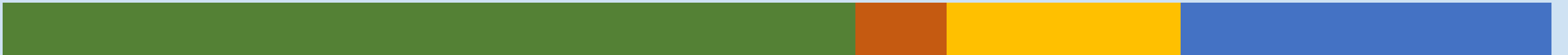




Montclair Public Schools Gifted & Talented Education

Identifying Gifted Learners Information Session



Why do gifted learners need specialized services?



Students requiring support to master curriculum

Grade level curriculum designed for typical learner

Students beyond grade level curriculum requiring advanced learning opportunities

GOALS OF GIFTED EDUCATION

- Develop academic and personal potential of identified gifted learners
- Opportunities for in-depth learning, and development of critical and creative thinking skills
- Opportunities for interaction with academic peers to develop affective and leadership skills

Continuum of Services



Identification Process *related to Services Provided*

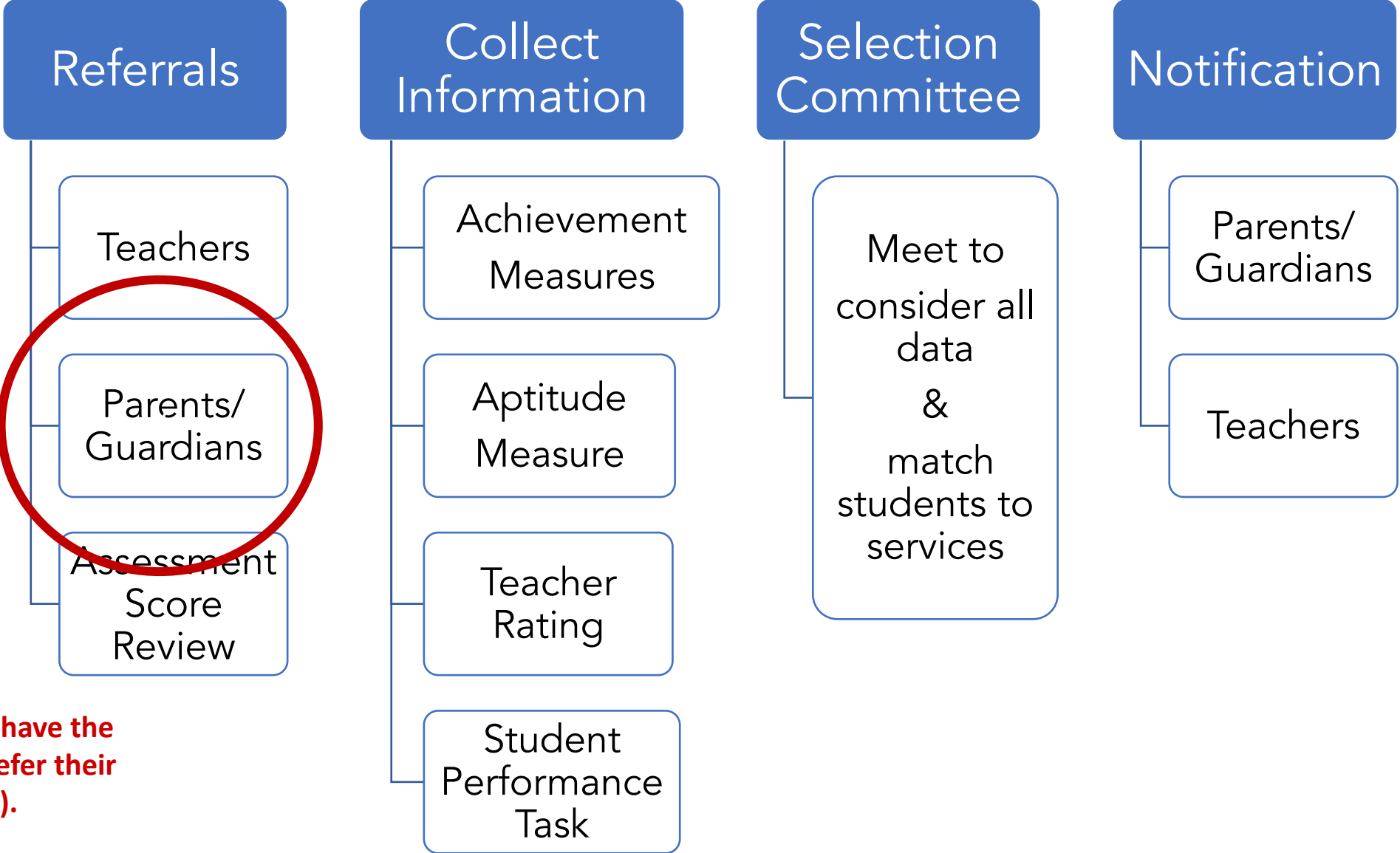
Multiple measures that are
non-discriminatory

Local Norms for best match to services

Casting a wider net to include traditionally
underrepresented gifted learners

Identifying students who require learning
experiences beyond those provided by
grade-level curriculum

Equitable Identification of Gifted Learners



ALL parents will have the opportunity to refer their child(ren).

Equitable Identification of Gifted Learners - STEP 1

Referrals through multiple pathways:

- 1) Teachers
- 2) Parents/Guardians
- 3) Assessment Score Review
 - a) Aptitude (CogAT)
 - b) Achievement (IXL; NJSLA 4-8)

Identification measures were selected to cast a wide net to "find" all students who will benefit from services for gifted learners.

Referrals

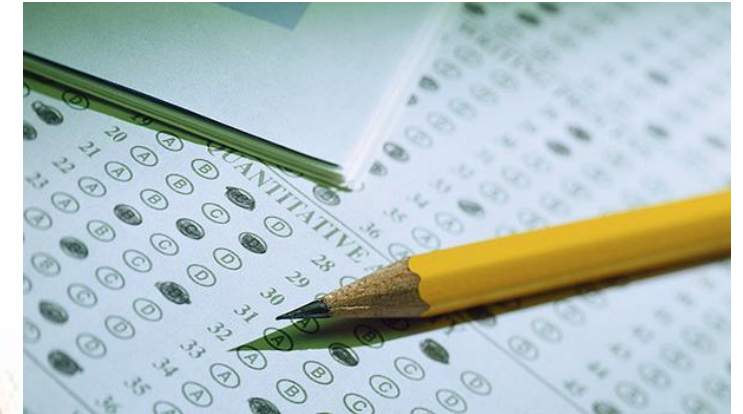
Parents/
Guardians

Teachers

Assessment
Scores Review
including all demographic
groups

REFERRING YOUR CHILD

ALL Families will be provided a Referral Form prior to the referral window in the spring.



ALL Families will be provided a Referral Form prior to the referral window in the spring.



Equitable Identification of Gifted Learners - STEP 2

Data Collection (for all referred students) Grades K-8

- 1) Aptitude (CogAT)
- 2) Achievement (IXL; NJSLA 4-8)
- 3) Teacher Rating Scales
 - a) Creativity
 - b) Learning
 - c) Motivation
 - d) Leadership
- 4) Performance Task

Teachers, parents, and guardians are invited to refer students for consideration for gifted services. In addition, district personnel will review achievement and aptitude scores (universal screening procedures) to include those students who may not have been referred by teachers, parents, or guardians in the identification process. Data will be collected and reviewed for all referred students, regardless of the source of the referral. This inclusive referral process enhances the likelihood that learners who are traditionally underrepresented in gifted services are not overlooked.

**Data
Collection**

Gr. K-8: aptitude
and achievement

Teacher Rating
Scales

Performance
Task

ACHIEVEMENT ASSESSMENTS

- Measure information or skills that a student has learned.
- NJSLA (4-8) IXL (K-8)

APTITUDE ASSESSMENT

- CogAT Measures cognitive ability or the *potential* to learn

TEACHER RATING SCALES

- Rate student attitude, learning and achievement behaviors in the classroom
- Learning, Creativity, Leadership and Motivation
- Standardized, validated and used successfully for many years

STUDENT PERFORMANCE TASK

- Opportunity to demonstrate skills and ability in area of interest/talent
- Evaluation rubric

What is the STUDENT Performance Task?

Product that sets student apart from peers.

Creative, original or clever solution to a problem or challenge.

Product/sample demonstrates ideas, skills, and/or knowledge well beyond grade level expectations.

Must be completed independently by student.

No tests or group projects.

STUDENT SUPPORT COMMITTEE MEETS

- Reviews all data
- Makes recommendations for services

Equitable Identification of Gifted Learners - STEP 3

Data Interpretation and Selection

- Student Profile
 - Score range
 - Local & group norms
- Student Support Committee at each building meets to recommend services based on student need (Continuum of Services)

Multiple measures, including quantitative and qualitative measures, have been selected to ensure that diverse abilities and strengths are recognized and considered, regardless of race, gender, culture, or economic status. Particular attention has been given to select measures that are not biased against students with ELL, IEP or 504 designations.

Score data is organized in an individual student profile. Scores are reported as ranges, rather than a single score, to consider the variability of student performance on any given measure at any given time. A profile provides a clear picture of each student's strengths and educational needs, which is preferable to single score interpretations.



Bright or Gifted?

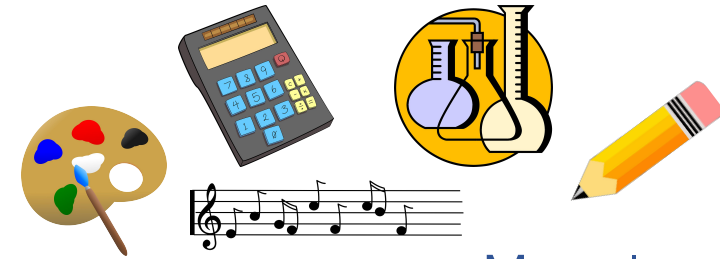


Characteristics of Gifted Learners



Rapid Learners

Highly Curious

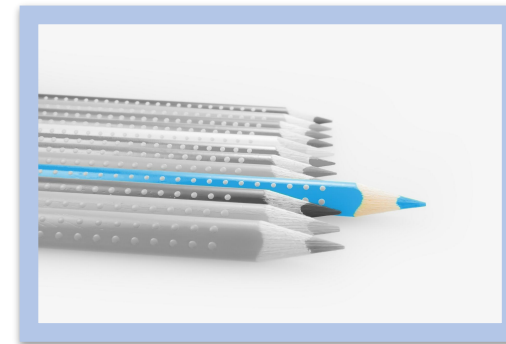


Many Interests

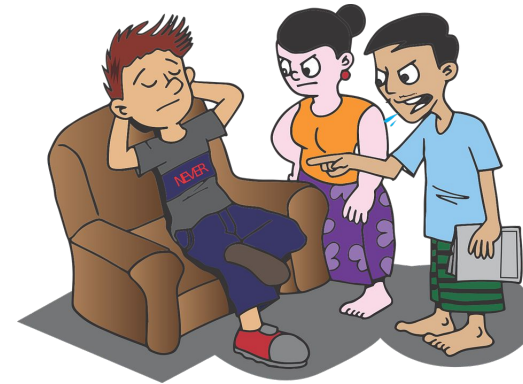
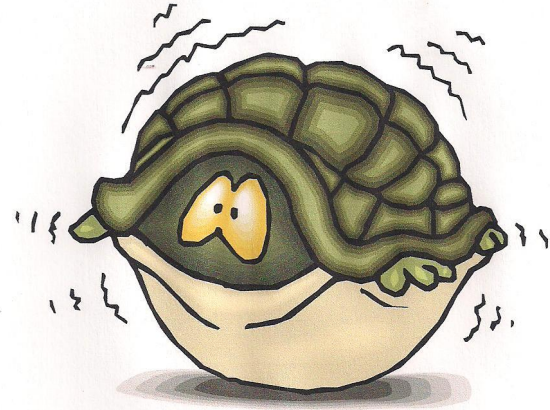


Advanced Readers
and Writers

Abstract & Complex Thinkers



When abilities are left unchallenged...



OTHER CHARACTERISTICS TO LOOK FOR

Learns easily and rapidly

Heightened sense of justice/fairness

Motivation/Task Commitment

Multipotentiality

Highly curious

Individualistic and strong-willed

Works Independently

Ability to retain large amounts of information, advanced memory

Advanced sense of humor

Highly creative

Finding and Serving Underrepresented Populations of Students

- Multilingual Learners (ML)
- Black, Latinx, and Native American students
- Twice-exceptional



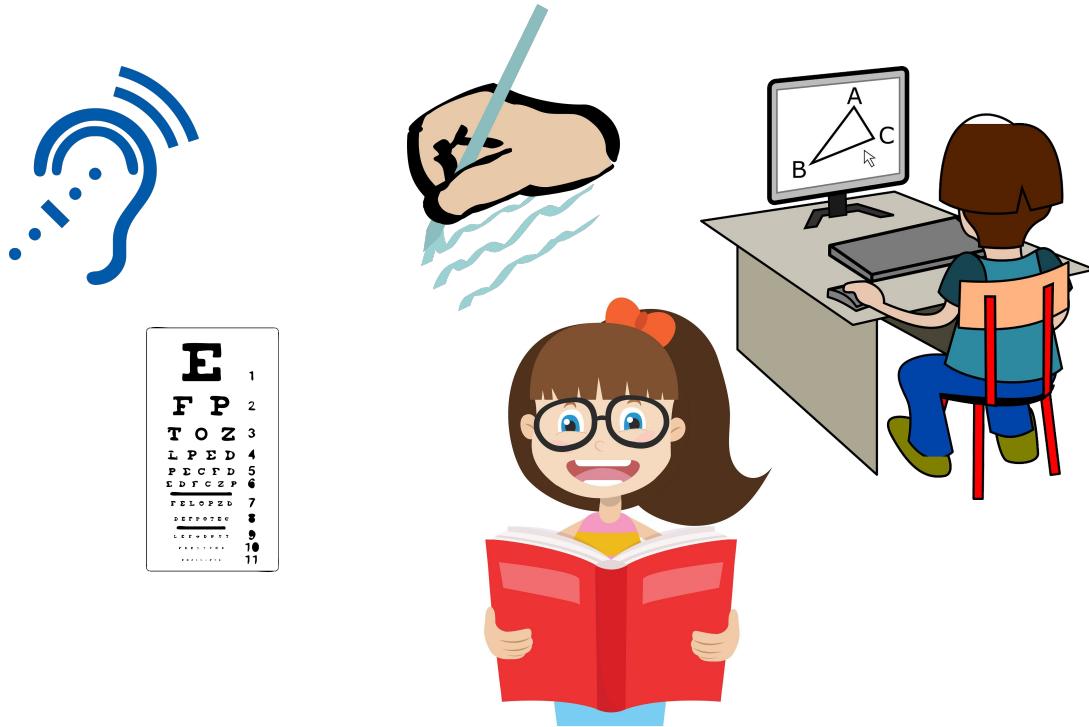
ML Gifted Students

Giftedness may “look different” so consider these questions:

- How quickly is the ML student acquiring English?
- How adeptly does the learner switch between languages?
- Is the student exhibiting advanced reading in native language?
- Is the student creative or shows advance problem-solving ability?
- Does the student demonstrate advanced math skills?

Twice-exceptional Learners

Learners who are gifted & have a learning/physical disability.



Masking

Learning disability may mask giftedness...

... or giftedness may mask a learning disability



Montclair Public School Gifted & Talented Education Resources

