



MONTCLAIR PUBLIC SCHOOLS STUDENTS ACCELERATED IN LEARNING (SAIL)

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Montclair Board of Education Presentation

June 6, 2018

PRESENTATION GOALS

- ▶ Describe the difference between highly able students and gifted and talented students
- ▶ Explain New Jersey's statutes relative to gifted and talented education
 - ▶ SAIL: Name for Montclair's gifted and talented (G&T) program
- ▶ Outline the SAIL Steering Committee's work since October of 2017
- ▶ Describe the proposed identification and program considerations for 2018-2019 school year and beyond





**INTRODUCING OUR GIFTED AND TALENTED
CONSULTANT, DR. LENORE CORTINA,
RUTGERS UNIVERSITY**

ACADEMIC CHARACTERISTICS OF GIFTED LEARNERS



Rapid Learners



Highly Curious



Advanced Readers & Writers



Many Interests



Abstract & Complex Thinkers

SOCIAL & EMOTIONAL CHARACTERISTICS



Asynchronous
Development

Over- excitabilities



Expectations

Idealism/Justice

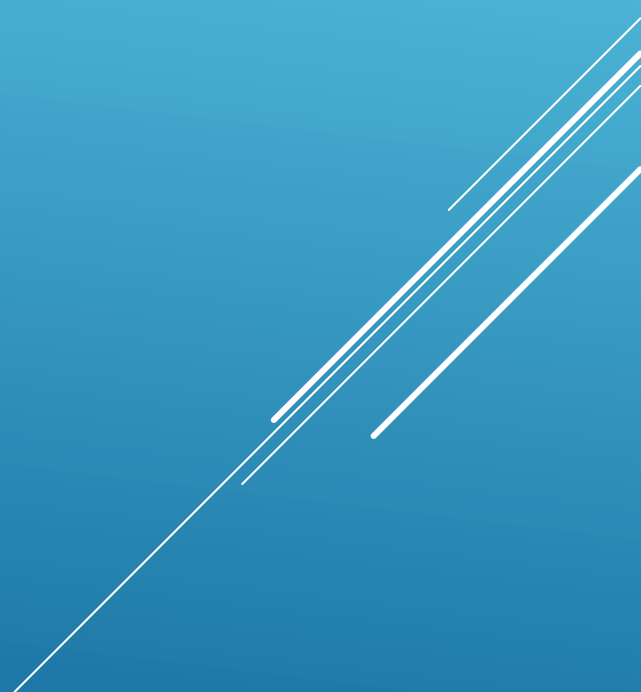


Multipotentiality

A Bright Child...	A GIFTED LEARNER...
Knows the answers	Asks the questions
Shows interest in topics	Is highly curious
Has good ideas	Has divergent, sometimes wild ideas
Works hard	May not have to work hard to test well
Top group	<i>BEYOND</i> the group
Learns with ease	Already knows
6-8 repetitions for mastery	1-2 repetitions
Understands ideas	Constructs abstractions
Absorbs information	Manipulates information
Copies accurately	Creates a new design
Enjoys school	Enjoys <i>learning</i>
Technician	Inventor
Alert	Keenly observant
Good memorizer	Good thinker

Adapted from Janice Szabos Robbins

PROVIDE ADVANCED LEARNING OPPORTUNITIES FOR
THOSE WHO NEED IT, WHEN THEY NEED IT...

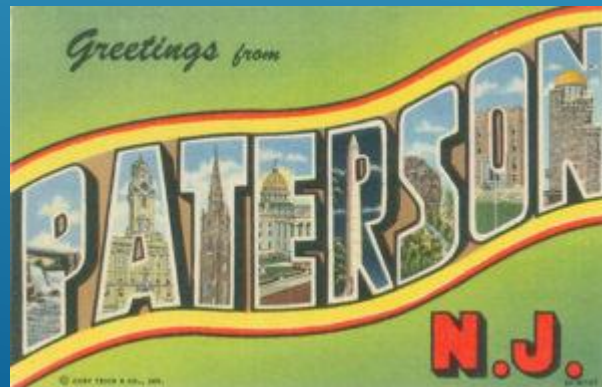


NJDOE DEFINITION OF GIFTED CHILDREN

Those students who possess or demonstrate high levels of ability, in one or more content areas, when **compared to their chronological peers in the local district** and who require modification of their educational program if they are to achieve in accordance with their capabilities.



...compared to local peers





OUR JOURNEY TO THIS MOMENT

- Shifts in one essential measure used to make an objective assessment of students' readiness for SAIL programming
- Change in Central Office leadership
- Convened a SAIL Steering Committee in October 2017. The Committee members who were available attended the Rutgers University Gifted and Talented Conference in November 2017
- SAIL Steering Committee met regularly until June 1, 2018
 - **Intentional Decisions**
 - No cognitive/ability assessment as universal screener (although this is a standard practice)
 - Use of a writing assessment as a prerequisite for grade 6-8 English Language Arts identification



English Language Arts (ELA)

- K-2 = Renzulli Scales (Learning Motivation & Reading) + DRA Level + Average ELA Grade
- 3-5 = Renzulli Scales (Learning Motivation & Reading) + STAR Reading (RL Percentile Rank) + Average ELA Grade
- 6-8 = Renzulli Scales (Learning Motivation & Communication) + STAR Reading (RL Percentile Rank) + Average GPA in ELA + District Writing Sample Score

Mathematics

- K-2 = Renzulli Scales (Learning Motivation & Math) + enVisions Math Score
- 3-5 = Renzulli Scales (Learning Motivation & Math) + STAR Math (RL Percentile Rank) + Average Math Grade
- 6-8 = Renzulli Scales (Learning Motivation & Math) + Average GPA in Math + Math Placement Score (only given to new students to the district after grade 5)

SAIL IDENTIFICATION



SAIL SERVICES

ELA

- ▶ SAIL toolkit (created internally by district teachers)
- ▶ Differentiated materials (purchased centrally for teachers)
- ▶ Delivery of services:
 - ▶ Differentiated instruction in the classroom
 - ▶ Cluster grouping instruction in the classroom

Mathematics

- ▶ SAIL toolkit (created internally by district teachers)
- ▶ Differentiated materials (purchased centrally for teachers)
- ▶ Delivery of services:
 - ▶ Differentiated instruction in the classroom
 - ▶ Cluster grouping instruction in the classroom
 - ▶ Exploring personalized learning opportunities



SAIL IMPLEMENTATION TIMELINE:

- **November 2018:** Identification (K-5)
- **January 2019:** Services (K-5)
- **April 2019:** Identification (6-8)
- **September 2019:** Services (6-8)



STAKEHOLDER VOICE

- For the month of June 2018, solicit feedback from advisor administrators.
- For the month of July 2018, the PowerPoint and draft SAIL handbook will be posted on the district's website for review.
- The SAIL Steering Committee will reconvene in August 2018 to review feedback and incorporate feedback as deemed appropriate.
- Repost the final SAIL handbook on the district's website for all in September 2018.
- Hold SAIL stakeholder engagement meetings (teachers and parents/guardians of identified SAIL students). This work will convene after the identification of students.



OUR INSPIRATION FOR THIS WORK!



NEXT STEPS AND CONSIDERATIONS

- Finalize selection of differentiation materials to support the teachers and students. Create SAIL toolkit.
- Incorporate feedback, as appropriate, into the final SAIL work.
- Work with the Board Policy Committee to revise policy.
- Provide ongoing staff professional development.
- Continue to engage stakeholders.