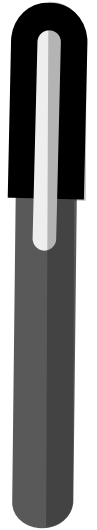
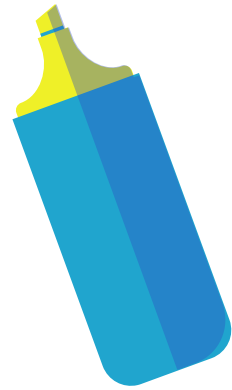
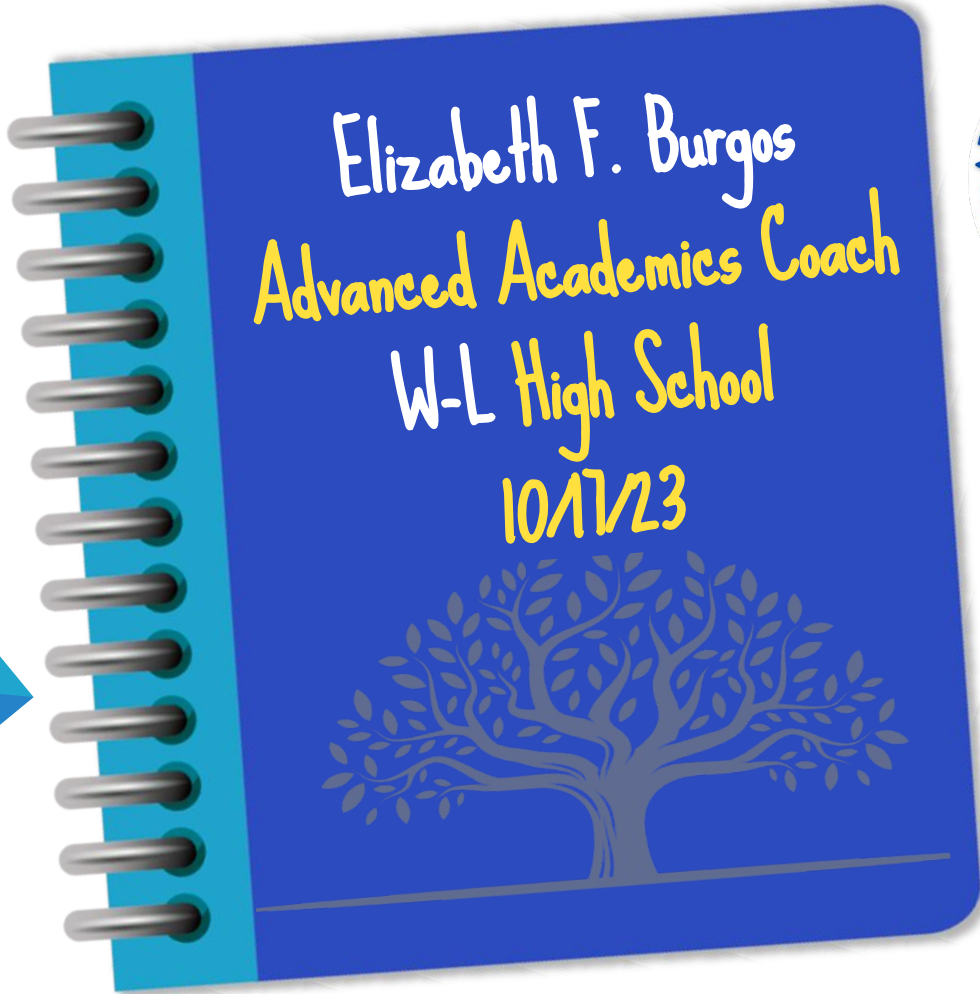




Arlington
Public
Schools



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.

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Objectives:

- Learn about different opportunities from a student panel



- Explain the role of the Advanced Academics Coach (AAC) within a Professional Learning Community (PLC).
- Provide an overview of advanced academics at Washington Liberty High School

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Student Panel Discussion



- How did you apply/become involved in the program?
- When was the program held and for how long– i.e. residential for a month, weekly, throughout the school year, etc.?

- What was the schedule for a typical day / meeting?
- What were/are some of the highlights of your experience?
- What do you think parents and students should know about this program/course before they apply/enroll

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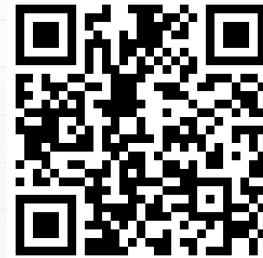
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Fine Arts Apprentice Program

- Students go beyond in-school art, drama, or music classes
- Opportunities for students may include ensemble works, master classes, attendance at professional rehearsals and performance
- Cross-over disciplines (music + theater)

- Record 75 hours of personal practice through the year
- Participate in an annual spring recital/exhibit
- Coordinator: Kelly Breedlove

APS website for
Arts Education



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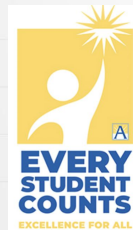
WKND

PRIME Internship Program

- Summer internship program for rising juniors and seniors to explore a career path of interest



- Placed as interns in professional organizations that relate to their field of interest
- More Information:
Arlington Career Center,
prime.program@apsva.us



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Summer Residential Governor's School

Visual & Performing Arts:

Dance
Instrumental Music
Vocal Music
Theatre
Visual Arts

World Languages:

French
Spanish
German
Japanese
Latin

Academics:

Agriculture Science
Humanities
Math, Science, and Technology
Engineering
Marine Science

To learn more about the residential programs and application process, student should join the W-L Canvas course here



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Summer Residential Governor's School



- Academic and Visual/ Performing Arts Programs designed for students to experience an intensive dive into an interest area and explore the field as a disciplinarian
- Residential - students live on a college campus during the summer program
- Rising juniors and seniors may apply

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Summer Residential Agriculture
Program (left)

Residential German World
Languages Program (above)

Math, Science and Technology



Visual and Performing Arts

Science Fair Mentors, ISEF, VJAS



Science Fair Mentors

- One-on-one mentoring sessions

VJAS -

- 2024 Symposium ^{will} be virtual
- See VJAS Web



Regeneron

- <https://www.societyforscience.org/isef/>

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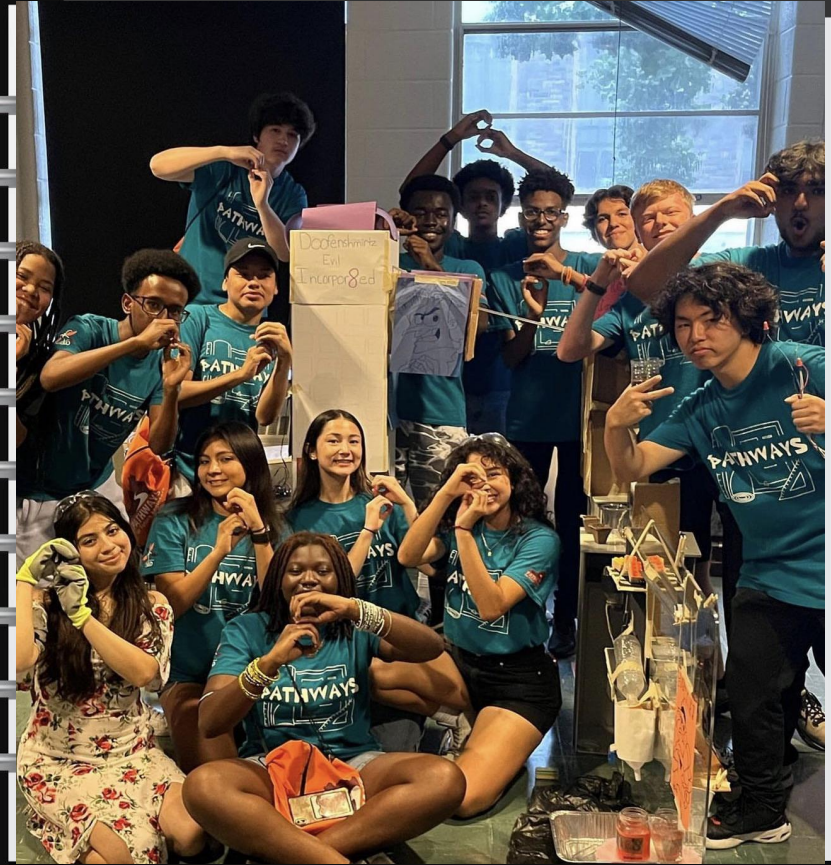
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Pathways for Future Engineers

Summer Program for
Interested High School
Students at Virginia Tech
CEED Program

Contact:
pathways@vt.edu



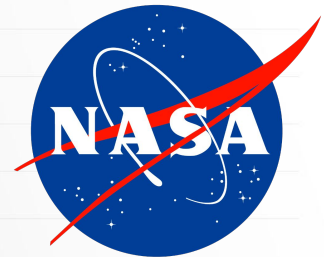
Virginia Aerospace Science and Technology Scholars

VASTS for 11th grade students -

- Interactive online science, technology, engineering, and mathematics learning experience, highlighted by a seven-day residential summer academy at NASA Langley Research Center

- Students are immersed in NASA-related research

- Applications due October 24, 2023
<https://vsgc.odu.edu/vasts/>



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VASTS



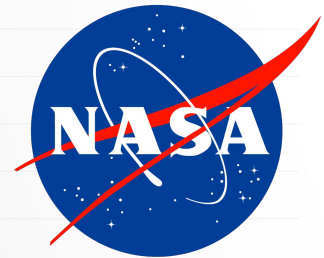
Virginia Space Coast Scholars

VSCS for 10th grade students -

- Focuses on science, engineering, and technology integral to current missions at NASA Wallops Flight Facility and the Mid-Atlantic Spaceport

- Explore the many different opportunities that NASA has to offer

- Applications due October 24, 2023
<https://vsgc.odu.edu/spacecoast/>



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WHAT
QUESTIONS
MIGHT
YOU HAVE?



NAGC Recommends that Every School Provide:

- access to curricular resources designed for gifted learners
- systematic and substantial professional development for all teachers
 - needs of advanced learners
 - differentiation in general
 - flexible grouping approaches



NATIONAL ASSOCIATION FOR
Gifted Children

Supporting the needs of high potential learners

- resource specialists who can support the classroom teacher
 - in assessing gifted learner differences
 - making adjustments to the curriculum
 - and implementing advanced curriculum and strategies

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Virginia Gifted Regulations- APS Local Plan 2022 - 2027:

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.

You can access the Local Plan here-



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Shared
Responsibility
for Daily
Differentiation
for Advanced
Learners

Cluster Teacher



Differentiation
Monitoring Growth
Use of Resources for Rigor

AAC & School



**Professional
Learning**

**Coaching
&
Collaboration**

**Cluster
Grouping**

District



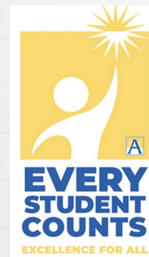
Commitment to Talent Development & Young Scholars Model
Services & Curriculum
Stakeholder Support
Evaluation of Program Effectiveness

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Gifted Services at W-L H.S.



- QR CODE THAT
CONNECTS TO YOUR
SCHOOL'S WEBSITE
FOR GIFTED
SERVICES HERE



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Advanced Course Options For W-L HS Students



- Intensified Courses
- Advanced Placement (AP) Courses
- International Baccalaureate (IB) Courses
- Dual Enrollment (DE) Courses
- Career & Technical Courses (CTE)

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Collaborative Cluster Model at W-L HS, Grades 9-12



- Students can self-select to enroll in Intensified, AP, IB, and DE courses. Students will be cluster grouped in selected courses.
- Teachers are responsible for delivering comprehensive services for advanced learners with ongoing coaching and support from the Advanced Academics Coach (AAC)

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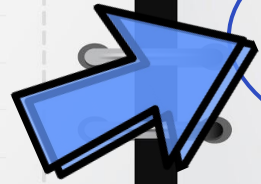
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PROFESSIONAL LEARNING COMMUNITIES



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?

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AAC ROLE WITHIN A PLC



Increase teachers' capacity to infuse gifted pedagogy in an advanced course classroom for daily differentiation and increased rigor



Increase all teachers' capacity to infuse critical and creative thinking strategies to challenge and engage all learners



Work with teachers and students to support talent development; provide communication of extracurricular opportunities to continue support of talent area

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AAC ROLE WITHIN A PLC



Facilitate professional learning, focusing on characteristics of gifted students and differentiated instruction for advanced learners



Collaborate with teachers to plan and deliver instruction

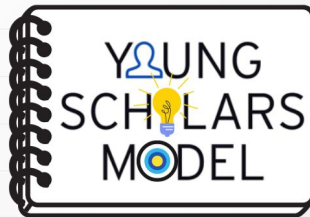


Lead teams in their understanding of diverse characteristics of advanced learners



Facilitate screening and identification process

AACs as Advocates for Historically Underserved Populations

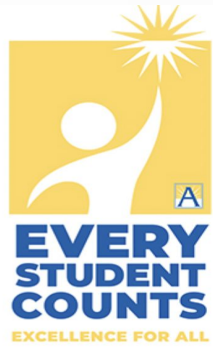


- Twice Exceptional (2e)
- English Learners
- High Ability, Low Income Students
- Underachieving Students

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Twice Exceptional at W-L School



- AAC 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
- AAC, special education and classroom teachers work together to provide support to 2e learners

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ENGLISH LEARNER SUPPORT

- Similar to 2e with wrap around support

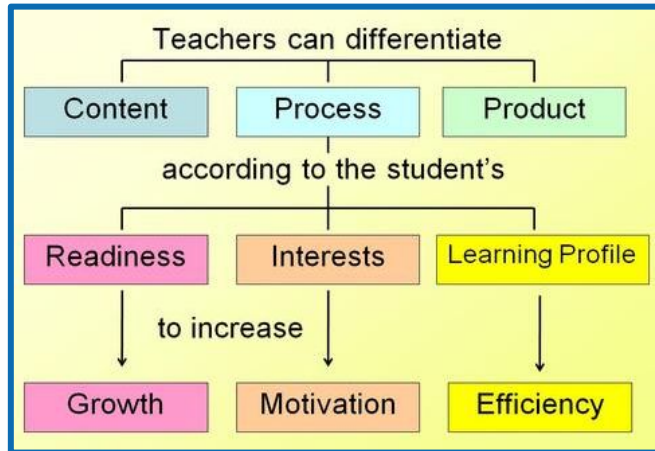


- AAC works collaboratively with general education teachers and English Language teacher to support
 - Building Background Knowledge
 - Access to Grade Level Content
- Opportunities for Critical & Creative Thinking

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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 are basically alike." -Carol Ann Tomlinson

- Content: What is to be learned
- Process: How students acquire information
- Product: How students demonstrate learning
- Learning Environment: Where and with whom students learn

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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

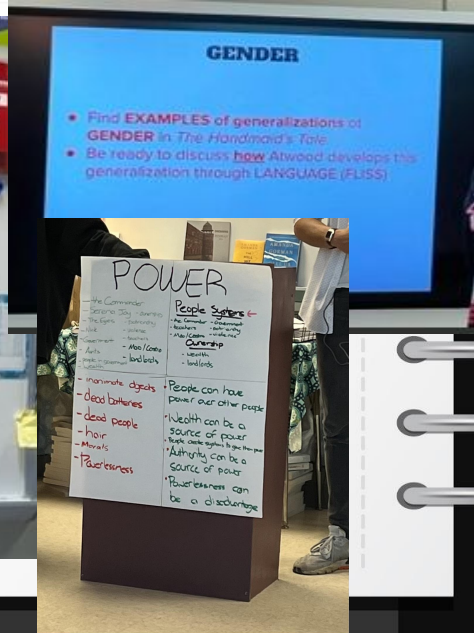
Questioning

- Question Formulation Technique (QFT)
- Levels of Questioning
- Revised Bloom's Taxonomy

COLLABORATIVE TEACHING

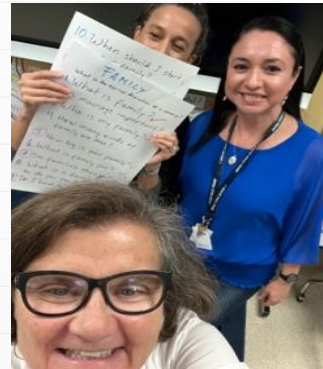
Critical Creative Strategies & Making Thinking Visible

Taba Concept Development



PROFESSIONAL LEARNING & COACHING

Modeling, Coaching, and Building Capacity: Collaboration with Teachers



Concept Mapping continued...



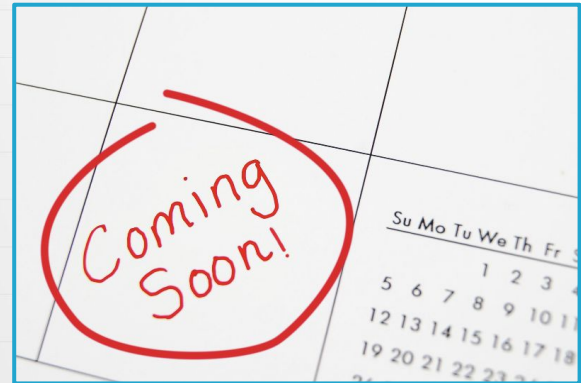
PROFESSIONAL LEARNING & COACHING



Screening and Identification



Screening and identification process for gifted identification Is ongoing





Screening Timeline



Fall & Winter	Parent Information Meeting Fall - Services, Winter- Identification	AAC
November	Universal Screeners (for 9th graders 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

COMMUNICATION

- Information about upcoming or ongoing opportunities on school website
- Parent information sessions

- Ongoing collaboration between AAC-classroom-home
- W-L Advanced Academics Website: <https://wl.apsva.us/academics/gifted-services/>
- Social Media
 - @teacherburgos
 - wl_advancedacademicscoach



Getting Connected: APS Advanced Academics



- APS Advanced Academics Website
www.apsva.us/giftedservices



- @aps_advanced_academics



Contact Information

- Liz Burgos, Advanced Academics Coach
- Email:
elizabeth.burgos@apsva.us
- Phone: 703-228-8657

Cheryl McCullough,
Supervisor,
Advanced Academics and
Talent Development
Office

Email:

cheryl.mccullough@apsva.us

Phone: 703-228-6159



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 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>



WHAT
QUESTIONS
MIGHT
YOU HAVE?



Extension & Enrichment Experiences

IB Program
at W-L

AP Courses

Intensified
Courses

Dual
Enrollment
Courses

Career &
Technical
Education

Fine Arts
Apprentice
Program

PRIME
Internship

Virginia
Summer
Residential
Governor's
School

Virginia Space
Coast &
Virginia
Aerospace
Science
Scholars

Science Fair &
Virginia Junior
Academy of
Science (VJAS)

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