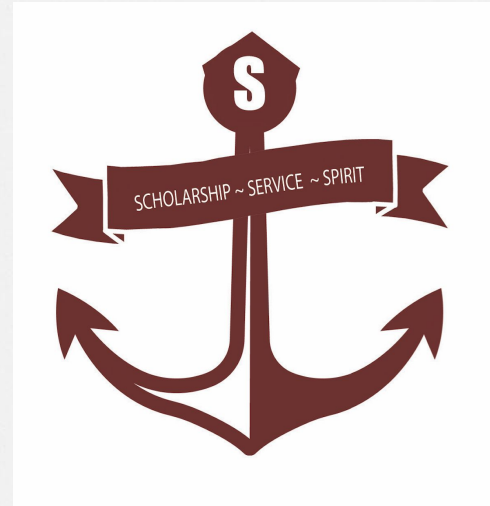
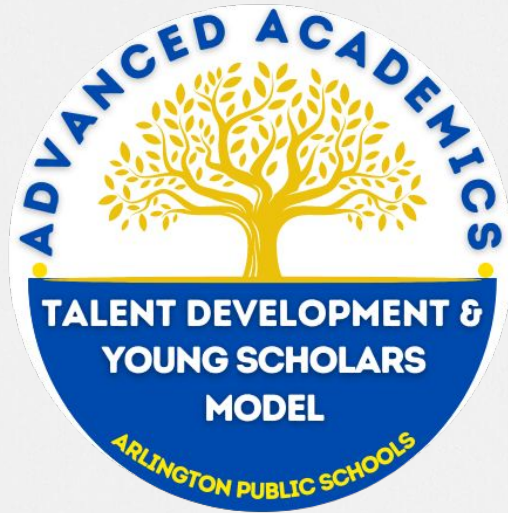


ADVANCED ACADEMICS & TALENT DEVELOPMENT INFORMATION SESSION



AGENDA

- ❑ Welcome & Introduction
- ❑ Overview of Services
Delivery Model
- ❑ Commonly Asked
Questions & Answers
- ❑ Referral & Identification



WHITNEY FIELD, ADVANCED ACADEMICS COACH

James Madison University &
Marymount University

Endorsed in Gifted Education
from University of Virginia.

Taught 6th Grade English for
7 years in APS. 3rd year as
AAC.

I enjoy designing
differentiated activities that
provide challenge within the
everyday classroom
experience. I also provide
professional learning
opportunities for teachers to
utilize the most current
strategies in their
classrooms.



NAGC RECOMMENDS...

- > Schools should have access to curricular resources designed for gifted learners
- > Systematic and substantial professional development for all teachers
- > Resource specialist who can support the classroom teacher.



ADVANCED ACADEMICS & TALENT DEVELOPMENT AT APS:

INCLUSION + DIFFERENTIATION MODEL

- ▶ Classroom teachers are trained in gifted education and provide continuous differentiation in each unit of study.
- ▶ The AAC serves as a resource for teachers to collaborate on differentiation. I provided resources, co-plan and co-facilitate, and provide opportunities to build in critical and creative thinking strategies and Project Zero Thinking Routines.
- ▶ Identified students are clustered with intellectual peers in courses.

Check out our [Delivery of Services](#) page on our website for more information!



ADVANCED ACADEMICS COACH

- ❑ Promote and model procedures, strategies, and techniques to support advanced learners
- ❑ Work collaboratively with cluster teachers to plan and deliver instruction
- ❑ Provide curricular resources in order to differentiate content for advanced learners
- ❑ Lead PL and/or inform staff about advanced academics & talent development training opportunities
- ❑ Advocate for underrepresented populations to include Twice Exceptional (2E), English Learners (EL), children from poverty
- ❑ Facilitate the gifted identification process

COMMON QUESTIONS

- **If my child was identified in elementary school, will they still receive services in middle school?**
 - Yes! Your child's identification automatically transfers.
- **We transferred to APS and our child is identified. Does this transfer?**
 - Yes! We just need the identification documents/ testing information from your child's previous school.
- **Is my child receiving gifted services even though they aren't getting pulled out of the classroom by the AAC?**
 - Yes! Teachers are trained in gifted education and are providing differentiation within the classrooms.
 - I support teachers through collaborating on lessons and when my schedule allows, co-facilitating in the classroom. I am present in classrooms as often as I can be!

COMMON QUESTIONS

What are intensified courses?

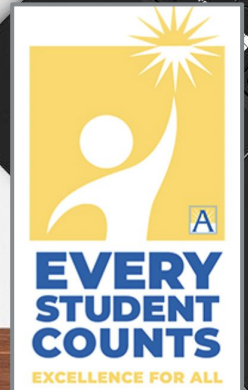
- Intensified English, science, and social studies courses will offer a chance to go deeper into content/standards. They are **NOT** accelerated courses that go beyond the grade level content.
- There are no prerequisites for intensified English, science, and social studies courses. There is flexibility to opt into the courses each school year without prerequisite requirements.
- Teachers will use resources designed for rigor and CCT strategies regularly to add depth and complexity within the existing curriculum. The same curriculum map is followed. Additional resources are built in to support ongoing development of rigor.
- Intensified English, science, and social studies courses are open to all learners.

For more information, you can access these two resources:

- [MIDDLE SCHOOL ACADEMIC PLANNING PRESENTATION: OPEN ENROLLMENT INTENSIFIED COURSES](#)
- [OPEN ENROLLMENT INTENSIFIED COURSES: QUESTIONS TO GUIDE FAMILIES ON COURSE SELECTION](#)

COMMON QUESTIONS

- ▶ **My child is interested in attending a high school such as TJ, Washington and Liberty's IB Program, or Arlington Tech. What steps should they take while at SMS?**
 - ▶ Aside from taking Algebra 1 (this is a requirement for most of these schools), they are looking for community service, extracurricular activities, like participation in clubs, and awards such as science fair.
 - ▶ Your child can still join a club even if they missed the first few meetings!
 - ▶ Please contact your child's grade level counselor for more information on HS programming options.



COMMON QUESTIONS

▶ Clubs/Activities

- ▶ Students can still start a club! To do so, they can email Mr. Holland at trevor.holland@apsva.us or visit him in our Main Office.
- ▶ There are many to choose from:
 - ▶ French Club
 - ▶ Latina Youth Leading at Swanson (LYLAS)
 - ▶ MATH COUNTS
 - ▶ TAB: Talking About Books
 - ▶ Purple Frogs
 - ▶ Wavelength
 - ▶ MANY MORE! [Check out our website!](#)

***I am also happy to speak with your child if they need help choosing the right club!**

COMMON QUESTIONS

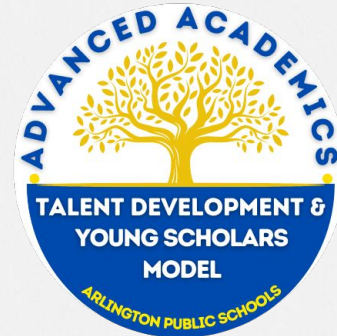
- ▶ **Where is the SMS Gifted Services Website?**
 - ▶ Go To the SMS Website -> Departments -> Gifted Services
<https://swanson.apsva.us/departments/gifted-services/>
- ▶ **What is the quarterly Differentiation Report and where can I find it?**
 - ▶ This report contains the strategies our staff has used to provide the challenge your child needs. It comes out quarterly (after report cards post)
 - ▶ Notifications will be sent out in an SMS ParentSquare Message. It can be found on our Differentiation Reports page on our SMS Website.

COMMON QUESTIONS

- ▶ If I have a question about the delivery of services in my child's classroom, who should I contact?
 - ▶ Start with your child's teacher. I work closely with CLTs to collaborate and provide additional strategies to meet the needs of our advanced learners. Your child's teacher will have the most current information on what differentiation is occurring in class. If additional questions arise, please feel free to contact me!

COMMON QUESTIONS ABOUT DIFFERENTIATION

- ▶ **What are some common differentiation techniques my child may be experiencing in class?**
 - ▶ Pre-assessments to inform unit planning
 - ▶ Use of critical & creative thinking strategies
 - ▶ Project Zero Thinking Routines
 - ▶ Promoting student voice & choice
 - ▶ Process/product choice
 - ▶ Flexible grouping
 - ▶ Ability & Choice
 - ▶ Project/Problem Based Learning



COMMON QUESTIONS ABOUT IDENTIFICATION

- ▶ **Can I refer my child for gifted services?**
 - ▶ Absolutely! Complete a referral form and return it to me. These can be found on our [Identification](#) page on our website.
- ▶ **If my child is already identified but I feel like they may need to be identified in another area, what should I do?**
 - ▶ Same process as above! When filling out the form, just select the domain you feel needs to be addressed by the new referral.
- ▶ **What if I don't know what areas my child is identified in? How can I find out?**
 - ▶ Please send me an email. I am happy to help!

COMMON QUESTIONS ABOUT IDENTIFICATION

- ▶ **When does the identification process begin?**
 - ▶ You can make a referral at any time during the year until April 1st. We have a rolling screening process, so screening will occur throughout the school year.
- ▶ **How will you communicate with parents about the identification and screening process?**
 - ▶ I will host another parent session after winter break to discuss the specifics of identification and screening. The session details will be sent out in ParentSquare.

COMMON QUESTIONS ABOUT IDENTIFICATION

- ▶ **How does the referral & identification process work?**
 - ▶ Learner Profiles are developed for all referred students. The committee uses the following to determine eligibility:
 - ▶ Achievement & Ability Scores
 - ▶ Products/Process
 - ▶ Gifted Behavior Commentary
 - ▶ Parent Narrative
- ▶ **Who makes referrals?**
 - ▶ Referrals can be made by teachers, parents, community leaders, and students.



SCREENING & IDENTIFICATION TIMELINE

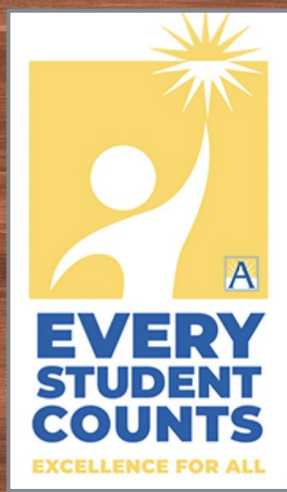
Fall & Winter	Parent information Session- Fall Services Winter - Identification	AAC
Ongoing	Communication to parents Collection of Student Work	AAC & Classroom teachers
Ongoing	Communication to Staff on Process	AAC
Ongoing	Collection of Data: Draft Gifted Behavior Commentary (GBC), work samples	AAC
Ongoing	Identification Meetings: Review of Data & completion of school GBC	School team: administrator, teacher, AAC & other professionals
Within 10 days of committee Decision	Appeals Level 1 & 2	Level 1: Principal Level 2: County Wide

ONGOING COMMUNICATION

- ▶ [Swanson Middle School Gifted Services Website](#) / [APS Gifted Services Website](#)
- ▶ [Quarterly Differentiation Reports](#) - Reports can be found on our website. Parents will be notified each quarter in a ParentSquare Message and the PTA Newsletter.
- ▶ **ParentSquare** - Provide overall gifted services information.

Parent Resources

- Virginia Association for the Gifted
<http://www.vagifted.org>
- National Association for the Gifted
<http://nagc.org>
- Supporting Emotional Needs of the Gifted
<http://sengifted.org>



Gifted Services Advisory Committee (GSAC)

Arlington Public School's Parent
Advocacy Group

- Part of Advisory Council on Teaching and Learning



Contact Information

Whitney Field, (AAC) Advanced Academics Coach

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Cheryl McCullough, Supervisor of Gifted Services

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Phone: 703-228-6169

Twitter: @APSGifted



A top-down view of a wooden desk with various items: a green apple, a cup of coffee, a succulent plant, a USB drive, a smartphone, and a mouse. The word "Questions?" is written in a black, handwritten-style font on a light blue rectangular background in the center of the desk.

Questions?