



# Update on Gifted & Talented Programming

*South Orange & Maplewood School District*

*January 27, 2014*

# **Gifted & Talented: A Definition**

**N.J.A.C. 6A:8 defines gifted and talented students as:**

**“Those students who possess or demonstrate high levels of ability, in one or more content areas, when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.”**

# NJDOE Requirements

- All public schools must have a board-approved gifted and talented program.
- Students are to be compared with their peers in the local school district.
- District boards of education shall make provisions for an ongoing K-12 identification process for gifted and talented students that includes multiple measures, including but not limited to, achievement test scores, grades, student performance or products, intelligence testing, parent, student and/or teacher recommendation, and other appropriate measures.

# NJDOE Requirements (con't)

- The regulations do not establish state-level criteria for giftedness (such as an IQ score or grade point average). Specific tests are not required to be used to identify gifted and talented students.
- Local school districts should ensure that the identification methodology used is developmentally appropriate, non-discriminatory, and related to the programs and services offered (e.g., use math achievement to identify students for a math program).
- N.J.A.C. 6A: 8-3.1(a)5 ii requires local district boards of education to provide appropriate K-12 educational services for gifted and talented students. Therefore, the identification process and appropriate educational challenges must begin in kindergarten.



# SOMSD Guiding Change

The South Orange and Maplewood Board of Education adopted Resolution 2949B, a Guiding Change Document for Gifted and Talented Strategy, on October 15, 2012. The purpose of this document was to establish parameters for and to guide administration in the development of Gifted and Talented strategy proposals for presentation to the Board.

- To fulfill the unique needs of students who are or may be identified as Gifted and Talented in certain identified areas
- 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 September 2014

# SOMSD Guiding Change (continued)

The Board also established that:

- The models can not fail to be research-based
- The identification process must include appropriate multiple measures
- No strategy shall result in a self-contained class within a grade

# The Process

- A Gifted & Talented Action Plan was created
- A working group was convened whose task it was to begin to frame potential models for Gifted & Talented programming that aligned with the Guiding Change Document.
- Teachers at the elementary level worked with the supervisor of Language Arts & Social Studies K-5, to infuse Language Arts Enrichment topics into Language Arts and Social Studies classroom instruction in grades 3-5.
- The current Math Enrichment program ends in June, 2014, as part of the revision of Gifted and Talented programming.

# The Process (continued)

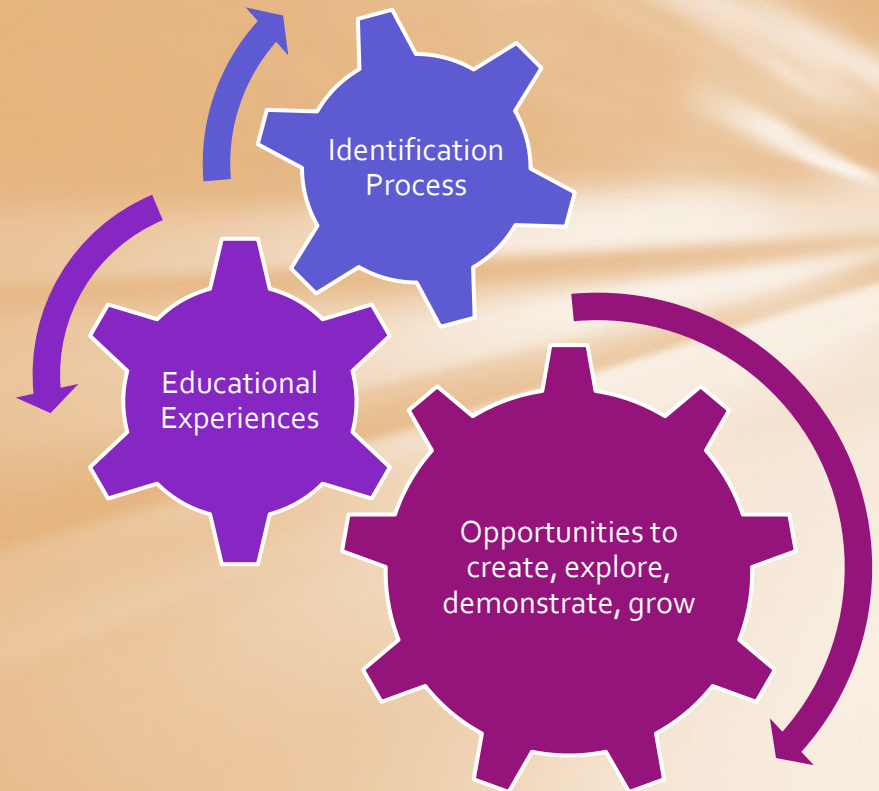
- Excellence & Equity Committee update provided by administration January, 2013
- White paper developed and presented to the Excellence & Equity Committee and then to the Board June, 2013
- In July, the Excellence & Equity Committee report included cost of 3 models presented for Board discussion.
  - Model 1, 65-140K (all in School, no additional staff)
  - Model 2, 133-188K (all in District, added staff + coordinator/District)
  - Model 3, 143-238K (out of District, added staff + coordinator/District)



# Elements of Gifted & Talented Programming

*Each of the models presented included necessary elements of Gifted & Talented programming:*

- 1. A process for identification of students*
- 2. Possible educational experiences*
- 3. Possible opportunities to expand what is already in place*



# Research-based Practices

## Contrasting Curriculum/Instructional Models for the Gifted

Content Model	Process/Product Model	Concept model
<b>Fast-paced</b> <b>Proficiency-based</b> <b>Diagnostic – prescriptive approach organized by intellectual content with teacher as facilitator</b>	<b>In-depth study of selected topics</b> <b>Product-based</b> <b>Resource-oriented</b> <b>Organized around scientific process and a collaborative approach</b>	<b>Epistemological (document/physical object)</b> <b>Aesthetics-based</b> <b>Discussion approach</b> <b>Organized by themes and ideas</b> <b>Socratic method</b>

# Currently Available to Students

## Content Model

- Above Grade Level Independent reading based on DRA2
- Individualized Math Instruction (IMI)
- Curriculum Compacting in Math for identified individual students
- Accelerated Math at grades 6-12
- Accelerated Language Arts for Grade 8 students
- 22 AP courses at the high school level
- Opportunities for independent study at the high school level

# Currently Available to Students

## Process/Product Model

- Math Enrichment (pull-out) in grades 4-5
- Push In Math enrichment Grades 4&5 (Schoolwide Enrichment Model)
- Middle school extra curricular activities (ie. MID-MUNC, Robotics, National History Day)
- High School curricular and extra curricular opportunities for focused study and demonstration (Robotics, Performing Arts groups, individual and group gallery shows, etc.)
- Opportunities for independent study at the high school level



# Currently Available to Students

## Concept model

- (IB will include some concept model learning as the implementation grows)

# Potential Expenditures

Model 1	Model 2	Model 3
<ul style="list-style-type: none"> <li>• <b>K-12 Model consisting of school-based experiences</b></li> </ul> <p>Anticipated Costs include:</p> <ul style="list-style-type: none"> <li>• Assessment and scoring costs (25-50K)</li> <li>• Materials &amp; resources (40-90K)</li> <li>• Staff (Existing Staff)</li> </ul> <p><b>Estimated Total Expense = (65-140K annually)</b></p>	<p><b>K-12 Model consisting of school-based and district wide experiences</b></p> <p>Anticipated Costs include:</p> <ul style="list-style-type: none"> <li>• Assessment and scoring costs (25-50K)</li> <li>• Materials &amp; resources (40-90K)</li> <li>• Staff (Existing Staff)</li> <li>• Staff to coordinate district-wide experiences (48K)</li> </ul> <p><b>Estimated Total Expense = (113-188K annually)</b></p>	<p><b>K-12 Model consisting of school-based, district wide, and out of district experiences</b></p> <p>Anticipated Costs include:</p> <ul style="list-style-type: none"> <li>• Assessment and scoring costs (25-50K)</li> <li>• Materials &amp; resources, (40-90K)</li> <li>• Staff (Existing Staff)</li> <li>• Staff to coordinate district-wide experiences, and oversee participation in county, state, and national events. 48K)</li> <li>• Fees and Travel Expenses for experiences outside of school (30-50K)</li> </ul> <p><b>Estimated Total Expense = (143-238K annually)</b></p>

# Proposed Identification Process

## Areas for Identification

- Academics
- Art
- Music
- Dance / Physical Education
- Leadership

## Nomination for Identification

- Classroom teacher
- Related Arts teacher
- Administrator
- Parent
- Self

# Screening

- *Nomination (Part I)*
  - **Teacher, Administrator, Parent, Self**
- *Screening Rating Scale (Part II)*
  - **Evaluation of daily demonstration of originality, awareness, imagination/expression, technique/interpretation, genre, independence/focus, and enthusiasm for the area for which the student is identified**
- *Artifact Review (Part III)*
  - **Local and standardized assessments, portfolio of student work, grades, awards and accomplishments, written or oral metacognitive statement**



# Proposed SOMSD Gifted & Talented Program Matrix - Academics

- Differentiated ELA & Math instruction
- Opportunities to participate in Academic activities in school-based, district-wide, and regional events and competitions as appropriate (demonstration of learning, writing competitions, poetry competitions, Continental Math League, Math /Science Olympiad, etc.)
- Parental notification of appropriate opportunities available outside of school
- *Math acceleration opportunities*
- *ELA acceleration (Grade 8 only)*
- *AP course offerings*
- *Dual credit programs*
- *Online coursework*
- *Career study and college preparation for application to colleges and appropriate career programs*

# Proposed SOMSD Gifted & Talented Program Matrix - Art

- *Differentiated art instruction*
- *Student portfolio*
- *Opportunities to showcase work in Art in school, district-wide, and outside of the district as appropriate (demonstration of learning, district art festival, art competitions, etc.)*
- *Parental notification of appropriate opportunities outside of school such as competitions or other similar focused events*
- *5<sup>th</sup> grade portfolio review in preparation for middle school re-evaluation process, 8<sup>th</sup> grade for high school*
- *Career study and college preparation for application to visual arts college or career programs*

# Proposed SOMSD Gifted & Talented Program Matrix - Music

- *Differentiated instruction in instrumental / vocal music*
- *Opportunities to showcase student work/ skill in music in school, district-wide, and outside of the district as appropriate (demonstration of student learning, district music festival, music competitions, etc.)*
- *Parental notification of appropriate opportunities outside of school such as competitions or other similar events*
- *5<sup>th</sup> grade preparation for middle school re-evaluation process, 8<sup>th</sup> grade for high school*
- *Career study and college preparation for application to music college or career programs*

# Proposed SOMSD Gifted & Talented Program Matrix – Physical Education / Dance

- *Differentiated instruction in movement/dance*
- *Opportunities to showcase student work/skill in Dance / Physical activity in school, district-wide, and outside of the district as appropriate (demonstration of learning, dance events, competitions)*
- *Parental notification of appropriate physical or dance related opportunities outside of school such as competitions or other similar events*
- *5<sup>th</sup> grade preparation for middle school re-evaluation process, 8<sup>th</sup> grade for high school*
- *Career study and college preparation for application to performing arts (dance) or sport related (PE) college or career programs*



# Proposed SOMSD Gifted & Talented Program Matrix - Leadership

- *Opportunities to showcase student abilities in leadership in school, district-wide, and outside of the district as appropriate (Student Government & Politics activities, peer mentoring, Model UN, Entrepreneurship activities, etc.)*
- *Parental notification of appropriate opportunities outside of school such as competitions or other similar events*
- *5<sup>th</sup> grade preparation for middle school re-evaluation process, 8<sup>th</sup> grade for high school*
- *Career study and college preparation for application to college or career programs centered on leadership topics*

# Questions

