

ADVANCED ACADEMIC PROGRAMS:

Connections for Student Success



Planning for the 2017 – 2018 School Year

Amanda Arman
Advanced Academic Program Teacher
Fairhill Elementary School
October 12, 2017
aaarman@fcps.edu

Purposes for Evening

- Review AAP Levels of Service
- Share the referral process for students in grades 2 through 7
- Share deadlines
- Answer group questions
 - *Personal questions should be handled through email or privately with Mrs. Arman*



Philosophy of FCPS Advanced Academic Programs

Children who have been identified for advanced academic services have the **potential** to achieve high levels of accomplishment, and this potential needs to be recognized and addressed.

In order to meet their needs and develop their abilities, these high ability learners require a **differentiated curriculum** that provides advanced learning opportunities.

Critical and Creative Thinking Skills





Critical and Creative Thinking Strategies

Level I Services

All children learn to think, reason, and problem-solve through nine strategies that challenge students to use and apply knowledge in new and different ways.

Lessons that develop critical and creative thinking skills are used by teachers with all students in K-6 classrooms.

Differentiated Lessons in Areas of Academic Strength

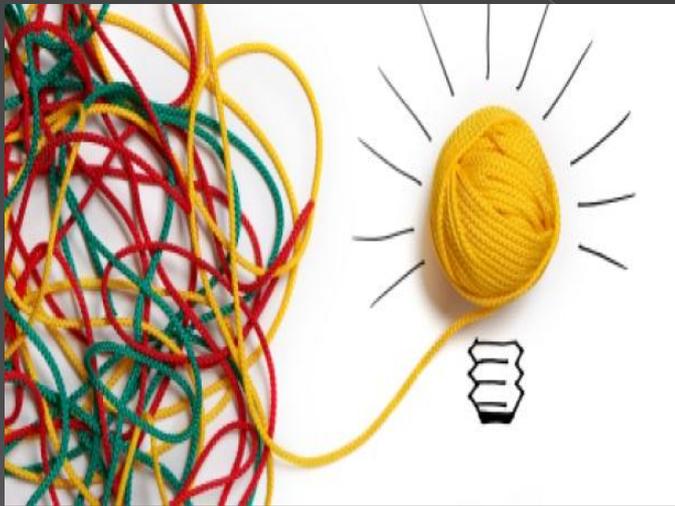
Level II



Differentiated instruction is provided through more challenging content, assignments, resources, and flexible groupings in one or more areas of academic strength. The Advanced Academic Resource Teacher plans, collaborates, and shares ideas and resources with classroom teachers and other specialists.

Part-Time Advanced Academic Program

Level III



Students work directly with the Advanced Academic Resource Teacher to receive enrichment and extensions to curriculum and instruction. The Advanced Academic Resource Teacher plans and collaborates with the classroom teachers and other teachers who work with the students e.g., ESOL and special education.

Direct services may take the form of the AART co-teaching with the classroom teacher with flexible instructional groups within the classroom or pull-out groups.

Local Advanced Academic Programs: Screening for School-Based Services (Levels II-III)

- All students are screened for Advanced Academic Programs school-based services using multiple sources of information
- Local school Advanced Academic Programs screening committee determines eligibility for school-based services
- Parents/guardians may initiate a referral

Full-Time Advanced Academic Program

Grades 3-6

Level IV

The full-time advanced academic program is:

- Differentiated in depth, breadth, and pace
- Provides an appropriate level of challenge for highly gifted learners with a strong emphasis on critical and creative thinking, and problem-solving
- The mathematics curriculum is accelerated by one grade level
- Readings and resources that are used in other subject areas are also presented at advanced levels
- Students have opportunities for ongoing opportunities for reflection and self-assessment

Continuum of Advanced Academic Services

Elementary School

Middle School

High School

Young Scholars All Levels K-12

Critical and Creative Thinking Strategies
Grades K-6
Level I

IBMYP Selected Schools
Grades 6-10

Differentiated Lessons in Areas of Academic Strength
Grades K-6
Level II

Honors Courses in Areas of Academic Strength
Grades 7-8

Honors Courses
Pre-AP and Pre-IB
Advanced Placement
International Baccalaureate
Dual Enrollment
Thomas Jefferson High School for Science and Technology

Part-Time Advanced Academic Program
Grades 3-6
Level III

Full-Time Advanced Academic Program
Grades 3-8
Level IV

Acceleration
Problem-Based Learning

Depth and Complexity
Research Investigations

Learner Profile All Levels

Readiness • Interests • Learning Styles

Continuum of Performances-All Levels
Academic • Creative/Productive • Leadership

What does Level IV look like?

- ⦿ **Academic classes with identified students**
 - Specialists assist with flexible grouping to meet needs of students
- ⦿ **Level IV students work one grade level above in math**
 - Advanced Math program taught to all Level IV eligible students
 - The Level IV math curriculum also includes a different math text in combination with the enVISION Math series called M³ Mentoring Mathematical Minds
- ⦿ **Curriculum units add breadth and depth to grade level curriculum standards in science and social studies**
- ⦿ **All Fairhill students are regularly assessed in reading and students are met at their level for reading instruction**

Five Goals and Objectives of Level IV

Goal I: To provide for mastery, enrichment, and extension of the core standards of learning in all curriculum areas, infused with appropriate resources (including technology) at a pace, depth, and complexity appropriate to the capacity of high ability learners.

Goal II: To develop an understanding of systems of knowledge, themes, issues, and problems that frame the external world.

Goal III: To develop cognitive and metacognitive skills that foster independent self-directed learning.

Level IV Goals and Objectives

Goal IV: To develop self-understanding.

Goal V: To develop social skills that enable students to develop their leadership skills, their interpersonal skills, and their ability to effectively relate to others in a variety of situations.



What is “The Pool”?

- Each year, when ability test results are received by Fairfax County, a county-wide benchmark is determined for current second grade students
- **Second graders** who score above the benchmark are considered “the pool”
- All pool students will be **considered** for Level IV placement unless a parent requests otherwise in writing
- Parents of students in the pool are recommended to supplement the pool file with optional documents
- Students in the pool have **no greater chance** of eligibility
- The pool only applies to second graders - all students in grades 3 through 7 must be referred for consideration

How do I Refer My Child?

- ◎ Students in Grades 2 through 7 can be referred for Level IV services
- ◎ Referrals are due to Mrs. Arman by 3:30 pm on January 12, 2018
- ◎ A parent referral consists of:
 - The FCPS Level IV Referral Form (fillable document online)
 - *A Parent/Guardian Questionnaire (fillable document online)*
 - *Up to four (4) pages of work samples or digital photos*
 - *Up to five (5) pages of awards/certificates /letters of commendation*

The Referral Form

- Referral files must include a referral form completed by the parent or a legal guardian The referral form can be accessed online through the FCPS AAP site
 - The form may be typed directly into and printed or printed and hand written
- A complete form is completed with a paragraph (typed or hand-written) and a signature
 - This important paragraph is the only section parents have to explain why they feel their child needs Level IV services
- A parent or guardian of a pool student may submit a referral form in lieu of a recommendation letter

Advanced Academic Programs Level IV Referral Form

Fillable forms are available at www.fcps.edu/aaap or responses may be typed and pasted onto this form. Please print clearly or type; referral form may not be retyped. Responses must fit on this form; attachments may not be submitted. Additional information may be submitted as part of the file pages or additional information.

Student's Last Name		First Name		Parent/Caregiver	
Date of Birth	Gender	Grade		Home Address	
School/County/Address		Telephone #		City/State/Zip	
Fairfax County Public School District ID # OR Private School Address				Telephone Number (H)	Number (W)
FCPS Advanced Academic Resource Teacher or Home School/County OR Private School Teacher				Telephone Number (H)	Number (W)
Language(s) spoken in the home _____					
Screening for advanced academics school-based services (Levels I-III) takes place at FCPS elementary and middle schools. Contact the local school principal and/or Advanced Academic Resource Teacher for information.					
In the space provided below, please explain why the child should be considered for in-the-AAP (Level IV) placement.					
Signature of Referral Source		Relationship to Student		Date of Referral	
REQUIRED					

Parent Questionnaire

- ⦿ The Parent/Guardian Questionnaire is considered an optional piece of a file, but is highly recommended (both pool and referral files)
- ⦿ The Questionnaire may also be found online and can be typed directly into and printed
- ⦿ A complete Questionnaire consists of the student's name, checks in each of the appropriate boxes *with specific examples below each of the given statements, and signature of the person completing the form*



Parent/Guardian Questionnaire

OPTIONAL

Student _____ School Currently Attending _____ School Year _____ Grade Level _____

Please print clearly or type; responses may be pasted onto form. Questionnaire may not be edited or retyped and responses must fit on this form. 5 pages of additional information may be submitted according to the guidelines. Filable forms are available at www.fcps.edu/DISig/forms.

Check the appropriate box: occasionally, frequently, consistently.

Give an example for each.

occasionally

frequently

consistently

My child surprises me with his/her knowledge.

My child comes up with imaginative and/or unusual ways of doing things.

My child is intellectually curious and asks thoughtful questions.

My child finds humor in situations or events unusual for his/her age.

My child can focus on a particular topic for an unusually long period of time.

Does your child have a special need that you want to communicate to the committee?

NO YES

If YES, please explain (such as learning disability). Additional information may also be submitted as part of the 5 pages.

Work Samples

- ⦿ Work samples are to give evidence to the student's ability to **problem solve, think creatively, apply their knowledge, or show individual motivation for learning**
- ⦿ Quality work samples are **open-ended** pages of writing, art, mathematical reasoning, thinking, problem solving, and exceptional abilities in any academic area
- ⦿ Anything that can be memorized or multiple choice tests **does not** usually demonstrate higher level thinking or ability in students
- ⦿ **Projects students have created are great examples and often are best portrayed through digital pictures with captions written either by the parent or the child to explain what was completed**

Math Sample from Mentoring Young Mathematicians (M²)

DEEPLY

2. Jasper asked if the secret number was even, and the answer was "yes." What are two additional questions that Jasper should not ask next based on what he already knows?

Why not?

1. Is it odd because he already knows it's an even number. ✓

2. Is it divisible by 2 because numbers divisible by two are all even and he knows the number is even. ✓

2+2=4, 4+2=6, 6+2=8, 8+2=10 etc.
(divisible by two)
(all even) ✓

A "think deeply" question explained in December 2012.

Your Thoughts and Questions

Use the back!

Need more room?

- This is from a 2nd grade student
- It utilizes math vocabulary related to the concept and shows understanding of the big idea
- The student supports their answer with an example

Math Non-Sample

- While the student scored perfectly, this shows a rote process rather than problem solving that would be evidence for needing full-time placement in a level IV center
- Instead, showcasing a single problem that requires the student apply mathematics concepts to problem solve would be preferred

-O Beautiful work.

Name _____ Date 10-11

More Work with Division

Class Practice

I. Divide and check.

a. $4 \overline{) 325} \times 81$
 $\begin{array}{r} 81 \\ \times 4 \\ \hline 324 \\ + 05 \\ \hline 329 \end{array}$

b. $6 \overline{) 471} \times 78$
 $\begin{array}{r} 78 \\ \times 6 \\ \hline 468 \\ + 51 \\ \hline 471 \end{array}$

c. $5 \overline{) 256} \times 51$
 $\begin{array}{r} 51 \\ \times 5 \\ \hline 255 \\ + 06 \\ \hline 261 \end{array}$

II. Find the products.

a. 407×43
 $\begin{array}{r} 407 \\ \times 43 \\ \hline 1221 \\ + 1628 \\ \hline 17501 \end{array}$

b. $9,508 \times 93$
 $\begin{array}{r} 9508 \\ \times 93 \\ \hline 28524 \\ + 85572 \\ \hline 884244 \end{array}$

c. $6,792 \times 58$
 $\begin{array}{r} 6792 \\ \times 58 \\ \hline 54336 \\ + 33960 \\ \hline 393,600 \end{array}$

d. $1,947 \times 81$
 $\begin{array}{r} 1947 \\ \times 81 \\ \hline 15707 \end{array}$

e. $6,329 \times 67$
 $\begin{array}{r} 6329 \\ \times 67 \\ \hline 44303 \\ + 37974 \\ \hline 424,043 \end{array}$

III. Solve these measurement equations!

a. $3 \text{ lb.} = 48 \text{ oz.}$
 $\frac{48 \text{ oz.}}{16 \text{ oz.}} = 3$

b. $10 \text{ yd.} = 30 \text{ ft.}$
 $\frac{30 \text{ ft.}}{10 \text{ ft.}} = 3$

c. $9 \text{ ft.} + 3 \text{ in.} = 11 \text{ in.}$
 $\frac{11 \text{ in.} - 9 \text{ in.}}{2 \text{ in.}} = 1$

IV. Number each column from smallest to largest.

a. 2 foot 1 inch 3 yard

b. 3 ton 1 ounce 3 pound

ft. _____
in. _____
yd. _____

Social Studies Example

Johnoglyphics by John



Examples:

The baby sleeps in a crib.

The farmer grows corn.

The bird flies in the sky.

The children play ball on the beach.

This is Johnoglyphics. This is my way of teaching toddlers how to read. It is based on Egyptian hieroglyphics and cuniform. The toddler can look at the pictures and know what the sentence means.

A 3rd grade student created the following system, modeled on hieroglyphics. In addition to connections to Social Studies content, this work sample shows fluency and elaboration in an original solution to a problem.

This sample shows the student is able to recall information about the 3 branches of government.

A preferred work sample might include: analysis of a primary source document, different points of view in past or current events, making connections, etc.

The United States Government

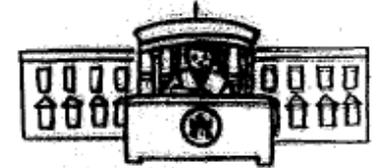
The United States government runs the country. It has three parts.

1. The Legislative



Congress makes the laws.

2. The Executive



The President makes sure the laws are carried out.

3. The Judicial



The Supreme Court settles questions about the laws.

Fill in the circle beside the correct answer.

1. Who runs the United States of America?

- (a) the Congress (b) the United States government (c) the President

2. Who settles questions about the laws?

- (a) the President (b) the Congress (c) the Supreme Court ^{Judicial Branch}

3. Who makes sure the laws are carried out?

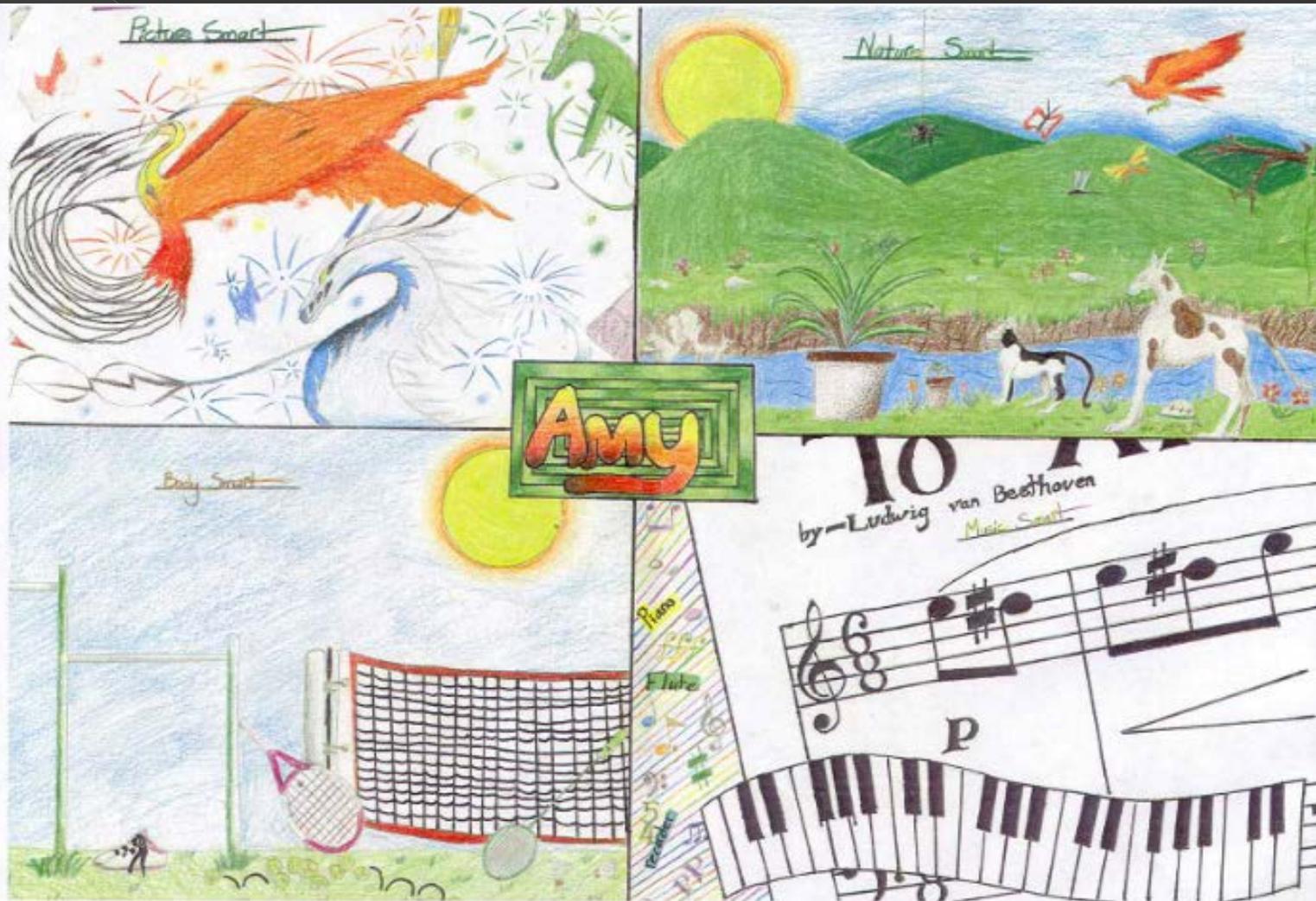
- (a) the Congress (b) the President (c) the Supreme Court

4. Who makes the laws?

- (a) the Supreme Court (b) the President (c) the Congress

5. What are the names of the three parts of the government?

- a. The Judicial - SCOTUS
b. The Executive - President
c. The Legislative - Congress



This student created a poster of 4 Ways of Smart (Picture, Nature, Body, and Music). The poster displays a strong sense of design.

4 Way Smart Poster in Fifth Grade

Guidelines

○ Work Samples

- › A maximum of **four pages of student work samples, single-sided 8½ x 11 pages of student work** maybe be submitted by parents
- › Original stories, artwork, and other student work submitted, reduced or enlarged from the original, but must be on standard 8½— x 11 paper
- › Large/small pages, cardboard, tag board, or construction paper may not be submitted. Larger/smaller pages, projects, and photographs may be photocopied onto standard paper. DVDs, 3-D art, or notebooks may not be submitted.

○ Awards

- › A maximum of **five single-sided 8½ x 11 pages** of certificates, awards, honors, accomplishments, letters of commendation, report of previous participation in advanced academic programs, and academic extracurricular activities.
- › Letters of commendation may be handwritten or typed from adults who know the student, including parents or other relatives, music or art teacher, coach, etc.
- › Letters from FCPS staff members may not be submitted.

○ Materials will not be returned

Awards/Letters of Recommendation

- Separate from the work samples
- Up to five (5) total single sided pages
- **No teacher or specialist in FCPS may contribute to these letters in any way**
- Awards or letters can be regarding any talent or interest your child has
 - > Music
 - > Art
 - > Language
 - > Religious
 - > Athletics
 - > Chess
 - > Clubs
 - > Odyssey of the Mind
 - > Girl Scouts
 - > Boy/Cub Scouts
 - > Drama
 - > Summer Camp
 - > Writing
 - > Math

Approved Ability Tests

- ◎ Other tests that can be used for placement are (must include copy of license):
 - Otis-Lennon Ability Test (OLSAT) 7th Edition
 - Stanford-Binet Intelligence Scale
 - Wechsler Intelligence Scale for Children (WISC IV)
 - Cognitive Assessment System (CAS)
 - Kaufman Assessment Battery
 - Differential Ability Scale (DAS)



George Mason University

- The George Mason University Psychological Clinic also offers group and individual ability tests
 - > (703) 993-4200
 - > <http://cap.gmu.edu/>
 - > Evaluations from other private psychologists are accepted only with a copy of his or her current psychology license



George Mason University

Gifted Behaviors Rating Scale (GBRS)

- The GBRS is a scale used to identify exceptional behaviors in each student in FCPS
- The Local Screening Committee at Fairhill Elementary meets to complete the ratings and add comments to support their numeric rating
- The four categories are:
 - Exceptional Ability to Learn
 - Exceptional Application of Knowledge
 - Exceptional Creative/Productive Thinking
 - Exceptional Motivation to Succeed
- In each category, students are given a 1 – 4 rating
- Being that the title of each category is “Exceptional”, a rating of a 4 is very rare

Gifted Behaviors Rating Scale (GBRS)

- ⦿ The GBRS is a scale used to identify how frequently exceptional behaviors are demonstrated
- ⦿ Each student is evaluated in each category separately
- ⦿ Scores are based on how often the behaviors are observed in school
 - 4: Behaviors are Consistently Displayed
 - 3: Behaviors are Frequently Displayed
 - 2: Behaviors are Occasionally Displayed
 - 1: Behaviors are Rarely Displayed

1. Exceptional Ability to Learn

- Exhibits exceptional memory
- Demonstrates in-depth knowledge
- Displays persistent / intense focus on one or more topics
- Is highly reflective and/or sensitive to his/her environment
- Readily learns and adapts to new cultures
- Learns quickly and easily
- Is acquiring language at a rapid pace
- Learns skills independently and makes connections without formal instruction

2. Exceptional Application of Knowledge

- Demonstrates highly developed reasoning
- Employs complex problem-solving strategies
- Uses and interprets advanced symbol systems in academics, visual arts, and/or performing arts
- Understands / applies / transfers abstract concepts
- Uses technology in advanced applications
- Acts as an interpreter, translator, and/or facilitator to help others
- Makes advanced connections and transfers learning to other subjects / situations / cultures
- Communicates learned concepts through role playing and/or detailed artwork

3. Exceptional Creative/Productive Thinking

Sees the familiar in unusual ways / Does not conform to typical ways of thinking or perceiving
Is highly creative and/or inventive
Demonstrates unusual fluency and flexibility in thinking and problem-solving
Expresses ideas, feelings, experiences, and/or beliefs in original ways
Displays keen sense of humor
Is highly curious
Easily generates new ideas / new uses / new solutions
Perceives and manipulates patterns, colors, and/or symbols

4. Exceptional Motivation to Succeed

Demonstrates ability to lead large and/or small groups
Meets exceptional personal and/or academic challenges
Independently explores, researches, questions topics / ideas / issues
Is poised with adults and engages them in adult conversations
Exhibits a strong sense of loyalty and responsibility
Demonstrates exceptional ability to adapt to new experiences
Strives to achieve high standards especially in areas of strength and/or interest
Shows initiative, self-direction, and/or high level of confidence

Local Screening Committee

- Meets to complete all portfolios including the Gifted Behaviors Rating Scale with commentary for pool and referred students at Fairhill
- Consists of at least three of the following:
 - Classroom teachers
 - AAP Resource teacher
 - AAP Level IV teacher
 - Administrator
 - ESOL teacher/Reading teacher if applicable
 - Guidance Counselor
 - Other staff contribute to GBRS commentary
- Does not make placement decisions or recommendations for each student

Student Portfolio Components and Who Completes It?

Form	Who Completes or Provides It?
Referral Form	Parent/Guardian
Summary Form	Mrs. Arman
GBRS and Commentary	Local Screening Committee
Ability Testing Data	School, parent, GMU, or psychologist
Report Cards	School
Parent/Guardian Questionnaire	Parent/Guardian
Work Samples	School (2) Parent (4)
Certificates or Letters of Recommendation	Parent (5)

Appeal Procedures

- ◎ Parents/Guardians of students not found eligible by both the central selection committee and the oversight committee may submit a written request for an appeal
- ◎ The request MUST include
 - An explanation regarding the child's academic needs for Level IV placement
 - New data not provided in the original file
 - The Level IV Appeal Form available through AAP Website
- ◎ Appeals must be delivered by May 11, 2018 to:

AAP Office at Willow Oaks Center
8270 Willow Oaks Drive
Fairfax, VA 22031





Thank you!

Questions or Comments
for the good of the group?

aaarman@fcps.edu

<http://www.fcps.edu/is/aap/>

<http://www.fcps.edu/is/aap/packet/ParentInformationPacketFCPS.pdf>

Fairhill Elementary School

