MONTCLAIR PUBLIC SCHOOLS
STUDENTS ACCELERATED IN LEARNING (SAIL)

Dr. Kendra V. Johnson, Superintendent
Dr. Lenore Cortina, Gifted and Talented Consultant
Montclair Board of Education Presentation
June 6, 2018
Describe the difference between highly able students and gifted and talented students

Explain New Jersey’s statutes relative to gifted and talented education
  ▶ SAIL: Name for Montclair’s gifted and talented (G&T) program

Outline the SAIL Steering Committee’s work since October of 2017

Describe the proposed identification and program considerations for 2018-2019 school year and beyond
INTRODUCING OUR GIFTED AND TALENTED CONSULTANT, DR. LENORE CORTINA, RUTGERS UNIVERSITY
ACADEMIC CHARACTERISTICS OF GIFTED LEARNERS

- Rapid Learners
- Advanced Readers & Writers
- Highly Curious
- Many Interests
- Abstract & Complex Thinkers
SOCIAL & EMOTIONAL CHARACTERISTICS

Asynchronous Development

Over-excitabilities

Idealism/Justice

Expectations

Multipotentiality
<table>
<thead>
<tr>
<th>A Bright Child…</th>
<th>A GIFTED LEARNER…</th>
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<tbody>
<tr>
<td>Knows the answers</td>
<td>Asks the questions</td>
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<tr>
<td>Shows interest in topics</td>
<td>Is highly curious</td>
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<tr>
<td>Has good ideas</td>
<td>Has divergent, sometimes wild ideas</td>
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<tr>
<td>Works hard</td>
<td>May not have to work hard to test well</td>
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<td>Top group</td>
<td>BEYOND the group</td>
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<tr>
<td>Learns with ease</td>
<td>Already knows</td>
</tr>
<tr>
<td>6-8 repetitions for mastery</td>
<td>1-2 repetitions</td>
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<tr>
<td>Understands ideas</td>
<td>Constructs abstractions</td>
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<tr>
<td>Absorbs information</td>
<td>Manipulates information</td>
</tr>
<tr>
<td>Copies accurately</td>
<td>Creates a new design</td>
</tr>
<tr>
<td>Enjoys school</td>
<td>Enjoys learning</td>
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<tr>
<td>Technician</td>
<td>Inventor</td>
</tr>
<tr>
<td>Alert</td>
<td>Keenly observant</td>
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<tr>
<td>Good memorizer</td>
<td>Good thinker</td>
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Adapted from Janice Szabos Robbins
PROVIDE ADVANCED LEARNING OPPORTUNITIES FOR THOSE WHO NEED IT, WHEN THEY NEED IT…
NJAC 6A:8

- Board approved G&T program
- Ongoing K-12 identification process including multiple measures; compared to local peers, developmentally appropriate, non-discriminatory and related to programs/services
- Appropriate K-12 services; appropriate curricular and instructional modifications addressing content, process, products and learning environment
- Consider K-12 gifted program standards - NAGC
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.
...compared to local peers
OUR JOURNEY TO THIS MOMENT

- Shifts in one essential measure used to make an objective assessment of students’ readiness for SAIL programming
- Change in Central Office leadership
- Convened a SAIL Steering Committee in October 2017. The Committee members who were available attended the Rutgers University Gifted and Talented Conference in November 2017
- SAIL Steering Committee met regularly until June 1, 2018
  - **Intentional Decisions**
    - No cognitive/ability assessment as universal screener (although this is a standard practice)
    - Use of a writing assessment as a prerequisite for grade 6-8 English Language Arts identification
**English Language Arts (ELA)**

- **K-2** = Renzulli Scales (Learning Motivation & Reading) + DRA Level + Average ELA Grade
- **3-5** = Renzulli Scales (Learning Motivation & Reading) + STAR Reading (RL Percentile Rank) + Average ELA Grade
- **6-8** = Renzulli Scales (Learning Motivation & Communication) + STAR Reading (RL Percentile Rank) + Average GPA in ELA + District Writing Sample Score

**Mathematics**

- **K-2** = Renzulli Scales (Learning Motivation & Math) + enVisions Math Score
- **3-5** = Renzulli Scales (Learning Motivation & Math) + STAR Math (RL Percentile Rank) + Average Math Grade
- **6-8** = Renzulli Scales (Learning Motivation & Math) + Average GPA in Math + Math Placement Score (only given to new students to the district after grade 5)
SAIL SERVICES

ELA

- SAIL toolkit (created internally by district teachers)
- Differentiated materials (purchased centrally for teachers)
- Delivery of services:
  - Differentiated instruction in the classroom
  - Cluster grouping instruction in the classroom

Mathematics

- SAIL toolkit (created internally by district teachers)
- Differentiated materials (purchased centrally for teachers)
- Delivery of services:
  - Differentiated instruction in the classroom
  - Cluster grouping instruction in the classroom
  - Exploring personalized learning opportunities
SAIL IMPLEMENTATION TIMELINE:

- November 2018: Identification (K-5)
- January 2019: Services (K-5)
- April 2019: Identification (6-8)
- September 2019: Services (6-8)
For the month of June 2018, solicit feedback from advisor administrators.

For the month of July 2018, the PowerPoint and draft SAIL handbook will be posted on the district’s website for review.

The SAIL Steering Committee will reconvene in August 2018 to review feedback and incorporate feedback as deemed appropriate.

Repost the final SAIL handbook on the district’s website for all in September 2018.

Hold SAIL stakeholder engagement meetings (teachers and parents/guardians of identified SAIL students). This work will convene after the identification of students.
NEXT STEPS AND CONSIDERATIONS

- Finalize selection of differentiation materials to support the teachers and students. Create SAIL toolkit.
- Incorporate feedback, as appropriate, into the final SAIL work.
- Work with the Board Policy Committee to revise policy.
- Provide ongoing staff professional development.
- Continue to engage stakeholders.

OUR INSPIRATION FOR THIS WORK!