- Gifted students will do fine on their own.

- Gifted programs are elitist.

- Teachers challenge all the students, so gifted kids will be fine in the regular classroom

- Gifted students make everyone else In the class smarter by providing a role model or a challenge.

- All children are gifted.

- All gifted students are happy, popular, and well-adjusted in school.

- Acceleration placement options are socially harmful for gifted students.

- That student can't be gifted, the student is receiving poor grades.

- This child can't be gifted, the student has a disability and/or is an English learner.

- Our district has a gifted and talented program: we have AP courses.

Myths about Gifted Students | National Association for Gifted Children (nagc.org)

Gifted Services Office

Central Office:
- Designing the standard for services

- Coordinating with other departments

- Developing professional learning

Schools:
- Implementing the Gifted Services Model

- Supporting teachers through coaching and co-planning

- Leading identification

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25 Elementary Schools;
One Resource Teacher for the Gifted
per Building

Six Middle Schools;
One Resource Teacher
for the Gifted per Building

Three Comp. High Schools, H-B, and ACC;
One Resource Teacher for the Gifted per Building

Student Success & Well-Being

Arlington Public Schools (APS) is guided by the principles of a Talent Development Model and the understanding that gifted learners:

- Come from all racial, ethnic, and cultural populations, as well as all economic statuses

- Require daily access to differentiated learning opportunities to realize their potential

- Can have learning and processing challenges (twice exceptional [2e]) that require specialized intervention and accommodations.

- Can be English learners (ELs) who require linguistic accommodations

- Need support and an intellectual peer group to develop academically, socially, and emotionally; as well as require coordinated and varied services based on their changing needs

APS Operational Definition of Giftedness

Local Plan for the Gifted 2022-2027

APS identifies learners within the school population who **demonstrate or have the potential to demonstrate exceptional aptitude and talent in -**

Academic Areas (English, mathematics, science, or social students) in grades K-12	Visual and Performing Arts (vocal or instrumental) in grades 3-12

Gifted learners have needs that necessitate -

- systematic, continuous services through appropriately differentiated curricular which is engaging, complex in the **depth, breadth, and pace of instruction**
- by teachers who understand the diverse academic and socio-emotional needs of gifted learners.

Identify and serve the diverse population of Arlington Public Schools

Talent Development:

- Focuses on a student's assets – What strengths does a student possess?

- Is interest driven – How can we capitalize on student interest area(s) and nurture talent?

- Requires access to opportunities – How can we expose a student to challenges that help the student grow that talent?

- Is inclusionary – What opportunities might be good for all students with research based differentiated supports?

"Talent Development honors that ability is malleable."

— Dr. Paula Olszewski-Kubilius, Center for Talent Development, Northwestern University

Talent Development Model in APS

Student Success & Well-Being

How does APS Gifted Services facilitate a Talent Development Model?

Cluster grouping of students in elementary and middle school (at least 10 students/cluster)

Intensified, Advanced Placement (AP), International Baccalaureate® (IB), Dual Enrollment (DE), and Arlington Career Center (ACC) career-focused courses in high school

Identification in individual subject areas

- Academics: English, Mathematics, Science, and Social Studies (grades K–12)
- Fine Arts: Music and Visual Arts (grades 3–12)
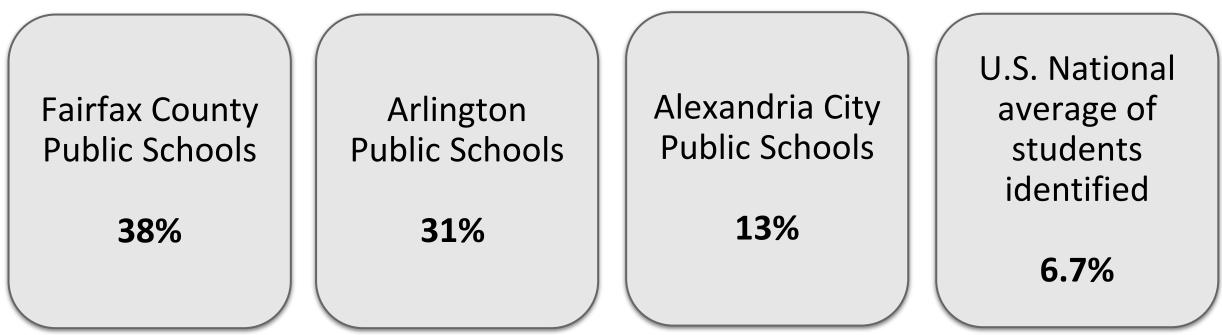
A holistic approach to identification

- Universal Screeners
- Local Norms
- Gifted Behavior Commentary
- Growth Portfolios

One Resource Teacher for the Gifted (RTG) per building working as instructional coach

With a Talent Development Model in APS:

Fairfax County Public Schools	Arlington Public Schools	Alexandria City Public Schools	U.S. National average of students identified
38%	**31%**	**13%**	**6.7%**

Specific Talent Areas + *Holistic Identification Practices* = Greater Number of Students Identified and Served

Populations Receiving Specific Services

Students Receiving Specific Services in APS, Grades K–12

English Learner (EL) Students	Gifted Students	Students With Disabilities (SWD)
6,875 students 24.70%	7,625 students* 31.3%	4,120 students 14.80%

*APS generally identifies students for gifted services starting in grade 1.

Gifted Services Student Population

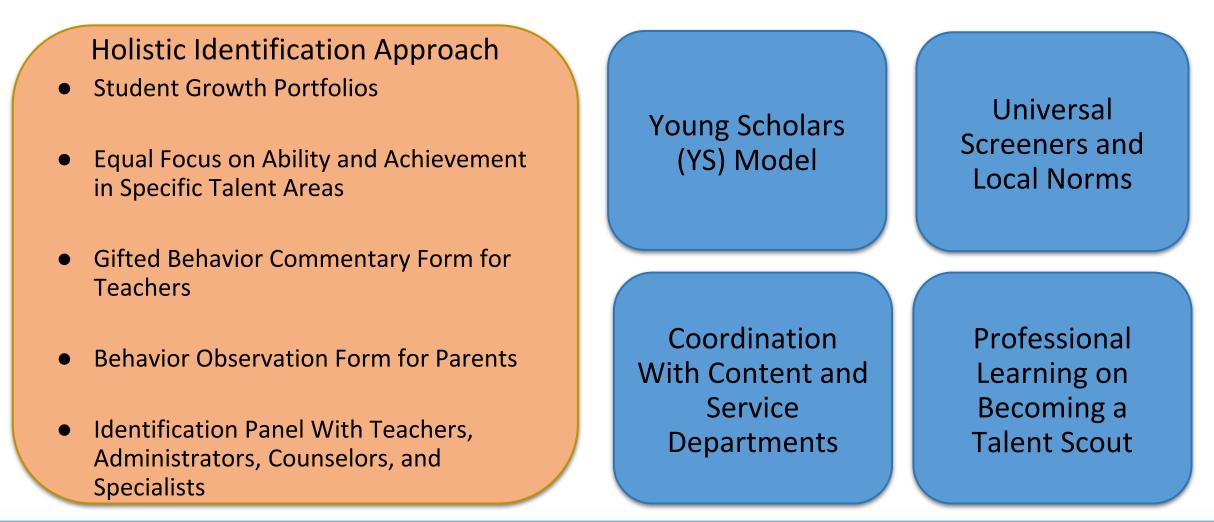|	Asian	Black	Hispanic	Other	White	EL 1 & 2	EL 3 ,4, & 6	SWD	Economically Disadvantaged
Total Enrollment in APS (Grades 1–12)	2,083 8.54%	2,540 10.42%	7,161 29.3%	2,031 8.33%	10,565 43.33%	2,008 8.23%	3,645 14.95%	3,547 14.5%	7,385 30%
Gifted Identification in APS (Grades 1–12)	707 33.9%	454 17.9%	1,139 15.9%	1,102 45.7%	4,396 41.6%	30 1.5%	576 15.8%	448 12.6%	1,027 13.9%

APS Gifted Services is performing better than national trends in the identification of some demographic groups.

APS Gifted Services still has room to improve in eliminating disproportionalities.

Gifted Services Student Population, Continued

How is APS Gifted Services addressing disproportionality in identification?

Holistic Identification Approach

- Student Growth Portfolios

- Equal Focus on Ability and Achievement in Specific Talent Areas

- Gifted Behavior Commentary Form for Teachers

- Behavior Observation Form for Parents

- Identification Panel With Teachers, Administrators, Counselors, and Specialists

Young Scholars (YS) Model

Universal Screeners and Local Norms

Coordination With Content and Service Departments

Professional Learning on Becoming a Talent Scout

Young Scholars Model

Access

- Ongoing opportunities for critical and creative thinking

- Access to engaging, rigorous resources in Tier 1 instruction

Affirmation

- Ongoing and targeted support for ELs, twice exceptional (2e), students from poverty, and underachievers

- Use of growth portfolios to highlight students' work (students are active participants in this)

- Focus on student interests and strengths—asset based

Advocacy

- Commitment from administrators, teachers, specialists, and counselors

- Collaboration with all stakeholders to ensure students are identified and receiving what they need

Coaching

- Model instructional practices through the Gifted Services Professional Learning Cycle
- Ongoing planning and support to cluster teachers to implement resources for rigor
- Work with all teachers on infusing critical and creative thinking strategies to raise the level of rigor and engagement in all classrooms and to give all learners opportunities.

Collaboration

- Attend Collaborative Learning Team (CLT) meetings to support planning for rigor
- Lead small groups based on planning with cluster teacher, supporting them in writing their quarterly differentiation forms.
- Plan with English Learner (EL) teachers and special education teachers and classroom teachers to support advanced EL and twice expectational students.

Assessment

- Lead and manage the referral, screening, and identification process (Gifted Services & Young Scholars)
- Meet with CLT to share how to interpret the CogAT and NNAT scores and how the scores show potential ability and how to nurture it.
- Manage the school-based application process for the Visual Performing Arts and Academic applications for Summer Residential Governor's School.

The classroom teacher is the primary deliverer of gifted services, with support from the Resource Teacher for the Gifted (RTG).

Elementary School

Middle School

High School

One RTG per school to support all grade levels and all content areas **(K-5, 6-8, 9-12) plus** manage screening and identification process.

- Consistent webpage template for each school - link to Gifted Services webpage

- At least 2 parent information sessions each year
  - Virtual meetings to increase access
  - Recorded and posted on webpage, available for all

- Differentiation forms to all families communicated quarterly (report card time)

- Parent sessions on topics of interest

- Conferences, IEP support, EL support

[RTG Twitter Handles](#)

Supporting the Vision

Countywide/Community…

- Collaborating with the Office of Diversity, Equity and Inclusion
  - Young Scholars

- Collaboration with Office of English Learners
  - Joint work with bi-lingual family liaisons (i.e., at meetings, creating family engagement course)

- Collaboration with Family and Community Engagement (FACE)
  - Talent Development support for families

- Collaboration with Academics and School Support Offices
  - Open Enrollment Intensified Courses in MS

At the School Level…

- Professional learning opportunities to support Social Emotional Learning and talent development
  - *Thrivers*

- Professional learning for English Learner teachers (i.e., at meetings, coaching, webinars)

- Professional learning opportunities for teachers to better support Young Scholars

- Professional learning opportunities for teachers to better support twice exceptional (2e) students

- Professional learning in collaboration with ELA, science and social studies offices
  - Open Enrollment Intensified Courses in MS

Equity
Meeting the Needs of Every Student

Build on students' strengths and talents

Develop a culture focused on asset-based thinking

Use student data to ensure EVERY student has the support they need to succeed

Talent development for all students

Provide students the opportunity to explore what is possible

Supporting curriculum offices with intensified classes

EVERY STUDENT COUNTS
EXCELLENCE FOR ALL

Appendix

Appendix, Continued

Supporting Slides and Additional Information	
[Video - How Does Gifted Services Support You as an RTG?](#)	
[Video - What is a Typical Day Like for an RTG?](#)	
[Video - Principal Perspectives on the RTG Role](#)	
APS Gifted Services Local Plan, 2022-2027 **& Supporting Documents**	
[Overall Gifted Services Identification Data by School](#)	[Young Scholars Identification Data by School](#)
[RTG Responsibility Ratio by School](#)	[Gifted Services Identification Demographic Data by School](#)
[Overall Cluster Data by School](#)	[Cluster Grouping Rationale by Elementary School](#) [& Cluster Grouping Rationale by Middle School &](#)
[Gifted Services website: Frequently Asked Questions](#)	[Gifted Services Resources for Families, Podcasts/Webinars, Virtual Resources](#) [& Critical and Creative Thinking Choice Boards for families](#)
[12/14/2021 School Board Presentation of Gifted Services](#)	[01/26/2023 School Board Work Session Gifted Services](#)(starts at 1:02:20)

How does your RTG support your teachers, students, and school initiatives?

- **Policy I-7.2 2 Gifted Services**

- **PIP G-2.14 PIP-9 Teacher Qualifications - Education of Gifted Students**
  - 40 gifted points (K-12 core, music, art teachers; reading specialists)

- **Policy I-8.1 Instructional Grouping**
  - 10 or more students per cluster in identified area

- **Policy I-11.5.2.31 Student Acceleration Opportunities**

- **Policy I-7.2.9.31 Advanced Classes**

- **Policy A-30 Equity**