



Gifted & Talented Programming

**Proposed Implementation
Comparison**

**South Orange
& Maplewood
School District
March 17,
2014**

WHAT APPROACH DO WE CURRENTLY USE?

- **Highly capable students identified through classroom performance on grade level curriculum K-12**
(Content Model – Keating, 1976, Benhow & Stanley, 1983)
- **Individualized opportunities through differentiation, curriculum compacting, and acceleration, most often in Language Arts and Math K-12**
(Content Model- Keating, 1976, Benhow & Stanley, 1983)
- **Enrichment program for students in grades 4 & 5 (Math 2013-2014), provided by an Enrichment Teacher once per week. (Process/Product Model- Renzulli, 1977, Feldhusen & Kolloff, 1978)**
- **IB/MYP transition 6-8. (Concept Model – Ward, 1961, Hayes-Jacob, 1981, Maker 1982, Tannenbaum, 1983)**

WHY GIFTED & TALENTED? GUIDING CHANGE

- **To fulfill the unique needs of students who are or may be identified as Gifted and Talented in certain identified areas such as academics, the arts, and leadership**
- **To address the perception that highly capable students are not provided with the most appropriate education possible**
- **To keep the District in compliance with NJ law and regulation governing Gifted and Talented education**
- **To seek input and derive options in a manner that allows for program development and implementation by AY 2014-2015.**

RESULTS: GUIDING CHANGE

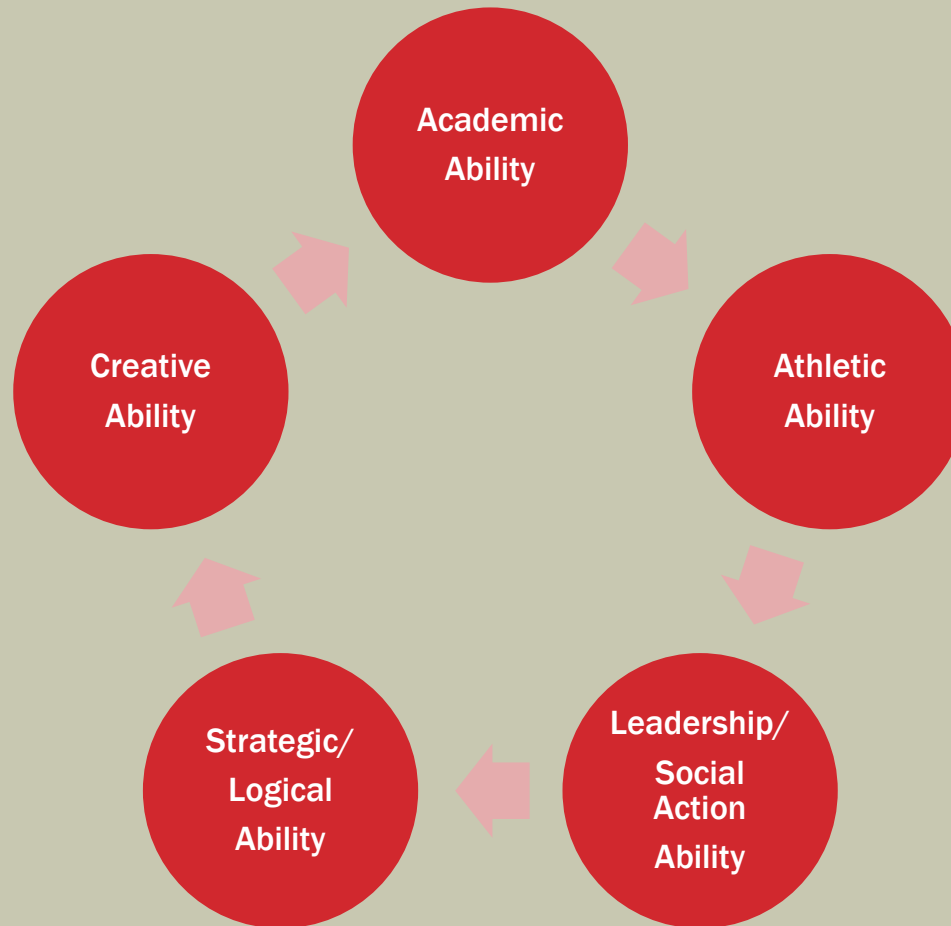
- **Equitably identifies Gifted & Talented students and provides high quality enhancements and/or alternatives to current education programming**
- **Some benefit to the District as a whole**
- **Analysis of pros/cons, reasonable estimate of start-up and annual maintenance costs, and reasonable estimate of students directly served with contingencies related to the option**

UNACCEPTABLE MEANS: GUIDING CHANGE

- **The criteria for identification can not fail to be research-based**
- **The criteria for identification shall not use a single, one-time measure**
- **No strategy shall result in a self-contained class within a grade**

WHAT DOES THE RESEARCH SAY?

“The research community tends to agree that one theory, model, practice is not sufficient in the service of all gifted learners.” –(Clarke, 2006, Van Tassel, 1986)

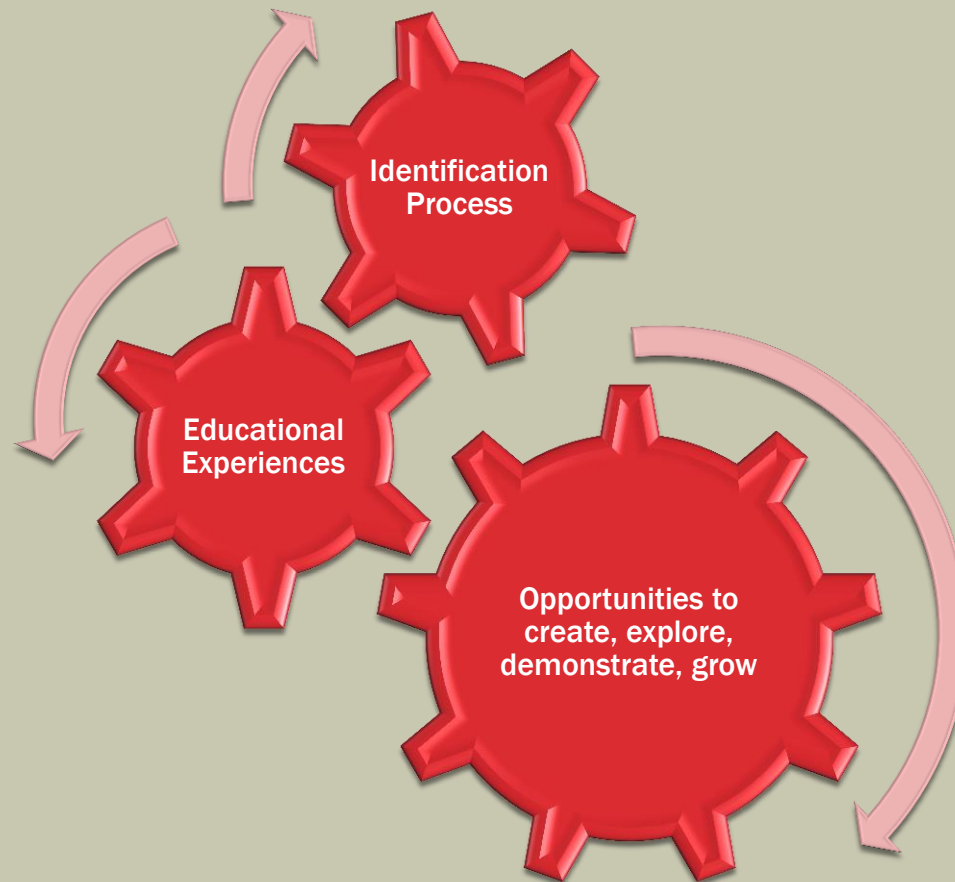


HOW SHOULD WE ENHANCE OR CHANGE WHAT WE ALREADY HAVE IN PLACE?

- Expand and reframe the identification of students from ELA & Math only, to include academics, the arts and leadership
- Explore the use of cluster or flexible grouping within the heterogeneous classroom
- Use both conceptual and curricular models in the design of instructional experiences, allowing for the inclusion of creativity and meta-cognition
- Individualize learning experiences to ensure that the needs of gifted and talented students are met

(Renzulli, 1977 & 1978, Van Tassel, 1984 & 1986, Clark, 2006)

WHAT DOES GIFTED & TALENTED EDUCATION INCLUDE?



HOW WILL STUDENTS BE IDENTIFIED?

- Areas of identification include academics, the arts, and leadership
- A multifaceted approach including multiple measures; nomination by adults or self, a norm-referenced tool, local assessments, artifact review
- Each of the 3 proposals varies by grade level of implementation, as well as content to be phased in over time.

HOW WILL WE ENSURE APPROPRIATE EDUCATIONAL EXPERIENCES?

- **Professional development** for teachers in differentiating for Gifted & Talented learners
- Support provided by a **District G&T Coach**
- **Personalized Learning Plan** in area(s) of identification that includes progress monitoring
- Gifted & Talented **Advisory Committee**
- **Program evaluation** for effectiveness

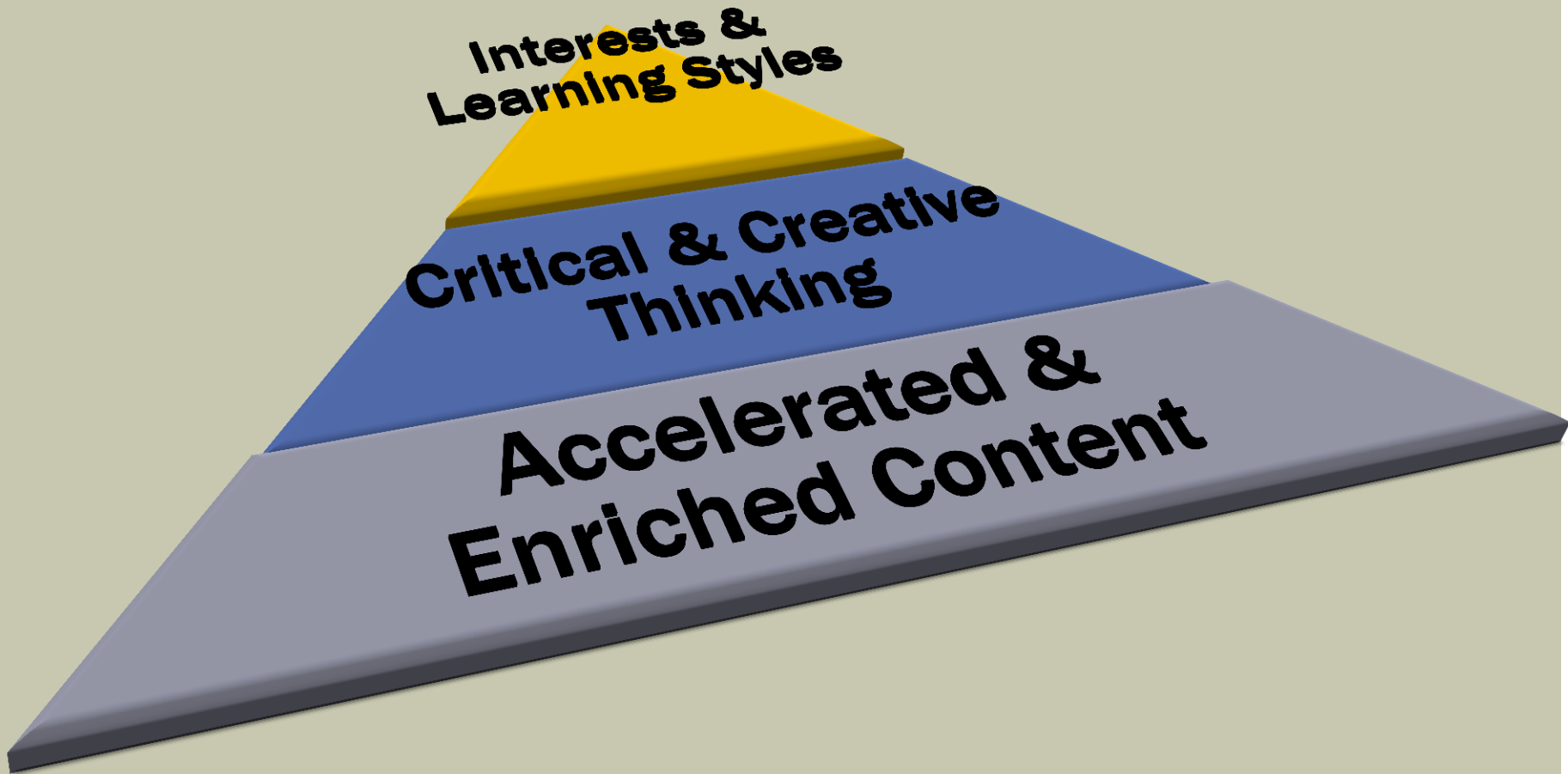
WHAT DOES DIFFERENTIATION LOOK LIKE FOR G&T STUDENTS?

Opportunities

Interests & Learning Styles

Critical & Creative Thinking

Accelerated & Enriched Content

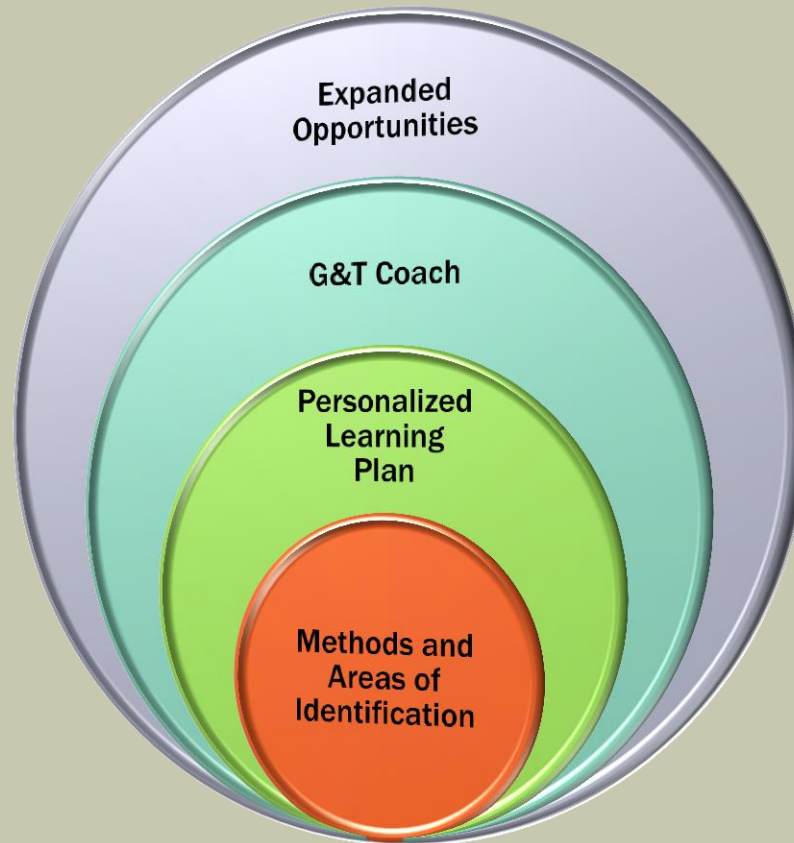


WHAT STRATEGIES ARE APPROPRIATE?

- Curriculum compacting and/or accelerated curriculum
- Interdisciplinary opportunities to create new meaning
- Cluster and/or flexible grouping within the heterogeneous classroom
- Varied pacing, materials, assessments, and opportunities to reflect on one's learning (metacognition)
- Opportunities for independent learning inclusive of interests and learning styles
- Opportunities to work with other Gifted & Talented students in different grades, schools, districts.

WHAT IS DIFFERENT?

All Proposed Plans
Include:



WHAT IS THE DIFFERENCE?

Plan A

- Begin Identification in Grade 1 2014
- Adds a grade each year K-5 by 2018

Plan B

- Begin Identification in Grade 5 2014
- Adds a grade each year K-5 by 2018

Plan C

- Begin Identification at both Grade 1 and Grade 5 2014
- Adds 2 grades in year 2; K-5 by 2016

IMPLEMENTATION PLAN A

- **Identify Grade 1 fall 2014, spring in subsequent years. Add 1 grade each subsequent year w/full implementation in 2018**
- **Personalized Learning Plan**
- **Focus on the arts and academics:**
 - **Individualized Math Instruction (IMI)**
 - **Independent Reading**
 - **Curriculum compacting and/or acceleration in Math**
 - **Continental Math League Grade 2 and above**
 - **Odyssey of the Mind**
 - **Differentiated arts instruction**

IMPLEMENTATION PLAN B

- **Identify students in Grade 5 fall 2014, spring in subsequent years. Add 1 grade each subsequent year w/full implementation in 2018**
- **Personalized Learning Plan**
- **Focus on the arts, academics and leadership**
 - **Differentiated Instruction**
 - **Individualized Math Instruction**
 - **Curriculum compacting and/or acceleration in Math**
 - **Independent Reading**
 - **Continental Math League Grade 2 -5**
 - **Odyssey of the Mind**
 - **Demonstrations of Learning District-wide**
 - **Essex County Steering Committee for G&T**

IMPLEMENTATION PLAN C

- **Identify students in Grade 1 and Grade 5 fall 2014, spring in subsequent years. Add 2 grades in year 2 w/full implementation in 2016**
- **Personalized Learning Plan**
- **Focus on the arts, academics and leadership**
 - **Differentiated Instruction in identified area(s)**
 - **Individualized Math Instruction**
 - **Curriculum compacting and/or acceleration in Math**
 - **Independent Reading**
 - **Continental Math League Grade 2 -5**
 - **Odyssey of the Mind**
 - **Demonstrations of Learning (District-wide)**
 - **Essex County Steering Committee for G&T (Out of District)**

RECOMMENDED YEAR ONE TIMELINE

Spring 2014

Identify G&T Coach

Provide PD for Teachers

Fall 2014

Nominate Students

Screening & PLP Development

Winter 2015

Notify Parents of Identified Students

Implement Programming

COMPARATIVE COST OF IMPLEMENTATION

	Plan A	Plan B	Plan C
Year 1	\$103,514	\$104,214	\$104,414
Year 2	\$104,964	\$105,664	\$110,314
Year 3	\$105,964	\$106,664	\$116,214
Year 4	\$106,964	\$107,664	\$116,214
Year 5	\$107,964	\$108,664	\$116,214

All implementation plans include:

- G&T Coach Salary (average salary used \$85,000)
- Cost of assessments & scoring*
- Participation / Registration Fees
- Transportation for Field Trips
- Professional Development for Staff*

*subject to changes in negotiated hourly rate for staff.