



ECPS AAP Philosophy

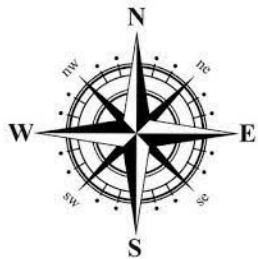
Haycock Parent Coffee Hour
Spring 2023



Agenda

Deeper understanding of many pathways to success that will contribute to a strong Haycock community.

- FCPS AAP Philosophy - What is it?
- Influences: Field of research, state regulations, district goals, local school
- Implementing AAP curriculum for all students
- Level II/III explanation
- Parent tips & Table discussion
- Questions



FCPS AAP Philosophy

What guides policies and processes?

Fairfax County Public Schools (FCPS) believes in developing the **strengths and talents of all students**. Every student needs to be challenged and engaged in exciting learning experiences.

Our commitment to providing rigor to all students is part of the **FCPS strategic plan**. AAP offers a **continuum of advanced academic services** to meet a broad range of student needs.

With the FCPS **talent development model**, all students in FCPS will receive:

- Critical and creative thinking lessons.
- Access to AAP curriculum and strategies.

Some students need a differentiated curriculum to address their cognitive and social-emotional needs.

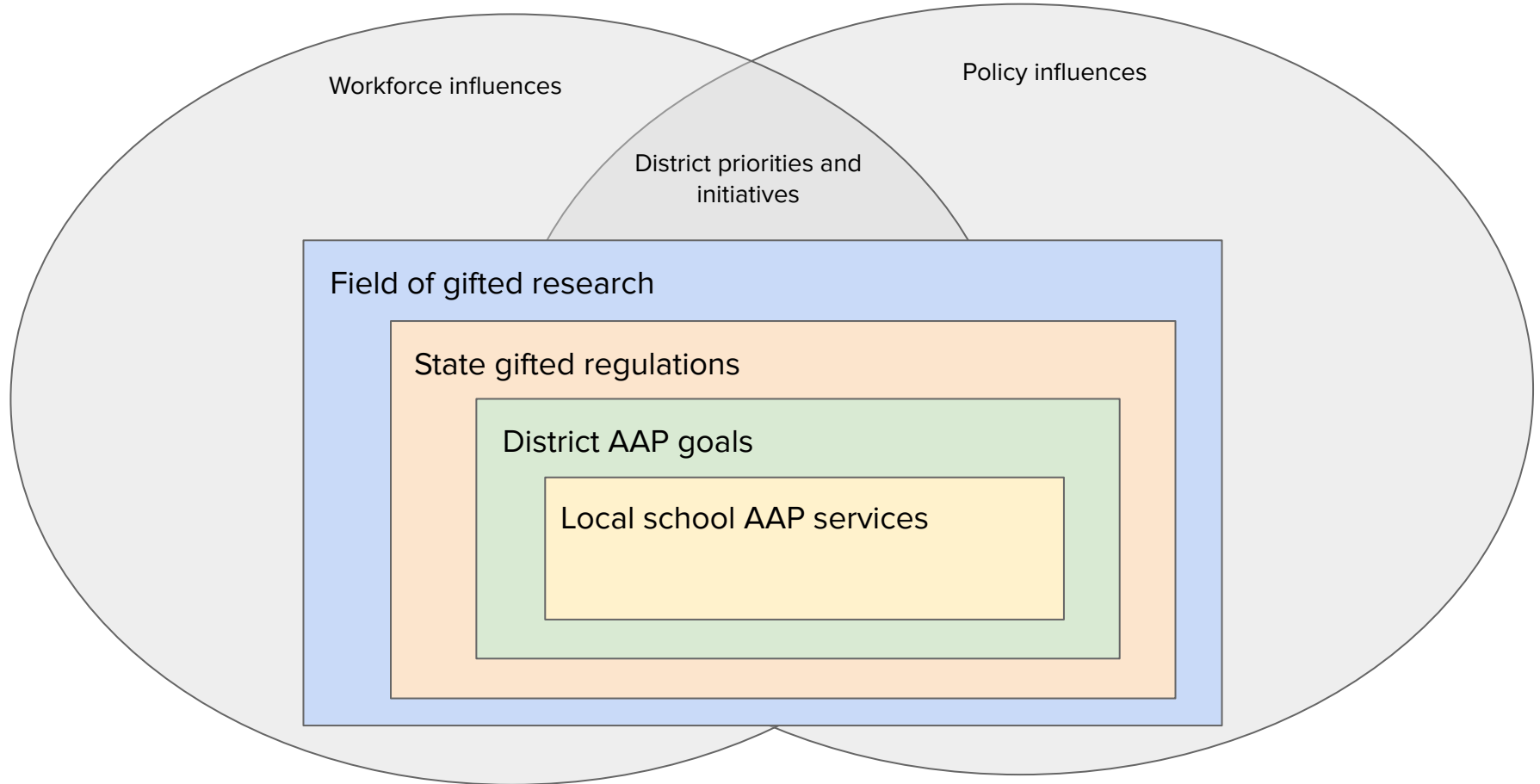
These students receive additional AAP services based on:

- Academic **needs beyond peers** at their grade level in various content areas
- **Starting with high level tasks** for all and differentiating through variables of depth, complexity, and pace of instruction.

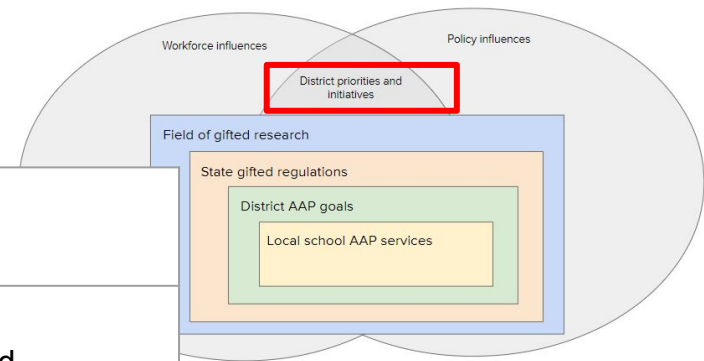


In your own words, what is the purpose of advanced academic services (or gifted education)?

A system of contextual influences...



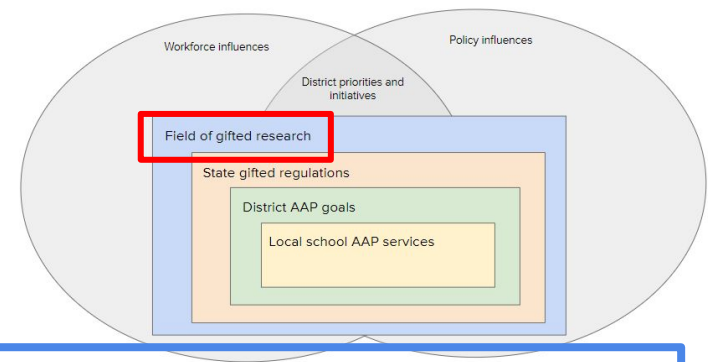
District Learning Focus



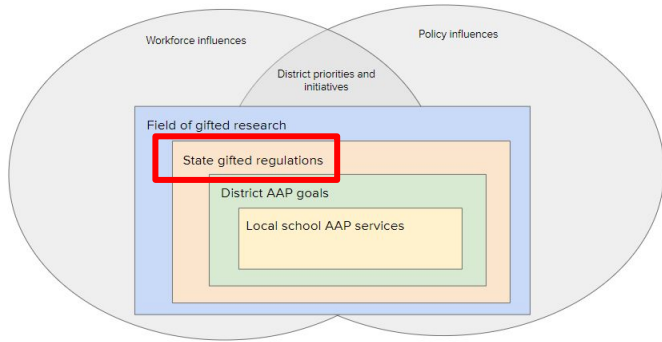
2000	2015	2022
<p>NCLB</p> <p>High stakes multiple choice testing</p> <p>Gifted education pedagogy (project-based learning, student voice and choice, depth & complexity) are primarily found in gifted services</p> <p>Small number of teachers are trained in approaches to meet needs of gifted learners</p>	<p>District adopts new learning model (concept-based instruction, learner-centered environment, meaningful learning experiences, purposeful assessment)</p> <p>Goal is to develop student attributes (POG), not focus just on test scores</p>	<p>Assessment that is increasingly balanced (standardized tests, performance assessments, interdisciplinary approaches)</p> <p>Project-based learning, student voice and choice, opportunities for critical and creative thinking are part of Tier 1 instruction for all students.</p> <p>All teachers are learning about approaches to meet advanced learners' needs through (AART) instructional coaching and planning time in teams</p>

Field of Gifted Education Research

Paradigms of Gifted Education



Gifted Child	Talent Development	Differentiation for Advanced Needs
<p>Emerged 1920-1940</p> <p>Focuses heavily on IQ scores in identification</p> <p>Label driven</p>	<p>Emerged in 1980-1990 out of discontent with an IQ focus</p> <p>Expands the scope of manifestations and domains of talent rather than focusing solely on measures of general intelligence</p> <p>Recognizes the necessity of opportunity for talent to emerge</p> <p>Equitable opportunity driven</p>	<p>Emerged in 1980-1990 as a critique of the inadequacy of pull-out programs models to provide learning environments that were responsive to the needs of advanced learners.</p> <p>Has recently been connected to RTI approaches by identifying cluster groups of student need and planning for tiers of increased intensity through cluster grouping</p> <p>Services driven</p>



VDOE Regulations Governing Services for Gifted Students

(8VAC20-40-10 through 70)

- Must screen, identify, and serve gifted students
- Screening must consider multiple criteria (including an aptitude test), and seek out students with superior aptitudes (to include students for whom accurate identification may be affected by economic disadvantage, limited English proficiency, or a disability)
- Screening must allow for referrals from parents, guardians, teachers, professionals, or students
- Service delivery must provide students the opportunity to work with intellectual/academic peers
- Service delivery must provide differentiated curriculum demonstrating accelerated and advanced content according to students' learning needs
- Outcomes of student progress in gifted services must be reported to parents

Two Goals of AAP in FCPS



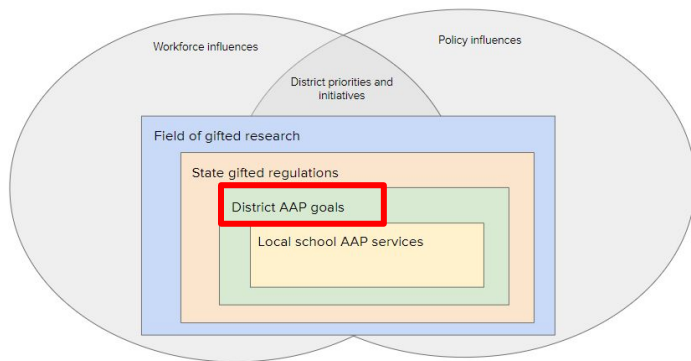
Talent Development for All Students

- Opportunities in multiple areas
- Development of interest areas
- Career pathway explorations
- No FCPS AAP identification required



Differentiation to Meet the Needs of Advanced Learners

- Variations on frequency and intensity
- Considerations of specific content areas
- Cluster group opportunities with similar academic peers
- FCPS AAP to meet specific-subject advanced differentiation, part-time or full-time grouping needs



FCPS AAP is *not* about labeling students. It is about services.

- It is about affirming, assessing, and advancing all students (and increasingly shifting to self-affirm, self-assess, self-advance)
- It is a match for “at this time” in 2 ways -- cluster of academic peers & frequency and intensity of challenge

How Haycock Implements AAP in all classes

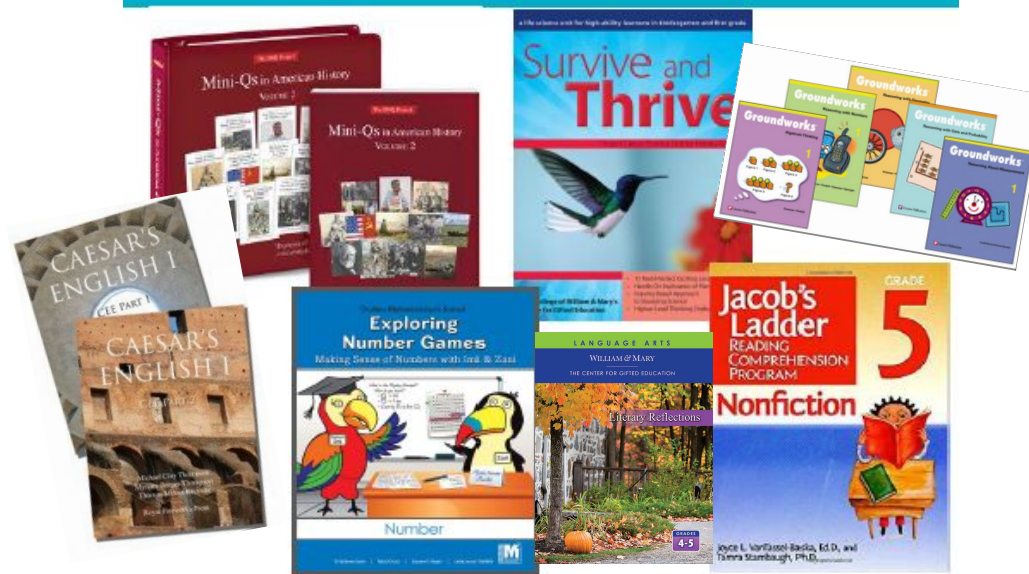


- Teachers implement the advanced curriculum in ALL classrooms
- Some examples of curriculum you will see is: DBQ's, Jason's Learning, M² or M³, Groundworks, Jacob's Ladder, Caesar's English, William and Mary Literature units, critical and creative thinking strategies (ex- mindmaps, socratic seminars)

Critical and Creative Thinking Strategies



Adapted from the work of Dr. Edward de Bono and Dr. Howard Van Dyke



The Continuum of Services

Elementary Advanced Academic Programs*

Program Services	Tier 1 Access to Rigor	Subject Specific Advanced Differentiation	Part-Time Services	Full-Time Services
Critical and creative thinking strategies used in lessons by classroom teachers and Advanced Academic Resource Teachers (AARTs)	X	X	X	X
Lessons from Advanced Academic Programs (AAP) curriculum framework at least once per quarter	X	X	X	X
Extensions for students with need for increased depth and complexity	X	X	X	X
AART and classroom teachers plan collaboratively to identify curricular resources and strategies for talent development opportunities and differentiated instruction	X	X	X	X
Classroom teacher provides lessons from AAP curriculum framework to meet advanced differentiation needs in subject specific area(s) of strength		X	X	X
Students flexibly grouped by strengths, interests, and readiness to ensure academic peer group		X	X	X
Lessons to address the socio-emotional needs of advanced learners, including Young Scholars lessons		X	X	X
AART provides direct and collaborative lessons through push-in or pull-out service delivery models			X	
Weekly Lessons from AAP curriculum that provide more frequent and complex extensions			X	X
Cluster grouping (minimum groups of 6-8 students with similar AAP identification)			X	X
Daily instruction with classroom teacher endorsed or working towards endorsement in Advanced Academics				X
Daily classroom instruction planned using the Full-Time AAP Interdisciplinary Guide				X
Daily Lessons from AAP curriculum in multiple content areas				X

*Service descriptions are not a checklist, but are intended to provide some concrete ideas of what services may include.

Subject Specific Advanced Differentiation (level II)

Services may include:

- Content standards-based unit extensions on a more frequent/intense cadence than Tier 1 instruction in subject specific area(s) of strength
- Increased frequency of differentiated lessons from AAP curricular resources in subject specific area(s) of strength taught by the classroom teacher
- Small group activities and/or counseling to address socio-emotional needs
- Availability of subject-specific cluster of students
- Other services as needed

Part-Time Services (level III)

Services may include:

- Content standards-based unit extensions on a more frequent/intense basis than Tier 1 instruction in more than content area
- Weekly AAP lessons through pull-out or push-in services with the Advanced Academic Resource Teacher (AART)
- Interdisciplinary projects and units
- Cluster grouping with a small group of students with similar academic needs
- Small group activities and/or counseling to address socio-emotional needs
- Other services as needed

NEW YORK TIMES BESTSELLER

BREAK FREE OF THE

HOW TO

OVERPARENTING TRAP

RAISE

AND PREPARE YOUR

AN ADULT

KID FOR SUCCESS

JULIE LYTHCOTT-HAIMS



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Parent Tips

1. Expose your child to opportunities.
2. Follow their lead with an outcome of developing self-efficacy and agency in mind.
3. Consider unintended messages about what contributes to future success and the lifelong endeavor of being a learner.
4. Let them know you support them, but seek ways to have them take ownership for their path.
5. Remember they are a wildflower (not a bonsai tree). (from *How to Raise an Adult*)

Discuss the tips at your table.

- **Which do you think is most valuable in creating a strong community at Haycock?**
- **What is an area you want to raise your parental awareness about?**