

# GIFTED & TALENTED

## TRENTON PUBLIC SCHOOLS



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## New Jersey Department of Education

- Each school district must establish a process to identify students as gifted and talented using multiple measures. These students require **modification to their educational program if they are to achieve in accordance with their capabilities (N.J.A.C. 6A:8-3.1)**.
- It is critical that **all teachers are able to recognize a high-ability student** who may need more depth and complexity in instruction or be referred for further assessment and services. However, few general teacher preparation programs provide instruction on the needs of gifted and talented students, and as a result, the majority of teachers in classrooms today have not been **trained to meet the learning needs of these students**.



# Strengthening Gifted & Talented Education Act

On January 13, 2020, Governor Phil Murphy signed into law A4710, Strengthening Gifted & Talented Education Act.

- Strengthening Gifted & Talented Education Act calls for:
  - **Appropriate instructional adaptations are designed for students who are gifted & talented;**
  - **Maintain a list of students identified as gifted & talented in each grade for school in the district;**
  - **Actively support Professional Development**
  - **Creation of Website**



# GIFTED & TALENTED: TRENTON MADE THE WORLD GAINS

## PHASE I

- Intervention & Enrichment and District Teachers
- Exposure/Enrichment for All
  - ▷ Lessons (Whole Group)
  - ▷ Ability Seeking (All Teachers)
- Curriculum & Lesson Structure
  - ▷ Environment
- Assessment (Multiple Measures)
  - ▷ P.E.T.S.(Primary Education Thinking Skills)
  - ▷ CogAT
  - ▷ Ability Seeking - Abilities

## PHASE II

- Matriculation
  - ▷ K-3
  - ▷ 4-6
  - ▷ 7-8
  - ▷ 9-12



# PHASE I - Professional Development

## OVERVIEW

### What is Giftedness and What Does it Look Like

- School based administrators
- School counselors
- Intervention & Enrichment Teachers
- \*Coaches

### P.E.T.S. (Primary Education Thinking Skills) CURRICULUM

- Intervention & Enrichment Teachers
  - ▷ Professional Learning Committee
  - ▷ Collaborative Planning Workshop



## Phase I - PD

# Intervention & Enrichment Teachers & District Teachers Timeline

Administrators and  
Counselors - Giftedness

Ability Seeking & 4Cs  
Training K-12

2022-2023

Moving Forward

Giftedness and classroom  
enrichment



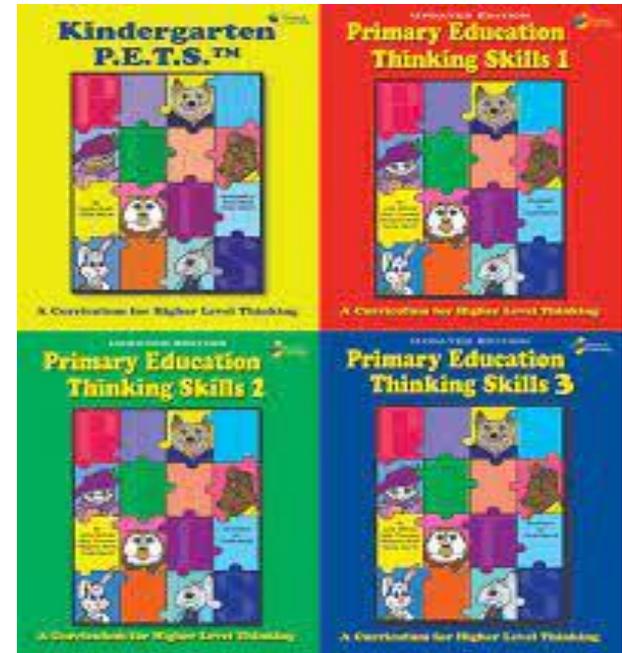
## Phase I - Curriculum

### P.ET.S - Thinking Skills & Ability Seeking

Primary Education Thinking Skills (PETS) is a curriculum that uses story characters, puzzles, and games to teach students six different types of thinking.

Builds behavioral traits of giftedness portfolios for talented learners that support a differentiated approach to their education, integrates flexibly into any existing curriculum, and offers opportunities for learners with different strengths to shine.

- Behavior Checklist & Diagnostic Notes





# 4 Traits of Giftedness



## Cognitive

- Keen power of abstraction
- Interest in problem-solving and applying concepts
- Voracious and early reader
- Large vocabulary

C

## Creative

- Creativeness and inventiveness
- Keen sense of humor
- Ability for fantasy
- Openness to stimuli, wide interests

C

- Unusual emotional depth and intensity
- Sensitivity or empathy to the feelings of others
- High expectations of self and others, often leading to feelings of frustration
- Independence in work and study

## Affective

A

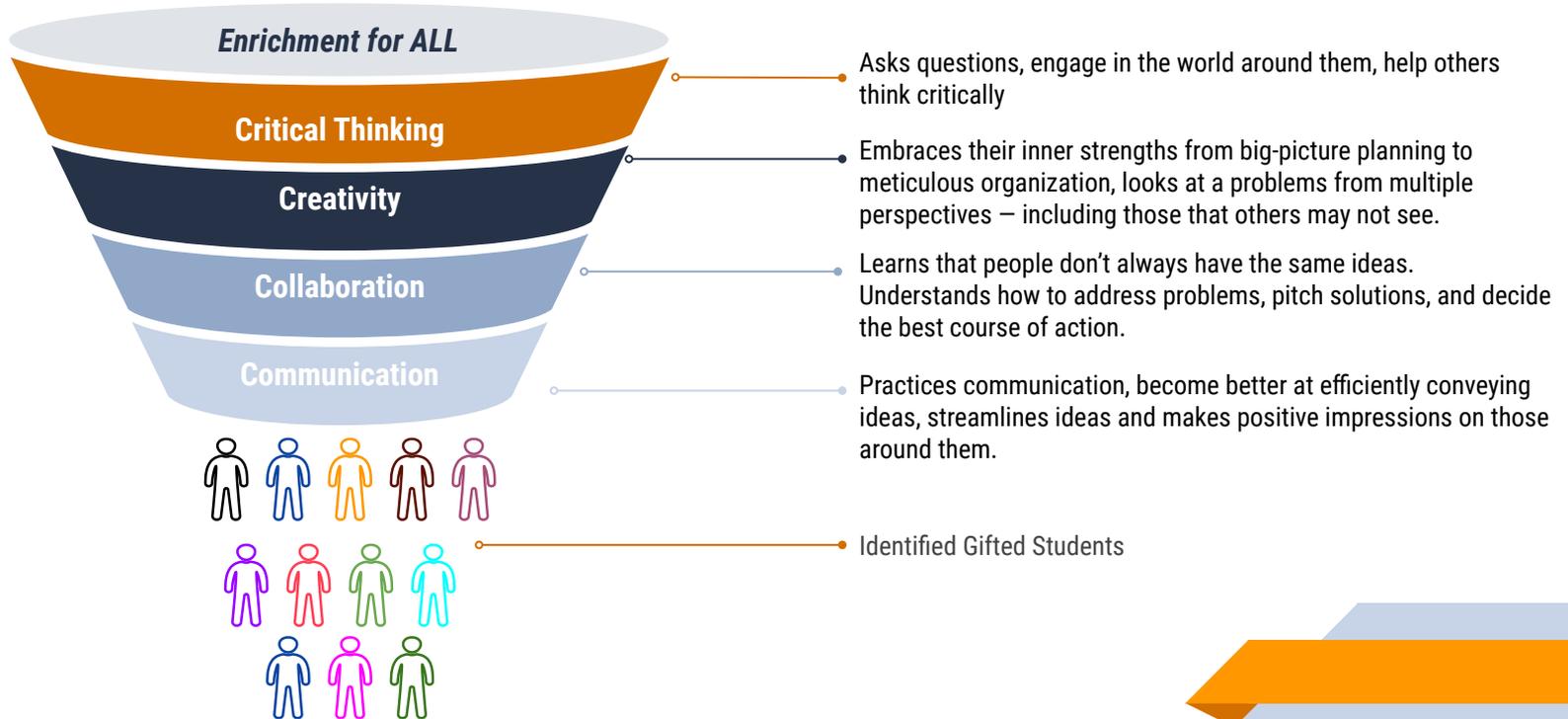
- Highly energetic—needs little sleep or down time
- Constantly questions
- Insatiable curiosity
- Impulsive, eager and spirited

## Behavioral

L



# The Four C's of Giftedness





## Phase I

# Exposure: Differentiated Student Population

### **General Student Population**

Be provided with opportunities to engage in enrichment activities that are aligned to STEAM and literacy throughout the school year on a regular basis through the PETS curriculum K-3

### **Identified Gifted Student Population**

Be provided Gifted and Talented educational scope and sequence of curriculum and instruction, designed to attend to the [4 C's](#) of giftedness on a regular basis. Small groups within the PETS curriculum mid Grade 3.



# Phase I - Assessment & Multiple Measures

## P.E.T.S.

- Behavior Checklist
- Diagnostic Notes

## CogAT (Cognitive Abilities Test)

- End of Grade 3
  - ▷ All students
- Timed Assessment
- English & Spanish
- Assessment Window
  - ▷ \*projected April 3-28
- Non-verbal

## Portfolio Matrix Score

- Linkit
- Teacher Recommendation
  - ▷ General Education
  - ▷ Special Education
  - ▷ Intervention & Enrichment
- Parent Recommendation
- P.E.T.S. (checklist & diagnostic notes)
- CogAT

**\*Anticipated Evaluation March 24- April 6**

## Phase II - Enrichment 4-6

### **PBL(Problem Based Learning) and IDMs (Inquiry Design Model) Lessons (4-6)**

- Modeling Ability Seeking Behaviors
- All classrooms to display investigations/compelling questions, in student-friendly language
- All 4-6 classrooms to display 4 C's of Giftedness
  - ▷ Critical Thinking
  - ▷ Collaboration
  - ▷ Creativity
  - ▷ Communication

## Phase II: Partnerships & Certification

### Ongoing Professional Development

- Partnerships
  - National Association for Gifted Children
  - New Jersey Association for Gifted Children
- Sponsor Certification
  - Montclair University
  - Rutgers University

## Phase II - Grade Level Matriculation 7-9

### **Identified G&T students participate in pull-out IDM based instruction**

- Grades 7-9, The Big Shift
- Student directed inquiries
  - ▷ Student directed IDM and PBL
- Student directed/Teacher facilitated lesson
- Utilize they identified resources to provide students with access to activities that are student interest centered and aligned to individual talents, and goals.

## Phase II - 10-12 Plan

**Objective:** Identified G&T students will begin to participate in Honors, Advanced Placement, and alternatively designed courses.

**Alternatively designed courses** are designed to provide students with access to activities that are student interest centered and highlight a variety of career pathways according to student talents, goals, and interests.

- Identify interactive and digital Curriculum & Programs
- IDM and PBL based student defined and facilitated courses
- Independent student (Option II)