



IDENTIFICATION PROCESS

<i>What are we doing?</i>	<i>Why are we doing it?</i>		
DESCRIPTION OF PROGRAM COMPONENT	RATIONALE	NAGC PROGRAM STANDARDS	NJ ADMINISTRATIVE CODE/LAW
<p>Identification Process Steps</p> <ol style="list-style-type: none"> Referrals through multiple pathways: Teachers Parents/Guardians Assessment Score Review <ul style="list-style-type: none"> Aptitude (CogAT) Achievement (Renaissance Learning; NJSLA 4-8) Data Collection (for all referred students) Grades K-8 <ul style="list-style-type: none"> Aptitude (CogAT) Achievement (Renaissance Learning; NJSLA 4-8) Teacher Rating Scales <ul style="list-style-type: none"> Creativity Learning Motivation Leadership Performance Task Data Interpretation and Selection <ul style="list-style-type: none"> Student Profile <ul style="list-style-type: none"> Score range Local & group norms 	<p>Identification measures were selected to cast a wide net to "find" <i>all</i> students who will benefit from services and programs for gifted learners.</p> <p>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 under-represented in gifted programs are not overlooked.</p> <p>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</p>	<p>2.1 <i>Identification</i>. All students in grades Pre-K – 12 have equal access to a comprehensive assessment system that allows them to demonstrate diverse characteristics and behaviors that are associated with giftedness.</p> <p>2.1.3. Educators use universal screening and multiple indicators of potential and achievement at various grade levels from Pre-K through grade 12 to provide multiple entry points to services designed to meet demonstrated needs.</p> <p>2.2.2. Educators select and use assessments that relate to services provided and identify abilities, interests, strengths, and needs based on current research.</p> <p>2.2.3. Educators use assessments that provide qualitative and quantitative information from a variety of sources.</p> <p>2.3.1. Educators select and use equitable approaches and assessments that minimize bias for</p>	<p>6A:8-3.1(a)(5) District boards of education shall be responsible for identifying gifted and talented students and shall provide them with appropriate instructional adaptations and services. District boards of education shall make provisions for an ongoing K-12 identification process for gifted and talented students that includes multiple measures.</p> <p>Chapter 338: Strengthening Gifted and Talented Education Act C.18A:35-36 A board of education shall: (2) make provisions for an ongoing kindergarten through</p>



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<ul style="list-style-type: none"> • Student Support Committee at each building meets to recommend services based on student need (Continuum of Services) <p>4. Notify parents /guardians, teachers and students of Committee outcomes</p> <p>Appeals: Any parent/ guardian/ student wishing to appeal the decision of the student's School Selection Committee may submit an appeal letter within one week of receiving the initial decision. Formal written appeals must be sent to the school principal and must include: student name, school, grade, teacher, parent/guardian(s) name, email address, address, telephone number, and detailed rationale and specific reasons the parent/guardian is appealing.</p>	<p>given to select measures that are not biased against students with ELL, IEP or 504 designations.</p> <p>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. *</p> <p>The Student Support Committee at each school building meets to consider each referred student's profile. The committee recommends services to meet the student's educational needs. A committee approach when decision making further reduces bias in the identification process.</p> <p>To ensure communication and encourage partnerships, parents/guardians and teachers are notified of the committee's recommendations for each student's services and educational program based on identification outcomes.</p>	<p>referring and identifying students with gifts and talents, attending to segments of the population that are frequently hidden or under-identified. Approaches and tools may include front-loading talent development activities, universal screening, using locally developed norms, assuring assessment tools are in the child's preferred language for communication or nonverbal formats, and building relationships with students to understand their unique challenges and needs.</p> <p>2.4.4. Educators use and interpret qualitative and quantitative assessment information to develop a profile of the interests, strengths and needs of each student with gifts and talents to plan appropriate interventions.</p>	<p>grade 12 identification process for gifted and talented students that includes multiple measures in order to identify student strengths in intellectual ability, creativity, or a specific academic area. School districts shall ensure equal access to a continuum of gifted and talented education services.</p> <p>The identification process shall include consideration of all students, including those who are English language learners and those with Individualized Education Plans or 504 plans.</p>
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* Johnsen, S.K. (2004) *Identifying Gifted Students: A practical guide*. Publication of the Texas Association for the Gifted and Talented.

PROGRAMS AND SERVICES



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<i>What are we doing?</i>	<i>Why are we doing it?</i>		
DESCRIPTION OF PROGRAM COMPONENT	RATIONALE	NAGC PROGRAM STANDARDS	NJ ADMINISTRATIVE CODE/LAW
<p>Targeted Skill Development</p> <ul style="list-style-type: none"> In-class differentiation based on student need as determined by classroom assessment data (K-8) Cluster Grouping for identified learners (2-8). Accelerated Math Classes for identified learners (6-8) <p>Small Group Investigations</p> <ul style="list-style-type: none"> Research in a self-selected area of interest, with direct skill instruction in research, critical and creative thinking skills. Delivered to identified learners outside of general education class (K -8) <p>Talent Development for all students (K-8)</p> <ul style="list-style-type: none"> All schools have unique magnet programming for their students 	<p>Programs and services are aligned to the district definition of gifted learners, goals of the program, and identification procedures.</p> <p>All programs and services, including identification processes, align with best practice programming standards and New Jersey legal requirements.</p> <p>The program adheres to the Schoolwide Enrichment Model developed by J. Renzulli and S Reis. This model was chosen because it addresses the talent development needs of all students in the district. * The continuum of services addresses the needs of students with demonstrated advanced learning abilities, and those with potential gifts and talents.</p> <p>Talent development opportunities are important for all learners. These learning experiences will allow learners to develop critical and creative thinking skills through engagement with tasks based in gifted pedagogy.</p>	<p>2.4.2. <i>Learning Progress</i> Educators use differentiated ongoing product-based and performance-based assessments to measure the academic and social-emotional progress of students with gifts and talents.</p> <p>3.1.3. <i>Curriculum Planning</i> Educators adapt, modify, or replace the core or standard curriculum to meet the interest, strengths, and needs of students with gifts and talents and those with special needs such as twice exceptional, highly gifted, and English language learners.</p> <p>3.1.4. Educators design differentiated curriculum that incorporates advanced, conceptually challenging, in-depth, and complex content for students with gifts and talents.</p> <p>3.1.5. Educators regularly use pre-assessments, formative assessments, and summative assessments to identify students' strengths and needs, develop differentiated content, and adjust instructional plans based on progress monitoring.</p>	<p>N.J.A.C. 6A:8-3.1(a)(5) District boards of education shall provide appropriate kindergarten through-grade-12 (K-12) educational services for gifted and talented students.</p> <p>District boards of education shall develop appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment.</p> <p>District boards of education shall take into consideration the Pre-K–Grade 12 Gifted Programming Standards of the National Association for Gifted Children in developing programs for gifted and talented students.</p>



<ul style="list-style-type: none"> The district also considers a phase including Courses, Clubs & Competitions, and Special Topics & Programs based on Magnet Theme in the future with additional resources <p>Exit procedures: Students are reevaluated annually for continued participation in differentiated services for the gifted and talented.</p> <p>Recommendation for exit from the program may be initiated at any time by the classroom teacher, the support teacher responsible for gifted services, a counselor/ school psychologist, the parent/ guardian, or the student.</p> <p>The recommendation should be made to the building principal, who will then call a meeting with the</p>	<p>Although any student can choose to participate in these talent development opportunities, teachers and the Student Support Team might recommend participation for some students they feel might benefit from these experiences.</p> <p>Cluster grouping has many benefits for the entire school community. When placed in a cluster group in a heterogeneous classroom, gifted learners' needs are met full-time with the added benefit of having consistent access to academic peers. This grouping fosters the academic and affective growth of learners in a safe and challenging environment. In addition to the benefits for gifted learners, research suggests that <i>all</i> students benefit when placed in a heterogeneous classroom organized by a cluster model.**</p> <p>General education teachers that are trained in the cluster model develop the capacity to differentiate effectively for all learners, including gifted learners. The cluster model is efficient from a program implementation standpoint, since students are grouped purposefully, creating a more manageable situation for teachers.</p>	<p>3.2.2. <i>Talent Development</i> Educators design learning experiences for each stage of talent development to cultivate social and emotional and psychosocial skills that support high achievement and talent development.</p> <p>3.4.2. <i>Instructional Strategies</i> Educators provide opportunities for students with gifts and talents to explore, develop, or research in existing domain(s) of talent and/or in new areas of interest</p> <p>3.5.3. Educators scaffold independent research skills within students' domain(s) of talent</p> <p>4.2.2. <i>Learning Environment</i> Educators provide opportunities for interaction and learning with intellectual and artistic/creative peers as well as with chronological-age peers.</p> <p>5.5 <i>Programming:</i> <i>Comprehensiveness.</i> Students with gifts and talents develop their potential through comprehensive, aligned programming and services.</p> <p>5.1.1. Educators use multiple approaches to accelerate learning within and outside of the school setting.</p> <p>5.1.2. Educators use enrichment options to extend and deepen</p>	<p>Chapter 338: Strengthening Gifted and Talented Education Act</p> <p>A board of education shall ensure that appropriate instructional adaptations and educational services are provided to gifted and talented students in kindergarten through grade 12 to enable them to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards at the instructional level of the student.</p> <p>A board of education shall:</p> <p>(1) ensure that appropriate instructional adaptations are designed for students who are gifted and talented; develop and document appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment, and including, but not limited to, additional education</p>
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<p>Student Support Committee to discuss the concerns. Those invited to the meeting will include the parent/ guardian, the classroom teacher(s), the building administrator, a counselor/school psychologist and student support committee</p> <p>If a plan has been developed to support the student's continued participation, a second meeting will be held to evaluate the student's progress and determine continued participation or withdrawal from the program.</p>	<p>Administrators and the school community benefit from a cost-efficient program that delivers appropriate gifted education services to students on a full-time basis.</p> <p>Small group instruction allows gifted learners to engage regularly with academic peers so they might develop both intellectual and affective skills. Research in a self-selected area of interest fosters the development of specific talents, positive learning habits and attitudes, and research, critical and creative thinking skills.</p>	<p>learning opportunities within and outside of the school setting.</p> <p>5.1.3. Educators use multiple forms of evidence-based grouping, including clusters, resource rooms, special classes, or special schools.</p> <p>5.2.2. Educators develop a Pre-K through grade 12 continuum of programming and services in relevant student talent areas that is responsive to students' different levels of need for intervention.</p> <p>5.4.1. <i>Collaboration</i>. Educators regularly engage students, other educators, families, advocates, and community members in collaboration to plan, advocate for, implement, and evaluate systematic, comprehensive, and ongoing services.</p> <p>5.6.2. <i>Policy and Regulation</i> Educators align programming and services with local, state, or national laws, rules, regulations, and standards.</p>	<p>activities such as academic competitions, guest speakers, and lessons with a specialist.</p>
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* Reis, S., Renzulli, J.S. (2014). *The Schoolwide Enrichment Model: A How-To Guide for Talent Development*. Waco, TX. Prufrock Press.

**Gentry MI. Promoting students achievement and exemplary classroom practices through cluster grouping. Storrs Ct. NRCGT RM

PROGRAM EVALUATION & COMMUNICATION WITH STAKEHOLDERS



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<i>What are we doing?</i>	<i>Why are we doing it?</i>		
DESCRIPTION OF PROGRAM COMPONENT	RATIONALE	NAGC PROGRAM STANDARDS	NJ ADMINISTRATIVE CODE/LAW
<p>Annual survey of</p> <ul style="list-style-type: none"> • Students • Parents/Guardians • Teachers <p>Program Documents</p> <ul style="list-style-type: none"> • Professional development notes • Communication with stakeholders • Observation data from cluster classrooms • Student work samples • Identification data <p>Annual Report to BOE</p> <ul style="list-style-type: none"> • Public meeting to ensure transparency • How results of evaluation will be used to make program improvements <p>Website Presence</p> <p>Identification process</p> <ul style="list-style-type: none"> • Referral process • Criteria considered • Timelines <p>Program</p> <ul style="list-style-type: none"> • Continuum of Services 	<p>Evaluation is essential to program success and improvement.* All aspects of the program are reviewed to make informed decisions about the effectiveness of all program components.</p> <p>Information can be collected as the program is being implemented to adjust to immediate student needs. This type of information might be student work samples, observation data from the classroom, feedback from professional development sessions, Student Support Committee notes, and informal communication from stakeholders.</p> <p>Survey data is collected from key stakeholders at the end of each school year. Along with program documents including identification data, the information is reviewed by district designees and the district Gifted and Talented Committee.</p> <p>The results of the evaluation and recommendations for improvements are presented to the BOE annually in a public meeting. This annual</p>	<p>5.7.1. Educators assess the quantity and quality of programming and services provided for students with gifts and talents by disaggregating assessment and yearly progress data and making the results public.</p> <p>5.7.2. Educators ensure that the assessments used in program evaluation are reliable and valid for the purposes for which they are being used.</p> <p>5.8.1. Administrators provide the necessary time and resources to implement an annual evaluation plan developed by persons with expertise in program evaluation and gifted education.</p> <p>5.8.2. Educators create and implement evaluation plans that are purposeful and evaluate how student-level outcomes are influenced by fidelity of implementation in the</p>	<p>Chapter 338: Strengthening Gifted and Talented Education Act C.18A:35-37</p> <p>Each school district shall file with the coordinator a report. The report shall include, but not be limited to:</p> <p>(1) the gifted and talented continuum of services, policies, and procedures implemented in the school district;</p> <p>(2) the total number of students receiving gifted and talented services in each grade level kindergarten through grade 12 disaggregated by race, gender, special education designation, and English language learner designation;</p> <p>(3) the professional development opportunities provided for teachers, educational services staff, and school leaders about gifted and talented students, their needs, and educational development; and</p> <p>(4) the number of staff employed by the school district whose job responsibilities</p>



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	<p>commitment ensures regular communication with key stakeholders and continued financial and political support.</p> <p>The district website includes information about the district's Gifted and Talented Program to maintain transparency as required by New Jersey law and the principles of best practice. The website can be a clearinghouse for information related to gifted programming in Montclair Public Schools.</p>	<p>following components of gifted education programming: (a) identification, (b) curriculum, (c) instructional programming and services, (d) ongoing assessment of student learning, (e) counseling and guidance programs, (f) teacher qualifications and professional learning, (g) parent/guardian and community involvement, (h) programming resources, (i) programming design, management, and delivery, and (j) school equity efforts for underrepresented students.</p> <p>5.8.3. Educators disseminate the results of the evaluation, orally and in written form, and explain how they will use the results.</p>	<p>include identification of and providing services to gifted and talented students.</p> <p>C.18A:35-39 Information available on website.</p> <p>A school district shall make detailed information available on its website regarding the policies and procedures used to identify students as gifted and talented and the continuum of services offered to gifted and talented students. The information shall include the criteria used for consideration for eligibility for the gifted and talented services, including the multiple measures used in the identification process to match a student's needs with services, and any applicable timelines in the identification process.</p>
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* Tomlinson, C., Bland, L., Moon, T., & Callahan, C. (1994). Case studies of evaluation utilization in gifted education. *Evaluation Practice*, 15.

VanTassel-Baska, J. (2006). A content analysis of evaluation findings across 20 gifted programs. *Gifted Child Quarterly*, 50.

Yarborough, D., Shulha, L., Hopson, R., & Caruthers, F. (2011). *The program evaluation standards: A guide for evaluators and users*. CA: Sage

DEFINITION:



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Exceptionally able students are those with outstanding intellectual or academic abilities, in one or more content areas, when compared to their chronological peers in the local district. They may display unique creativity, productive thinking, and leadership traits or may exhibit exceptional talent in the visual and performing arts. Academically talented students are those who have demonstrated and/or have proclivities to exceptional performance; accelerated comprehension and assimilation of context; exceptional capability for the abstract, creative and divergent thinking in academic or out-of-school activities and who require a differentiated educational program beyond that normally provided by the school district.

The NJDOE defines gifted students as: *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 requires modification of their educational program if they are to achieve in accordance with their capabilities.*

MISSION:

Montclair Public Schools recognize that rather than any single gifted program, a continuum of programming services must exist for gifted learners as an integral part of differentiated classroom instruction. The district strives to provide an on-going educational program that identifies, develops and expands the gifts and talents of our students while monitoring the value and impact of services provided.

GOALS:

- Develop the academic potential of identified gifted learners
- Encourage and challenge students by providing opportunities in their area of talent and interest
- Develop the thinking dispositions and affective skills such as risk taking, curiosity, and intrinsic motivation necessary for students to become independent learners
- Encourage opportunities for interaction with academic peers to develop self-awareness and self-efficacy
- Develop social and leadership skills, fostering a sense of societal responsibility
- Encourage creative productivity through the development of higher order thinking skills such as problem solving, decision-making and critical thinking
- Foster ongoing professional development to support classroom differentiation of content, process and product



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THANK YOU TO OUR DEDICATED GIFTED AND TALENTED COMMITTEE WHO DEVELOPED THIS PLAN DURING THE 2021-2022 SCHOOL YEAR:

Ms. Helena Almeida, Parent
Dr. Samantha Anglin, Hillside Principal
Ms. Nataly Caceres, Bradford School Teacher
Dr. Vicky Chang, Interim Supervisor of WL & ESL
Dr. Lenore Cortina, Consultant
Ms. Jennifer Finnerty, Pupil Services Supervisor
Ms. Maria Cristina Fuentes, Watchung School ESL Teacher
Ms. Jennifer Goforth, Director of STEM
Ms. Mariah Jackson, Bullock School Teacher
Ms. Latifah Jannah, MPS BOE President
Ms. Ariela, Jasper, Parent
Ms. Tinu Joseph, Parent
Ms. Christina Locke, Parent
Ms. Tai Matthews, Hillside School Teacher
Dr. Jill McLaughlin, Director of Elementary Education
Dr. Kalisha Morgan, Assistant Supt of Equity Curriculum & Instruction
Ms. Nilaja Mussa, Nishuane School Teacher
Ms. Nandini Narula, Parent
Mr. Vincent Pelli, Glenfield School Assistant Principal
Ms. Raina Marie Pitts, Parent
Ms. Amber Reed, ECI Data Analyst
Mr. Frank Sedita III, Nishuane School Acting Principal
Ms. Tameka Stafford, Pupil Services Supervisor
Ms. Renee Townsend, NJABE
Mr. Marcos Vargas, Director of Humanities



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