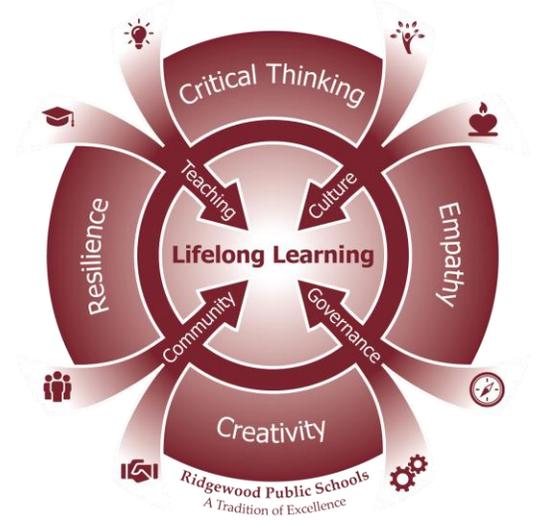


Gifted and Talented Program

January 25, 2021



Research

Joseph Renzulli: Three Ring Conception of Giftedness



Research: Joseph Renzulli

“The application of gifted program know-how into general education is supported by a wide variety of research on human abilities by Bloom (1985), Gardner (1983; Gardner & Walter, 2002), Renzulli (1978, 1999), and Sternberg (1984, 2000). This research clearly and unequivocally provides a justification for much broader conceptions of talent development. These conceptions argue against the restrictive student selection practices that guided identification procedures in the past.”



Research: Lo and Porath

“Rather than focusing on identifying students who are gifted, this new interpretation sees giftedness in terms of functional transactions between an individual and his or her environment...Giftedness and talents are viewed as an optimal interactualized transaction between an individual and his or her environment-a dynamic proposition that distinctly departs from an identification-based dichotomous proposition.”



K-5 Enrichment

Overview & Purpose of K-5 Enrichment Education

Our Gifted and Talented and Enrichment Education takes a Three Tier Approach to meet the needs of all.



Tier 1 - Universal Programming

- Classroom education which conforms to the principles of differentiated instruction through which all learners are monitored closely for potential.
- Teacher education, training, resources and pedagogy protocols are a part of this continuous process.
- Educators identify advanced learners via observations, conferences, and evaluation of products.



Tier 2 - Targeted Group Interventions of Small Groups

- Utilizing pre-assessments both formal and informal, children are identified for advanced opportunities.
- Instruments such as the “Solve and Share” for mathematics, pre-assessments for writing, and reading inventories for reading are called upon to identify advanced learners within units of study.
- Students are provided differentiated teaching points within small group instruction, advanced question stems, and work containing additional depth and breadth dependent upon formative assessments.



Tier 3 - IDP Identified Students

- Learners with Individualized Differentiation Plans (IDPs) have been identified via multiple measures and a specific learning plan has been developed and set in place. This plan is continually evaluated.
- Individualized content, resources and expectations are provided to meet these learners within her/his own Zone of Proximal Development.
- Regular teacher meetings occur to provide resources, research, and pedagogical support to educators of students with IDPs.



Overarching Goals

Maximize Teacher Capital

- Training in differentiated ELA instruction/conferencing by experts like Chris Lehman, and Pam Koutrakos
- Differentiated PD with Nancy Schultz at Conquer Mathematics for Math Curriculum Writing Team and offered to all staff members (covid has affected this process)



Overarching Goals (continued)

Research and Purchase Effective Tools & Strategies

- Math manipulatives, IDP Meetings, G&T Hub, continually surveying needs

Teach Learners to Self-Assess, Reflect and Articulate

- Checklists, journals, discourse

Provide Experiences/Opportunities to Go Deeper Into Content

- Extend curriculum horizontally, infuse choice, differentiate content, process, and products



Example of IDP

Ridgewood Public Schools
Individualized Differentiation Plan
Grades _____

Student's Name:

Class:

Year:

Date Reviewed with Parent(s)/Guardian(s):

Parent/Guardian Signature:

- Top 5% district-wide on one or more of previous school year's state tests.
- Consistently demonstrates intellectual or creative ability of a nature not readily demonstrated by testing listed above.

Differentiation Strategies	Frequency	Teacher's Update Notes
<input type="checkbox"/> Reading texts at appropriate levels.	<input type="checkbox"/> Daily	Date: Notes:
	<input type="checkbox"/> As appropriate based on content and mastery.	Date: Notes:
<input type="checkbox"/> Writing passages at appropriate length, depth, detail, and use of Standard English conventions.	<input type="checkbox"/> Daily	Date: Notes:
	<input type="checkbox"/> As appropriate based on content and mastery.	Date: Notes:
<input type="checkbox"/> Responding to questions that stimulate cognitive processes of interpretation, inference, application, analysis, synthesis, and/or evaluation.	<input type="checkbox"/> Daily	Date: Notes:
	<input type="checkbox"/> As appropriate based on content and mastery.	Date: Notes:



Example of IDP

Ridgewood Public Schools
Individualized Differentiation Plan
Grades 4-5

Differentiation Strategies	Frequency	Teacher's Update Notes
<input type="checkbox"/> Completing additional classroom studies and assignments.	<input type="checkbox"/> Daily	Date: Notes:
	<input type="checkbox"/> As appropriate based on content and mastery.	Date: Notes:
<input type="checkbox"/> Completing independent projects.	<input type="checkbox"/> Daily	Date: Notes:
	<input type="checkbox"/> As appropriate based on content and mastery.	Date: Notes:
<input type="checkbox"/> Assessing own work and setting goals.	<input type="checkbox"/> Daily	Date: Notes:
	<input type="checkbox"/> As appropriate based on content and mastery.	Date: Notes:
<input type="checkbox"/> Completing "Exemplars" or "The Think Tank" challenge problems.	<input type="checkbox"/> Daily	Date: Notes:
	<input type="checkbox"/> As appropriate based on content and mastery.	Date: Notes:
<input type="checkbox"/> Other:	<input type="checkbox"/> Daily	Date: Notes:
	<input type="checkbox"/> As appropriate based on content and mastery	Date: Notes:



Resources

G&T Folder for teachers provides a broad overview of options.

Content and resources have been shared with all K-5 Educators during December Faculty Meeting.

Teachers with students who have IDPs have met as well to discuss resources, share strategies, and collaborate regarding student plans.



G and T Folder

Organized by Grade Level

For each subject area and aligned with each unit of study:

- Extension Activities
- Interdisciplinary Projects
- Large volume of options for math

Professional articles

IDP Meeting Resources

Teacher Folders for Documentation

