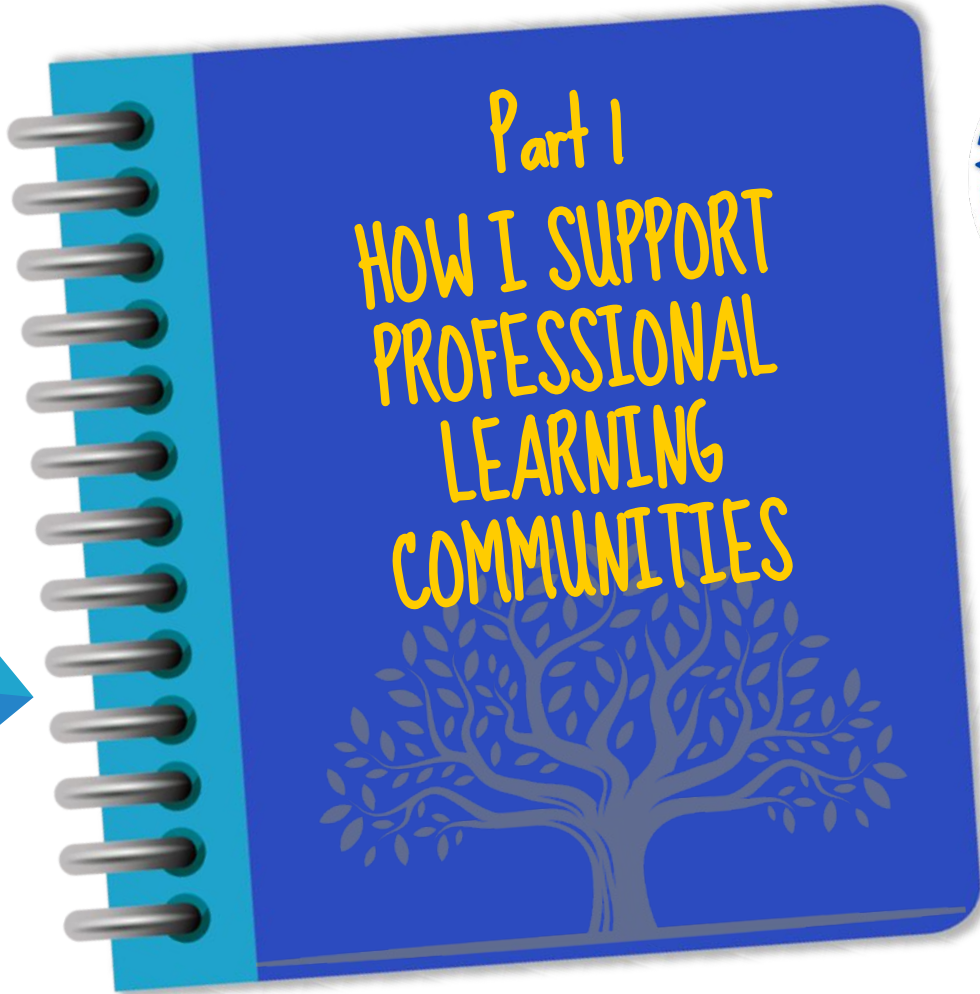
THU

FRI

WKND



Arlington
Public
Schools



PROFESSIONAL LEARNING COMMUNITIES

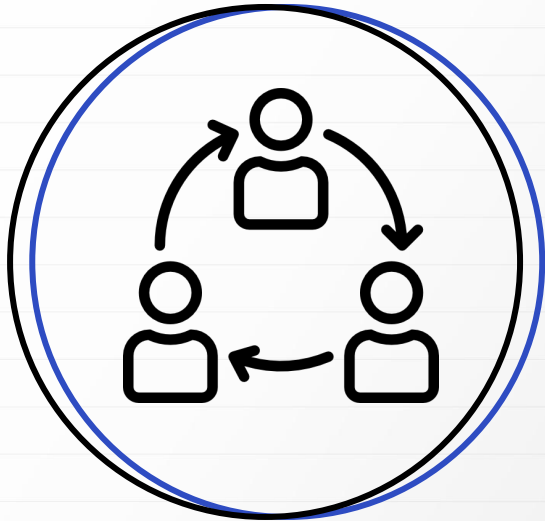


Four Key Questions Focus Us on Learning-



- 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?

COLLABORATIVE TEACHING



Collaborative Teaching
may involve:

- **Whole group** team modeling for and/or teaching with classroom teacher
- Supporting **small groups** in classroom, coordinated and co-planned with classroom teacher
- **Flexible grouping**, which may be determined by
 - Needs of students and/or the classroom teacher
 - Difficulty of unit/topic

Critical & Creative 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
- 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

RESOURCES FOR RIGOR

Math

Hands-On Equations

Project M² and Project M³

Project A³: Awesome, Advanced Activities

William and Mary Math Units

Social Studies

William and Mary Social Studies Units

The DBQ Project

Primary Source Documents (Library of Congress)

English Language Arts

William and Mary Literature Units

Jacob's Ladder Resources

Caesar's English Resources

Schoolwide Enrichment

Model-Reading (SEM-R) Framework

Vanderbilt Interdisciplinary Units

Science

William and Mary Problem-Based Science Units

Project Clarion Science Units

Vanderbilt Interdisciplinary Units

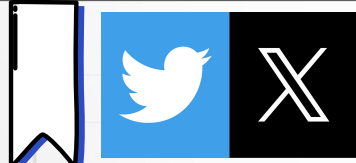
THU

FRI

WKND



Advanced Academics & Talent Development at Tuckahoe



@TuckahoeAAC

Perspective & Personification RAFT

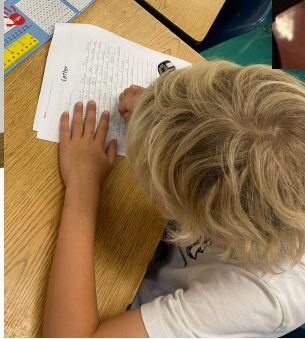
Role	Audience	Formal	Back to School Topic
Pencil	Classroom	Storybook	Excited & Amused
Chair	Student	Poem	Good & Happy
Pencil Sharpener	Teacher	Comic	Angry & Upset
Slide	Your group-up	Letter	Nervous & Harsh

Analogies

It will more like an elephant, ant, plane, or a rubber band? How?

Elephant	Rubber band
Ant	Plane

Silk is like a rubber band because it has the same soft and it is not like and it is like a rubber band that is like a rubber band.



CKLA Choice Board: Unit 2 Early Asian Civilizations

Silk Analogies

It will more like an elephant, plane, ant, or a rubber band? How?

Confucius Movie Poster

Imagine that a movie was being made about Confucius. What would the movie poster look like? What would the title of the movie be? What symbols might be on the movie poster?

Foyote FROE

Stretch your thinking about the fable. The tiger, the stream, and the Antelope using flexibility, honesty, originality, and observation.

Freyer Model: Fertile

Freyer Model: Oyster

Tuckahoe's Advanced Academics Webpage:



THU
FRI
WKND

CLASSROOM SUPPORT GRADES K-5



- Collaboratively plan and model Critical and Creative Thinking (CCT) strategies and Resources for Rigor with teachers
- Build capacity for teachers to replicate similar strategies and resources in the future
- Working with teachers to find and nurture historically underrepresented populations within gifted education (Young Scholars)

COLLABORATIVE TEACHING

Kindergarten- Visualizing

1st- CCT Analogies and PMI, differentiating within math workshop and ELA small groups

2nd - differentiating within math workshop, Harvard's Project Zero "See, Think, Wonder" routine

3rd- Differentiating within CKLA and math workshop, CCT Point of View (RAFT)

4th- Project M3, differentiating within math workshop and ELA small group

5th- differentiating within math workshop, Electric Cars DBQ ELA extension

Differentiating within CKLA, differentiating within math workshop,

PROFESSIONAL LEARNING & COACHING

Modeling, Coaching, and Building Capacity within CLT meetings, resources, professional development

COMMUNICATION

- Differentiation Report (quarterly)
- Support Digital Portfolios to show mastery of standards and growth over time for advanced/gifted learners

- Family information sessions (at least two: Fall and Spring) & Conferences
- Ongoing collaboration between AAC-classroom-home
- APS & Tuckahoe AATD Webpage

-   @TuckahoeAAC

Getting Connected: APS Advanced Academics



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



- @aps_advanced_academics



Contact Information

- Sarah Weisz,
Advanced Academics
Coach
- Email:
sarah.weisz@apsva.us



AATD Office

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

Amanda Dempsey,
AATD Specialist
amanda.dempsey@apsva.us

Kat Partington,
AATD Specialist
katherine.partington@apsva.us

Parent Advisory Committee for Advanced Academics



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

Meets Monthly from
7:00-8:30

If you are interested in
serving on this committee
and/or attending a meeting,
please contact
carlisle.levine@gmail.com
geastman@cornerstone.com

PARENT RESOURCES

- Virginia Association for the Gifted (VAG)
<http://www.vagifted.org>



- National Association for the Gifted (NAGC)
<http://nagc.org>



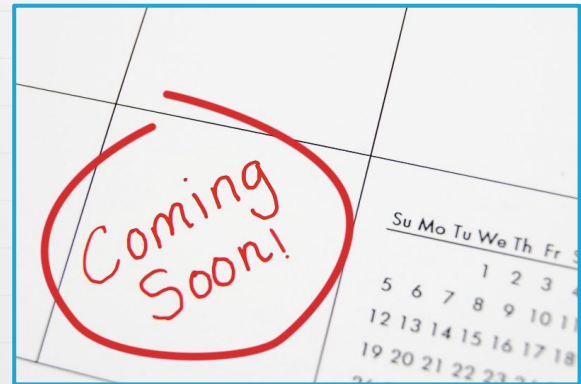
- Supporting Emotional Needs of the Gifted (SENG)
<http://sengifted.org>



Screening and Identification Information Session



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



Screening and Identification Information Session



- APS screens entire school population by...
 - Universal Screeners
 - Academic Performance
 - Student Conferences
 - Growth Portfolios
 - Products / Process
- Referrals can be made by teachers, parents, community leaders, and students



Screening Timeline



Fall & Winter	Parent Information Meeting Fall - Services, Winter- Identification	AAC
November	Universal Screeners for grades 1, 2 and 7, 8 and 9 without an abilities score	Testing Coordinator, AAC
Ongoing	Communication to parent Collection of student work	AAC, classroom teachers, specialists
February	Communication to staff on process	AAC
February - May	Collection of Data: draft Gifted Behavior Commentary (GBC), work samples	AAC, classroom teachers, specialists
February- May	Collection of Data: testing, parent information forms, letters to parents	AAC
May - June	ID Meetings: Review of data and completions of school GBC	School team: administrator, teacher, AAC, specialists, counselor (etc)
June - August	Appeals Level 1 and Level 2	Level 1: Principal Level 2: County wide

WHAT
QUESTIONS
MIGHT
YOU HAVE?

