Gifted and Talented Committee 2021-2022

Ms. Helena Almeida, Parent
Dr. Samantha Anglin, Hillside Principal
Ms. Nataly Caceres, Bradford School Teacher
Dr. Vicky Chang, Interim Supervisor of WL & ESL
Dr. Lenore Cortina, Consultant
Ms. Jennifer Finnerty, Pupil Services Supervisor
Ms. Maria Cristina Fuentes, Watchung School ESL Teacher
Ms. Jennifer Goforth, Director of STEM
Ms. Mariah Jackson, Bullock School Teacher
Ms. Latifah Jannah, MPS BOE President
Ms. Ariela, Jasper, Parent
Ms. Tinu Joseph, Parent

Ms. Christina Locke, Parent
Ms. Tai Matthews, Hillside School Teacher
Dr. Jill McLaughlin, Director of Elementary Education
Dr. Kalisha Morgan, Assistant Supt. of Equity Curriculum & Instruction
Ms. Nilaja Mussa, Nishuane School Teacher
Ms. Nandini Narula, Parent
Mr. Vincent Pelli, Glenfield School Assistant Principal
Ms. Raina Marie Pitts, Parent
Ms. Amber Reed, ECI Data Analyst
Mr. Frank Sedita III, Nishuane Acting Principal
Ms. Renee Townsend: NJABE
Mr. Marcos Vargas, Director of Humanities
The NJDOE defines gifted 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 requires modification of their educational program if they are to achieve in accordance with their capabilities.*
Mission

Montclair Public Schools recognize that rather than any single gifted program, a continuum of programming services must exist for gifted learners as an integral part of differentiated classroom instruction. The district strives to provide an on-going educational program that identifies, develops and expands the gifts and talents of our students while monitoring the value and impact of services provided.
Why?

Goals:

- Develop the academic potential of identified gifted learners
- Encourage and challenge students in their areas of specific abilities and interest by providing opportunities in their area of talent and interest
- Develop the thinking dispositions and affective skills such as risk taking, curiosity, and intrinsic motivation necessary for students to become independent learners
- Encourage opportunities for interaction with peers to develop self-awareness & efficacy
- Develop social and leadership skills, fostering a sense of societal responsibility
- Encourage creative productivity through the development of higher order thinking skills such as problem solving, decision-making and critical thinking
- Foster ongoing professional development to support classroom differentiation
How?

Equitable Identification though:

Referrals
- Parents/Guardians
- Teachers
- Assessment Scores Review including all demographic groups

Data Collection
- Gr. K-8: aptitude and achievement
- Teacher Rating Scales
- Work Sample/Portfolio

Data Interpretation and Service Match
- Student Profile: Score range, local & group norms
- SSC reviews data & recommends services (Continuum)
- Notify stakeholders of identification outcome

Appeals
- Appeal letter submitted to committee
Supported Measures for Identification

Aptitude Screener: Cognitive Abilities Test Screeners (CogAT)

- simple administration to measure the level and pattern of cognitive development of a student compared to age and grade mates
- measures three different cognitive abilities: Verbal, Quantitative, Non-Verbal
- use to build equity into the identification process

Characteristics Scales: The Renzulli Scales

- supports identification of gifted children by rating the characteristics in comparison to their peers on a large base of observable behaviors
- measures four scales to ensure input into learning behaviors: Creativity, Learning, Motivation, Leadership
- standardized questionnaires completed by teachers
What?

PROGRAMS AND CONTINUUM OF SERVICES

TALENT DEVELOPMENT FOR ALL STUDENTS K-8

- Courses/ special topics based on Magnet Themes
- Programs, Clubs & Competitions

TARGETED SKILL DEVELOPMENT

- In class differentiation based on student need; determined by classroom assessments
- Cluster Grouping for identified learners (2-8)

SMALL GROUP INVESTIGATIONS

- Research in a self-selected area of interest, with direct skill instruction in research, critical and creative thinking skills (K-8)
Program Staffing

- Student Support Committee Members
- Cluster Teachers
- Support Teachers
- General, Special, Related Arts Staff
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<td>- Tools and strategies to counsel gifted learners</td>
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<td>- Facilitating Talent Development: integrating research, critical and creative thinking skills into tasks</td>
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<td>- Cluster Teachers: rationale; curriculum compacting &amp; assessment; modifying curriculum &amp; differentiating instruction</td>
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<td>- Support Teachers facilitating investigations: rationale; research process, research curriculum; management tools</td>
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Timeline:

2021-2022: Referral & Identification

Winter 2022
• BOE Presentation
• Staff Trainings
• Assessment Administration - CogAT & RL
• Community Information session

Spring 2022
• Referrals Accepted
• Data Collected (Learning Characteristics & Work Samples)
• SSC review and make recommendation for services
• Notification
• Professional Development starts

2022-2023: Programming & Continuum of Services

Ongoing
• Talent Development
• Differentiation/Cluster Grouping
• Small Group Investigations
• Professional Development