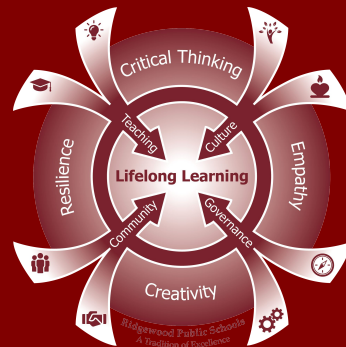




**RIDGEWOOD**  
PUBLIC SCHOOLS

# Strengthening Gifted and Talented Education Act

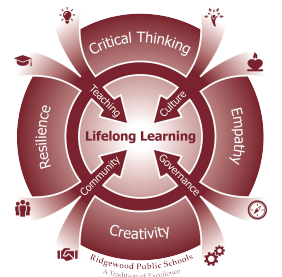


# Information about the legislation

NJ A4710

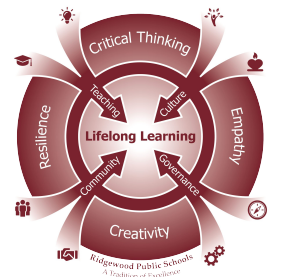
Passed in January 2020

Committees led by NJAGC have facilitated communication regarding implementation guidelines, however, this has been difficult given the current circumstances.



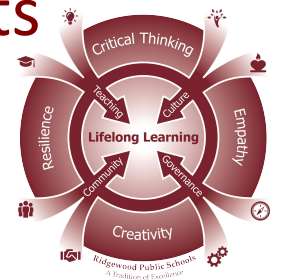
# Definition in the legislation

"Gifted and talented student" means a student who possesses or demonstrates a high level of ability in one or more content areas when compared to his chronological peers in the school district and who requires modifications of his educational program if he is to achieve in accordance with his capabilities.



# Provisions of the Legislation- District

- Ensure appropriate instructional adaptations are in place for identified students
- Implement ongoing K-12 identification process using multiple measures for intellectual ability, creativity, or a specific subject area; ensure equitable access for identification
- Maintain a list of students receiving services in the district
- Develop and document the plans that are put in place for students
- Consider NAGC standards in identifying and serving students
- Provide time and resources to support services for identified students
- Support professional development for staff



# How we meet each provision:

Ensure appropriate instructional adaptations are in place for identified students:

Each unit of study in our curriculum includes a “Differentiation for Enrichment” section to provide recommendations for teachers with respect to strategies and/or specific curricular extensions for students who demonstrate advanced proficiency.

## Differentiation for Enrichment

### Differentiation Strategies for Enrichment:

- Skip or shorten independent practice
- Use Advanced Activities In “Meeting Individual Needs”
- Use “Exemplars”
- Use “The Think Tank”

[📄 Math Enrichment Forms](#)

[📄 Enrichment Tool Kit](#)

[📄 Gr 2 Think Tank Information](#)

[📄 Exemplar-Coin Combinations.pdf](#)

[📄 Exemplar-Coins.pdf](#)

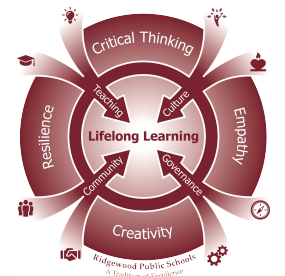
[📄 Exemplar-OnTime.pdf](#)

[📄 Holiday Fair Shopping Spree.pdf](#)

[📄 Exemplar-Nine Cents.pdf](#)

[📄 Gr 2 IM Full Task Ordering Time.pdf](#)

[📄 Gr 2 IM Student Task Ordering Time.pdf](#)

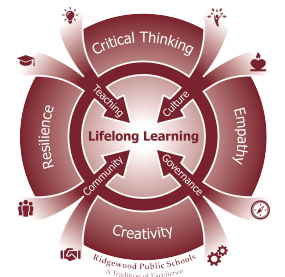


# How we meet each provision

As students mature, more opportunities for diverse course offerings support the development of their gifts and talents.

Examples:

- Elective offerings in the arts (visual arts, music, design, etc.)
- Specialized programs such as RAHP and American Studies
- Wide range of AP offerings including the addition of new programs such as AP Research and AP Seminar



# How we meet each provision:

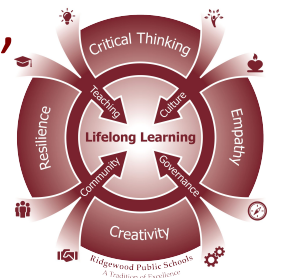
Implement ongoing K-12 identification process using multiple measures for intellectual ability, creativity, or a specific subject area; ensure equitable access for identification.

Ongoing: Students may receive enriched curriculum on a unit-by-unit basis depending on relevant pre-assessment data.

K-5: Multiple measures include Fountas and Pinnell reading assessments, diagnostic math assessment and exemplar, teacher observations of student proficiency. (Unable to use NJSLA results this year)

6-12: Multiple measures include student proficiency in a variety of courses, and/or completion of prerequisite requirements, application process (ex: RAHP), teacher observations and formative assessment performance.

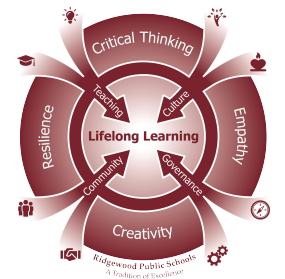
Equitable access: All students have access to enrichment through these channels.



# How we meet each provision:

Maintain a list of students receiving services in the district:

We maintain a list of students receiving services through our student management system, Skyward. The new legislation also requires that we include these students in our student submission report through NJ Homeroom. This is a new component of the district report to the state, however, each district sets its own criteria for identification.





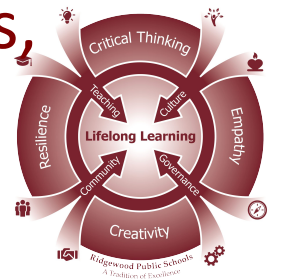
# How we meet each provision:

Develop and document the plans that are put in place for students

Elementary: Individualized Differentiation Plans (IDPs)

- Developed based on student's strengths. Differentiation strategies are documented in the plan, shared with parents, and updated by the teacher. Information is shared at parent-teacher conferences, and on an ongoing basis as appropriate.

Secondary: Given the differentiated nature of the program of studies, IDPs are not used in grades 6-12.

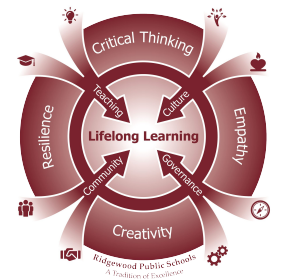


# How we meet each provision:

Consider NAGC standards in identifying and serving students

Six Gifted Education Programming Standards:

1. Learning and Development
2. Assessment
3. Curriculum and Instruction
4. Learning Environments
5. Programming
6. Professional Learning

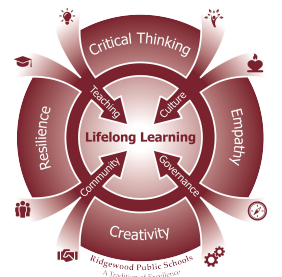


# How we meet each provision:

Provide time and instructional resources to support services for identified students

**Elementary:** Time is built into the day for students to engage with learning at their level of proficiency (reading levels, small group work in class, IDP-driven activities) within the regular classroom. Instructional resources across a variety of grade levels serve students who require enrichment services.

**Secondary:** Academics are geared toward students' level of proficiency on an ongoing basis, and instructional resources support a variety of learners' needs.



# How we meet each provision:

Provide time and instructional resources to support services for identified students. One example:

## Elementary STEAM curriculum



## MS Selectives: Creating by Design, Soundology



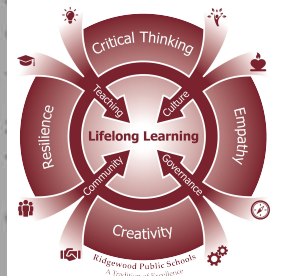
## RHS: Extension of Classroom Learning

### **RHS Solar Aqua Tech Team**

Congratulations to the RHS Solar Aqua Tech Team on being selected as a Lemelson-MIT InvenTeams® grant finalist. The team which consists of RHS students Matthew de Meulder, Patrick de Meulder, Elliot Ewell, Hailey Haglid, Ashli Hamilton, David Mo, Theodore Stephens, Carina Trama, Emily Truskowski, Clare Walicki, and Xun Zhang, submitted their final application to be selected as one of 15 Lemelson-MIT InvenTeams® in



the country. RHS teachers Dr. Labowsky and Mr. Wohner advise this team in collaboration with Professor Shu Hu of Yale University, and RHS teachers Melissa Maksimov and Ruth Parks helped proofread the final application.



# How we meet each provision:

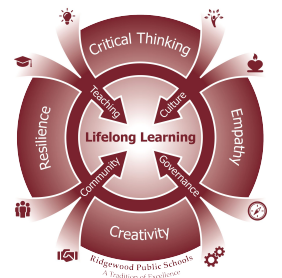
## Support PD for staff

Elementary ELA worked with Chris Lehman in 18-19 to use formative assessment to design and support small group instruction.

Nancy Schultz worked with elementary math team to integrate enrichment exemplars in all units of K-5 math.

Numerous department meetings and PD Days have integrated differentiation as a topic.

Summer institutes for all AP teachers.



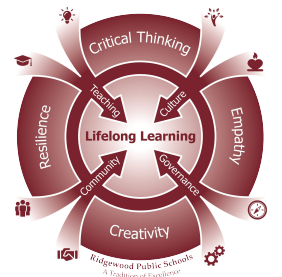
# Where we are looking to grow

Exploration of a framework for inquiry-based projects at the elementary level to support special subject areas and advanced study where appropriate. Exploration of additional enrichment resources to be integrated into district curriculum.

Elementary staff developer will work with teachers to support students with IDPs.

Integration of a portfolio experience for all middle school students, providing an opportunity for differentiated extension and enrichment in the demonstration of student learning.

Research professional development opportunities and graduate certificate programs for staff (Montclair State, UConn)



# Other provisions of the legislation- State

New position created at the NJDOE: Gifted and Talented Commissioner

Reporting requirements for District Performance Reports

- Based on local criteria

QSAC: Gifted and Talented will be part of state monitoring accountability

Complaint Process: Parents may appeal to county superintendent

All district websites must post information related to G and T services

- Academics:Curriculum: Gifted and Talented

