



**Maria deOlazo**

**Resource Teacher for the Gifted**

**Abingdon ES**

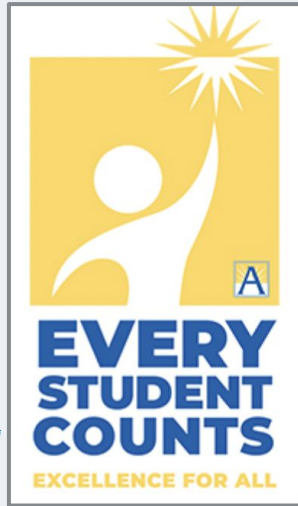
**October 11, 2022**



## Before we begin-

Please jot down any questions you may have during the presentation. You may write them in the chat 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.



# Objectives

- Provide an overview of gifted services at Abingdon
- Explain the role of the Resource Teacher for the Gifted (RTG) coach within a Professional Learning Community (PLC).
- Walk through a Critical and Creative Thinking Strategy that would be modeled with teachers.

# 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/coaches who 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**

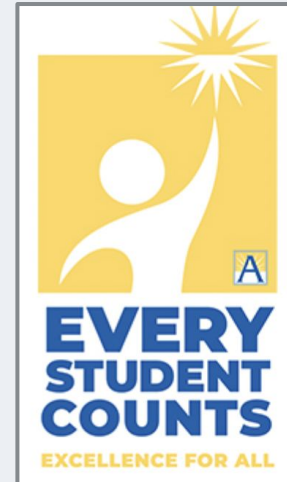
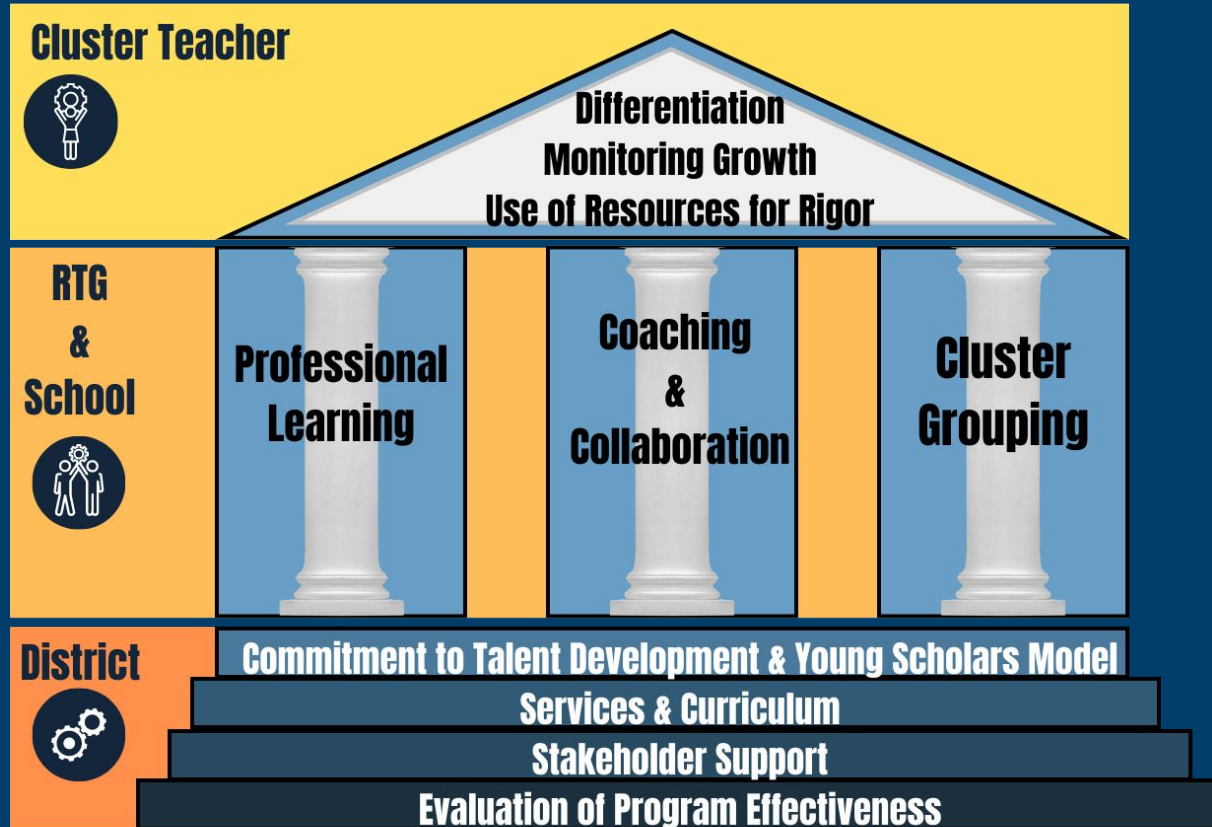
Supporting the needs of high potential learners

# Virginia Gifted Regulations– APS Local Plan 2022 - 2027:

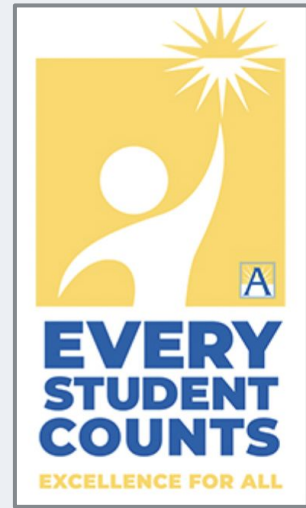
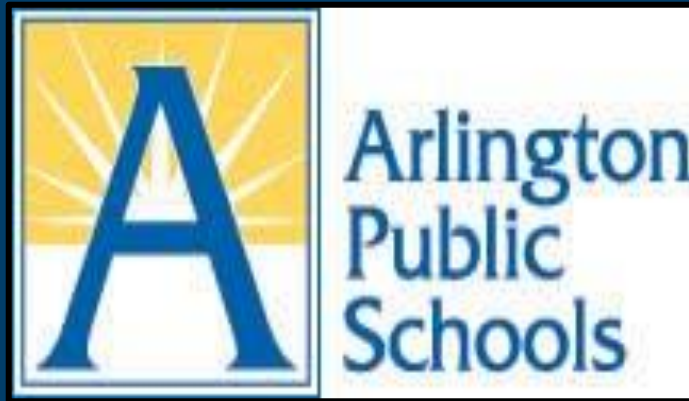
Virginia Department of Education regulations state that each school district must develop a plan to identify and provide services to those students who have learning needs beyond the regular instructional program.

<https://www.apsva.us/wp-content/uploads/2022/07/2022-2027-APS-Gifted-Services-Local-Plan-Final-.pdf>

# 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?**

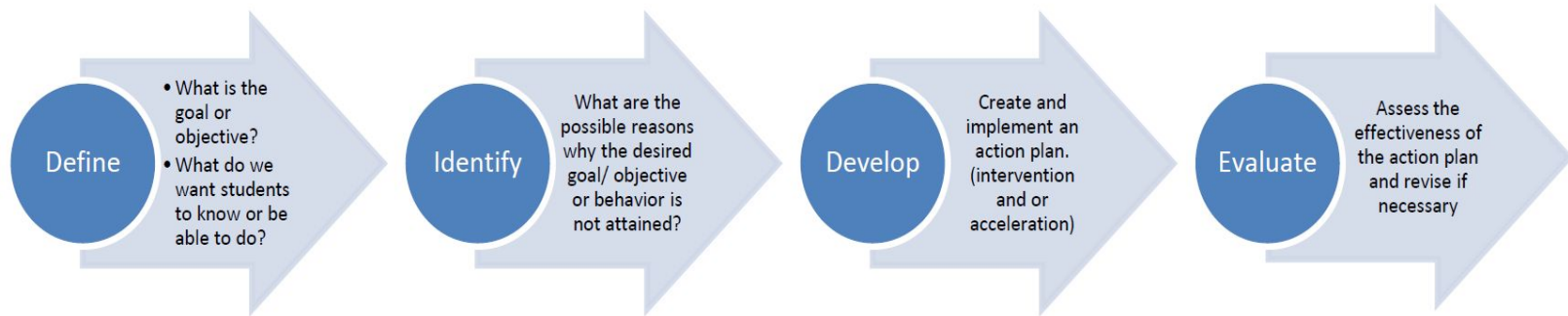
# Arlington Tiered System of Support (ATSS)

Tier 1

Tier 2

Tier 3

Arlington Tiered System of Support works within the PLC framework to help schools build the capacity to address both the **academic** and **behavioral needs** of students. These two frameworks work seamlessly with each other to support the whole child.



# My Roles Within a PLC

- increase cluster teachers' capacity to infuse gifted pedagogy into the general education classroom for daily differentiation
- increase all teachers' capacity to infuse critical and creative thinking strategies to challenge and engage **all learners**

# My Roles Within a PLC

- support cluster teachers in documenting growth of gifted learners beyond standards
- lead teams in their understanding of diverse characteristics of gifted learners
- lead teams in the screening and identification process

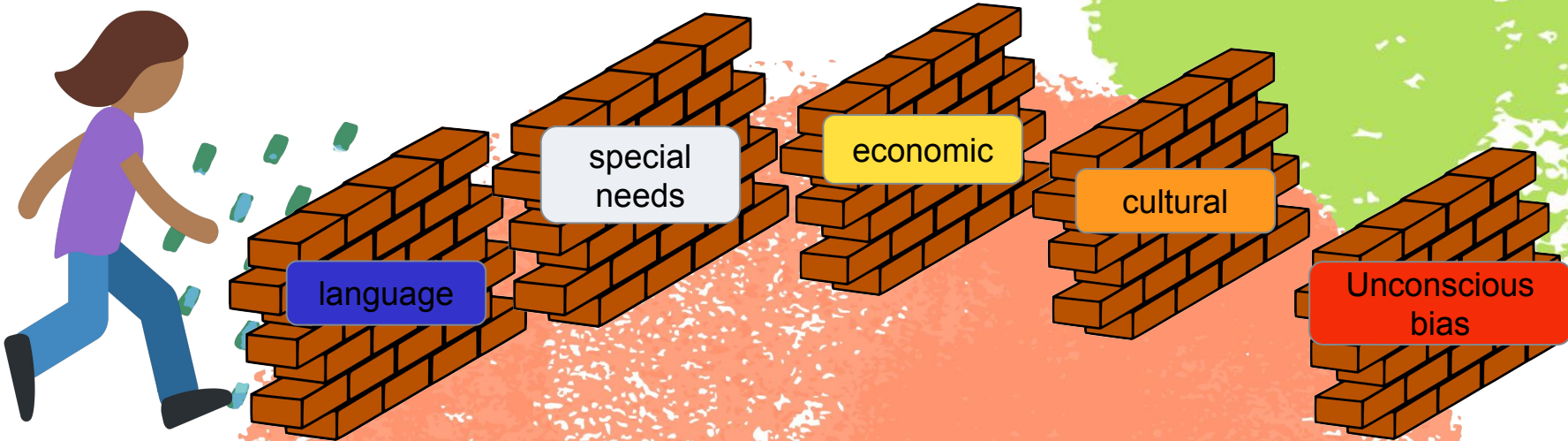


# RTGs as Advocates for Historically Underserved Populations

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

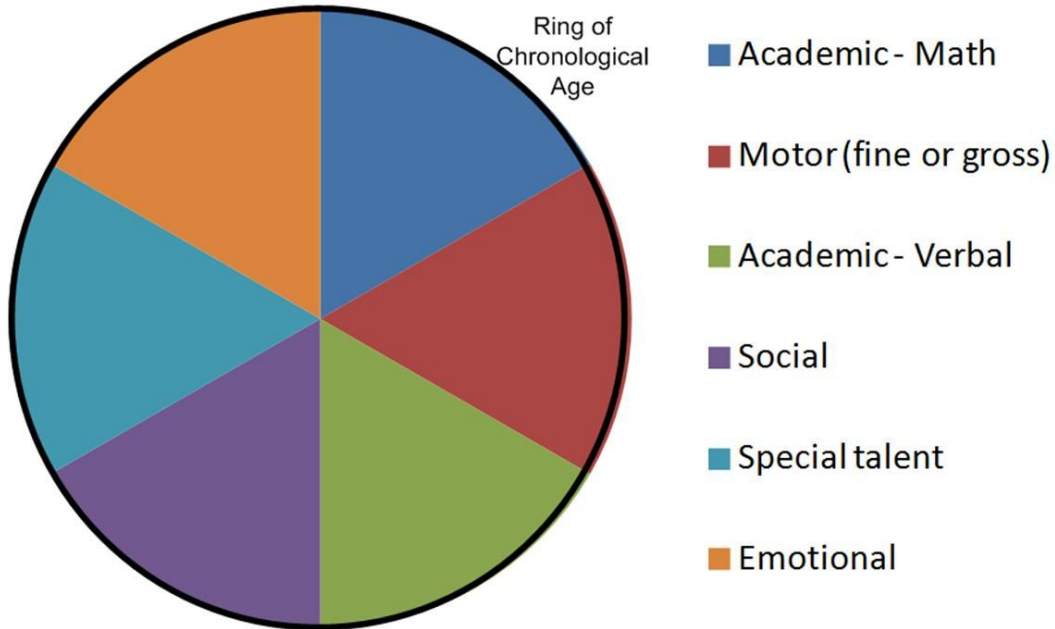
# GOALS:

- **High quality education**
- **Happy, engaged students**
- **Reaching potential**
- **Career ready**



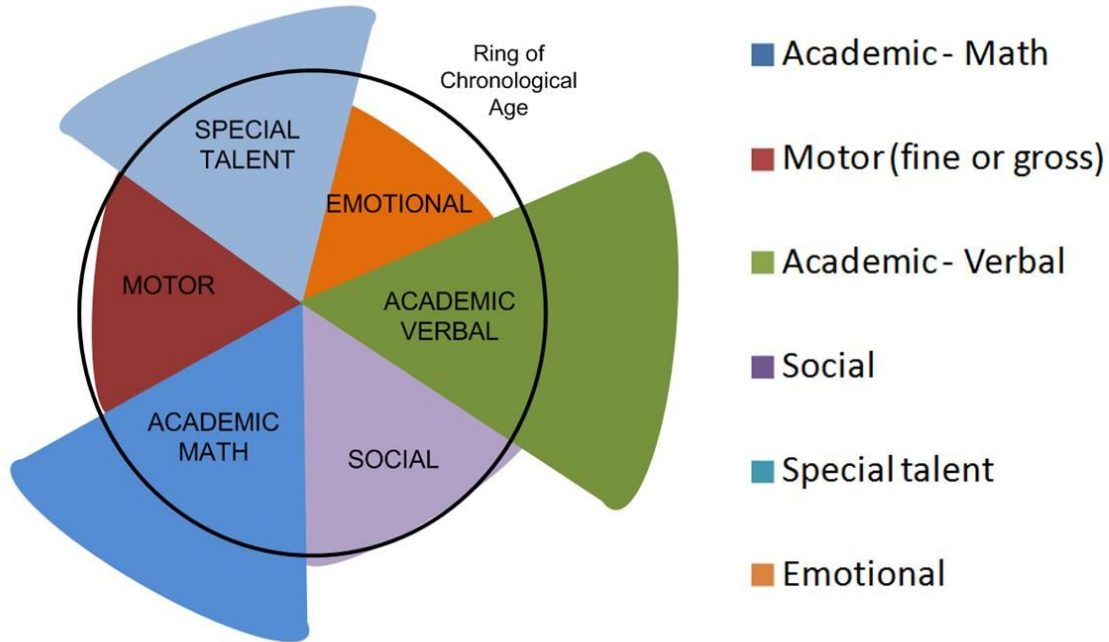
# Typical Development

Areas of Development



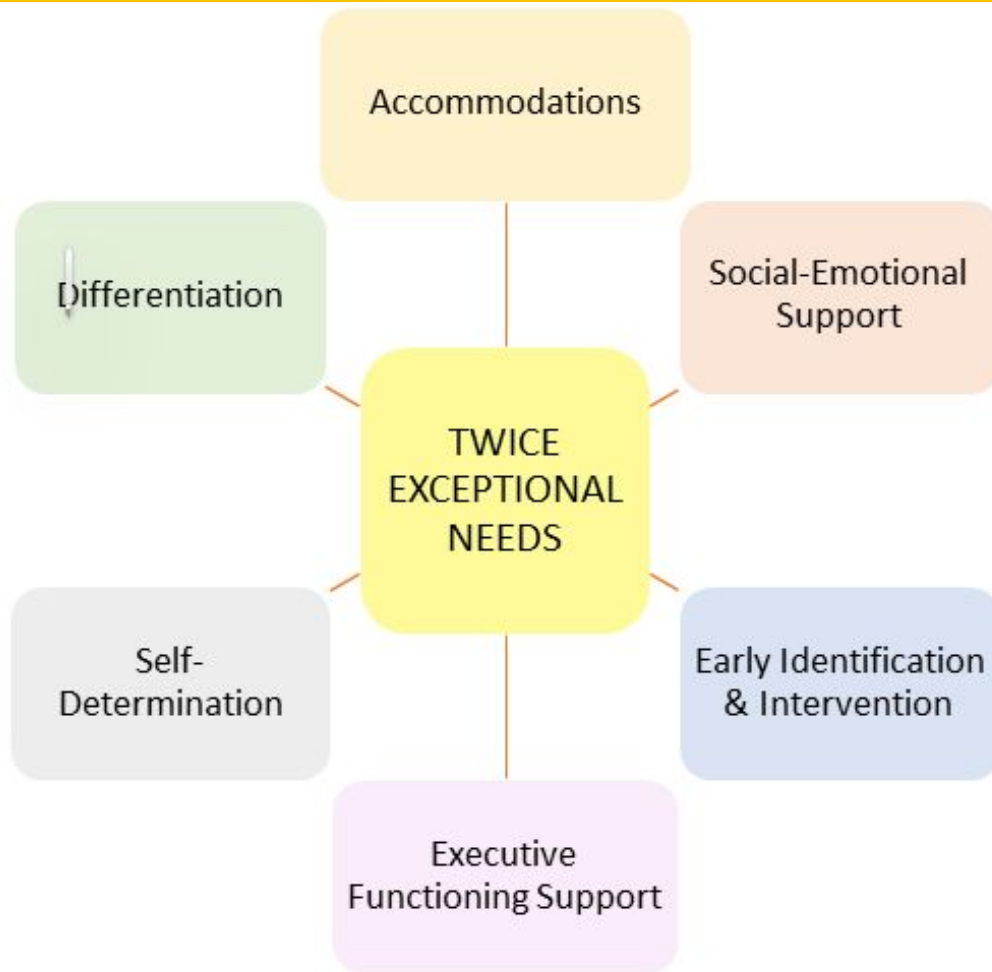
# *Asynchronous* Development

## Areas of Development



# 2e Wrap Around Support





## 2e at Our School

- RTG 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
- RTG, special education and classroom teacher work together to provide both gifted services and special education support to 2e learners

# English Learner Support

- Similar to 2e with wrap around support
- RTG works collaboratively with general education teacher and English Language teacher to support
  - Building Background Knowledge
  - Access to Grade Level Content
- Opportunities for Critical & Creative Thinking

# Part 2:

## Gifted Services in K-5 Classrooms



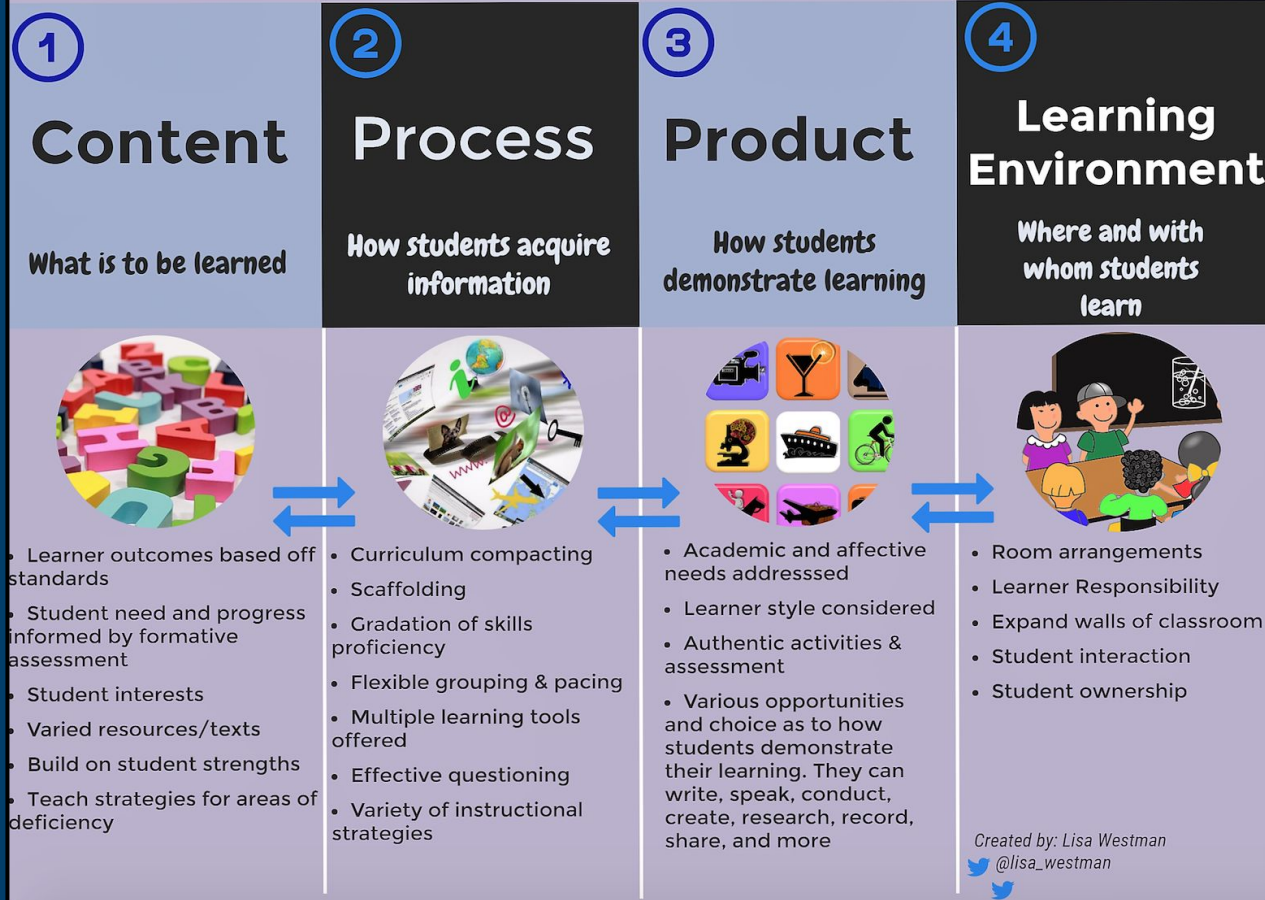
Arlington  
Public  
Schools



# 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 were basically alike."*

Carol Ann Tomlinson



Created by: Lisa Westman  
@lisa\_westman

# 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



Whole Group



Small Group –  
Teacher Led



Small Group –  
Student Led

Quality  
Work



Quality  
Conversations



Independent



Partner Work



Independent



Independent



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
- Syntectics

##### **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

# Critical and Creative Thinking Framework

# Advanced-Content Resources

English Language Arts	Math
<i>William and Mary Literature Units</i> <i>Jacob's Ladder Resources</i> <i>Caesar's English Resources</i> <i>Schoolwide Enrichment Model-Reading (SEM-R) Framework</i> <i>Vanderbilt Interdisciplinary Units</i>	<i>Hands-On Equations</i> <i>Project M<sup>2</sup> and Project M<sup>3</sup></i> <i>Project A<sup>3</sup>: Awesome, Advanced Activities</i> <i>William and Mary Math Units</i>
Science	Social Studies
<i>William and Mary Problem-Based Science Units</i> <i>Project Clarion Science Units</i> <i>Vanderbilt Interdisciplinary Units</i> <i>Project/Problem-based Projects</i> <i>STEM/STEAM Projects</i>	<i>William and Mary Social Studies Units</i> <i>The DBQ Project</i> <i>Primary Source Documents (Library of Congress)</i> <i>Project/Problem-based Projects</i>

# One Main Goal is Teacher Learning



## Thrivers Book Study Group

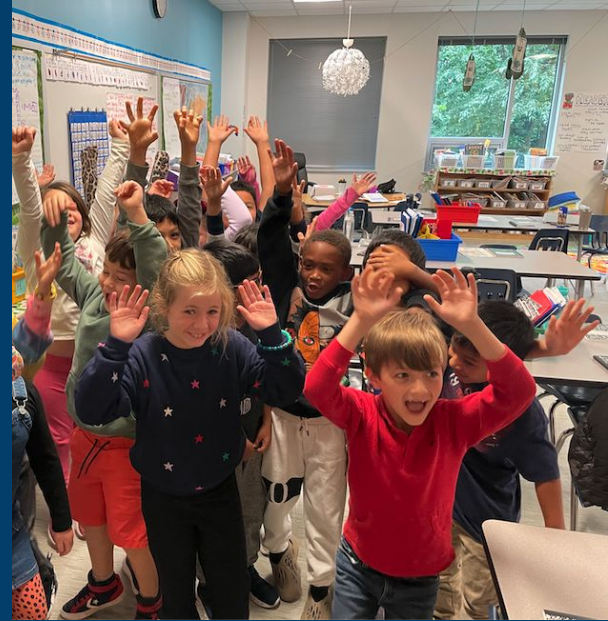
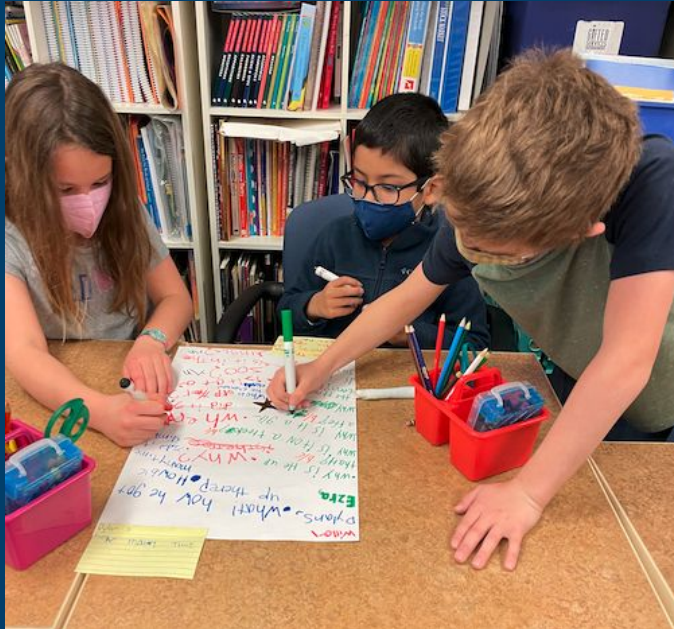


# Classroom Support Grades K-5

- Collaborate weekly with cluster teachers to plan and/or implement advanced content
- Utilize collaborative teaching methods in **cluster classrooms** to infuse curriculum written for gifted learners
- Incorporate CCT strategies and skills to build capacity of teachers to replicate similar lessons in the future
- Provide support for differentiating instruction
- Work with teachers to find and nurture underrepresented populations

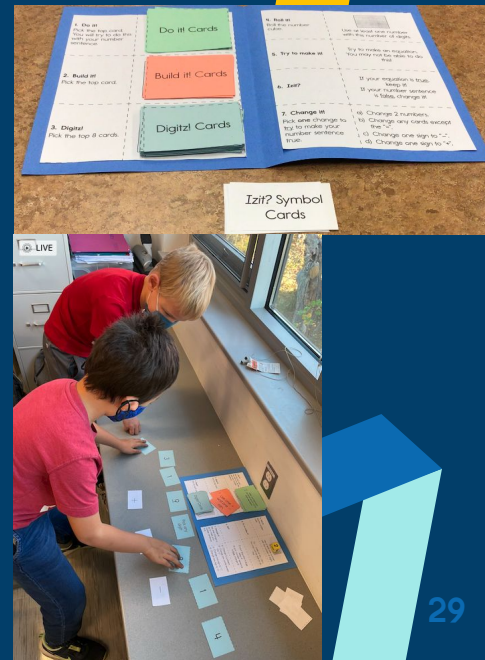
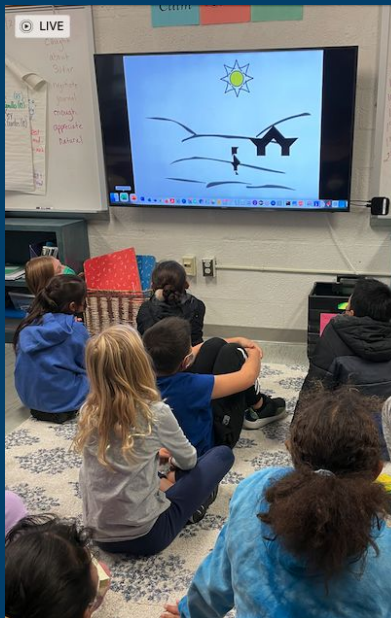
# Modeling for Teachers

Curriculum for Advanced Learners:  
Question, Formulation Technique (QFT), Socratic Seminar, PMI



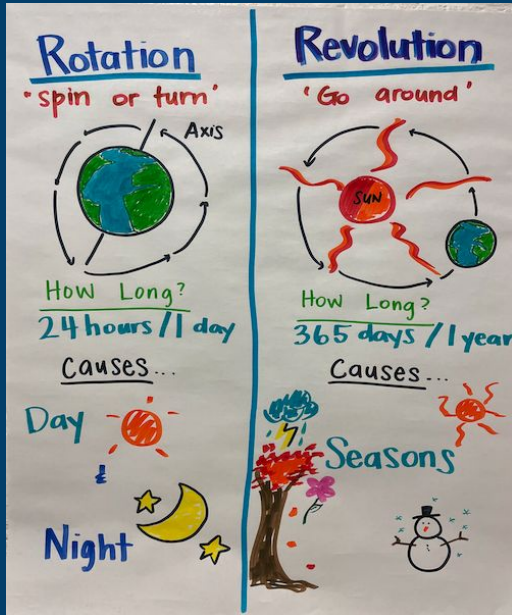
# Modeling for Teachers

## Curriculum for Advanced Learners: Project M2, M3, A3 and PBL's



# Big Ideas and Bloom's Taxonomy

## Concept Rotation vs. Revolution, exploring marbling



### Bloom's Taxonomy Verbs for Critical Thinking

Combining parts to make a new whole

Create

Judging the value of information or ideas

Evaluate

Breaking down information into component parts

Analyze

Applying the facts, rules, concepts, and ideas

Apply

Understanding what the facts mean

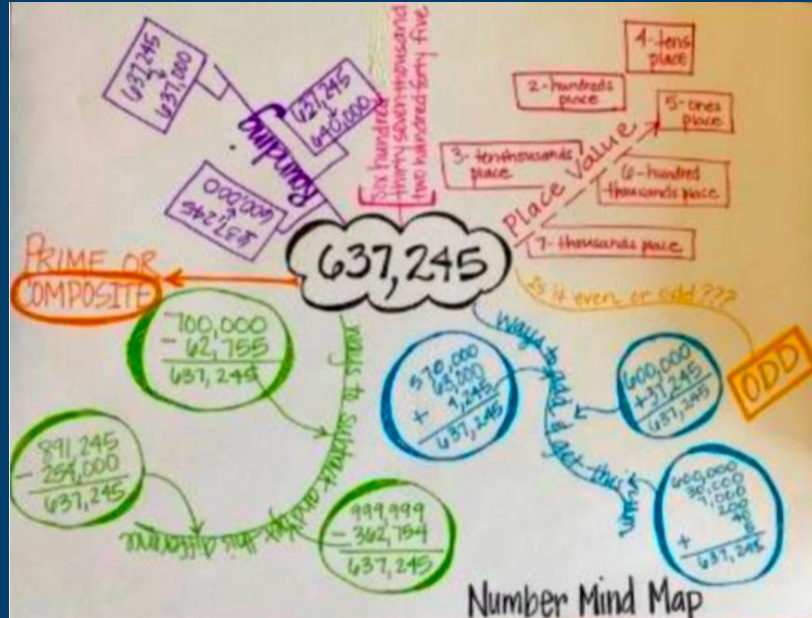
Understand

Recognizing and recalling facts

Remember

# Planning and Co-Teaching

Content (ELA, Math, Science, SS) infused with  
Critical and Creative Thinking Strategies



◻ LIVE

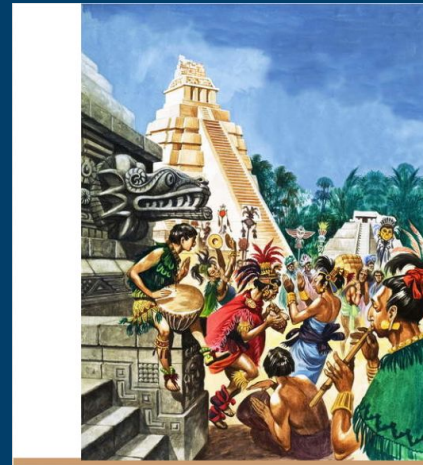
Relationship between sounds and written symbols

## Studying phonemic awareness & phonics help improve our lives.

P	M	I
<p><b>+ helps us learn</b></p> <ul style="list-style-type: none"> <li>→ spelling</li> <li>→ words</li> <li>→ letters</li> </ul> <p><b>+ helps us sound words out</b></p> <p><b>+ we get older it helps us get smarter</b></p>	<p><b>Δ can make us tired</b></p> <p><b>Δ a little boring</b></p> <p><b>Δ a little hard</b></p> <p><b>Δ a little frustrating if you get it wrong or don't know</b></p> <p><b>Δ might not want to do it b/c it's not always exciting</b></p> <p><b>Δ sometimes you can't think of the answer</b></p>	<p><b>☆ hand signals help (choppers)</b></p> <p><b>☆ match letter (and sounds) to spell</b></p> <p><b>☆ can spell really long words when you know phonics</b></p> <p><b>☆ some letters have many different sounds</b></p> <div style="text-align: center;"> <p>cūt ✂</p> <p>cūte 😊</p> </div> <p><b>☆ we can build bigger brains!</b></p>

# Supporting Goals of Teachers

## Planning for CKLA Unit 2 Lessons with G5 Team



### Pass the Portrait

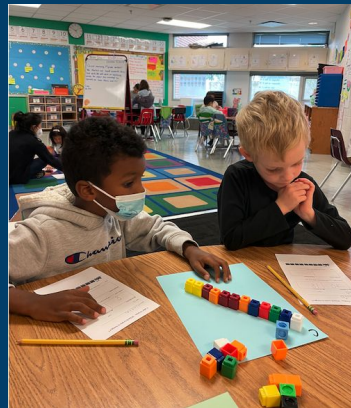
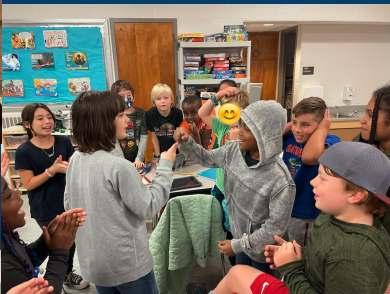
A CETA-Inspired  
Ancient Civilization Activity

Credit: Melanie Rick  
(Kennedy Center Teaching Artist)

Photo credit: Bridgeman Images

# Collaborative Teaching

Plus, Minus, Interesting (PMI) CCT Strategy,  
Math extension station

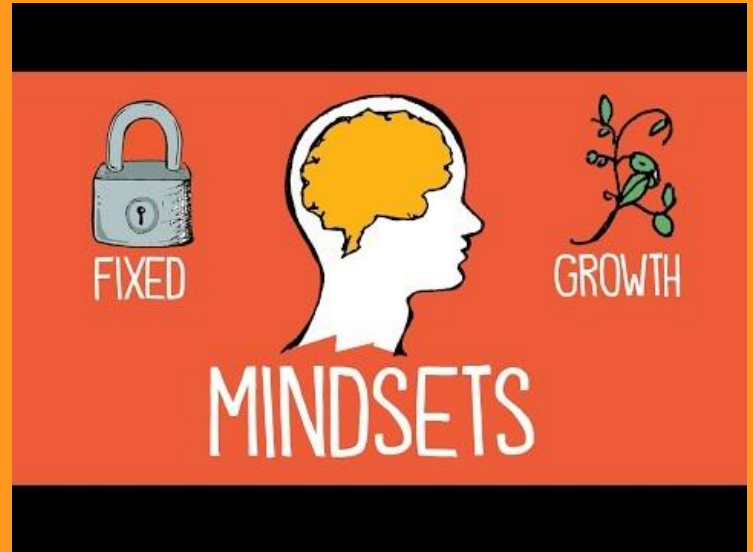


# Parallel Teaching

Creative and Critical Thinking Strategy:  
Socratic Seminar and Wixie/Apples Clips Project



Now it's your turn  
to try a thinking  
strategy.





color  
*Symbol*  
image

Thinking Routine

## *step 1*

Choose a color  
you feel  
represents the  
essence or key  
idea/s of the  
video

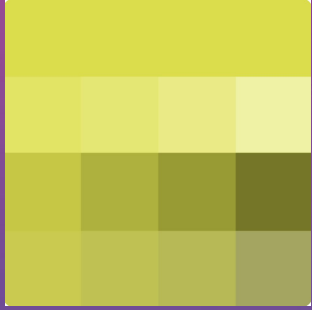
## *step 2*

Choose a symbol  
you feel  
represents the  
essence or key  
idea/s of the  
video.

## *step 3*

Choose an image  
you feel  
represents the  
essence or key  
idea/s of the  
video.

*Example*



Chartreuse



Group Discussion: First share your color and then share the item from the video that it represents. Tell why you chose that color as a representation of that idea. Repeat the sharing process until everyone has a chance to share his or her Color, Symbol, and Image.

# Reflect on this *Thinking Routine*

 How did this thinking routine make you feel?

 What kind of thinking does this routine encourage?

 When and where might one use this routine?

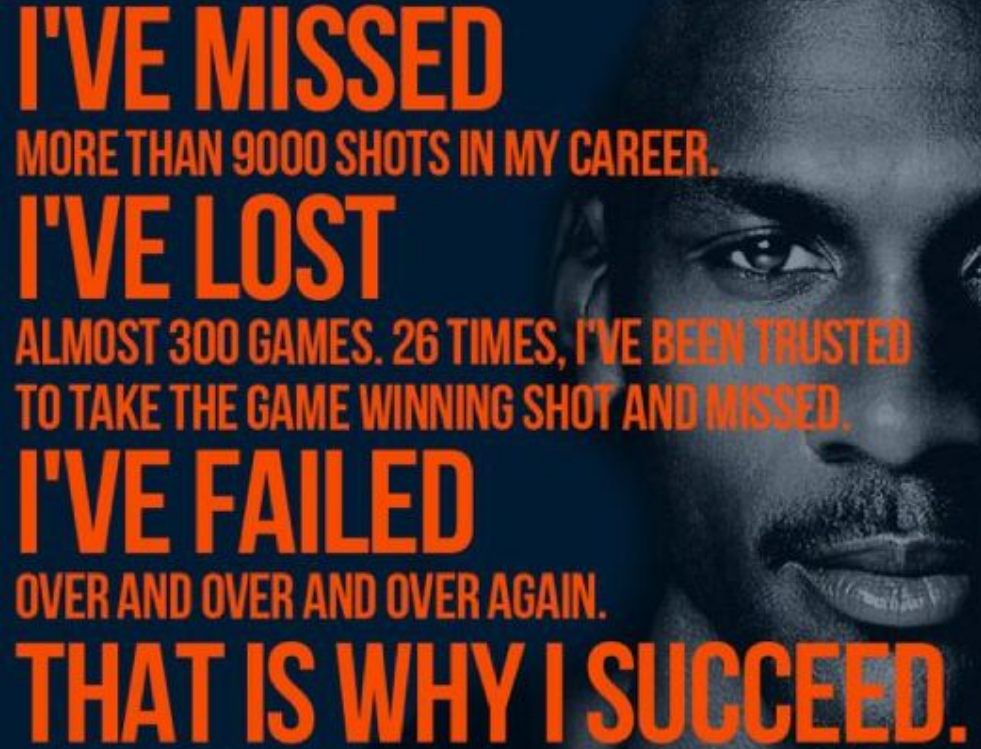
# Develop a Growth Mindset

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.**

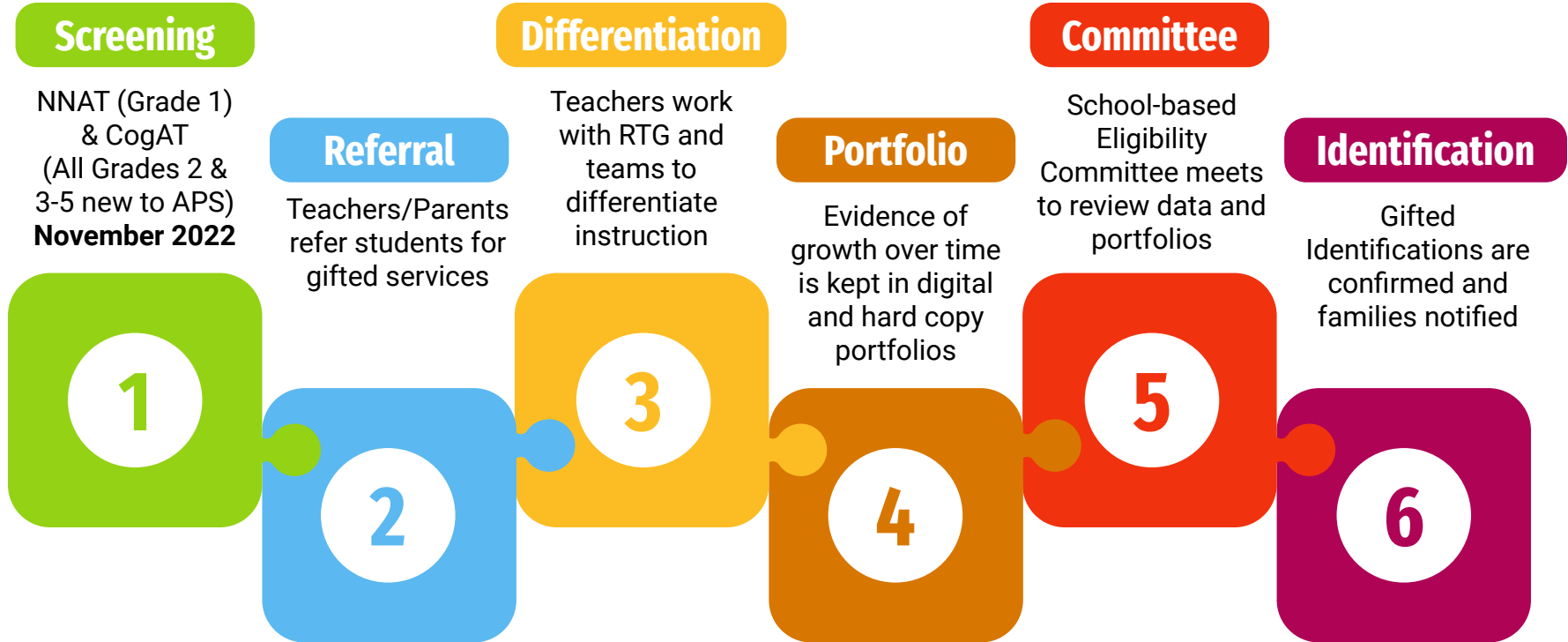
KEY PERSON *of* INFLUENCE

# Screening and Identification Information Session

I will hold an information session about the screening and identification process for gifted identification in January/February.



# Gifted Referral Process



# Communication

- Parent information sessions (at least two: Fall and Spring) & Conferences
- Ongoing collaboration between RTG-classroom-home
- <https://abingdon.apsva.us/curriculum/gifted-services/>
- Twitter: @deOlazoRTG



# Getting Connected: APS Gifted Services

- APS Gifted Services Website  
[www.apsva.us/giftedservices](http://www.apsva.us/giftedservices)



@APSGifted



# Gifted Services Advisory Committee (GSAC)

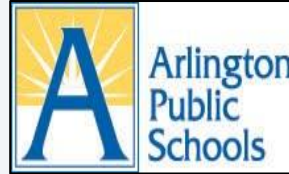
Arlington Public School's Parent Advocacy  
Group Part of Advisory Council on Teaching  
and Learning

Monthly meetings (Mondays, 7:00 – 8:30 PM)

If interested in serving on this committee and/or  
attending a meeting, please contact

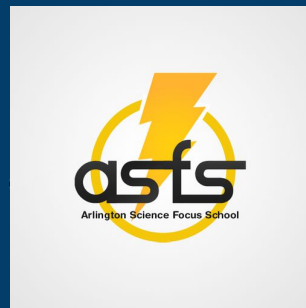
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# Contact Information

- **Maria deOlazo**, Resource Teacher for the Gifted/  
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Cheryl McCullough, Supervisor, Gifted Services  
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Phone: 703-228-6159



# 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>



# Questions



# Still have questions?

Google Form for any questions I did not get a chance to answer this evening

