

Gifted, English Learners, & Special Education Updates

ACTL 11/4/20

Cheryl McCullough - Supervisor of Gifted Services

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APS GIFTED SERVICES

K-12 Supervisor, Cheryl McCullough (cheryl.mccullough@apsva.us)

Administrative Assistant, Esmeralda Castillo

[APS Local Plan for the Gifted \(2017 – 2022\)](#)

www.apsva.us/giftedservices

Follow us on Twitter @APSGifted

NEW — BI-MONTHLY MESSAGING TO PARENTS

- Every few weeks, Gifted Services, ELs, Special Education Offices share updates to all APS families
 - August 24
 - September 9
 - September 21
 - October 12
- APS Gifted in Action @APSGifted
 - How services are being delivered virtually
 - Examples from schools
- Information to families about student opportunities
- Resources for families
- Articles of interest

GIFTED SERVICES – DELIVERY MODEL

- The APS model for delivering ongoing differentiated instruction for gifted learners is a collaborative cluster model – gifted learners are grouped in clusters of 5 or more when possible
- Cluster/Intensified/AP/IB teachers work collaboratively with the Resource Teacher for the Gifted (RTG) in each school to provide targeted differentiation based on ongoing assessments
- 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 challenge
- RTG serves as an instructional coach to support teachers as they infuse strategies from the APS Critical and Creative Thinking Framework to add rigor and engagement to lessons

For additional information, please see the Instruction section of the [Gifted Services FAQs](#)

GIFTED SERVICES – ELEMENTARY

- Identified gifted students are grouped together (clustered – minimum of 5 students when possible) with other students who are also identified gifted in the same content area.
- Cluster teachers are responsible for the planning and delivery of gifted services, with support from the Resource Teacher for the Gifted (RTG) at each school. RTGs provide ongoing support and coaching of cluster teachers and will continue to:
 - ✓ Collaborate weekly with cluster teachers to support daily differentiation of gifted learners
 - ✓ Lead targeted professional learning for teachers using the Gifted Services Professional Learning Cycle
 - ✓ Collaborate with special education case carriers and teachers, English Language teachers and other specialists in the building to support the varying needs of gifted learners
 - ✓ Work with teachers to develop digital portfolios (via Seesaw or Canvas) to show growth over time beyond standards, highlight talent development, and communicate to parents
 - ✓ Lead screening and identification process

[Meet Elementary RTGs \(Flipgrid video\)](#)

[Contact Info for All RTGs & Twitter Handles for each RTG](#)

WHAT DOES THIS LOOK LIKE NOW?



Kevin Trainor, NBCT @McK_Trainor · Oct 23

Continuing to support the distance learning goals of the amazing staff @APSMcKCardinals. Math Anchors in Google Classroom, CCTs with Word Study, Jacob's Ladder in LA, and a whole bunch of new @Seesaw resources to support Math Workshop. @APSGifted @APSMath @chbrownmckcard

G3 Math Anchors (20...)

G3 Problem-Solving (Grade 3)

THERE'S A STORY HERE SOMEWHERE

A character accidentally drinks a magic potion that makes them become invisible for 24 hours.

What will you call the story?

Who are the characters?

What is the setting?

How will it end?

Grade 2

Numbers and Operations in Base 10

<ul style="list-style-type: none"> Numbers: Smallest Size Numbers: Greatest Size 	<ul style="list-style-type: none"> Slides Slides Slides Slides Slides Slides Slides Slides Slides Slides
<ul style="list-style-type: none"> Digit Numbers: Greatest Difference Digit Numbers: Smallest Difference Regrouping #2 no Addends 	<ul style="list-style-type: none"> Slides Dec Slides
<ul style="list-style-type: none"> at the Smallest Difference 	

The activities related to Ladder A will help us develop prediction and forecasting skills by encouraging us to make connections to the text. Recognizing these connections helps us determine causes and effects.

Ladder A

Focus on Implications and Consequences



K_Walleck @K_Walleck · Oct 16





Jacob's Ladder for Owl Moon continued (JL teachers- I like having 4 steps to split it evenly 🤔) 🐼 @McK_Trainor @APSGifted

Step 4:
The author uses the words "Hope" and "Brave" frequently throughout the story. Do you think the story is more about hope or bravery?



K_Walleck @K_Walleck · Oct 16

FFOE to stretch our thinking about US symbols 🇺🇸 Flexibility: What if our flag had 51 stars (+ing DC or Puerto Rico)? Originality/Elaboration: Create & explain a McK symbol @APSMcKCardinals @APSsocstudies @APSGifted

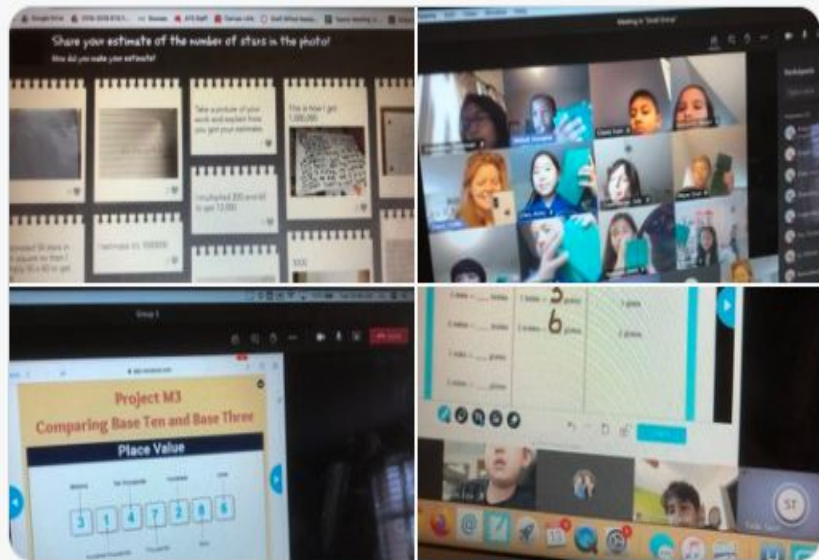
<p>Flexibility: What could the American flag look like with 51 stars? Draw it. Add a photo here.</p> 	<p>Flexibility: What could the American flag look like with 51 stars? Draw it. Add a photo here.</p> 
<p>Originality: Design a symbol for your McKinley. It could be a monument or flag. Add a photo here.</p> 	<p>Originality: Design a symbol for your McKinley. It could be a monument or flag. Add a photo here.</p> 

WHAT DOES THIS LOOK LIKE NOW?



Ms. Franz @CaitFranz · Oct 13

ATS Stars dive into the week by completing @nearpod Project M3 How Big is Big and MoLi Stone in math! We loved using the collaboration board and our base 10 blocks at home! @APSGifted @APSMath @APS_ATS @MyRedCooper @ATS_4thGrade



Anna Barba @MyRedCooper · Sep 30

Those are my rockstars. These answers made my heart full! ❤️



Ms. Franz @CaitFranz · Sep 30

Ss in @MyRedCooper class continued to work on defining their #habitsofmind! We took time exploring strengths and goals for the school year! @APSGifted @APS_ATS

figure things out in way that I can understand.
Listening with understanding and empathy is one of my strengths because I like to understand and listen closely to every word people say. These are my strengths.

Write at least 2 complete sentences. Sentences begin with capital letters and end in punctuation marks.

Strengths

My strengths are metacognition and finding humor. One is metacognition because I usually say totally different things and then take a moment to rephrase it. Finding humor is also one because I am always ready to tell a joke.



Goal

I want to work on remaining open to continuous learning because it will strengthen my mind and

WHAT DOES THIS LOOK LIKE NOW?



Pamela Clark @ThinkCampbell · Oct 26

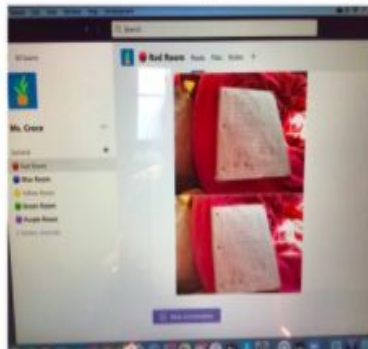
We had our first meeting of our 4th/5th grade schoolwide book club focusing on identity. We started building our background knowledge about Native American cultures. @CampbellAPS @APSGifted @bibliobunny83



Pamela Clark @ThinkCampbell · 2m

Whether students @CampbellAPS drop photos of their writing in the Teams chat, submit it on Canvas or share it in Google Drive, teachers are seeing their work, giving them feedback, and helping them grow as writers. @APSGifted @ms_croce @nawazishtareen @MsOlsons_Class

Improving our Writing



GIFTED SERVICES – MIDDLE SCHOOL

- Identified gifted students are grouped together (clustered – minimum of 5 students when possible) with other students who are also identified gifted in the same content area.
- Advanced mathematics options available in grades 6 – 8
- ELA, Science and Social Studies Cluster teachers are responsible for the planning and delivery of gifted services, with support from the Resource Teacher for the Gifted (RTG) at each school. RTGs will provide ongoing support and coaching of cluster teachers and will continue to:
 - ✓ Collaborate weekly with cluster teachers to support daily differentiation of gifted learners
 - ✓ Lead targeted professional learning for teachers using the Gifted Services Professional Learning Cycle
 - ✓ Collaborate with special education case carriers and teachers, English Language teachers and other specialists in the building to support the varying needs of gifted learners
 - ✓ Collaborate with equity and excellence coordinators
 - ✓ Work with teachers to develop digital portfolios (via Seesaw or Canvas) to show growth over time beyond standards, highlight talent development, and communicate to parents
 - ✓ Lead screening and identification process

[Meet Secondary RTGs \(Flipgrid video\)](#)

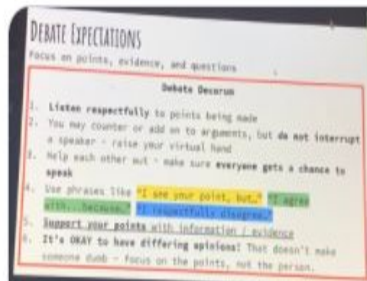
[Contact Info for All RTGs & Twitter Handles for each RTG](#)

WHAT DOES THIS LOOK LIKE NOW?



Katherine Partington @RTG_KatDHMS · Oct 16

Another great day of debates. Today I was with Ms. Foley's 6th grade SS class! Really impressed with Ss' thoughtful, supported arguments. Well done debaters and student facilitators! @DHMiddleAPS @dhms_ptsa @APSGifted



Katherine Partington @RTG_KatDHMS · Oct 26

Loved working with Reading 6 and Sci 7 Ss on analogies! Reading 6 Ss experimented with analogy challenges, and our Sci 7 Ss are taking on a Cell Analogy project! I can't wait to see what they come up with, and I promise to share! @DHMiddleAPS @dhms_ptsa @APSGifted

LET'S CREATE SOME ANALOGIES!

"Because the history of evolution is that life escapes all barriers. **Life breaks free.** Life expands to new territories. Painfully, perhaps even dangerously. **But life finds a way.**"
— Michael Crichton, Jurassic Park

Life is like ... *(Pick one of the pics below to make an analogy)* ... because...

ANALOGY PICTURE BOARD

- Pick any two pictures from this slide and create an analogy. See how many you can come up with.

YOU CAN ALSO TAKE YOUR ANALOGY TO THE NEXT LEVEL

- How strong can you make your analogy? An *Extended Analogy*?
- Are there *more* ways the relationship exists between the two objects you are comparing?
- For example, how many ways can you make a comparison between...?

Planet Earth = *Human Immune System*

FUN WITH ANALOGIES!
PICK ONE OR PICK ALL - WHATEVER LEVEL OF FUN YOU WANT TO HAVE!

Analogy Game	Analogy Picture Board	Analogy Poem

WHAT DOES THIS LOOK LIKE NOW?



Kristie Board @kristie_board · Oct 15

Loved working with English CLT's to create choice boards for extending learning! Thank you Diane Tan for your expertise! Learning about bias, voice, and plagiarism has never been so much fun! @library_loudly @BoykinBryan @WMS_ELA @wmspta_wolves @WMS_WolfPack @APSGifted

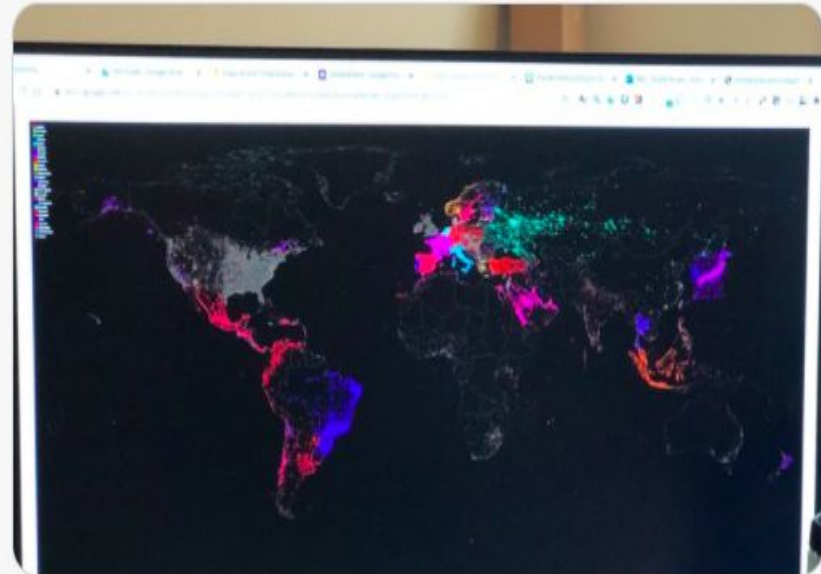
The choice board is titled "English Extension & Practice Choice Board" and features several activity tiles:

- What Speaks to YOU?**: An icon of an open book with stars.
- Voice Hunt...**: An icon of a megaphone.
- Brackish Bias...**: A text tile explaining bias and providing a link to a resource.
- Your Story to Tell...**: An icon of a cartoon boy.
- We Inspired...**: A text tile with a link to a resource.
- How I act when I get a new book...**: An icon of a book.
- Share about your favorite author...**: An icon of a person.
- They did what?? Exploring plagiarism...**: An icon of a person with a lightning bolt.
- On the Outside Looking In...**: A grid of small icons.
- Book Buzz**: An icon with the text "Book Buzz".



Kristie Board @kristie_board · Sep 28

So excited about inquiry based learning in 6th grade and students making connections between early exploration and Twitter! #BetheDifference @SSatWMS @BoykinBryan @wmspta_wolves @APS Gifted



GIFTED SERVICES – HIGH SCHOOL

- Identified gifted students are grouped together (clustered – minimum of 5 students when possible) with other students who are also identified gifted in the same content area for intensified courses
- Students can self select AP or IB courses
- Intensified/AP/IB teachers are responsible for the planning and delivery of gifted services, with support from the Resource Teacher for the Gifted (RTG) at each school. RTGs will provide ongoing support and coaching of cluster teachers and will continue to:
 - ✓ Collaborate weekly with intensified/AP/IB teachers to support daily differentiation of gifted learners
 - ✓ Lead targeted professional learning for teachers using the Gifted Services Professional Learning Cycle
 - ✓ Collaborate with special education case carriers and teachers, English Language teachers and other specialists in the building to support the varying needs of gifted learners
 - ✓ Collaborate with equity and excellence coordinators
 - ✓ Lead screening and identification process
 - ✓ Lead Summer Residential Governor's School process at each high school and support student applicants; Support PRIME and independent study applicants
 - ✓ Lead screening and identification process

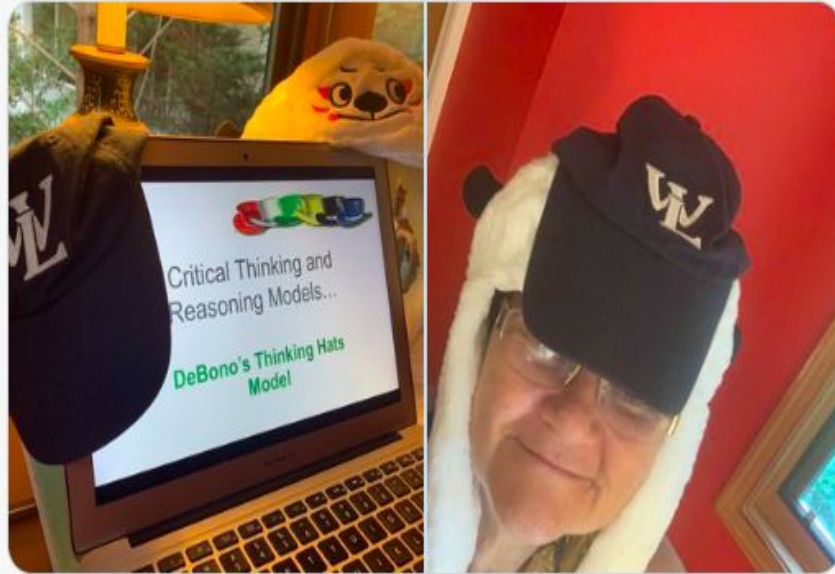
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WHAT DOES THIS LOOK LIKE NOW?



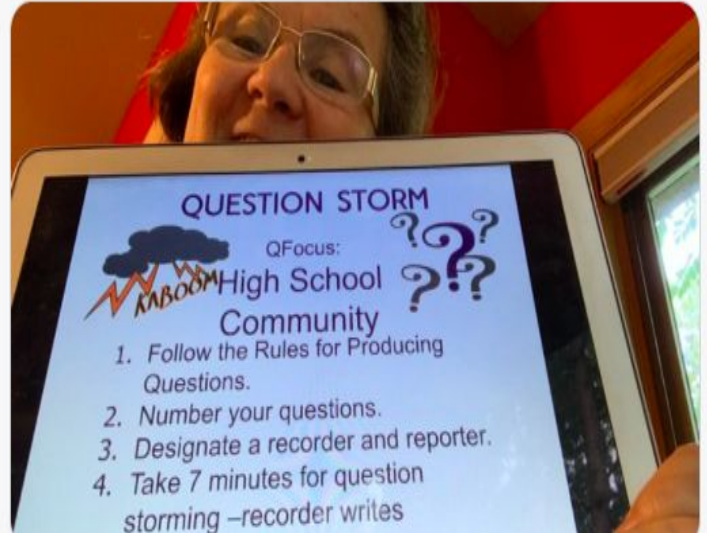
elizabeth burgos @teacherburgos · Sep 11

Thanks so much Beth Prange! Had so much fun 🧠 today with your students 🧠 their thinking & using DeBono's 🎓 @APSGifted @WLHSInstruction @APSVirginia #APSBack2School



elizabeth burgos @teacherburgos · Sep 18

9th graders 🧠 created lots of ???s using divergent, convergent, and metacognitive 🧠 @MrsB_WL for developing online community @Principal_WLHS @WLHSInstruction @RightQuestion @APSGifted #APStogether #APSBTS2020



WHAT DOES THIS LOOK LIKE NOW?



Eileen B Wagner @YHSGifted · Oct 29

Congrats YHS @ForAStawlessSea Team! Winners of October @AdCapYOUth #Design4Good Challenge funding to help turn team's #bigidea into reality! Voted "Youth Choice Award" by Challenge participants!
@APSGifted GO @YorktownHS!!
#EarthOptimism
@EcoActionArl

...



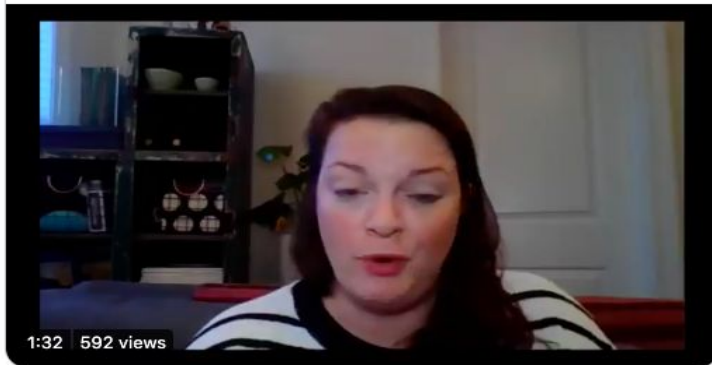
Wendy Maitland @WHS_MaitlandRTG · Oct 23

Former United Minority Girls alums sharing their perspective regarding @JMU & college life. @principalWHS @wakefieldpts @APSGifted @APS_OEE

...

GENYOUthNow @GENYOUthNow · Oct 22

We're thrilled to announce the winners of our second @SAP4Good Design 4 Good Challenge! Each project is receiving funding and support to bring their big ideas to life and to help lead change in their communities.



PROFESSIONAL DEVELOPMENT SPONSORED BY GIFTED SERVICES: SUMMER, PRESERVICE & QUARTER 1

564 webinars completed - Topics of webinars are organized by the following:

- Equity and Ways to Find and Nurture Historically Underrepresented Students for Gifted Services
- Social Emotional Learning
- Virtual Teaching and Learning
- Differentiation and Purposefully Planning for Gifted Learners
- Problem Based and Project Based Learning

WHAT SHOULD PARENTS DO IF THEY FEEL THEIR CHILD IS NOT BEING CHALLENGED?

- Be sure to familiarize yourself with the delivery model for gifted services and how your school is communicating on an ongoing basis to parents (i.e., Twitter, Seesaw, Canvas, Differentiation Forms, Newsletters, Listservs)
- The most important way to support your child is to build a collaborative relationship with your child(ren)'s teacher (s)). Please understand this is a new way of teaching and it is important to give teachers time to adjust to delivering instruction virtually.
- If you are feeling your child(ren) is not being challenged, the first person to discuss this with would be the cluster teacher(s). You may want to copy the RTG for your school on this correspondence with the cluster teacher(s).
- If you are still concerned after giving the cluster teacher and RTG time to adjust the teaching and learning, the next step would be to involve the principal.
- Supervisor, Gifted Services (Cheryl.McCullough@apsva.us) can be involved in the process at any time and serves as a support to principals, teachers, parents and students.

SCREENING & IDENTIFICATION PROCESS

- [VDOE Gifted Regulations](#) (8 VAC20-40-40) requires all Virginia school districts to have an ability assessment as part of the screening and identification process
- Due to the pandemic, APS was unable to give the universal screeners at grades 1, 2 or 3 last year – screening for gifted services could not occur
 - ✓ Gifted Services and the Assessment Office are working with principals to provide universal screeners in 2021
- Students in grades 4 and 5 in elementary and any new student in grade 6 in middle school in 2019-2020 did take the universal screener so the eligibility process continued for these grade levels
- Students who are new to the county and have a previous record of gifted services do not go through the eligibility process and are identified in the same area(s)
- Students can be referred for gifted services once a year (deadline April 1)

For additional information, please see the Screening & Identification section of the [Gifted Services FAQs](#)

GIFTED SERVICES WEBPAGE

FAQS

- **Collaborative Cluster Model**
- **Screening and Identification**
- **Families New to APS**
- **Equity**
- **Additional Resources**

Are you following us on Twitter? @APSGifted

GIFTED SERVICES WEBPAGE RESOURCES FOR PARENTS

- Resources to Support Varying Needs of Your Child
- Podcasts, Webinars & Recordings
- Online Resources to Challenge Your Child at Home

GSAC ON GIFTED SERVICES WEBPAGE

- Meeting Dates for the Year
- Presentations from Supervisor for each meeting
- Past GSAC reports to ACI and School Board
- Past Program Evaluations

GSAC Chair: Dan Corcoran
danjcorcoraniii@gmail.com

GETTING CONNECTED: APS GIFTED SERVICES

Follow @APSGifted Twitter



[RTGs by School and Individual Twitter Handle](#)

APS Gifted Services Website www.apsva.us/giftedservices

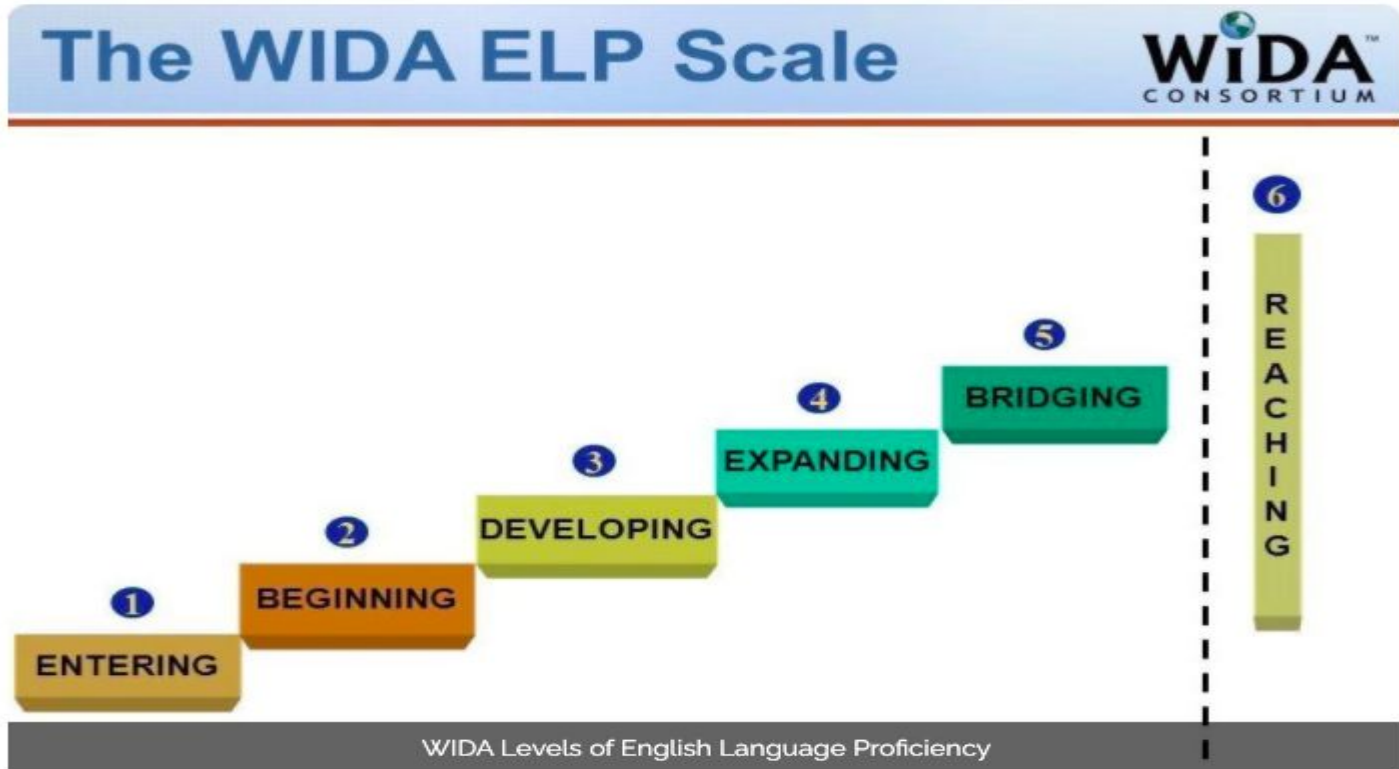


Cheryl McCullough, Supervisor, Gifted Services
cheryl.mccullough@apsva.us





English Learners (ELs)

- K-12 ELs are fully engaged in distance learning
- Teachers are doing a great job of working with ELs in a variety of settings (co-teaching; pull out; self-contained)
- EL teachers are being very creative in how they teach language and content in tandem, in a distance learning model
- Bilingual Family Liaisons have been the unsung heroes of APS
- EL counselors have been providing lots of social emotional supports at middle and high school

English Language Proficiency (ELP) Levels



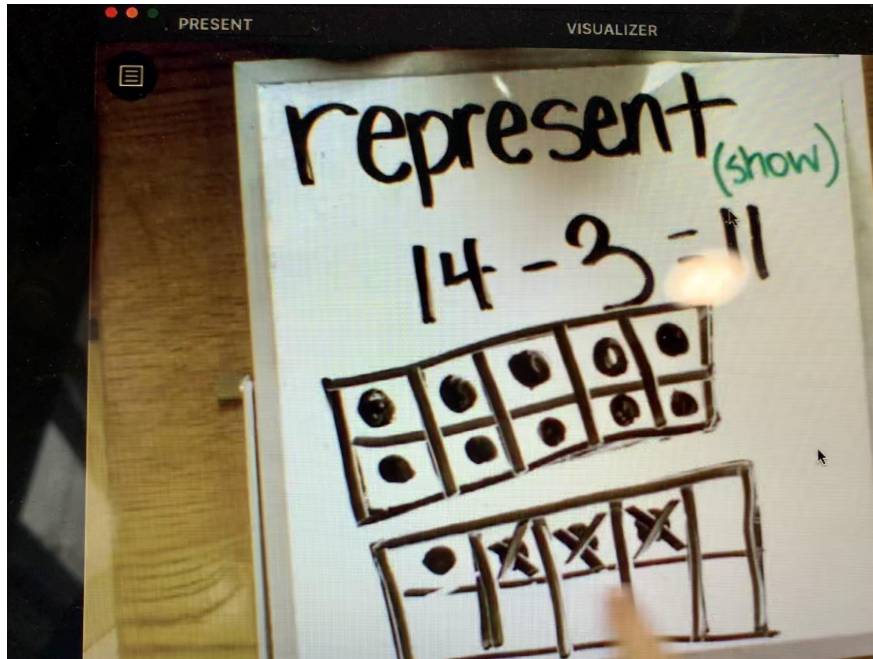
Individual English Learners (ELs)

Language Domain	Proficiency Level (Possible 1.0-6.0)					
	1	2	3	4	5	6
Listening 						5.0
Speaking 						6.0
Reading 						5.1
Writing 	2.9					
Oral Language 50% Listening + 50% Speaking						5.5
Literacy 50% Reading + 50% Writing	3.5					
Comprehension 70% Reading + 30% Listening						5.1
Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking						4.0

Language Domain	Proficiency Level (Possible 1.0-6.0)					
	1	2	3	4	5	6
Listening 						6.0
Speaking 	2.9					
Reading 						3.2
Writing 						4.4
Oral Language 50% Listening + 50% Speaking						5.0
Literacy 50% Reading + 50% Writing	3.9					
Comprehension 70% Reading + 30% Listening						4.9
Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking						4.3

English Learners

What does it look like at elementary?



English Learners

What does it look like at secondary?

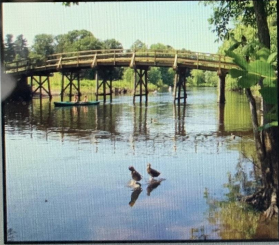
Language Objective:
Creating vivid settings using details and senses. (6.5.A)

Vividly describe a setting using the simple present tense.

- Start from the highest thing in the sky and work our way down
- Everything does something

Without details:
It is afternoon at a creek.



With details:
1. _____ sun



Name: _____
Date: _____

Directions: Before reading the article "American Revolution: Part 1", make a prediction about what the war will be like. (6.5.b)

Questions	Predictions	Were you right?
If you were the British would you leave or seize the weapons?	If I were the British I would _____	
Who will win the Battle of Lexington?	I think the (British / Americans) will win because...	overwhelm retreat
Who will win the Battle of Concord?	I think the (British / Americans) will win because...	overwhelm retreat



Special Education Updates

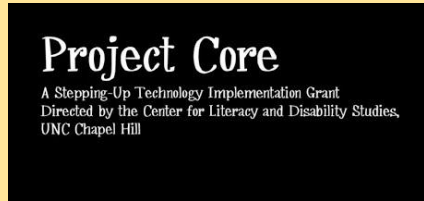
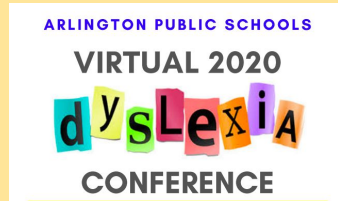
- Level 1 is scheduled to begin on Nov 4
 - Students will receive 4 days of in-person instruction
 - ~233 students coming in
 - ~165 provided with transportation
- SWD in Level 2 will come in with their grade level peers in November and December
- Innovative Instruction for SWD includes: small groups, co-teaching, 1:1, related services, use of variety resources and digital tools
- At home student kits have been provided to schools for ES/ MS MIPA & FLS, HS and Shriver still waiting on materials. PEP kits are ready.
- OSE has created extensive distance learning and hybrid guidance for staff

Trainings, Professional Learning and Family Engagement

- Dyslexia Awareness Month
 - OSE/ELA/PRC partnered to offer
- CPI For Families and staff
 - PRC sponsoring sessions facilitated by CPI Team - 90 parents have registered for first two cohorts
- Project Core for Families
 - PRC partnering with AsTech and Autism/Low Incidence Disability Specialists - 12 week series for families of students with complex needs/emergent communication and literacy skills
- Embracing Virtual Teaching: Continuum - for Staff

Family Engagement & Learning Opportunities






The Parent Resource Center (PRC) partnered to offer a variety of learning and engagement opportunities for families:



- **Dyslexia Awareness Month:** OSE/ELA/ATSS/PRC collaborated to offer seven sessions for families, and OSE/ELA/ATSS created a video to culminate Dyslexia Awareness Month.
- **Project Core:** AsTech and Autism/Low-Incidence Disability Team are partnering with PRC to offer a 12-week Project Core series for parents of students with complex needs who are emerging in communication and literacy skills. PRC adapted and delivered companion guides to 38 families.
- **CPI for Parents:** OSE's CPI Team facilitated two introductory sessions. 90 parents have registered for the first two CPI parent cohorts.
- **Transition Series:** APS Transition Services/PRC/PEP are offering a monthly transition series. The October 28th session included an overview of transition supports within APS and the community. There were over 50 participants.

The PRC and Arlington SEPTA hosted its Fall Parent Liaisons Meeting on October 21. There are presently liaisons serving 33 APS schools/programs.

Program Evaluation Included 54 Recommendations in 5 Areas:

	Inclusivity	Build a community where all students with disabilities are included, respected, and valued, enabling them to access course content, fully participate in learning activities, and demonstrate their knowledge and strengths
	Excellence	Teach for meaning and mastery using a rigorous, relevant curriculum ensuring equity of access for all students with disabilities.
	Equity	Eliminate opportunity gaps for historically under-represented groups and achieve excellence by providing learning opportunities according to each diverse learner's unique needs.
	Access	Hold high expectations for students with disabilities to succeed in advanced level courses with appropriate support.
	Collaboration	Foster partnerships with families, community, and staff to support the success of students with disabilities.

Inclusivity



GOALS:

- In alignment with the Strategic Plan: 80% of students receiving their instruction in the General Education setting 80% of the time.
- Arlington Public Schools will exceed the state targets for the number of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the early childhood program.

Excellence



GOALS:

- Arlington Public Schools will exceed the state targets for the number of children aged 3 through 5 for in the areas of social-emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors for those entering below age expectations and those functioning within them.
- The achievement for students with disabilities for each content area who score proficient or advanced in Reading, Writing, and Math will increase.

Target Year 1	Target Year 2	Target Year 3	Target Year 4
Reading: $\geq 55\%$ Writing: $\geq 58\%$ Math: $\geq 61\%$	Reading: $\geq 58\%$ Writing: $\geq 61\%$ Math: $\geq 63\%$	Reading: $\geq 61\%$ Writing: $\geq 63\%$ Math: $\geq 64\%$	Reading: $\geq 65\%$ Writing: $\geq 65\%$ Math: $\geq 65\%$

Equity



GOALS:

- Arlington Public Schools will have a risk-ratio of 1.0 for historically over/underrepresented groups by LRE setting.
- What is the risk ratio?



Access



GOALS:

- An increased number of students with IEPs will complete an advanced level course as measured by one of the following completion scores:
 - AP: 3.0 or higher
 - IB: 4.0 or higher
 - Honors/Intensified: passing grade for HS
 - Dual Enrolled: passing grade for college
 - Industry Credential: pass industry credential

Collaboration



GOALS:

- All open public comments received from ASEAC will be resolved or have a formal response within 1 month.

Model Sites

This year OSE is supporting 7 model sites that will focus on:

Barrett
Long Branch
Rangolph
Nottingham
Kenmore
Jefferson
Wakefield

- building the mindset of staff
- building structures to support collaborative planning
- building up staff's tool box to support diverse learners in their classroom
- learning and helping to build out our [Inclusive Practice Guidance](#) document
- determining if any planning factors need to be adjusted
- determining what budget implications there may be

Monthly Professional Learning Plan At a Glance

SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY
Understanding the Why Inclusive Norms & Presumed Competence Creating a Vision	Creating Inclusive Teams Communication	Growth Mindset	Instruction (Standards)	Instruction (Assessment)	Instruction (SDI)	Instruction (UDL)	Data Collection and Progress Monitoring	Parent, Family and Community Engagement

SDI- Specially Designed Instruction
 UDL- Universal Design for Learning