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# 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://tinyurl.com/fleetgifted>



# Objectives

- Provide an **overview of the identification and referral process for gifted services** in APS
- Curious about what gifted services look like in APS and at Fleet? Recording of the fall session is on our website:  
<https://fleet.apsva.us/gifted-services/>

# 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
  - General Music

# Screening for Gifted Services

- Each year, the total population is screened by school staff to create a pool of candidates based on students' need for gifted services.
- Students may be referred for services by their classroom teacher, school personnel, parents/guardians, community leaders, or other students **until April 1<sup>st</sup>** of the current school year
- Once a student is referred for services, the RTG supports teachers in creating a portfolio with **four main components for a holistic case study approach.**

# 1. Nationally-normed assessments

- Grade 1 students take the Naglieri Nonverbal Ability Test
- Grade 2 students take the Cognitive Abilities Test (CogAT)
- This year, all 2nd-5th graders without a CogAT on file also took the CogAT
- Other tests may be included such as the WISC (if parents provided) , Kaufman-Brief Intelligence Test (KBIT) for K referrals

## 2. School-based Achievement

- County Level:  
SOLs and other available achievement data
- School Level:  
Ongoing formative and summative assessments
- Individual Level:  
Honors or distinctions

# 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



# Parent Information Sheet

Section 2 of 2

## Información del padre / tutor (opcional)

Como padres / tutores, ustedes conocen mejor a su hijo/a. Las siguientes preguntas ofrecen la oportunidad de compartir sus observaciones sobre su hijo/a fuera del entorno escolar. Como recordatorio, esta sección es opcional.

...

Mi hijo es creativo e idea formas inusuales de hacer las cosas.

- Consistentemente
- Frecuentemente
- A veces
- Casi nunca

Por ejemplo...

Long answer text

A mi hijo le gustan los problemas, trabajos, temas y materiales desafiantes.

- Consistentemente
- Frecuentemente
- A veces
- Casi nunca

Por ejemplo...

Long answer text

Section 2 of 2

## Parent/Guardian Information

As parents/guardians, you know your child best. The following prompts offer an opportunity to share your observations about your child outside of the school setting. This section is optional, but it will provide valuable information for the committee.

My child comes up with imaginative or unusual ways of doing things.

- Consistently
- Often
- Sometimes
- Rarely

For example...

Long answer text

My child likes challenging problems, assignments, issues, and/or materials.

- Consistently
- Often
- Sometimes
- Rarely

For example...

Long answer text

# Gifted Behaviors Commentary

## Exceptional ability to learn

- Is highly reflective and/or sensitive to their environment
- Readily learns and adapts to new cultures
- Is acquiring language at a rapid pace

## Exceptional application of knowledge

- Uses and interprets advanced symbol systems in academics, visual arts, and/or performing arts
- Acts as an interpreter, translator, and/or facilitator to help others
- Communicates learned concepts through role playing and/or detailed artwork

## Exceptional creative/ productive thinking

- Expresses ideas, feelings, experiences, and/or beliefs in original ways
- Perceives and manipulates patterns, colors, and/or symbols

## Exceptional motivation to succeed

- Meets exceptional personal and/or academic challenges
- Exhibits a strong sense of loyalty and responsibility
- Demonstrates exceptional ability to adapt to new experiences

# 4. Demonstrated Performance

- Distinguished levels of performances when working with advanced content.
- Examples may include:
  - Advanced mathematics as in Project M<sup>2</sup> & Project M<sup>3</sup>
  - Interpretive responses within Jacob's Ladder Comprehension Program
  - 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 and Music Differentiation

- **Visual Arts and Vocal/Instrumental Music:**
  - Differentiation takes place in the art and music classrooms
  - 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

# If Students are Found Eligible

- Identified gifted students in grades 1-5 are **cluster grouped** into classrooms with intellectual peers for the upcoming school year
  - This also includes middle school
- RTG plans with and supports the cluster teachers in daily differentiation 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

- Students may be referred again once each school year
- Teachers use daily differentiation to meet student needs
- An [appeal](#) is available to families following the eligibility process
  - Level One Appeal: begins at the school level with the principal
  - Level Two Appeal: countywide Gifted Services Administrative Appeals Committee



# 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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# Questions?

<https://tinyurl.com/fleetgifted>

