



BRIDGING SCHOOL AND HOME CONNECTIONS TO
ADVANCE TALENT DEVELOPMENT FOR ALL LEARNERS
FAMILY COFFEE: NOVEMBER 2022

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ADVANCED ACADEMIC RESOURCE TEACHER (AART)



OUTCOMES




Develop a common understanding of Talent Development.



Discuss what Talent Development looks like at Bonnie Brae through exploring Portrait of a Graduate (POG) Attributes/Skills and Critical and Creative Thinking (CCT) Strategies.



Understand ways to utilize POG and CCT structures at home to support Talent Development.





DEFINING TALENT DEVELOPMENT

Two **Goals** of the Advanced Academic Programs

FCPS AAP strives to develop the talents of all students and provide challenge through:

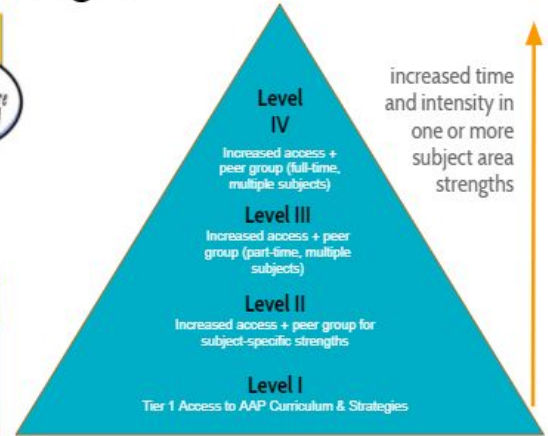
- **Talent development** **An instructional model that provides all students opportunities to develop their talents and achieve their fullest potential.**
- **Differentiation** to meet the needs of **advanced learners.**

DEFINING TALENT DEVELOPMENT

FCPS AAP strives to develop the talents of all students and provide challenge through:

To meet the unique needs of advanced learners and develop talent in all students, teachers differentiate learning tasks and environments, instructional approaches, and assessments to increase learning outcomes for all students.

The Two Main Goals of FCPS Advanced Academic Programs



Talent Development

- Instructional opportunities to use AAP strategies and curriculum to develop POG and identify emergent talent
- Identifying and exploring interest areas
- Attention to underrepresented populations through the Young Scholars model

Differentiation to Meet the Needs of Advanced Learners

- Students by name and by need - e.g. faster pace, less scaffolding, increased complexity
- Ensuring access to differentiated curriculum as well as academic peer group
- Academic advising and psychosocial interventions and complementary support services for Young Scholars as needed

TALENT DEVELOPMENT AT BONNIE BRAE: DIFFERENTIATING UP

What does Talent Development look like at Bonnie Brae?

- ★ Instructional opportunities to use AAP curriculum and strategies.
- ★ Working with students to identify and explore areas of interest.
- ★ Provide attention to underrepresented populations through the Young Scholars Model.

At Bonnie Brae, we commit to developing the talents of all learners by **DIFFERENTIATING UP!**



**INCREASE
RIGOR**



**DEVELOP
EXPERTISE**



**MODIFY
STRUCTURE
OR PACE**



**ENCOURAGE
INDEPENDENCE
& AUTONOMY**

TALENT DEVELOPMENT AT BONNIE BRAE: POG AND CCT

PORTRAIT OF A GRADUATE (POG):

POG prioritizes the development of skills that will empower students to be productive citizens of a global community & successful in the workforce of the future

POG Attributes:

- ★ Communicator
- ★ Collaborator
- ★ Critical and Creative Thinker
- ★ Ethical and Global Citizen
- ★ Goal-Directed and Resilient Individual



Critical and Creative Thinking Strategies

VISUALIZATION Consciously forming the mental images of something that is not actually present in the senses.	PLUS, MINUS, INTERESTING Framing the consideration of positive, negative, and intriguing aspects of an idea into one picture.	ENCAPSULATION Stating ideas in precise and concise form.
QUESTIONING Actively clarifying, exploring, challenging, and assessing the understanding of ideas.	POINT OF VIEW Analyzing how different people might look at the same idea or/or operation.	DECISIONS & OUTCOMES Understanding that choosing from alternatives affects events which follow.
ANALOGIES Comparing two items in order to perceive similarities.	MINDMAPPING Recording information with supporting ideas and examples branching out from the main idea.	FLUENCY, ORIGINALITY, FLEXIBILITY & ELABORATION The production of many ideas, the expression of new ideas, and the recombination of existing ideas.

CRITICAL AND CREATIVE THINKING (CCT) STRATEGIES:

It is important for all students to engage in higher level thinking. Access to Rigor services includes teaching students to use critical and creative thinking skills to process content

- ★ Analogies
- ★ Decisions & Outcomes.
- ★ Encapsulation
- ★ Fluency, Originality, Flexibility, Elaboration
- ★ Mindmapping.
- ★ Plus - Minus - Interesting.
- ★ Point of View.
- ★ Questioning
- ★ Visualization

ETHICAL AND GLOBAL CITIZEN

- ★ Understanding different cultures and perspectives in the world
- ★ Building empathy and treating others with respect
- ★ Helping the community and understanding that our choices have an impact on the environment
- ★ Understanding rights, privileges, and responsibilities as a member of the community

COLLABORATOR

- ★ Respectfully listen to other points of view
- ★ Share ideas and encourage others to help the team
- ★ Give and use feedback to improve work
- ★ Find solutions to team problems and conflicts

GOAL DIRECTED AND RESILIENT INDIVIDUAL

- ★ Make safe and healthy life choices
- ★ Make plans to achieve goals and don't give up when something is hard
- ★ Responsible for completing work
- ★ Learning from mistakes and keep trying



COMMUNICATOR

- ★ Make connections to what is read and heard
- ★ Listen and ask questions to understand
- ★ Speak for a purpose.
- ★ Write to share ideas
- ★ Utilize digital tools to research and share ideas.

CRITICAL AND CREATIVE THINKING

- ★ Create unique solutions
- ★ Use information from many sources to gather information.
- ★ Revise and refine ideas.
- ★ Show creativity in work
- ★ Ask questions to clarify, explore and assess ideas.

BUILDING TALENT DEVELOPMENT AT HOME: POG FAMILY CONVERSATIONS

- ❖ Consider telling your child when they are demonstrating a skill at home or in a social setting.

Example:

- During soccer practice this morning, when you missed the goal you didn't give up and kept trying hard to get the ball back to score. (Goal-directed and resilient)
- When you were playing with your sister, you were being kind to her by sharing your toys and letting her choose a game to play. (Collaborator)

- ❖ Share examples of how you were a [collaborator, communicator, etc.] during your day or within your job. Provide specific details and explain how using these skills helped you. (e.g., I was a collaborator at work today when I _____. This was helpful because _____).

- ❖ Instead of asking "What did you do in school today?", consider asking one of a guided question. (see handout)

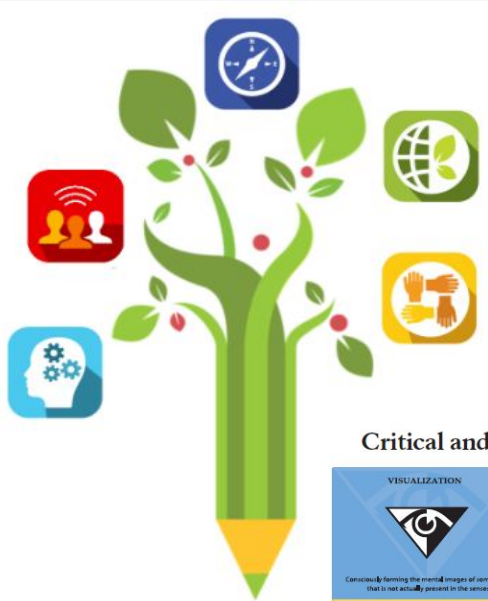
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- ★ Point of View.
- ★ Questioning
- ★ Visualization

BUILDING TALENT DEVELOPMENT AT HOME: CCT HOME CONNECTION

Critical and Creative Thinking Strategies



VISUALIZATION



Consciously forming the mental images of something that is not actually present in the senses

PLUS, MINUS, INTERESTING



Framing the consideration of positive, negative, and intriguing aspects of an idea into one picture

ENCAPSULATION



Stating ideas in precise and concise form

QUESTIONING



Actively clarifying, exploring, challenging, and assessing the understanding of ideas

POINT OF VIEW



Analyzing how different people might look at the same idea and/or situation

DECISIONS & OUTCOMES



Understanding that choosing from alternatives affects events which follow

ANALOGIES



Comparing two items in order to perceive similarities

MINDMAPPING



Recording information with supporting ideas and examples branching out from the main idea

FLUENCY, ORIGINALITY, FLEXIBILITY & ELABORATION



The production of many ideas, the expression of new ideas, and the recombination of existing ideas



CCT STRATEGY AND DESCRIPTOR



Analogies:

Analogies allow students to make connections at a more sophisticated level.



Decisions & Outcomes.

This strategy provides a framework in which students can assess and evaluate a variety of decisions and possible outcomes.



Encapsulation



Encapsulation is the process of stating ideas in a concise, precise form. Encapsulation requires students to synthesize information and nuances in order to capture the essence of an idea, object, or activity, and then communicate their thoughts clearly.

HOME CONNECTION

Analogies can represent patterns, relationships, systems, and other connections on a given topic.

This strategy works well for decisions about what sport to play, whether or not they do their homework, and many others as they realize that all decisions have outcomes that must be considered.

Vanity license plates are an example of encapsulating an idea with letters and symbols – try creating your own with your child!



CCT EXEMPLARS



Analogies:

Direct Analogy Questions. Pick at least 2 questions to answer in the text box. Write the number of the question you are answering in the space provided.

1. *Books are like gardens because...*
2. *How is a friendship like a river?*
3. *How is solving a problem like riding a bike?*
4. *How are math problems like explorations in the New World?*

Question # 2: because it is like you and your friend will keep on being friends and you never stop going down the river.

Question # 4: because it is like when your doing math problems you are going to explore a new thing.

. A ladybug wing is like paper because



Decisions & Outcomes.

Scenario: It's cold outside.

Decision: You decide to wear flip-flops.

Possible Outcomes:

You are cold.

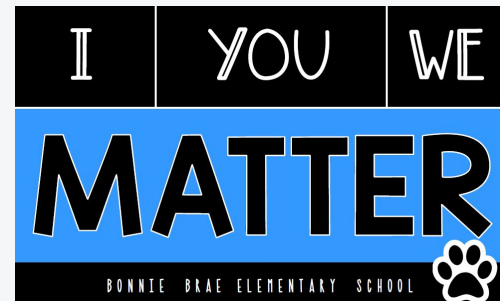
Your feet get wet.

You cannot stay out long.

A long term outcome might be that you get sick.



Encapsulation





CCT STRATEGY AND DESCRIPTOR



HOME CONNECTION



Fluency, Originality, Flexibility, Elaboration

When students are able to come up with ideas (fluency), combine ideas in new ways or come up with unusual ideas (originality), then categorize and develop their ideas (flexibility and elaboration), they are more able to make inventive or creative connections between ideas.

This is a great strategy to use with your children to generate ideas for a family trip, a way to spend the weekend, the best pet for the family, creative solutions to problems that arise, and other situations that lend themselves to multiple ideas for consideration.



Mindmapping

Mindmapping is a method of visual note taking that helps students organize information in unique and personal ways. It is appropriate for all students because it helps them retain, remember, and recall information.


Mindmapping is a lot of fun – you and your child can write a word or draw a circle in the middle of a page. Next, draw lines and new circles to ideas and words or pictures that connect to the original word. For example, maybe your child is interested in space. Together you could create a mind map of all that you know about space and then add things that you want to investigate.



Plus, Minus, Interesting

The goal of PMI is to develop independent thinkers who consider a range of ideas and/or possibilities and see beyond the obvious. The “interesting” category can also include questions

This strategy works well when discussing books, events, family trips, musical instruments or any other ideas that can be considered through the lens of pluses, minuses, and interesting aspects. For example, your child is trying to decide which musical instrument to play. Together you make a chart of the plus, minus, and interesting aspects of each instrument that they are considering.





CCT STRATEGY AND DESCRIPTOR



HOME CONNECTION



Point of View

This thinking strategy allows students to explore an idea from multiple perspectives. This helps to broaden students' thinking and demonstrates that an idea should be examined from many points of view before an opinion is formed.

Parents can help their children recognize different viewpoints through books and stories or conversations that encourage a discussion of questions that have no definite answers, e.g., what makes a good friend?



Questioning

Active learners are always questioning. Students who take responsibility for asking their own questions become more productive and engaged in their learning.




Guiding the development of thinking skills in all students empowers them, increases their independence, and helps them develop to their maximum potential. Children always have a wealth of questions – encourage questioning in your child and work with them to find answers.



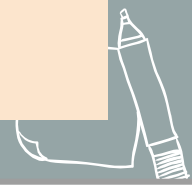
Visualization

This strategy opens up student thinking by using sensory information to stimulate imagination with both spoken and written words.

Visualization can be a powerful strategy for helping your child set goals, picture the steps that need to be taken, consider alternatives, and visualize a plan to achieve goals.



CCT EXEMPLARS



Point of View



Questioning



Visualization

R.A.F.T.

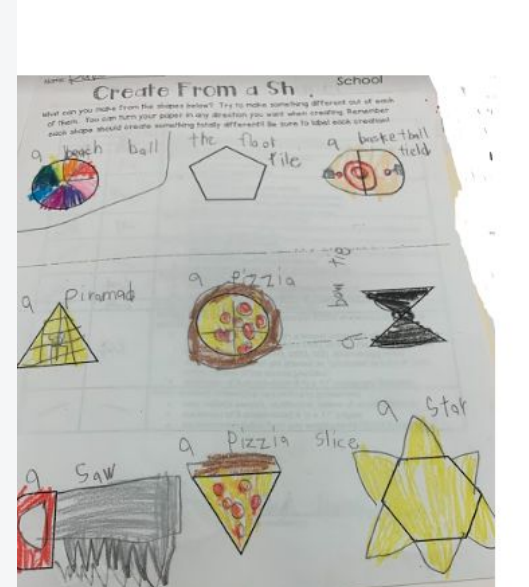
ROLE. AUDIENCE. FORMAT. TOPIC.



Role	Audience	Format	Topic
TRAVEL AGENT	THE PUBLIC	TRAVEL BROCHURE	A TRIP THROUGH THE LAYERS OF SOIL

Reading: Imagine if the story happened in a different setting. Where else might the story be set? How would this other setting change the characters and plot?

Art: What would you keep and what would you change about the piece of art??



TALENT DEVELOPMENT RECAP



Identify and explore your child's interests.



Seek out opportunities and experiences to explore diverse cultures and multiple perspectives (family trips, restaurants, books, movies).



Utilize POG and CCT strategies to bridge school and home talent development to build connections and advance learning for your child.

RESOURCE SHARE

BONNIE BRAE AAP WEBSITE

FCPS CCT STRATEGIES—INCLUDES IN DEPTH DESCRIPTORS AND VIDEO EXEMPLARS OF STRATEGIES

FCPS POG ATTRIBUTES AND SKILLS—PROVIDES VIDEO EXAMPLES SPECIFIC DETAILS ABOUT EACH ATTRIBUTE.

BONNIE BRAE SCHOOL INNOVATION AND IMPROVEMENT PLAN (SIIP) AT A GLANCE—OUTCOME GOALS FOR THIS ACADEMIC SCHOOL YEAR



QUESTIONS?

THANK YOU FOR
ATTENDING!

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