

The background is a rich, dark red color. It is decorated with various autumn-themed elements: several leaves in shades of yellow, orange, and red, some with green still visible; a cluster of small red berries; and a few acorns. The text is centered in the middle of the image.

# Gifted Services Information Night

*Arlington Traditional School*  
November 19, 2021

# Agenda

- Introduction
- Collaborative Cluster Model
- RTG Role & Responsibilities
- Gifted Identification
- Gifted Services Implementation
- Parent Resources





# Hello!

**I am Caitlin Franz, RTG**  
Resource Teacher for the Gifted

[caitlin.franz@apsva.us](mailto:caitlin.franz@apsva.us)

[@caitfranz](#)

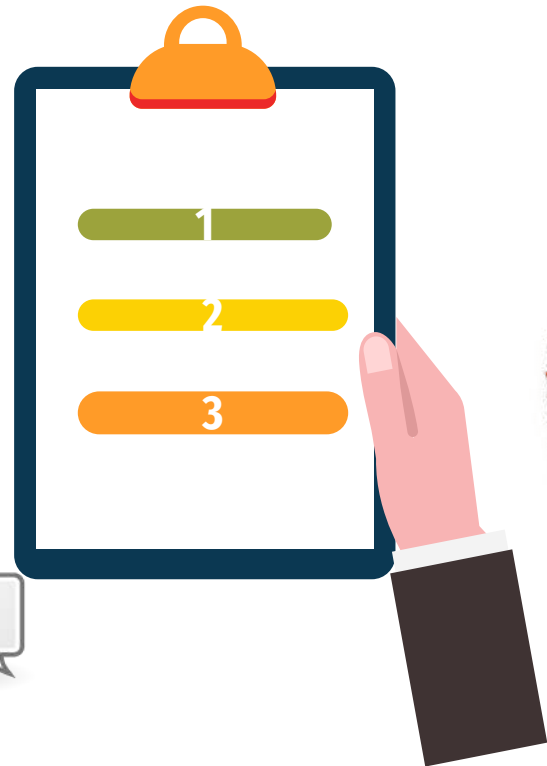


# Have a question?

Submit the Google Form:

<https://forms.gle/Z25vSjWkGK8wG78n9>

Or type your question in the chat.



The background is a dark brown color, framed by a decorative border of autumn-themed elements. The border includes various types of leaves in shades of yellow, orange, red, and brown, as well as clusters of small red berries, several acorns, and a pinecone. A large white rectangular area is centered on the page, containing the main text.

# 1. Collaborative Teaching Model

A decorative border of autumn leaves and acorns surrounds the central text. The leaves are in various colors including yellow, orange, red, and brown. There are also several acorns scattered throughout the border.

# **Collaborative Cluster Model**

What does Gifted Services in  
Arlington Public School mean?

A decorative border of autumn leaves and acorns surrounds the central text. The leaves are in various colors including yellow, orange, red, and brown. There are several acorns scattered throughout the border.

# Collaborative Cluster Model

- In the general education classroom setting students who are identified as gifted are grouped in **clusters** in their identified area (minimum of 5 – 8) for daily differentiation
- **Cluster teachers are responsible for planning and delivering** comprehensive services for gifted learners and have ongoing coaching and support from the resource teacher for the gifted (RTG) Ms.Franz

# 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

**RTG's and specialists** can support the classroom teacher

- in assessing gifted learner differences
- making adjustments to the curriculum
- and implementing advanced curriculum and strategies

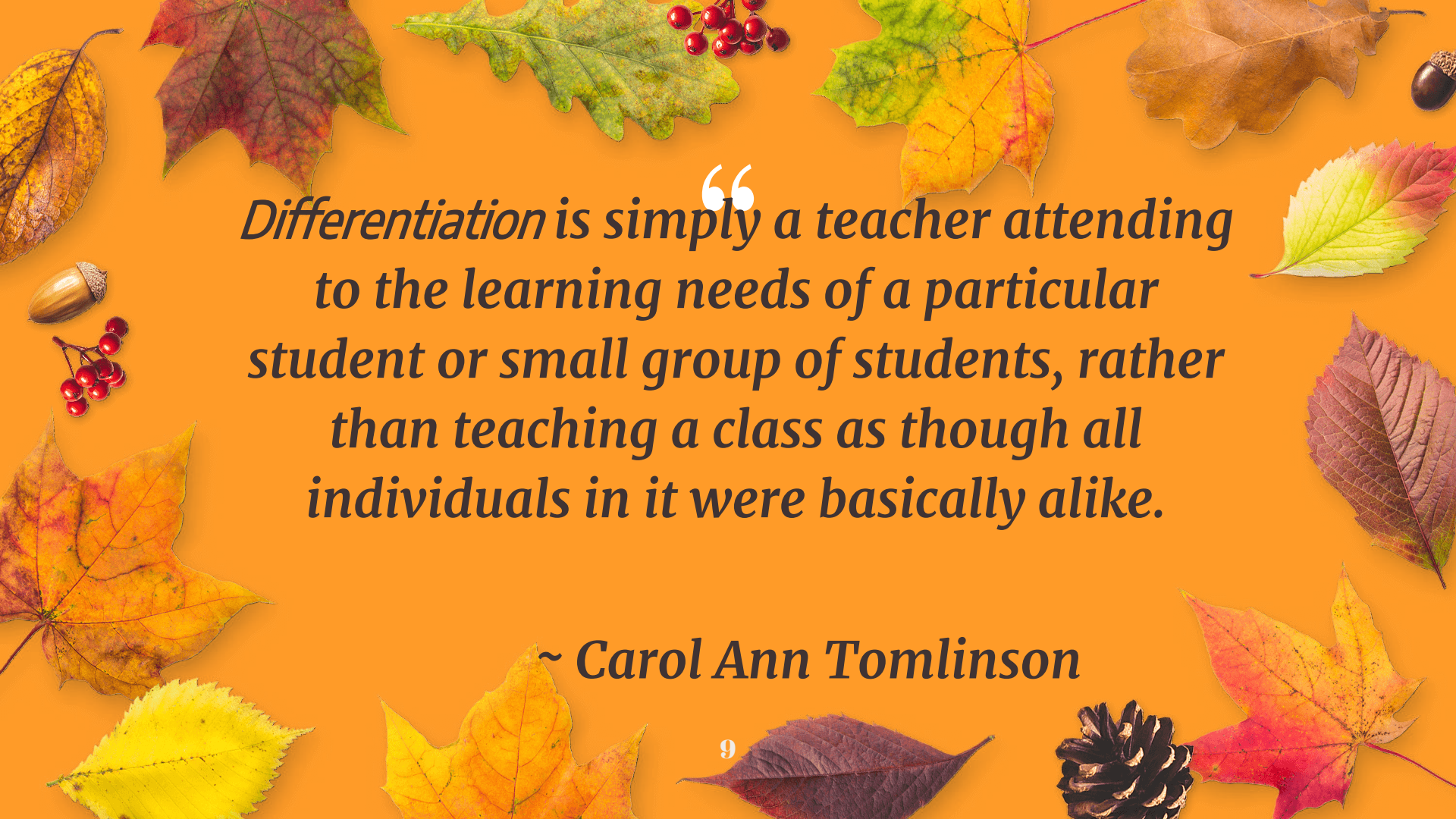


NATIONAL ASSOCIATION FOR  
**Gifted Children**

Supporting the needs of high potential learners

<https://www.apsva.us/wp-content/uploads/2015/04/2017-2022-Gifted-Services-Local-Plan.pdf>

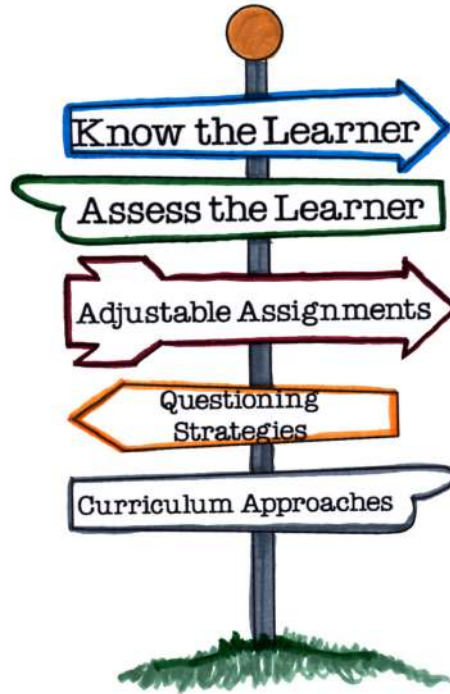




*Differentiation is simply a teacher attending to the learning needs of a particular student or small group of students, rather than teaching a class as though all individuals in it were basically alike.*

*~ Carol Ann Tomlinson*

# What is Differentiation?



1

# 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

2

# 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

3

# 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

4

# 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



Teachers can differentiate

Content

Process

Product

according to the student's

Readiness

Interests

Learning Profile

to increase

Growth

Motivation

Efficiency

# Differentiation Encompasses...

## Whole Group

Whole Class instruction with differentiated tasks

## Small Group

Targeted, differentiated instruction

## Individual

Self-paced application, extension of learning



## Problem or Project-based Learning

Students engage in longer projects as individuals or teams

## Self-paced

## Learning Paths

Students follow playlists designed for their individual needs

## Student generated

Genius Hour Projects of self-determined learning around interests and passions

The image features a central white rectangular area containing text, surrounded by a decorative border of autumn-themed elements. The border includes various types of leaves in shades of yellow, orange, red, and brown, as well as clusters of small red berries and several acorns. The background behind the border is a solid dark brown color.

2.

# Resource Teacher of the Gifted (RTG) Role

# What is my role as the Resource Teacher for the Gifted?

1

## Teacher

Specialize in gifted pedagogy, adult education and special education

## Coach

Provide professional development and coaching to ATS teachers

2

3

## Resource

Provide rich gifted resources & demo lessons for staff & students

## Small Group Facilitator

Provide small group instruction as part of planned, targeted differentiated instruction with teacher

4

5

## Administrator

Oversee gifted programming and Fed & State documentation

## Parent Liaison

Maintain communication and reporting

6



A decorative border of autumn leaves and acorns surrounds the central text. The leaves are in various colors including yellow, orange, red, and brown, and are scattered around the edges of the slide. There are also several acorns and small red berries interspersed among the leaves.

# Gifted Services: RTG Role

- **Collaborate with special education case carriers and teachers to provide planning and support for twice exceptional (2e) learners**
- **Collaborate with English Language Learner teachers to support students who are advanced/gifted and need extension activities**



# ATS Teachers are “Talent Scouts” not “Deficit Detectives” for Historically Underserved Populations

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



The background is a dark brown color, decorated with various autumn-themed elements. There are several colorful leaves in shades of yellow, orange, red, and green scattered around the edges. A small cluster of red berries is visible in the upper left and lower left. A single acorn is located in the upper right and lower left. A pinecone is positioned in the lower right. The central text is set against a white rectangular background.

# 3. Gifted Identification Process

# CHARACTERISTICS OF GIFTED LEARNERS

## Students who demonstrate Exceptional...

### Ability to Learn

Learns quickly and effortlessly

### Application of Knowledge

Able to apply knowledge in multiple and complex contexts

**Analytic, Creative, Productive  
Thinking**



### Motivation to Succeed

High, unequalled motivation to succeed with resilience and determination.

### Academic Areas

Math, English, Science, Social Studies

### Visual and Performing Arts

Art, Music & Drama  
Grades 3 -12

# Gifted Referral Process

## Screening

NNAT (Grade 1)  
& CogAT  
(Grades 2 & 3-5  
new to APS)  
**November /  
December 2021**

## Referral

Parents/Teachers  
refer students for  
gifted services

## Differentiation

Teachers work  
with RTG and  
teams to  
differentiate  
instruction

## Portfolio

Evidence of  
performance is  
kept in digital  
and hard copy  
portfolios

## Committee

School-based  
Eligibility  
Committee meets  
to review data and  
portfolios

## Identification

Gifted  
Identifications are  
confirmed and  
families notified

1

2

3

4

5

6

# School-based Identification Committee Considers...



## Nationally Normed Universal Screeners

**CogAT, NNAT, K-BIT**

## School-based Achievement Data

**SOLs, APS and teacher created assessments and evaluations**

## Gifted Behavior Commentary

**Teacher observation, parent information form, specialists input**

## Demonstrated Performance

**Portfolios of student work**

# Gifted Behaviors Commentary (GBC)

## Exceptional ability to learn

- Is highly reflective and/or sensitive to his/her 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 for 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



# Identification Reminder

- **Your child's needs will be met without identification.**
- **Identifying students in elementary school helps us cluster group students during placement, but throughout year we use data to group students and extend for any child that shows they need to go deeper into content.**



# Assessments

<b>Assessment Date</b>	<b>Grades</b>
November 1st-12th	3rd-5th Grades without an Ability Score
November 29th- December 10th	2nd Grade Ability Assessment
November 29th- December 10th	1st Grade NonVerbal Assessment



The image features a central white rectangular area containing text, surrounded by a decorative border of autumn-themed elements. The border includes various leaves in shades of yellow, orange, red, and brown, along with clusters of red berries and several acorns. The background behind the border is a solid dark brown color.

# 4. Gifted Services



# Gifted Services Implementation

- **APS Critical & Creative Framework**
- **Curriculum Resources** being used by classroom teachers in small groups, across entire grade levels

The background of the slide is a collage of autumn-themed elements. It features several large, colorful leaves in shades of yellow, orange, red, and brown, scattered across the top and sides. There are also several acorns and small clusters of red berries, possibly holly, interspersed among the leaves. The overall aesthetic is warm and seasonal.

# Critical and Creative Framework Resource

- Ms. Franz, (RTG) also supports and coaches all teachers as they increase rigor and infuse critical and creative thinking for all learners through the **APS Critical and Creative Thinking Framework**
- Works with teachers to develop digital portfolios to **show growth over time** and beyond standards, highlight talent development and support ongoing communication of progress to parents



**Arlington Public Schools**  
**K-12 Critical and Creative Thinking Strategies**

**Big Ideas**

- \*Overarching Concepts – Change, Patterns, Systems, Perspectives, Cause/Effect, Cycles
- \*Taba Concept Development

**Critical Thinking Teaching Models**

- \*Fruyer Model
- \*Future Problem Solving
- \*Hamburger Model of Persuasive Writing
- \*Jacob's Ladder
- \*Literature Web
- \*Paul's Elements of Reasoning
- \*Research Model
- \*Vocabulary Web

**Creative Thinking**

- \*Creative Problem Solving (CPS)
- \*FFOE (Fluency, Flexibility, Originality, Elaboration)
- \*SCAMPER

**Decisions and Outcomes**

- \*Habits of Mind
- \*PMI
- \*Problem Based Learning
- \*Project Based Learning



### **Making Connections**

- \*Analogies
- \*Mind-Mapping
- \*Synectics
- \*Visualization

### **Point of View (Different Perspectives)**

- \*Debates
- \*deBono's Hats
- \*RAFT
- \*Socratic Seminar/Junior Great Books
- \*Structured Academic Controversy

### **Questioning**

- \*Revised Bloom's Taxonomy, Depth of Knowledge, Depth and Complexity
- \*Question Formulation Technique (QFT)
- \*SEM-R Questions

# Curriculum Resources

- **Curricular resources** written for gifted learners offer a variety of ways to extend standards for gifted learners and for any student who is ready for additional depth and complexity

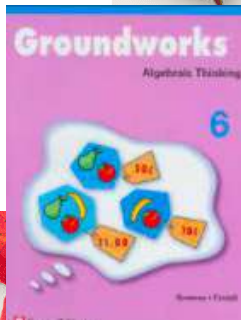
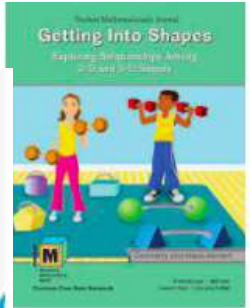
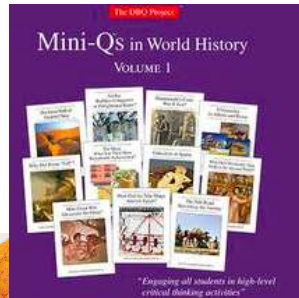
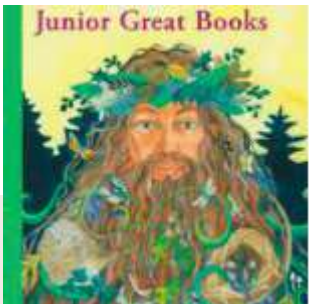
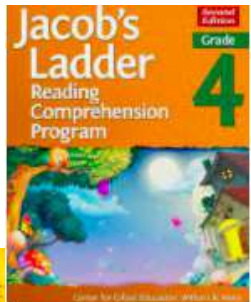
**Nonfiction**

Would this book be a good choice to include in a time capsule? Why or why not?

What information does the book provide on the author's background? What evidence of the author's expertise on the topic did you find in this information? What evidence did you find in the text itself?

If more than one author wrote the book, why do you think their collaboration might have been important?

What is one big question you still have after reading the book? What steps might you take to find answers?



# Advanced-Content Resources

- *William and Mary Literature Units*
- *Junior Great Books/Socratic Seminar*
- *Jacob's Ladder Reading Comprehension Program*
- *Schoolwide Enrichment Model-Reading (SEM-R) Framework*
- *Project M2, M3 and Project A3 Math Curriculum*
- *Best of the Continental Math League*
- *APS Grade 5/6 Math Curriculum*
- *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*



Student Instructions

**CML: Multiplication Focus**

CML stands for Continental Math League. Once a month we will participate in a national CML challenge. In order to practice and get ready for our CML challenges, you can practice some old questions!

1. Today you will **SHOW YOUR WORK** by answering each CML.
2. Take your time and again, show your work when solving!
3. Good luck answering the 5 CML questions on multiplication.

Compatible with: Chromebook phones, Kindle Fire



Students will edit this template



CML: 3rd Grade

1/6

Multiplication Focus



Welcome Back	Welcome to CML
<p>51) Look at the figure below and name: 2 perpendicular line segments and 2 intersecting rays.</p>	<p>51) Hank and Joe each want to buy a trampoline. Hank still needs \$84 to buy the ball and Joe still needs \$1,12 to buy the ball. If they combine their money, they still do not have enough to buy the ball. What is the <u>most</u> the ball could cost?</p>
<p>52) Complete the equations:  <math>7 \times \underline{\hspace{1cm}} = 35 + 7</math>  <math>12 \times 9 = 48 + \underline{\hspace{1cm}}</math>  <math>56 - 11 = \underline{\hspace{1cm}} \times 9</math></p>	<p>52) Pick a number. Add 12. Multiply the answer by 3. Subtract 36 from the answer. Divide this number by 6. Multiply this answer by 2. The final answer is:                      a) One-half the number you picked.                      b) Equal to the number you picked.                      c) Twice the number you picked.                      d) Three times the number you picked.</p>



Published Edit

Pre-Reading & Initiate  
Caitlin Franz Oct 7 at 2:38pm

All Sections

Pick **ONE** question to answer and respond to.  
Respond to other responses after you reply.

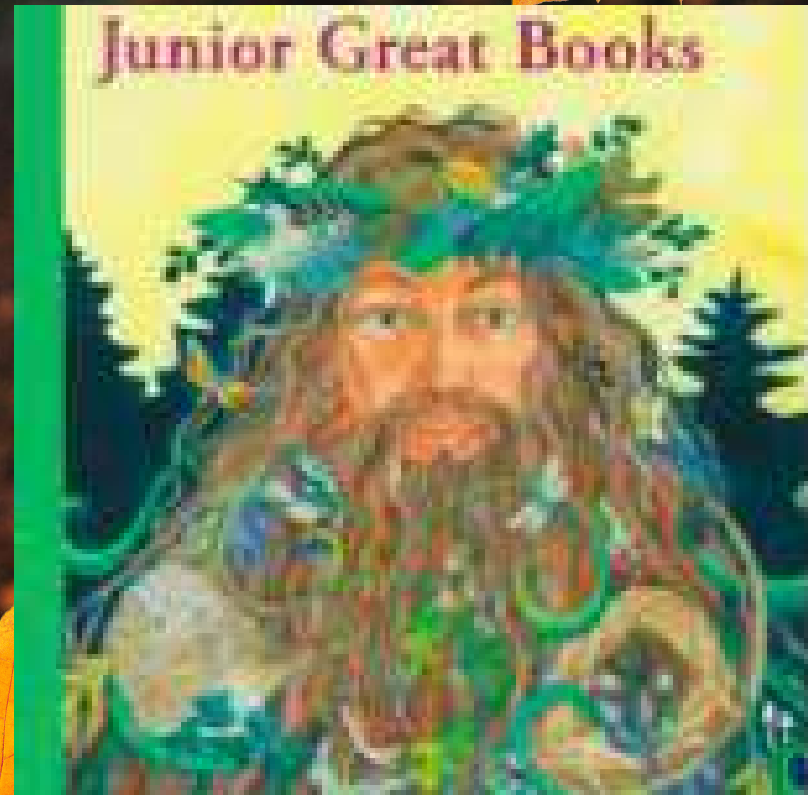
- If you were choosing people for a team, would you pick the best player or your best friend to avoid hurting his/her feelings? Why?
- Would you back down from an argument if it meant that you would keep the peace? Why?

Search entries or author Unread @ [Share] [Reply] [More]

Subscribed

Junior Great Books: Raymond's Run

- Pre-Reading & Initiate
- Literary Elements
- Reading: Raymond's Run.pdf
- Robust Vocabulary  
0 pts
- Shared Inquiry
- Extra Resources: Raymond's Run Document
- Raymond's Run Quiz  
4 pts



### Investigate Hundreds Chart Discoveries!

Highlight all the **Multiples of 3** on the hundreds chart. Tap a number again to remove the highlighting. What patterns do you notice?

**I notice...  
that the multiples  
of three go  
each row  
down adds  
9.**

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



**How Big is Big 1.2**  
Caitlin Franz  
Nov 9, 2020 - 2MB

Unsaved

## Miles and Miles

If you could travel anywhere, where would you go?

Think of 3 places you would choose to visit.

Use the distance calculator (linked on the next slide). Enter your starting location, your destination, and click find.

Write down the number of miles (NOT km) between the two locations.



Multiples of 3 on the hundreds chart. Tap a number again to remove the highlighting. What do you notice?

**I notice...**

1	Assign...	6			
11		16			
21	22	23	24	25	26
31	32	33	34	35	36
41	42	43	44	45	46
51	52	53	54	55	56
61	62	63	64	65	66
71	72	73	74	75	76
81	82	83	84	85	86



Ms. Franz

## M3: Hundred's Chart Discoveries



nearpod



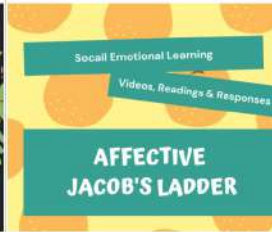
**How Big is Big?Understa...**  
Caitlin Franz  
Oct 12, 2020 - 15MB

*How Big is Big?  
M3 Understanding and Using Large Numbers  
Lesson 1 Really Big Numbers, part 1*



### Gifted Curriculum Resources and Framework

- Home  
Front Page
- Announcements
- Modules
- Nearpod
- Flipgrid
- APS Library Resources
- Welnet
- MackinVia
- Settings



Gifted Resources - Ms Franz

Back

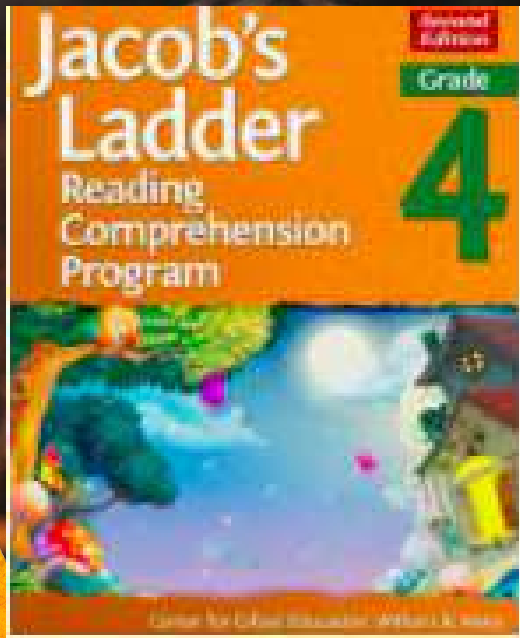
Jacob's Ladder-2  
Staff Gifted Resources - Ms Franz

### Self-Paced Modules - Each Cube Below is a Lesson

- PERSEVERANCE** (Cover: YOU CAN AND YOU WILL)
- Taking Risks** (Cover: YOU CAN AND YOU WILL)
- identifying challenges and finding strategies for success
- THE METRIC SYSTEM VS THE US CUSTOMARY SYSTEM** (Cover: METRIC VS US)
- The Exploration Space** (Cover: THE METRIC SYSTEM VS THE US CUSTOMARY SYSTEM)
- THE FRINGE BENEFITS OF FAILURE AND THE IMPORTANCE OF IMAGINATION
- SINKING SUNSET** (Cover: LOOKER BY VIEWER)
- 9/11 ADDRESS TO THE NATION

← Previous      Next →

Dashboard    Calendar    My Docs    Notifications    Inbox



### Jacob's Ladder: Tap Dancer

Watch Ms.Franz's video to listen to the passage "Tap Dancer"

- 1.Listen to the Tap Dancer on page 3 and answer the prediction question on-page. Make sure you support your answer with evidence from the text. Click on the draft to save your work.
2. Next, go to page 3 and answer Step 1 on page 5. Click on the Draft to save your work.
3. Re-listen to the Tap Dancer on page 3 and answer Step 2 on page 6. Click on the Draft to save your work.
4. Then, answer Step 3 on page 7. Click on Draft to save your work.
5. Last, answer the reflection question on page 8. Click on Submit to send me your completed work.

1 Response, 9 Waiting for Approval, 12 Drafts, 14 Not Responded    [Add Response](#)

November 18 Early Finisher SEM-R

Suggest a plot for a fictional story in which this information from either **THE SUN**, or **HIKING THE APPALACHIAN TRAIL** plays an important role.

Remember your **PLOT CHART** to help you craft a plot to your story.

### Jacob's Ladder: The Tap Dancer (C)

Step 1: What character traits does the horse possess? What do you admire about him?

**The horse likes dancing as his trait.**  
**The horse is hard working.**  
**The horse keeps on trying.**  
**I admire that the horse never gives up and belives in his own dreams.**

**Arlington Public Schools  
K-12 Critical and Creative Thinking Strategies**

**Big Ideas**

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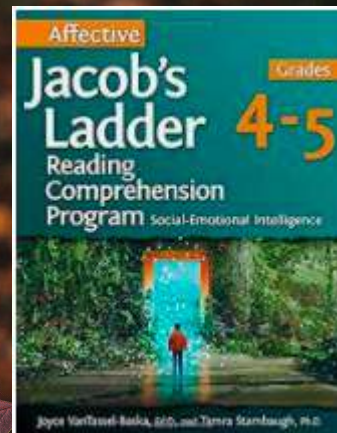
**Point of View (Different Perspectives)**

- \*Debates
- \*deBono's Hats
- \*RAFT
- \*Socratic Seminar/Junior Great Books
- \*Structured Academic Controversy

**Questioning**

- \*Revised Bloom's Taxonomy, Depth of Knowledge, Depth and Complexity
- \*Question Formulation Technique (QFT)
- \*SEM-R Questions

 <p><b>1. Persisting</b> Stick to it! Persevering in task through to completion, remaining focused. Looking for ways to reach your goal when stuck. Not giving up.</p>	 <p><b>2. Managing impulsivity</b> Take your time! Thinking before acting; remaining calm, thoughtful and deliberate.</p>	 <p><b>3. Listening with understanding and empathy</b> Understand others! Devoting mental energy to another person's thoughts and ideas. Make an effort to perceive another's point of view and emotions.</p>	 <p><b>4. Thinking flexibly</b> Look at it another way! Being able to change perspectives, generate alternatives, consider options.</p>
 <p><b>5. Thinking about your thinking (Metacognition)</b> Know your knowledge! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p>	 <p><b>6. Striving for accuracy</b> Check it again! Always doing your best. Setting high standards. Checking and finding ways to improve constantly.</p>	 <p><b>7. Questioning and problem posing</b> How do you know? Having a questioning attitude; knowing what data are needed &amp; developing questioning strategies to produce those data. Finding problems to solve.</p>	 <p><b>8. Applying past knowledge to new situations</b> Use what you learn! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>
 <p><b>9. Thinking &amp; communicating with clarity and precision</b> Be clear! Strive for accurate communication in both written and oral form; avoiding over-generalizations, distortions, distortions and exaggerations.</p>	 <p><b>10. Gather data through all senses</b> Use your natural pathways! Pay attention to the world around you. Gather data through all the senses: taste, touch, smell, hearing and sight.</p>	 <p><b>11. Creating, imagining, and innovating</b> Try a different way! Generating new and novel ideas, fluently, originally.</p>	 <p><b>12. Responding with wonderment and awe</b> How fun is going it out? Finding the world awesome, mysterious and being intrigued with phenomena and beauty.</p>
 <p><b>13. Taking responsible risks</b> Venture out! Being adventurous; being on the edge of one's competence. Try new things constantly.</p>	 <p><b>14. Finding humor</b> Laugh a little! Finding the whimsical, incongruous and unexpected. Being able to laugh at one's self.</p>	 <p><b>15. Thinking interdependently</b> Work together! Being able to work in and learn from others in reciprocal situations. Team work.</p>	 <p><b>16. Remaining open to continuous learning</b> Learn from experiences! Having humility and pride when admitting we don't know; seeking concipacity.</p>



First, watch this video: [Your Mind Is Like This Water](#)

**An analogy is a comparison between two things.**

In the video example, Oogway **COMPARES** Master Shifu's mind to water. He explains that his mind is like agitated (troubled) water, hard to see through; but if you let it settle (calm down) it will be clear.

Next, create your own analogy...but for SUBTRACTION.

[Complete the SUBTRACTION ANALOGY activity HERE](#)

## Analogies: Subtraction

An analogy is a comparison between two things.

Directions: Answer the analogy questions. Then, explain your reasoning in complete sentences.

Is subtraction more like a volcano, a cookie jar, or a roller coaster?  
Or, is it like something else entirely? Why?



Volcano



Cookie Jar



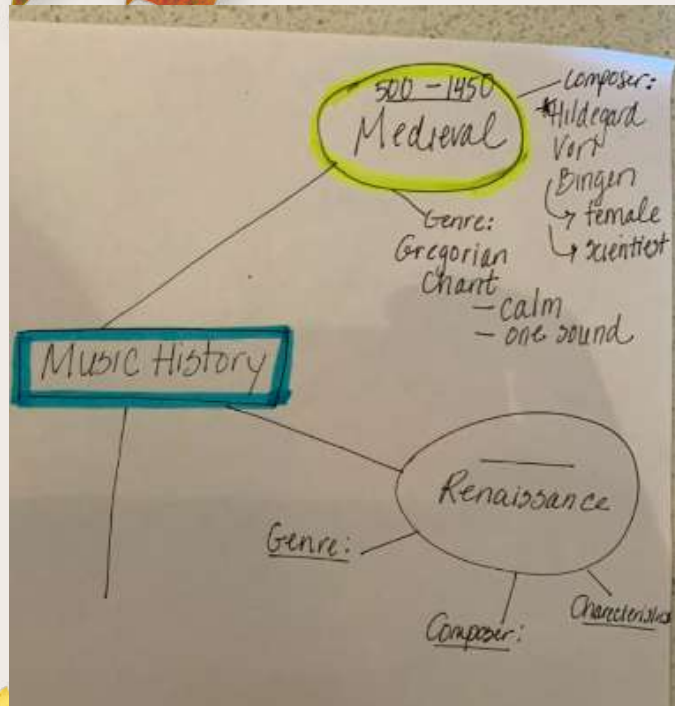
Roller Coaster



You Pick!

Subtraction is like \_\_\_\_\_ because \_\_\_\_\_

# 4th Graders CONNECT Subtraction to Analogies!



# Music uses Mind mapping!

**Develop a  
Growth Mindset**  
*Let's teach our  
children not to fear  
failure.*

**Failure is  
success in  
progress.**

ALBERT EINSTEIN  
EST 2014 | VALOURINE

**I'VE MISSED**

MORE THAN 9000 SHOTS IN MY CAREER.

**I'VE LOST**

ALMOST 300 GAMES. 26 TIMES, I'VE BEEN TRUSTED  
TO TAKE THE GAME WINNING SHOT AND MISSED.

**I'VE FAILED**

OVER AND OVER AND OVER AGAIN.

**THAT IS WHY I SUCCEED.**

KEY PERSON *of* INFLUENCE





# Parent Resources

# Parent Resources

- APS Gifted Website

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

- 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>



# 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 (1st Wednesday: 6:30 – 8:00 PM  
followed by ACI meeting 8:00 - 9:00 PM)

If interested in serving on this committee, please  
contact Dan Corcoran, danjcorcoraniii@gmail.com





# Thank You!

**Any questions?**

You can find me at  
**@caitfranz**

**&**

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