



Prepare • Empower • Inspire

# NEW BRUNSWICK BOARD OF EDUCATION

## Gifted and Talented Program



### I. Introduction

The New Brunswick Public School District believes that students should have a comprehensive articulated educational program, designed to maximize their unique abilities and to enhance personal and social growth. The Gifted and Talented program nurtures multiple intelligences and allows students to demonstrate skills in self-directed learning, thinking, research, and communications that include the different modalities of learning, rather than a single general ability. This will be evidenced by the development of innovative performance-based tasks which utilize and develop higher-level thinking skills. This model is researched-based and uses evidence-centered design to stimulate active learning inquiry, critical thinking skills, and creativity to engage learners in constructing meaning. Fourth and Fifth grade students with gifts and talents in Language arts and Math as well as Visual Arts will be provided with enrichment and acceleration to challenge and further develop their specific gifts and talents as well as respond to their unique needs.



Prepare • Empower • Inspire

## **I. Guiding Principles**

The New Brunswick School District recognizes that there are students who require differentiated programs and services beyond the core curriculum because of their exceptional abilities in one or more of the following areas:

- Intellectual ability across domains
- Specific aptitudes in Mathematics
- English Language Arts
- Science, and related technical skills associated with the STEM/STEAM disciplines
- The Visual and Performing Arts.

These students also possess differential cognitive and affective characteristics that require educational responses geared to their needs such as:

- Curiosity
- Creativity
- Thoughtfulness
- Inquiry
- Problem-Solving

A more individualized educational program is required to serve the range of needs our students possess as many of them come from underrepresented groups that include diverse ethnic backgrounds, learning and physical disabilities, and non-native English speakers.

Learning environments for the Gifted and Talented (G&T) students will provide student-centered learning and safe risk-taking in order to enhance student potential for creative production in their area(s) of passion.

1. We apply the theory and researched-based models of curriculum and instruction related to gifted students. We respond to student needs by planning, selecting, adapting, and creating a relevant curriculum by:

- utilizing a comprehensive curriculum map delineating what processes will be taught
- focusing on developing cognitive, learning, research and reference, and metacognitive skills at each grade grouping
- having an academic content foundation focused on interdisciplinary enrichment activities
- developing competency across dimensions of learning and multiple talent areas.



Prepare • Empower • Inspire

2. We recognize the learning and developmental differences of gifted students to promote on-going self-understanding, awareness of their needs, and cognitive and affective growth in the school, home and community demonstrated by:

- educating the whole child and inspiring a passion for learning
- offering choice and differentiation based on brain-based research to enrich the learning and development of gifted students
- building social and emotional understanding of self; relative to community, culture, and physical environment engaging gifted students in identifying interests, strengths, and gifts.

3. We recognize that learning environments foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills in the 21st century to ensure specific student outcomes:

- maintaining high expectations for all gifted students as evidenced in meaningful and challenging activities
- meeting the needs of a 21st century student in a safe, risk-free environment
- providing opportunities for interaction with intellectual and creative peers
- developing many forms of leadership and leadership skills

4. Assessments provide information about learning progress and outcomes for gifted students in all domains.

- students are able to demonstrate their gifts and talents through qualitative and quantitative assessments to develop a profile of their strengths and weaknesses
- students are able to demonstrate evidence of advanced and complex learning
- students will be assessed with a variety of assessments: self-assessment (rubrics and/or written reflection), goal-based checklists, pre- and post-, performance-based, product based, and out-of-level assessments, peer and teacher conferencing



Prepare • Empower • Inspire

## **REFERRAL, IDENTIFICATION & PLACEMENT**

The Screening Process consists of creating a pool of potential students who may or may not proceed to the referral, evaluation, identification, and/or placement phases.

### Referral

The Initial Referral Phase is a pre-assessment nomination stage that involves collecting student data from multiple sources to document possible need for the gifted program. The purpose of the referral is to submit existing information as evidence of a student's potential. We also look at the top 5-7% of the students in the grade level for the subject areas of Math and Language Arts. (It has been found that there are students in this percent range that have not been referred for the program).

\*referral does not guarantee further evaluation or gifted services. Students must qualify on a preponderance of the screening measures to move the Evaluation Phase. If the referral evidence does not support further evaluation, the process for those individuals, is subsequently discontinued.

### Identification

During the Evaluation Phase, all data is gathered into a profile format so that each student's strengths may surface. Qualified individuals are identified and invited to participate in Level 2 Identification in which further evaluation is necessary to narrow the field of students to those who have demonstrated gifts or talents. If the student referral data evidences that he or she may benefit from gifted services, parent/guardian consent will be obtained at this time for CogAT testing to be conducted. Students whose data indicates a considerable possibility of high innate cognitive ability/academic strength will be invited to participate in the PBAs. The PBAs asks students to meet with the gifted and talented teachers for an interview and to share with the teachers a sample of work in the area(s) that he or she has tested within the given range for the requirements of the program on the CogAT test. The PBA and interview are scored using a rubric. Once the PBA's are completed the team looks at all of the data from the multiple sources for selection into the program.



Prepare • Empower • Inspire

## Selection Criteria

Students will be considered for participation in the gifted and talented program when compared to their peers within the district. A student will be considered for participation in the program for gifted and talented pupils whom;

1. Has been recommended by an individual for a gifted and/or talented program.
2. Has a CogAT score of 85 in the Verbal section for English Language Arts, 85 in the Quantitative section for Mathematics, and a score of 65 or higher in the Non-Verbal Section for Visual Art or higher and was recommended for the corresponding program(s);
3. We will also consider students who have been determined by the committee to be highly motivated to achieve academically if they reach a CogAT score of 75 in the Verbal section for English Language Arts, 80 in the Quantitative section for Mathematics, and a score of 55 in the Non-Verbal Section for Visual Arts;
4. Has a benchmark test score(s) of 88 in ELA or a DRA score of 70 and in math a prerequisite score of 95;
5. Has a benchmark test score of 85 in ELA and in math a prerequisite score of 93 if student has been determined by the committee to be highly motivated to achieve academically;
6. Has a performance assessment score of 91% or higher;
7. Has a performance assessment score of 88% if student has been determined by the committee to be highly motivated to achieve academically

Please Note: The students need to meet 2 of the 3 measures to be eligible for this program.

## Selection and Placement

Students with strong intellectual aptitudes have strengths in the areas often associated with the ability to rapidly learn and apply academic knowledge. The advanced cognitive development of gifted children enables them to learn and understand more advanced and complex material than their non-gifted age mates. The goal of the identification process is to find students, whose abilities, talents, and potential for accomplishment are so outstanding that they require special provisions in the form of an appropriately challenging curriculum program to meet their educational needs. Because the concentration is on identifying student needs (rather than students) the critical decision to be made is not if a student is gifted and talented but whether a student's ability warrants special educational provisions and to what degree and dimension. After reviewing all of the data collected selection will be made.



Prepare • Empower • Inspire

## **Gifted & Talented full day school 3rd and other students who want to apply for 2017-2018 school year**

As the program expands all 3rd grade students will be encouraged to take the CogAT assessment. Permission slips will be sent home to each student's parent/guardian to sign and return by a specific deadline. Unfortunately, permission slips will not be accepted after this deadline due to the numerous tasks that need to be completed to fully prepare for these testing dates (i.e. organizing and scheduling with various district schools and departments, clear and concise forms of communication with all staff, students, parents, and all stakeholders, creating the test online for quicker turn-around time for receiving scores and being the most cost efficient.

3 Saturday CogAT test dates will be in the spring (February) in order to provide flexibility for parents and students to select a date that works best with their schedule.

After the first year, any student in grades 3-6 that wants to can apply for the program.

An Application will be provided and must be completed and turned in by the official deadline date. The application will be available in hard copy form as well as posted on the district's website. The application will also be available in both English and Spanish.

In addition to the work samples each student will complete within this application, there is a writing piece about why he/she is the best candidate for this program. This allows for the self-nomination component

- 4th and 5th grade students only for the 2016-2017 school year
  - Adding 6th grade 2017-2018
  - Adding 7th grade 2018-2019
  - Adding 8th grade 2019-2020
- Students will be working on similar overall themes but they would differ with-reading different novels Fiction and Nonfiction for each marking period and the activities to meet the appropriate grade level Common Core standards in Math and ELA-also each grade level has different objectives for Science and SS. We will use those objectives but teach them in a unit based STEAM driven, project based, design process model that follows Stanford's Design Thinking Process - which is to: Empathize, Define, Ideate, Prototype, and Test