



— THE SCHOOL DISTRICT OF —  
**South Orange  
& Maplewood.**  
"MANY VOICES, TWO TOWNS, ONE DISTRICT"

# South Orange Maplewood School District

Gifted and Talented Services Overview

Presented by: The Department of Curriculum & Instruction



# The Strengthening Gifted and Talented Education Act



- Signed into law in January 2020
- Supplements and codifies New Jersey Administrative Code (N.J.A.C. 6A:8-3.1)

- District Responsibilities
  - Evaluate strengths and opportunities for improvement regarding G&T services K-12
  - Establish transparent and consistent identification procedures:
    - Publication of the continuum of services
    - Professional development opportunities for staff
    - Curricular and instructional modifications used for gifted and talented students.



# THE STRENGTHENING GIFTED AND TALENTED EDUCATION ACT AND IDENTIFICATION BEST PRACTICE CONSIDERATIONS

- Identify student strengths in general intellectual ability, creativity, or specific academic areas.
- Ongoing identification of students across K-12.
- Consider all students, including ELL, those with IEPs and 504 plans
- Use multiple measures when identifying students.
- Detailed information must be posted on district website
- Ensure equity and access by universally screening students and using local norms in selection decisions.
- Use both objective and subjective criteria
- Be aware of the difference between potential and performance, especially when twice exceptionality or underachievement may be present.

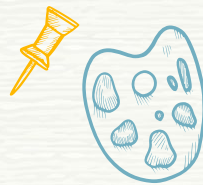
# Definition of Gifted and Talented Student

**“Students who possess or demonstrate a high level of ability in one or more content areas when compared to their chronological peers in the school district and who requires modifications of their educational program if they are to achieve in accordance with their capabilities (New Jersey Department of Education, 2020, p. 1).”**



Note: “The U.S. Department of Education's Office of Civil Rights estimates that six (6) percent of public school students are enrolled in gifted and talented programs.” (National Association for Gifted Children)

# High Achieving vs. Gifted



## High-Achieving

- Knows the answers
- Has good ideas
- Commits time and effort to learning
- Answers questions
- Is a top student
- Understands ideas
- Listens with interest
- Is pleased with their own learning
- High achievement, high growth

## Gifted

- Asks the questions
- Has original ideas
- Performs with ease
- Offers detailed and unique responses
- Is intense
- Manipulates information
- Shows strong feelings and opinions
- Is highly self-critical
- High achievement, low growth



# Multiple Measures

Identification will include a combination of any number of the following methods:

**Formal assessments in  
all content areas**



**Student work samples,  
progress reports / grades**



**Parent / Teacher  
Forms**



**Alternate Data**



**District Gifted and  
Talented Screening Tool**



**Annual local/state  
assessment scores**



“While some commonalities exist across giftedness, one size does not fit all. Gifted learners exhibit different characteristics, traits, and ways to express their giftedness. Various issues must be considered for identification.”  
(NAGC – National Association for Gifted Children)



# The Naglieri General Ability Tests

All 1st, 3rd, &  
5th Grade  
students will be  
screened



Any new  
student to the  
district will be  
screened



Use local and national norms in gifted identification to compare students to their peers of the same age or grade on a local and/or national level.

## **Achieving Equity:**

The Naglieri General Ability Tests by Jack A. Naglieri, PhD, Dina M. Brulles, PhD and Kimberly Lansdowne, PhD were explicitly developed to address the need for equitable assessment of gifted students from diverse cultural, linguistic, and socioeconomic backgrounds so they can receive educational opportunities appropriate for their ability.

Read more about this research [here](#).



# Gifted Action Plan

B



A GAP is a **Gifted Action Plan (GAP)** outlining instructional adaptations and modifications, put in place for a child who is an **outlier amongst their peers**. GAP strategies are utilized when a child requires more than the regular classroom differentiation and groupings in order to reach their full potential and grow as a learner.



- A GAP can be requested or recommended
- Student's eligibility for a GAP is determined by **multiple measures**
- Parents, teachers, and administrator meet to discuss the **Gifted Action Plan**
  - Identify student's strengths & passions
  - Identify exceptional abilities
- If a student is not considered eligible for a GAP, arrangements for in-class differentiation and enrichment are considered / discussed with classroom teacher, and student is encouraged to work on enrichment activities outside of school







## South Orange & Maplewood School District Gifted Action Plan (GAP)



<b>Student:</b> C. Paw	<b>Grade:</b> 4th	<b>Learning area:</b> Math, Science, Language Arts
<b>School:</b> Just Right Elementary		<b>Class Teacher:</b> Ms. Ready and Ms. Set <b>Support Group:</b> The Paws (parents) and Assistant Principal Star
<b>Date devised:</b> 9-19-23		<b>Review date:</b> APRIL 2024
<b>Strengths</b> (With supporting evidence): <ul style="list-style-type: none"> <li>Math (topic pre-tests 95%+)</li> <li>Reading (Level X)</li> </ul>		<b>Challenges</b> (Areas for improvement): <ul style="list-style-type: none"> <li>To continue to engage student in learning and to challenge and extend them across all curriculum areas</li> </ul>
<b>Needs:</b> <ul style="list-style-type: none"> <li>Opportunities to enjoy and extend themselves in their areas of strength (math, science &amp; language arts)</li> <li>Opportunities to further explore areas of interest / passion</li> <li>Social / group interaction with intellectual peers</li> <li>Tasks sufficiently demanding to engage the student and to produce a sense of pride in themselves and their achievements</li> </ul>		
<b>Learning Priorities (GOALS):</b> <ul style="list-style-type: none"> <li>To ensure that they are challenged and extended across all curriculum areas and feels they are moving forward / learning something new</li> <li>To provide opportunities for the student to engage in areas of passion and demonstrate interest and enthusiasm for learning</li> </ul>		



GOAL	STRATEGY	MODIFICATION	IMPLEMENTATION	EVALUATION 1 = Little or no progress 2 = Satisfactory progress 3 = Goal achieved
To reduce unnecessary repetition, frustration and disengagement from learning	"Hardest first" system	If the student can manage the hardest 10 examples with ease, provide an alternative extension for them, INSTEAD of completing the 10-20 easier examples	Particularly in math and spelling, have them complete the hardest 6 – 10 examples first with the view to moving straight on to enrichment activities	
To encourage their interest in math and to provide support in their study of the 4 <sup>th</sup> Grade text book	High School Mentor	A high school mentor will be assigned to work with the student once a week. This will serve as an opportunity for the student to ask questions about topics in the 4 <sup>th</sup> grade book and to have someone checking in on their progress	A high school student with an interest and strong ability in math will be chosen to come to Just Right school once a week. They will travel with the elementors group on the district bus and the student will meet with them on a day / time suitable to the high school students	
To reduce unnecessary repetition, frustration and disengagement from learning	Individual Research Projects	The student will have the opportunity to work on individual research projects in areas of specific interest to them.	the student will complete a research project template devising a project on which they would like to work. The student will be permitted to work on said projects at times when they might otherwise be repeating already mastered concepts, in lieu of homework that is not on their level, and at other times when repetition is unnecessary	
To provide opportunities for the student to demonstrate interest and enthusiasm for learning. To encourage the student to be inspired and motivated to extend themselves. To encourage ownership and commitment to learning, with the student pacing to move quickly through easier tasks when possible.	Project-based learning	Give the student the opportunity to engage in individual or group-based research projects	Projects may be class-based, or may include participation in school wide, district-wide, or external contexts.	



# Timeline of Events



## Trainings

- Ms. Correa joined NJAGC and Essex County G&T Steering Committee
- Ms. Correa enrolled in NJPSA Course: Gifted and Talented Education in New Jersey: The Law, Latest Guidance and Best Practices

### Aug - Sept



#### 19-20 SY Program Review

- Reviewed what 19-20 SY committee put together
  - SOMSD worked with NJAGC (Alison Brown) to create a protocol & Strategies manual
- Reviewed BOE Policy 2464

### October



### November



#### Screening Tool

- Formed and collaborated with 23-24 SY G&T Review Committee
- Researched screening tools
- BOE approved The Naglieri General Abilities tests



# Timeline of Events (Cont'd)

**December**



## Committee Members

- Revise/expand SOMSD Protocols and Strategies Manual
- Begin to develop G&T Mission statement
- Develop Identification Matrix
- Include a social emotional component

## Trainings

- Administration and teacher PD on new manual and screening tool
- Parent town hall
- Update website

**January**



**February**



## Screening

- All 1st, 3rd, & 5th Grade students will be screened
- For 2024- any student in other grades will be screened based on teacher/parent recommendation



# Timeline of Events (Cont'd)

**March**



## Committee Members

- Create a FAQ's Document for stakeholders
- Gather Resources for enrichment to share with staff
- Prepare Presentation for BOE (Phase II - G&T Implementation)

## Trainings

- Instructional Coaches will host PLC's, Grade Level meetings, etc. to share differentiated strategies for all

**April**

**May - Summer**



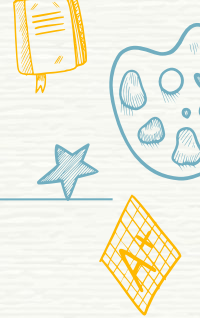
## Next Steps

- Consider curriculum writers for every content area that can create lessons for enrichment
- Plan for continuous PD for all teachers for 24-25 SY
- Search for Community partnership opportunities



# Resources

- National Association for Gifted Children (NAGC). (2021). <https://www.nagc.org/>
- New Jersey Association for Gifted Children (NJAGC). (2021). <https://www.njagc.org/>
- Strengthening Gifted and Talented Education Act. (2020). (N.J.S.A. 18A:35-34 through N.J.S.A. 18A:35-39)
- District Policy - [2464 - GIFTED AND TALENTED STUDENTS](#)
- National Center for Research on Gifted Education <https://ncrge.uconn.edu/>



# G&T Review Committees

---

## 19-20 SY Committee

Michael Drechsel

Katerina Karis

Magda Miloscia

Kyndell Pierce

Natasha Pomares

Amy Rowe

## 23-24 SY Committee

Dianne Canzonieri

Tivoli Hunt

Arelis Tapia-Vargas

Jennifer Latimer

Melissa Leland

Zoila Correa

Kerri Waibel



# Thank You!!

---



**ANY  
QUESTIONS?**

