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**Resource Teacher for the Gifted**  
**Alice West Fleet Elementary School**  
**November 1, 2021**

# Before we start

- Use the chat after the presentation to ask questions that may pertain to all families.
- Use the Google Form to submit questions specific to your child, or if you feel more comfortable asking privately, so that I can reach out to you directly.

<https://bit.ly/FleetGifted>



# 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 Alice West Fleet Elementary School.
- Identification and Referral Process:  
February 23, 2022



NATIONAL ASSOCIATION FOR  
**Gifted Children**

Supporting the needs of high potential learners



# 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** 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 2017 - 2022

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/2015/04/2017-2022-Gifted-Services-Local-Plan.pdf>

# Shared Responsibility for Daily Differentiation for Gifted Learners

## District Responsibility - Developing Policies and Programs

Leadership & Commitment to Excellence

Defensible Identification

Services & Curriculum

Stakeholder Support

Evaluation of Program Effectiveness

## Building Responsibility - Leadership in Implementation

Fidelity of Services

Support for Differentiation

In Depth Training in Gifted Education

Assessing Teacher Effectiveness

## Cluster Teacher Classroom Responsibility

Collaboration with RTG

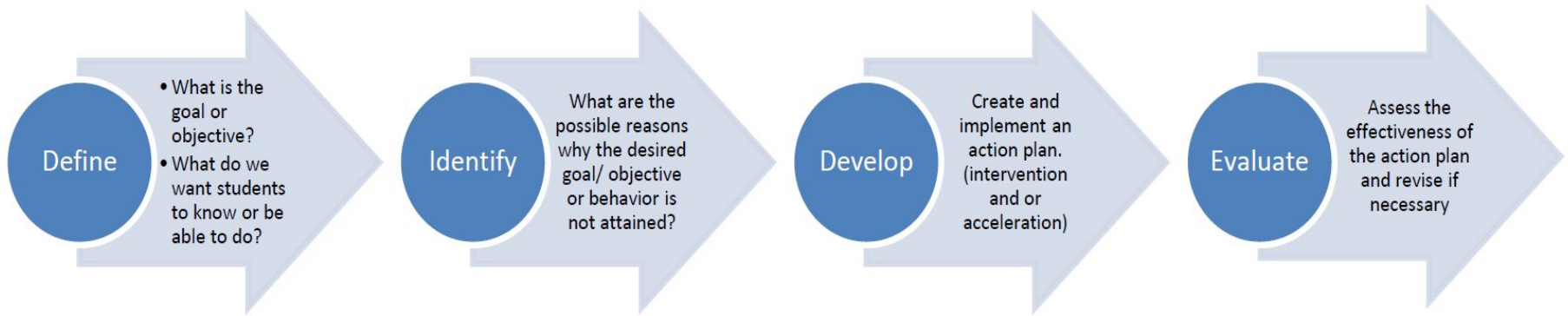
Differentiating Instruction

Monitoring Achievement

Curriculum for Gifted Learners

# 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.





# Collaborative Learning Teams

## 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?**

# My roles within a PLC/CLT

- 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/CLT

- support cluster teachers in **documenting growth** of gifted learners beyond standards via digital portfolios and differentiation forms
- lead teams in their understanding of **diverse characteristics** of gifted learners
- lead teams in the **screening and identification process**

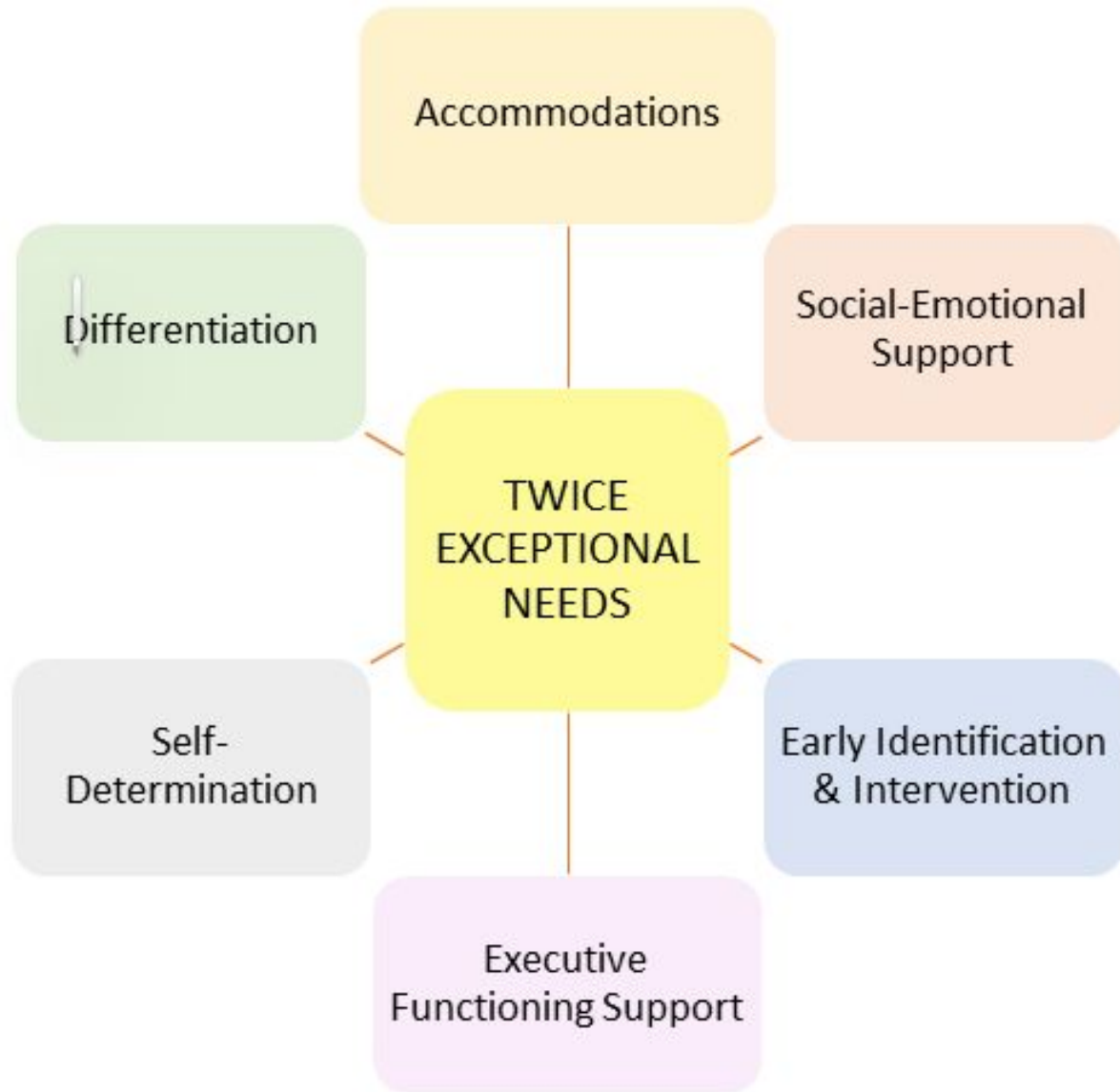
# RTGs as Advocates for Historically Underserved Populations

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

# 2e Wrap Around Support

- RTG, special education and classroom teacher work together to provide both gifted services and special education support
- 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





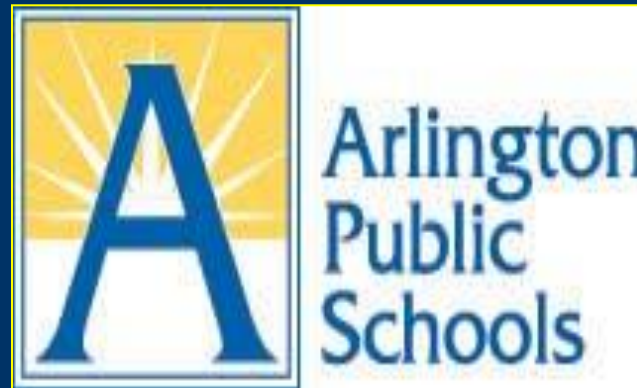
<https://www.apsva.us/gifted-services/twice-exceptional/>

# EL Support

- Similar to 2e with **wrap around support**
- RTG works collaboratively with general education teacher and English Language teacher to support the learner
  - Building Background Knowledge
  - Access to Grade Level Content
  - Opportunities for Critical & Creative Thinking

<https://www.apsva.us/esol-hilt/>

# Gifted Services in K-5 classrooms

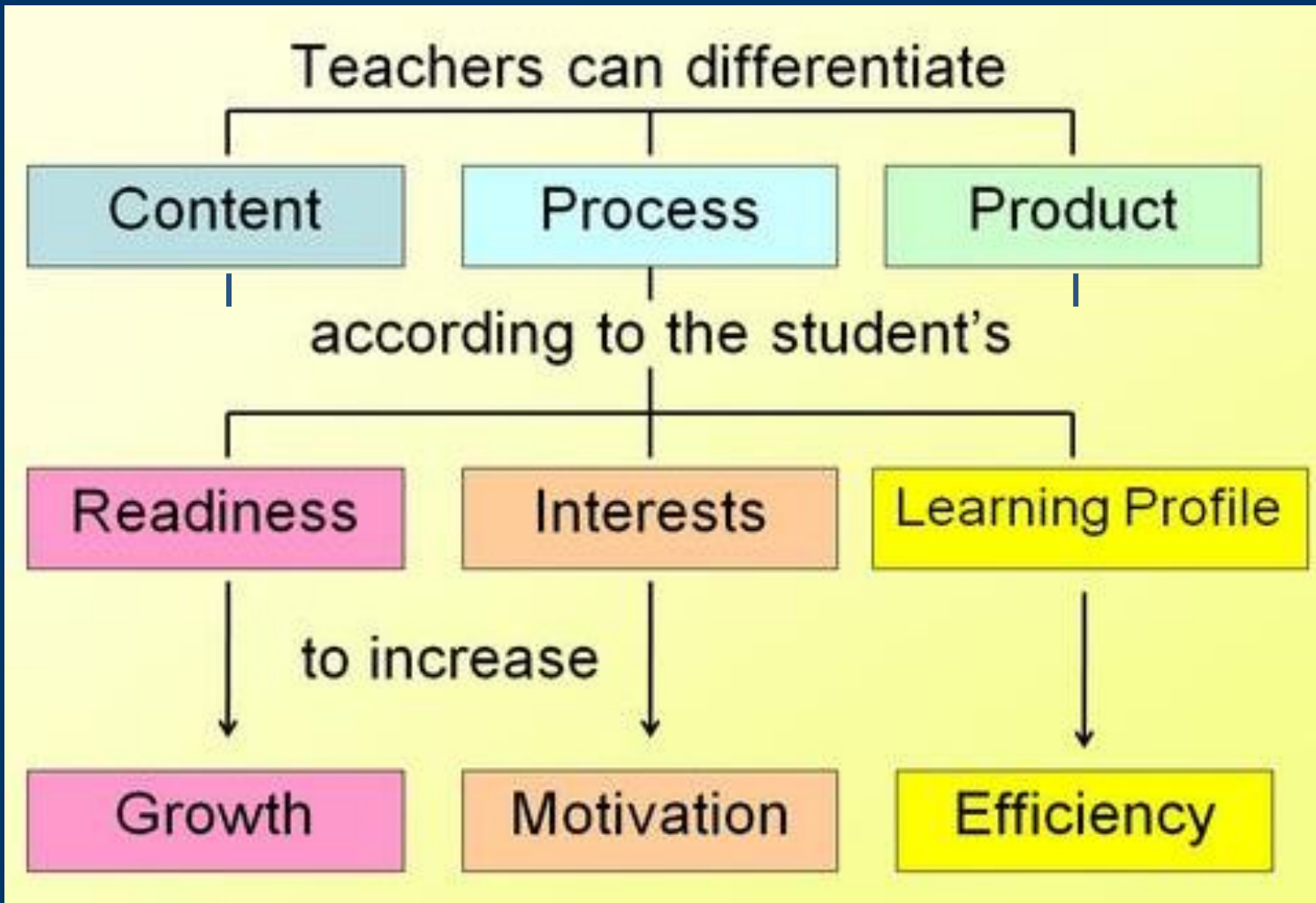




# Collaborative Teaching Model

- 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
  - **Flexible grouping**, which may be determined by
    - Needs of students and/or the classroom teacher
    - Difficulty of unit/topic

# How do we differentiate?



# 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

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## 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

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## 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

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## 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

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## 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



## 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



# Advanced-Content Resources

- *William and Mary Literature Units*
- *Junior Great Books*
- *Jacob's Ladder Reading Comprehension Program*
- *Schoolwide Enrichment Model-Reading (SEM-R) Framework*
- *Project M2 and Project M3*
- *Best of the Continental Math League*
- *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)

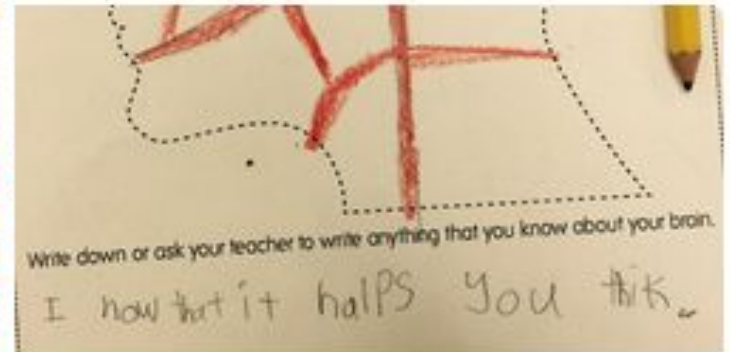
- Collaboratively **plan and model** Critical and Creative Thinking (**CCT**) lessons
- Build **capacity** for teachers to replicate similar lessons in the future
- Provide **support for differentiating** instruction
- Work with teachers to **find and nurture students from underrepresented populations**

# Classroom Support (Grades 1-5)

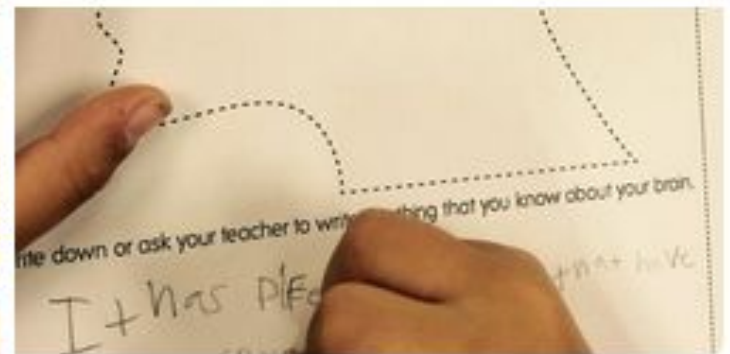
- **Collaborate weekly** with cluster teachers to plan and/or implement advanced content
- Utilize collaborative teaching methods in cluster classrooms to infuse **curriculum resources** designed for gifted learners
- Incorporate **CCT skills** to build capacity of teachers to replicate similar lessons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

# Planning with Teachers

Collaborative Book Studies: *Mindset in the Classroom*



Write down or ask your teacher to write anything that you know about your brain.  
I know that it helps you think.

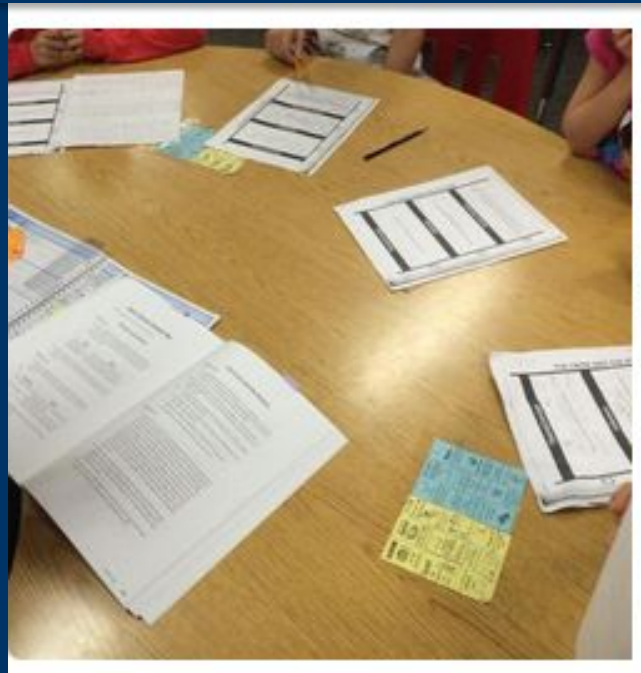


Write down or ask your teacher to write anything that you know about your brain.  
I + has p/e



# Modeling for Teachers

Curriculum for Advanced Learners:  
Jacob's Ladder



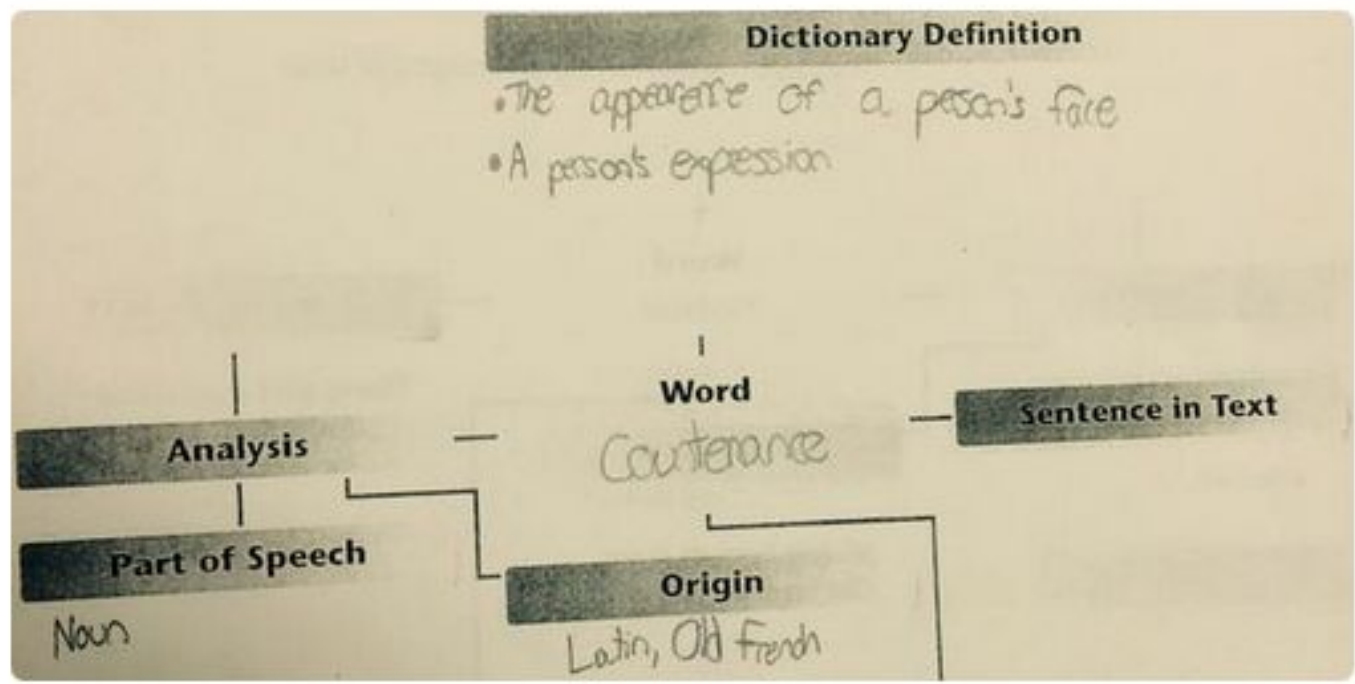
# Co-teaching

Critical and Creative Teaching Strategy: Mindmapping



# Parallel Teaching

## William & Mary Teaching Model: Vocabulary Web



# Leading Whole Group Lessons

## Critical and Creative Thinking for All: Applying GEMAS to Riddles and Multistep Mathematics Problems

**Writing a GEMDAS Riddle**

The student will write a GEMDAS story from an expression they have written and solved using the order of operations.

Steps:

1. Create an expression using the following: addition, subtraction, multiplication, division, one set of parenthesis\* one exponent\*. \*Optional
2. Simplify your expression. Show in order all the steps necessary to solve the expression.
3. Write your GEMDAS riddle. You will translate each operation from your expression into a real-world situation. Your riddle must follow order of operations as it applies to the expression you wrote.

**Sample GEMDAS Riddles**

(3)  $3(4) - 6$

- I started with 3 bags of cookies.
- There were 4 cookies in each bag.
- I then got hungry and ate 6 of the cookies.
- How many cookies do I have left?

$10 + 2 + 5 \cdot 3$

- I have 10 buttons.
- Half of those buttons are red.
- 2 of my friends each gave me 5 more red buttons.
- How many red buttons do I have now?

$70 + 15 \div 3$

$3(4) - 6 = 12 - 6 = 6$

$10 + 2 + 5 \cdot 3 = 10 + 2 + 15 = 20$

$70 + 15 \div 3 = 70 + 5 = 75$

**An Average of 12**

Continuing to solve different problems, the given information is a positive number. The average of two numbers is 12. One of the numbers is 20. What is the other number?

$(20 + x) \div 2 = 12$

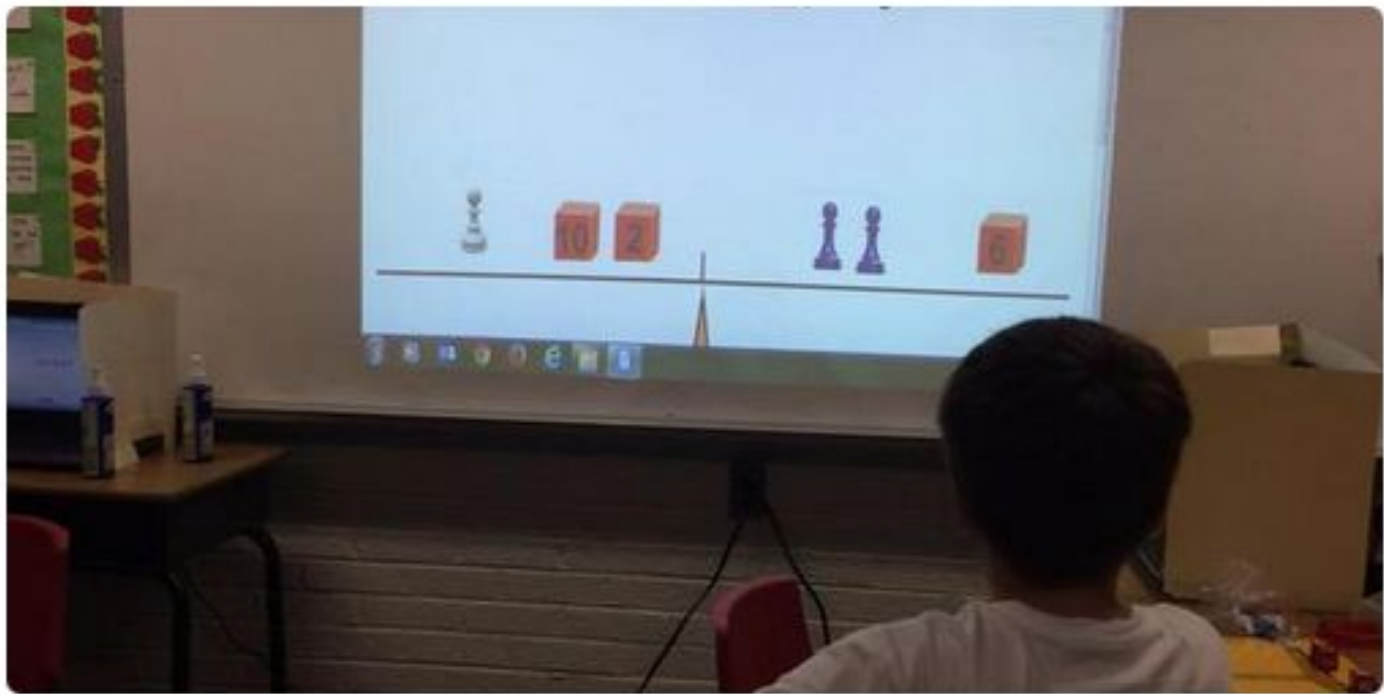
$20 + x = 24$

$x = 4$

The other number is 4.

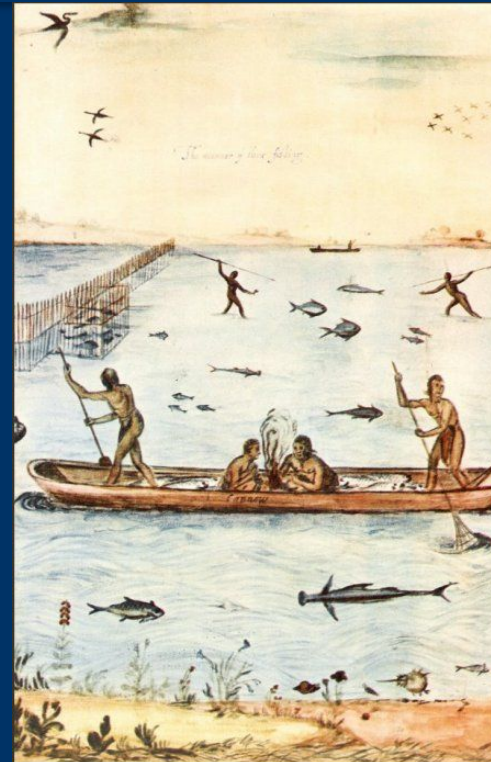
# Leading Small Group Lessons

Advanced Content: Hands On Equations



# Connecting to Content

Advanced Content: Primary Source Analysis:  
Chesapeake Bay DBQ 4th Grade



# Communication

- **Differentiation Forms:** quarterly reports to parents for identified students in grades K-5
- Support **Digital Portfolios** to show mastery of standards and growth over time for gifted learners
- **Parent information sessions** (Fall and “Spring”)
- **Calls/Teams Meetings/Email** as requested
- **Ongoing collaboration** between RTG-classroom-home
- <https://fleet.apsva.us/gifted-services/>
- Twitter: @Fleet\_Coaches

# Connect with APS Gifted Services

APS Gifted Services Website [www.apsva.us/giftedservices](http://www.apsva.us/giftedservices)



Twitter: Follow @APSGifted





# Connect with 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](mailto:carlisle.levine@gmail.com) or [geastman@cornerstone.com](mailto:geastman@cornerstone.com)



# 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>

# Questions?

<https://bit.ly/FleetGifted>

