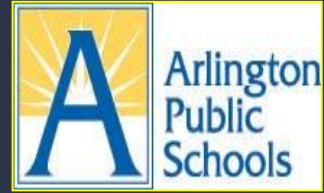


GIFTED SERVICES YOUNG SCHOLARS PROGRAM INFORMATION SESSION





Marijoy Cordero
Resource Teacher for the Gifted / Young Scholars Coach
“RTG”
Carlin Springs Elementary School
October 28, 2021

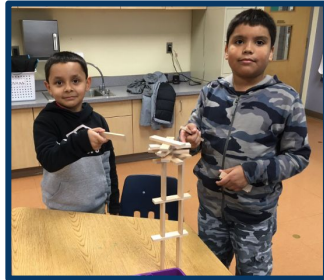



Today's Agenda

- ❖ The Young Scholars Program
- ❖ Gifted Services
- ❖ The Identification Process
- ❖ Learn Critical and Creative Thinking Activities to Do at Home
- ❖ Answer Questions



WHAT IS THE YOUNG SCHOLARS PROGRAM?



THE YOUNG SCHOLARS PROGRAM IS COMMITTED TO PROVIDING

Advocacy

for high potential students

Affirmation

Access



THE THREE A'S

Access

Challenging and appropriate curriculum that stimulates the Young Scholar's learning

Affirmation

Acknowledging the Young Scholar's strengths and sharing them with students and families to instill a sense of pride

Advocacy

School staff takes on the role of advocate to provide Young Scholars with resources and opportunities



Students who may be...

- ★ High-potential
- ★ Underachieving
- ★ Hard working
- ★ Highly curious
- ★ Enthusiastic
- ★ Creative
- ★ Problem solvers
- ★ Developing foundational academic skills
- ★ Developing language skills
- ★ A Spark!



WHAT ARE YOUNG SCHOLAR BEHAVIORS?

Perceptive

Transfers patterns and relationships to new situations; looks beyond the obvious to notice verbal and nonverbal subtleties

Strategic

Analyzes and researches potential solutions, tests theories, and verifies multiple conclusions to complex problems

Resourceful

Draws from experiences and transfers understanding to new situations; inventive

Creative

Demonstrates innovative ideas to show new relationships and uses

Resilient

Exudes strength in times of personal hardship and maintains integrity

Communicative

Initiates and elaborates on complex ideas: providing examples, counter-examples, and inferred characteristics

Curious

Asks complex questions to explore, test, and evaluate sustained investigations

Leadership

Organizes groups in various settings to implement plans of action, seeing complex tasks through to completion



THE YOUNG SCHOLARS IDENTIFICATION PROCESS



STAGE 1


Teacher observes behaviors consistent with Young Scholar behaviors.

STAGE 2

Communicate with RTG/YS coach. Evidence collected.

STAGE 3

Identification by committee. Parents informed.



YOUNG SCHOLARS MODEL AT CARLIN SPRINGS

- ★ Cluster Grouping
- ★ Access to Creative and Critical Thinking Activities
- ★ Mentorship
- ★ Afterschool Enrichment





FOR MORE INFORMATION:
APS YOUNG SCHOLARS SITE



ARLINGTON PUBLIC SCHOOLS

YOUNG SCHOLARS MODEL

A SCHOOL-WIDE MODEL OF INSTRUCTION

THE PRIMARY GOAL OF YOUNG SCHOLARS IN APS

- To nurture, guide, and support the development of advanced academic potential in students from diverse cultural, ethnic, and linguistic backgrounds in order to prepare them for the increasingly higher levels of challenge and rigorous coursework as they progress in grade level.

COMMITTED PROFESSIONALS

Administrators of Young Scholars Schools are committed to providing access for all learners to advanced academic content and act as advocates for their students and staff, providing ongoing support and professional development on how to best nurture and develop advanced academic potential in all students.

Continuous collaboration between the Resource Teacher for the Gifted, classroom teacher, and specialists is necessary in creating a continuum of services.

ESSENTIAL ELEMENTS

Providing differentiated and personalized supports to Young Scholars Schools is critical. These supports include: 1) rigorous summer enrichment opportunities through Young Scholars Innovation Academy; 2) professional development opportunities for teachers on culturally responsive teaching, how to identify advanced academic potential in diverse populations, and how to scaffold curricular resources designed for advanced learners, and 3) the active engagement of families.

NURTURE, GUIDE AND SUPPORT

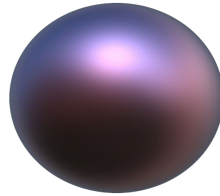
The Young Scholars model promote the notion of continuous intellectual growth beginning in kindergarten. Multi-age classrooms, looping, flexible grouping, and/or vertical teaming of teachers are examples of service delivery options that are used to support students.

Instruction is designed to develop and nurture advanced academic potential and may take the form of project and problem-based learning, independent study, personalized instruction, and authentic tasks that allow students to become active practitioners in the field.

For more information, please visit
<https://www.apsva.us/gifted-services/>

LET'S TRY A CRITICAL AND CREATIVE THINKING STRATEGY

Encapsulation



Pick one object to represent you.
Share why the object represents you.

→ Why do you think encapsulating is good for thinking?



WHAT ARE GIFTED SERVICES?



GIFTED SERVICES

Gifted Services are instructional supports given to students identified as gifted.

APS provides gifted services using the collaborative resource model. This means the classroom teacher and RTG work together to provide services to gifted students.

Identified students are placed in clusters so they have intellectual peers.

Differentiation Report Forms are sent home with report cards to keep parents informed of gifted instructional services.



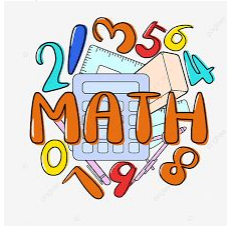
Students who may be...

- ★ High-achieving
- ★ Underachieving
- ★ Overachieving
- ★ Hard working
- ★ Highly curious
- ★ Leaders
- ★ Creative
- ★ Problem solvers
- ★ Fast learners
- ★ **Working significantly above the norm for their age**



HOW ARE STUDENTS IDENTIFIED FOR GIFTED SERVICES?

Students are nominated by staff or parents in either English, Math, Science, or Social Studies. Students can also be nominated in the Visual Arts or Music.



WHAT ARE GIFTED BEHAVIORS?

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 creative/productive thinking

- Expresses ideas, feelings, experiences, and/or beliefs in original ways
- Perceives and manipulates patterns, colors, and/or symbols

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 to help others
- Communicates learned concepts through role playing and/or detailed artwork

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



GIFTED SERVICES IDENTIFICATION PROCESS



STAGE 1


Parent or teacher observes behaviors consistent with Gifted Behaviors.

STAGE 2

Communicate with RTG. Teachers collect evidence. Parents complete questionnaires. Standardized tests scores are collected.

STAGE 3

Identification determined by committee. Parents give permission for services.



GIFTED AND YOUNG SCHOLARS...



Gifted

Ability is significantly above the norm for their age

Young Scholars

High potential when given opportunities to think & problem solve



LET'S TRY A CRITICAL AND CREATIVE THINKING STRATEGY

Visible Thinking Strategy
"I Used to Think ... Now I Think..."

Gifted Services
Young Scholars Program

I used to think...
But now I think...

I used to think ...

Now I think ...

purpose This routine helps students reflect on their thinking about a topic or issue and explore how and why that thinking has changed. This routine also develops students ability to identify and talk about their thinking itself.

Synthesizing & Organizing Ideas



FOR MORE INFORMATION:

[APS GIFTED SERVICES SITE](https://www.apsva.us/gifted-services/)

[HTTPS://WWW.APSVA.US/GIFTED-SERVICES/](https://www.apsva.us/gifted-services/)



THANKS!

Any questions?

Any clarifications?

Contact me at:

X marijoy.cordero@apsva.us

