



Kimberly Pearson
Resource Teacher for the Gifted
Gunston Middle School

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 Gunston Middle School
- Provide an overview of the identification process for Gifted Services in Arlington Public Schools.



NATIONAL ASSOCIATION FOR

Gifted Children

Supporting the needs of high potential learners



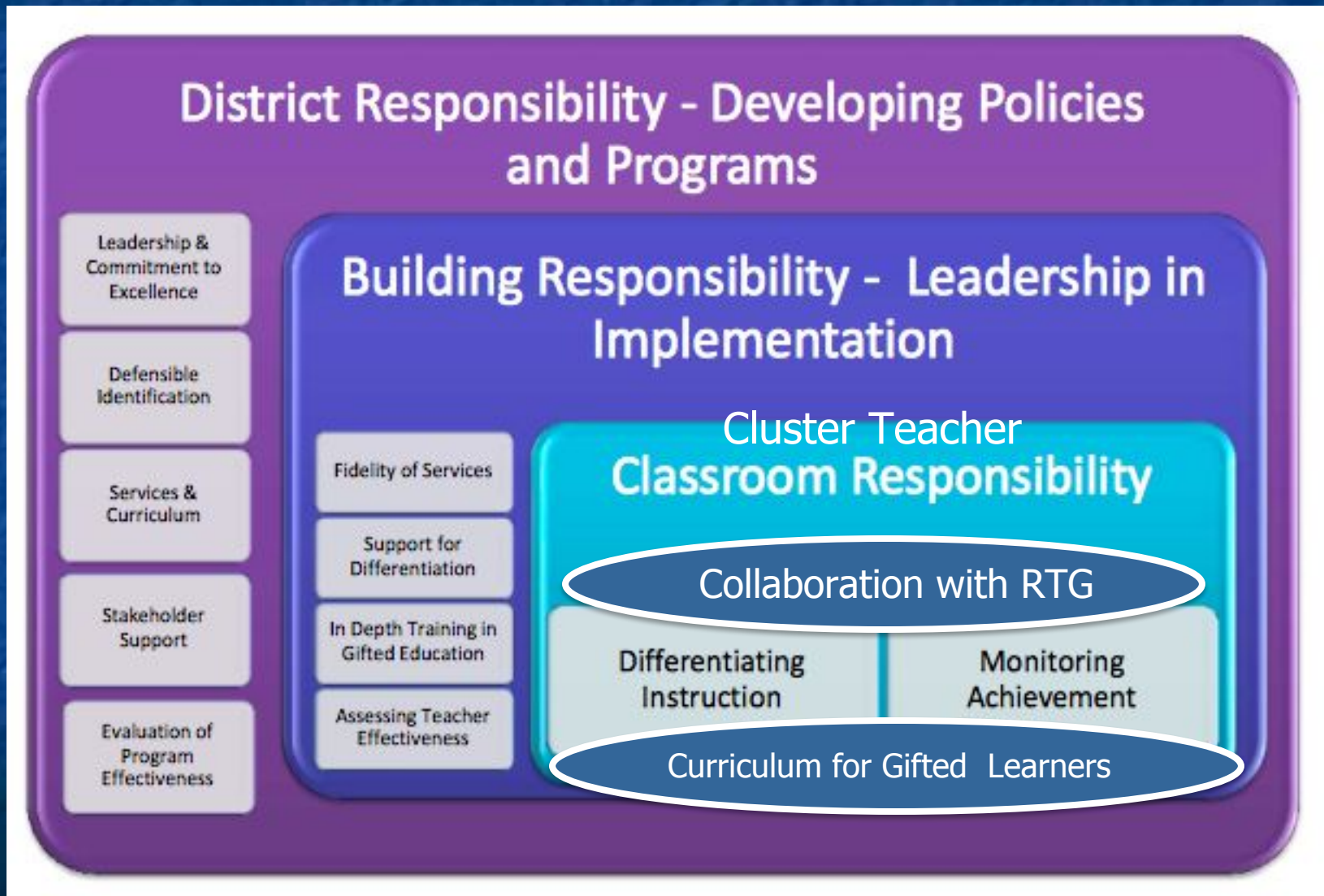
Arlington
Public
Schools



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

Shared Responsibility for Daily Differentiation for Gifted Learners



Part 1: Professional Learning Communities



Part 1: 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?**

My roles within a PLC

The primary role of the RTG is to increase teachers' capacity to infuse gifted pedagogy into the general education classroom.

This capacity includes the ability to implement curriculum designed for high-ability learners

Role of the RTG

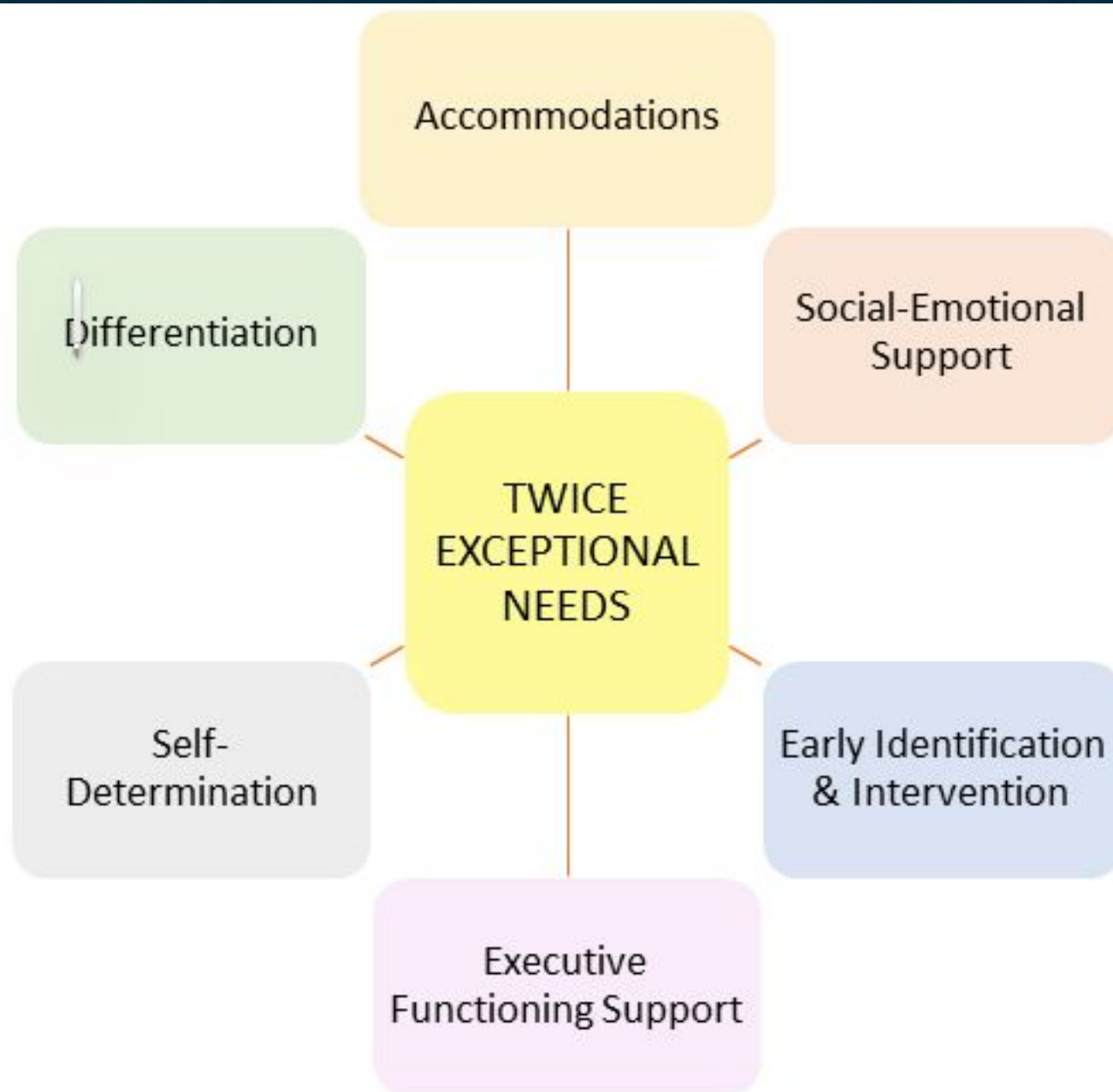
- Promote and model procedures, strategies, and techniques to support gifted students
- Work collaboratively with cluster teachers to plan and deliver instruction
- Provide curricular resources in order to differentiate content for gifted students
- Lead PD and/or inform staff about gifted education training opportunities
- Advocate for underrepresented populations to include 2e, ESOL/HILT, children from poverty
- Facilitate the gifted identification process

Identifying and Serving Culturally and Linguistically Diverse Gifted Students

- NAGC Position Statement on [Identifying and Serving Culturally and Linguistically Diverse Gifted Students](#)

2e Wrap Around Support





ESOL/HILT Support

- Similar to 2e with wrap around support
- RTG works collaboratively with general education teacher and ESOL/HILT teacher to find and nurture students
 - Building Background Knowledge
 - Access to Grade Level Content
 - Opportunities for Critical & Creative Thinking

Part 2: Gifted Services in 6-8 classrooms



Collaborative Teaching

- 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 on days when gifted resource teacher is not in the classroom
 - Flexible grouping, which may be determined by
 - Needs of students and/or the classroom teacher
 - Difficulty of unit/topic



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

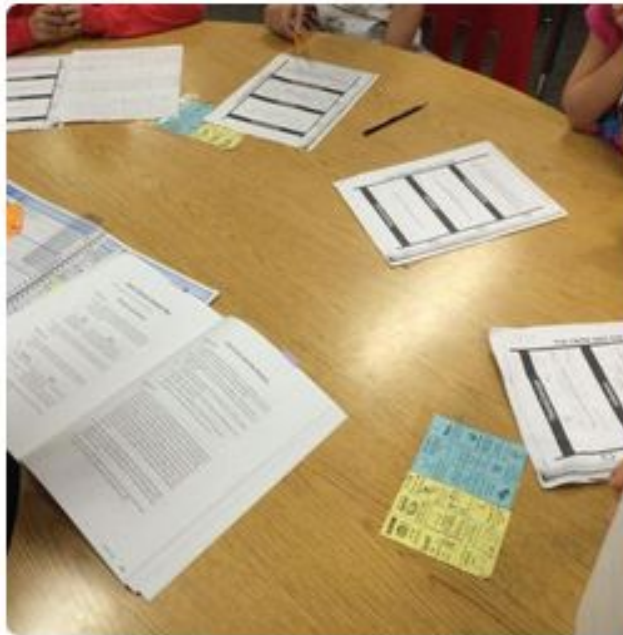


Advanced-Content Resources

- *William and Mary Literature Units*
- *Socratic Seminar*
- *Jacob's Ladder Reading Comprehension Program*
- *Schoolwide Enrichment Model-Reading (SEM-R) Framework*
- *Best of the Continental Math League*
- *Experimental Design*
- *William and Mary Problem-Based Science Units*
- *William and Mary Social Studies Units*
- *History Alive!*
- *The DBQ Project*
- *Primary Source Documents (Library of Congress)*

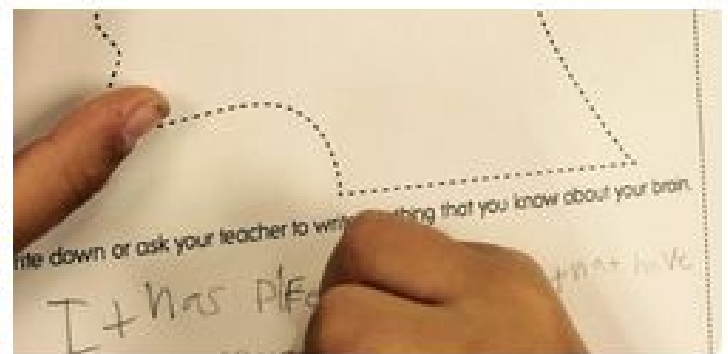
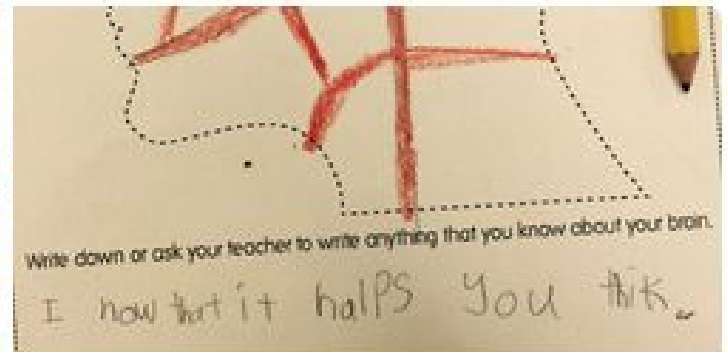
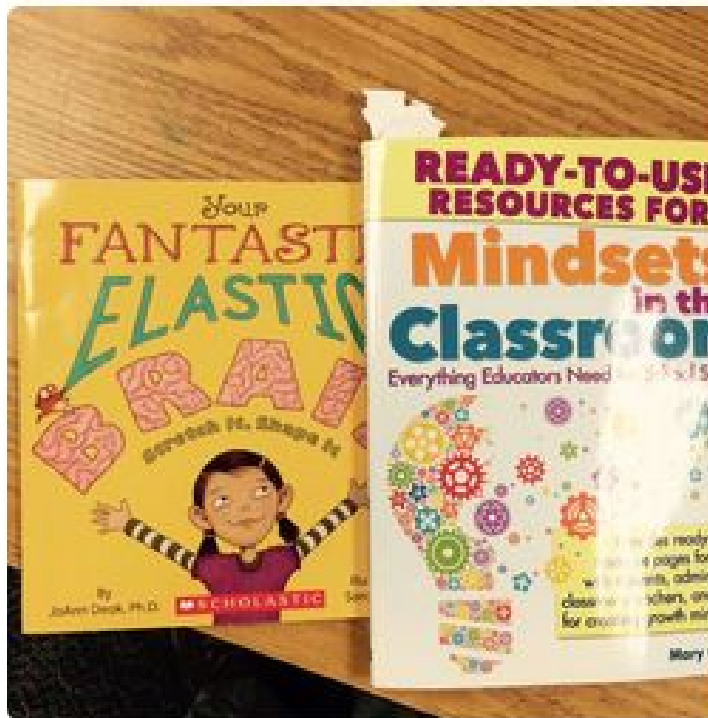
Modeling for teachers

Curriculum for Advanced Learners: Jacob's Ladder & Levels of Questioning



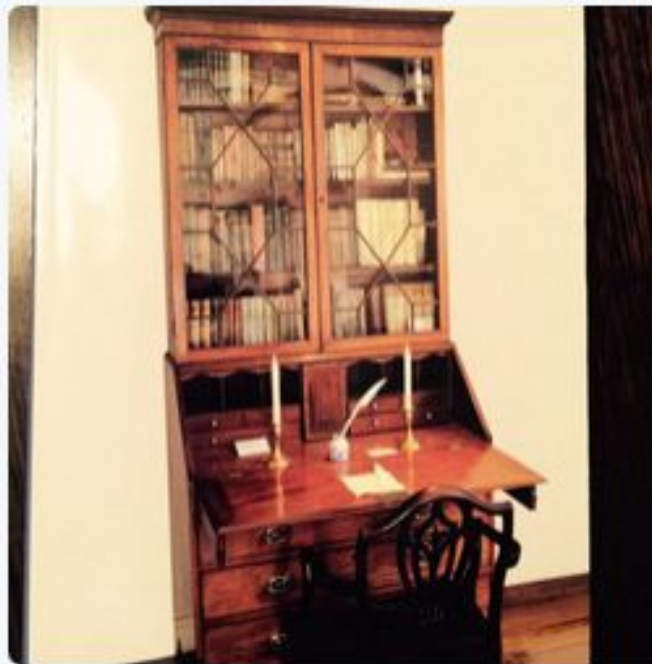
Planning with Teachers

Collaborative Book Studies: *Mindset in the Classroom*



Supporting the Goals of Teachers

Planning for Vocabulary Development Aligned with LA Standards



C

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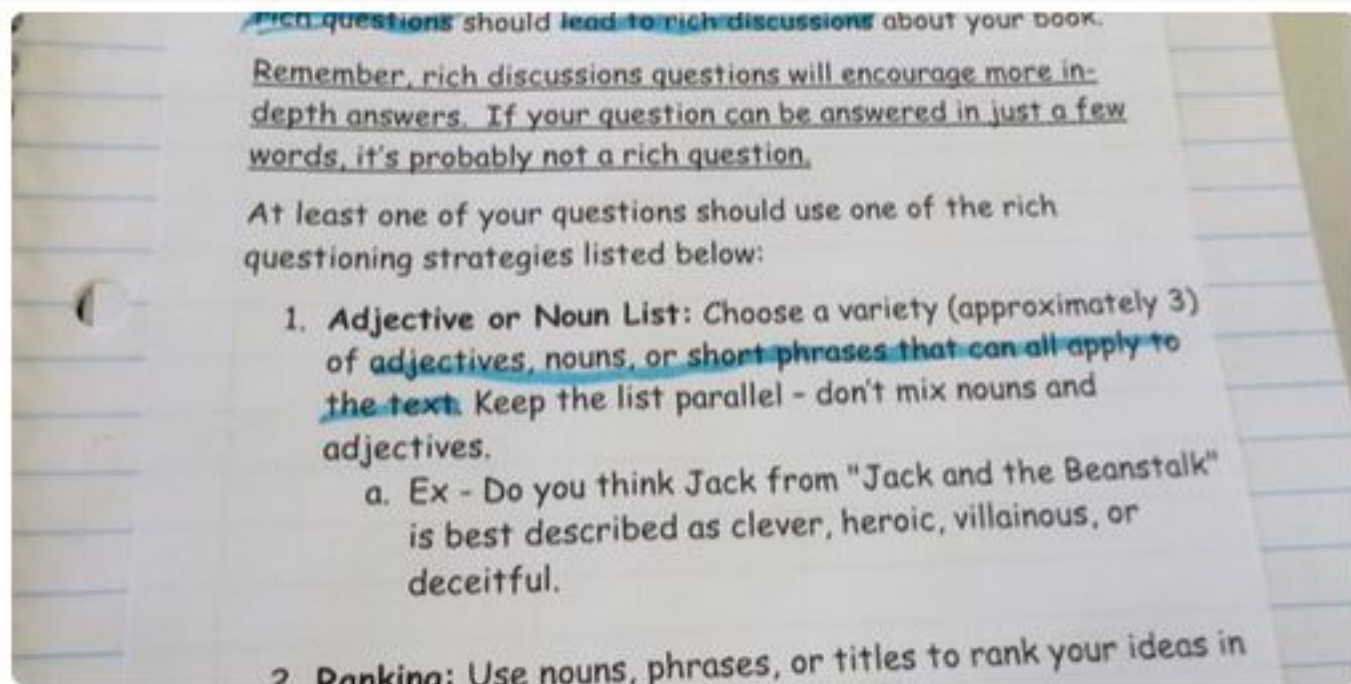
Among the most classic of the classic words, the modern English noun *countenance* comes through Middle English and Old French from the Latin verb *continere*, to hold. The *countenance* is the face, and especially the human contents of the face. In a person's *countenance* we may see sadness, anger, love, or doubt. We see the person, not just the physiognomy or facial physiology.

The noun *countenance* has been used by Toni Morrison and Eudora Welty, by George Orwell and F. Scott Fitzgerald, by Joseph Heller and Harper Lee, and by toad-maker Kenneth Grahame. Robert Louis Stevenson used it. Harriet Beecher Stowe used it. Swift, Defoe, Milton, and Shakespeare used it. We find *countenance* in *Ethan Frome*, in *Peter Pan*, in *Lord Jim*, and in *The Mayor of Casterbridge*. We find it in Ralph Ellison's *Invisible Man* and in Mary Shelley's *Frankenstein*. We find it in *Jane Eyre*. And in *Ivanhoe*. And in *Walden*. *Countenance* appears in seemingly every book of note in English and American literature for four hundred years.

Countenance is ubiquitous, and it is ubiquitous because it is our best word for the visible self, the individuality that shows in our faces. It is a word of high humanity, and upon

Collaborative Teaching

Advanced Content and Process: Fishbowl Discussion



Classroom Support (Grades 6-8)

- Collaborate with grade-level teams to plan and/or implement advanced content
 - Socratic seminar
- Utilize collaborative teaching methods to provide support for differentiating instruction
 - Experimental design
- Working with teachers to find and nurture underrepresented populations
 - Working with Minority Achievement Coordinator
 - Focus on 2 X10

Ongoing Communication (RTGs to add)

- Parent information nights/Morning Coffees?
- Collaborative effort between cluster teachers and RTGs
 - Ongoing communication in the form of _____
 - Share how your school shares information with parents so they will have ongoing information about how their child is receiving daily differentiation in their classes
- Conference Days Can join cluster teacher for meetings
- Other Meetings based on requests

Getting Connected: APS Gifted Services



APS Gifted Services Website
www.apsva.us/giftedservices

Sign up for 

@APSGifted

@PearsonLearn

Contact Information

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Gifted Services Advisory Committee (GSAC)

Arlington Public School's Parent Advocacy Group

- Part of Advisory Council of Instruction

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

- Monthly meetings (Mondays: 6:15 – 8:15 PM)

If interested in serving on this committee, please contact Beth Dowd, beth.dowd@gmail.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>

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Questions

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