Gifted and Talented Program Revisions

(2021-2022)

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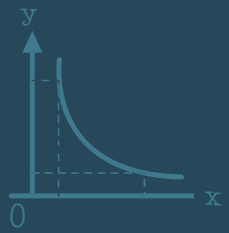
Overview of Revisions

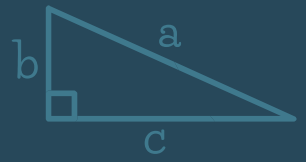
1. Multiple Intelligences
2. Programming
3. Criteria / Matrix
4. Learning Plans



2+2=4

1. 8 Multiple Intelligences

1. Verbal-Linguistic ("Word Smart")
2. Logical-Mathematical ("Logic Smart")
3. Visual-Spatial ("Picture Smart")
4. Bodily-Kinesthetic ("Body Smart")
5. Musical-Rhythmic ("Music Smart")
6. Intrapersonal ("Self Smart")
7. Interpersonal ("People Smart")
8. Environmental-Naturalist ("Nature Smart")



2+2=4

a

c

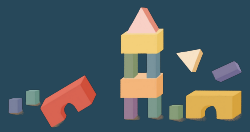
2. Programming

Whole-Class Enrichment

Monthly whole-class enrichment lessons provided to all students in grades 1-6. Students in kindergarten receive two lessons per month.

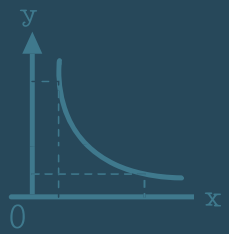
Differentiated / Individualized Instruction

Students that demonstrate a high level of ability in one or more areas will be provided additional enrichment resources/experiences within the classroom. Differentiation can occur through content, process, product, or learning environment.

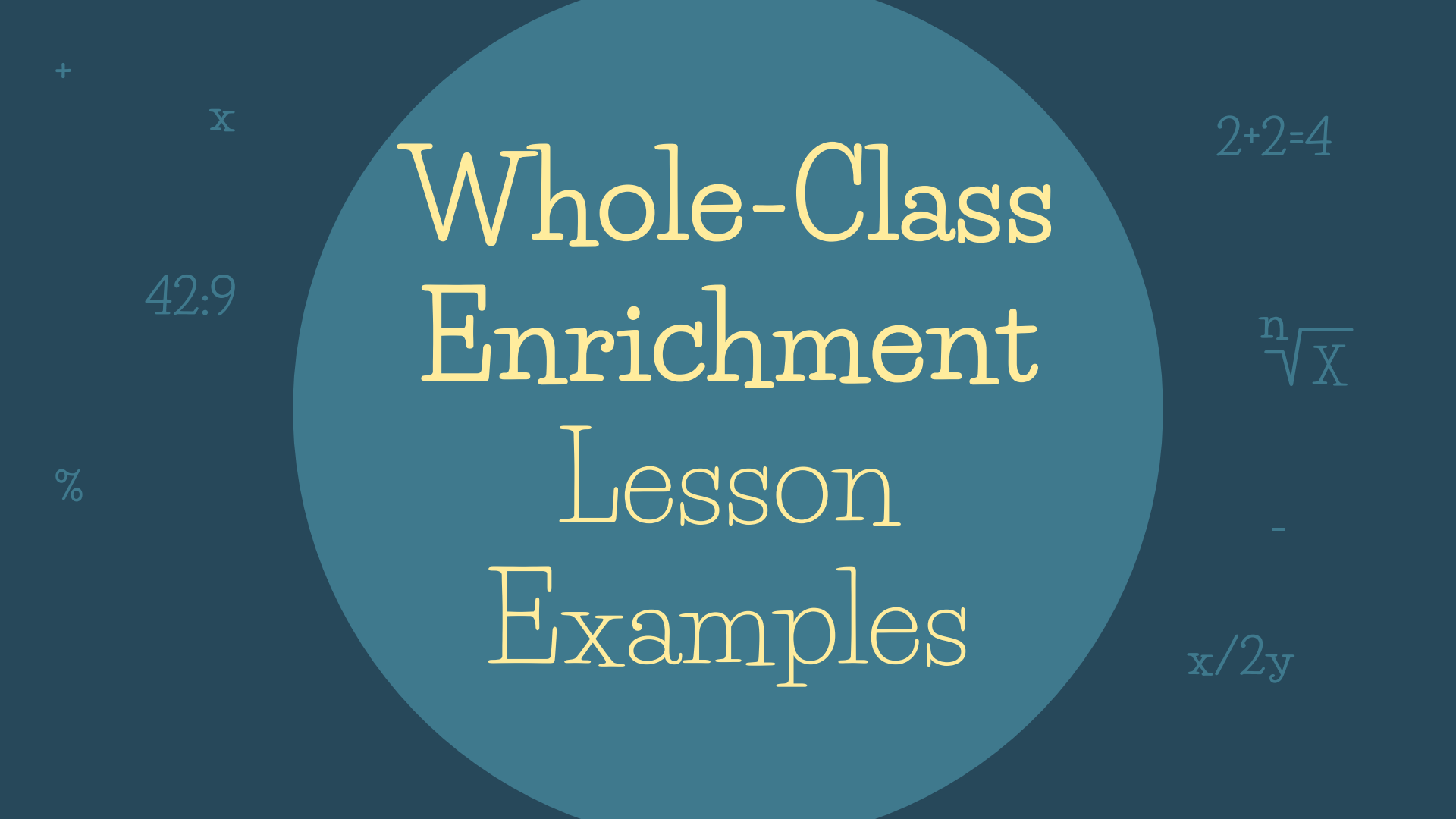


REACH Program

Small group pull-out instruction for identified students in grades 1-6 (based on specified criteria/need).



Whole-Class Enrichment Lesson Examples



← 1st-3rd

Pumpkin Stand!

Dear Engineers,

Pumpy the Pumpkin is tired of sitting on the floor during the fall season. He's come to you asking for your help! Pumpy the Pumpkin wants you to build him a stand that's **comfortable**, **sturdy**, and **safe**, so that he's no longer on the ground. Can you help him?

Questions to think about...

- ⇒ What is a stand? What does it do?
- ⇒ What types of objects do we know that hold things up? What characteristics do they have?
- ⇒ Is your stand going to be designed for the outdoors or indoors? If it's the outdoors, what weather conditions should you consider?
- ⇒ Is your design comfortable, sturdy, AND safe?
- ⇒ How heavy is Pumpy the Pumpkin?
- ⇒ What materials would you need to create this design?
- ⇒ What are some flaws of your design? What could possibly go wrong?

The goal is to make Pumpy the Pumpkin a stand that keeps him off the ground and is comfortable, sturdy, & safe!

Best of luck!

4th-6th →

Pumpkin on the **MOVE!**

Dear Engineers,

Pretend that the **Guinness World Record** for **Heaviest Pumpkin** is held by YOU! After setting a world record of growing a pumpkin that weighs 2,624.6 lbs., you're not sure how to get it back home. You decide that you're going to design a system to *transport* your pumpkin from one place to another.

Questions to think about...

- ⇒ What does the word "transport" mean?
- ⇒ What types of transportation already exist?
- ⇒ Does your design allow your pumpkin to move **short** or **long distances** or **both**?
- ⇒ What can you compare the weight of your pumpkin to? How are those objects transported?
- ⇒ What materials would you need to create this design?
- ⇒ What are some flaws of your design? What could possibly go wrong?

The goal is to safely move your pumpkin, so that it remains in one piece.

Best of luck!


POLICE


PUMPKINS

← 1st-3rd

Boxitect Creation!

Directions: Think about what you can create using a box. Brainstorm a few ideas, choose one, and then create a plan for your design!

Step #1: What can you make using a box? *(ex: arcade game, carnival game, board game, toy, gift, etc.)*

_____ _____

_____ _____

_____ _____

Step #2: On the line, write what you have decided to make: _____

Step #3: Draw a picture of your "Boxitect Creation" in the box below.

4th-6th →

Caine's Arcade Creation!

Directions: Pretend you are joining "Caine's Arcade" and must think of a game to create using cardboard. Brainstorm a few ideas, choose one, and then create a plan for your design!

Step #1: What game will you make? _____

Step #2: What will the name of your game be? _____

Step #3: What is the difficulty rating of your game? *(ex: 4.5/5)* _____

Step #4: Draw a picture of your game in the box below.


TOUCHDOWN
FIELD GOAL

Differentiated/Individualized Instruction Can Occur With...

2+2=4

Content

- More challenging material
- Use topics of interest to the student
- Real world problems - no clear solution

Process

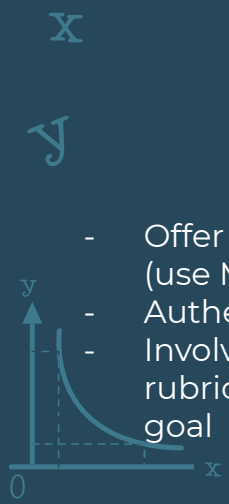
- Flexible grouping
- Learning centers
- Allow opportunities for convergent/divergent thinking
- Teach skills needed (research, organization)

Product

- Offer leveled projects / products (use Multiple Intelligences)
- Authentic/relatable tasks
- Involve students in scoring rubrics/let them know the end goal

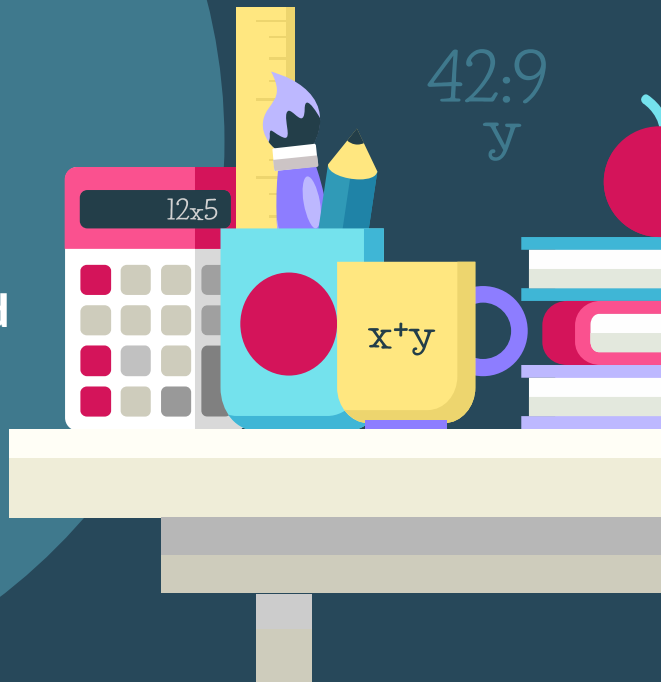
Learning Environment

- Physical space (e.g. sitting, standing)
- Groupings
- Atmosphere (e.g. do students feel comfortable taking risks, sharing creativity)



REACH Program

Real world **E**xperiences **A**chieved through a **C**hallenging **H**ands-on **Program**



“The Chesterfield Elementary School REACH Program is challenging and meaningful to our students. The program supports a learning environment that encourages students to reach their highest potential. The goal of the program is to allow students to engage their creativity, strengths, and abilities to the greatest extent possible. We focus on promoting high-level thinking and developing students who are well-rounded, 21st century learners. **The units of study are project-based and thematic, and they allow for discovery, open-endedness and freedom of choice. The students must use complex skills, such as problem-solving, collaboration/teamwork, communication and critical thinking. Students use current technology to conduct research and complete tasks.**”

Overview of REACH Program Guidelines

- Students are pulled-out from their general education classrooms to a smaller group setting.
- As a student in the REACH Program, when they attend class, they're responsible for making up any/all activities or classwork that was missed.
- To remain an active participant in the program, students must exhibit satisfactory performance in *both* general education and REACH Program classes.

3.

Criteria/Matrix

Our criteria now assesses the following areas: **academic**, **intellectual**, & **creative abilities**.

Our criteria revisions are supported based on suggestions given by the New Jersey Gifted Association for Gifted Children (NJAGC).

Data Used for Multiple Measures

Intellectual Ability

What is it?

- IQ/cognitive assessment

What assessment tool is used?

- CogAT
- Inview (Terra Nova) and/or KBIT II

Academic Ability

What is it?

- Measure of academic achievement

What assessment tool is used?

- Standards-based report cards

Creative Ability

What is it?

- Measure of creative abilities

What assessment tool is used?

- Profile of Creative Abilities (PCA)

Timeline - Procedure/Identification Process

June

Teachers submit student recommendations for the REACH Program

Sept. 8th - Sept. 30th

Parents/guardians can nominate their child to be considered for the REACH Program

Sept. 15th - Oct. 15th

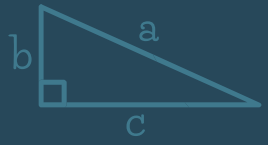
Assessments are conducted & students are evaluated using the REACH Program matrix

Oct. 15th - Oct. 31st

Program admittance window / letters are sent to parents/guardians regarding their child eligibility for the REACH Program

How does a student get placed onto the matrix for the REACH Program?

x



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→ Teacher recommendation

→ Parent nomination

→ District recommendation via cognitive assessment data

→ Were in the REACH Program previously

x/2y

4. Learning Plans

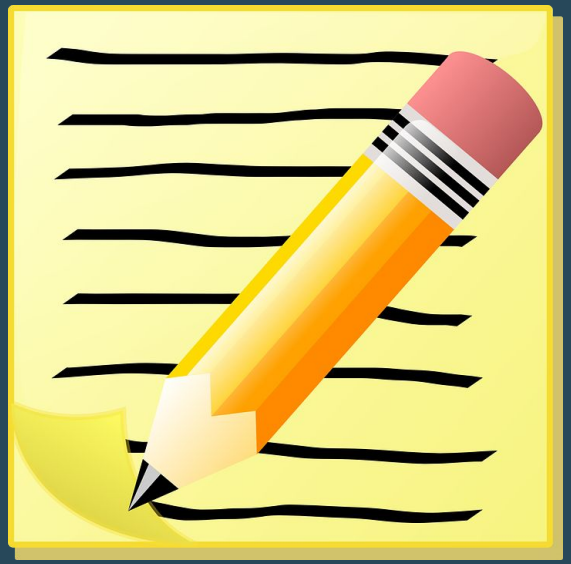
A document that outlines the following information:
student background, data/evaluation tools used to determine the need for the plan, content area summaries, & recommended instructional strategies.

Student Learning Plan - Template

What is the purpose of a learning plan?

Supporting Document

This document supports both the teacher(s), student, and family in understanding the instructional needs of the child based on their abilities. It will indicate differentiated strategies & resources that are utilized to meet the needs of the child in the specified content areas.



Follows Students Year to Year

It is modified at the end of each school year to provide the teacher the following year with the most updated information/profile of the student & their needs.

Strengthening Gifted & Talented Act

"This bill is entitled the "Strengthening Gifted and Talented Education Act." The bill codifies a ***requirement*** *included in State Board of Education regulations that boards of education* ***ensure that appropriate instructional adaptations and educational services are provided to gifted and talented students in kindergarten through grade 12****..."*

"...actively assist and support ***professional development for teachers, educational services staff, and school leaders*** *in the area of* ***gifted and talented instruction.***"

*"'****Instructional adaptation****' means an* ***adjustment*** *or* ***modification to instruction*** *enabling a student who is gifted and talented to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards in <u>one or more content areas</u> at the instructional level of the student, not just the student's grade level."*

https://www.njleg.state.nj.us/2018/Bills/A5000/4710_R1.HTM

Additional Resources

- Six Strategies for Challenging Gifted Learners
- Adapting Instruction to Multiple Intelligences
- Tips for Teaching Gifted Students
- NJ A4710 Bill Summary
- Assembly No. 4710

Questions?
Comments?

Thanks!

If you have any further questions, you may contact

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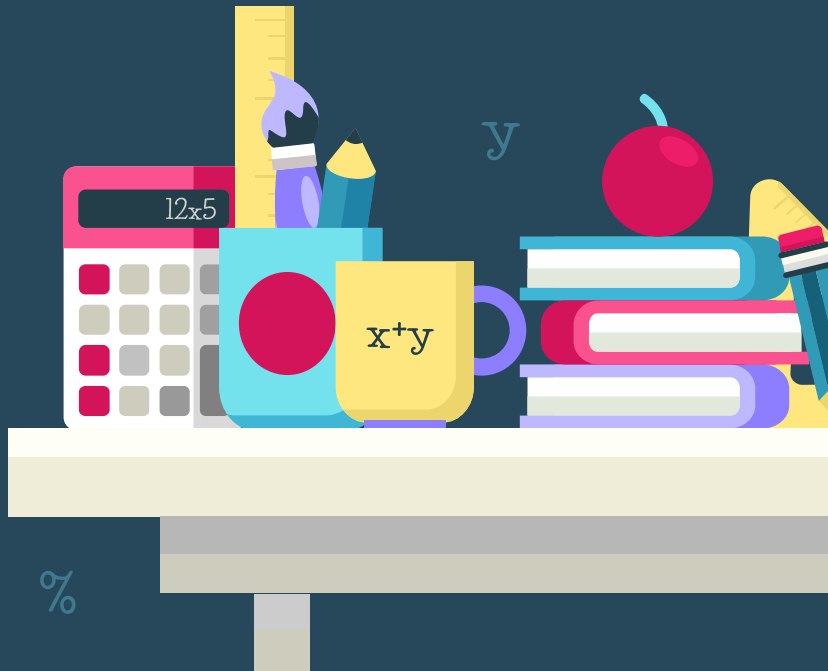


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