

Gifted and Talented Services at Noecker

Presented by Ms. Chelsea Clarke (Gifted and Talented Teacher)
October 19, 2023

About Ms. Clarke

- Gifted and Talented Teacher at Noecker, 7th year
- Co-Chair of the Essex County G&T Steering Committee since 2020
- New Jersey Association of Gifted Children Teacher of the Year 2023
- Masters in Inclusive Education
- K-6 Elementary Teaching Certificate
- Gifted and Talented Teaching Certificate

Gifted and Talented in New Jersey

On January 13, 2020, Governor Murphy signed the “Strengthening Gifted and Talented Education Act” codifying school district responsibilities in educating gifted and talented students as referenced in N.J.A.C. 6A:8-3.1. The law went into effect for the 2020-2021 school year.

"A board of education shall:

(2) make provisions for an ongoing kindergarten through 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.

(3) 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 activities such as academic competitions, guest speakers, and lessons with a specialist;

(5) provide the time and resources to develop, review, and enhance instructional tools with modifications for helping gifted and talented students acquire and demonstrate mastery of the required knowledge and skills specified by the standards at the instructional level of the student; and

(6) actively assist and support professional development for teachers, educational services staff, and school leaders in the area of gifted and talented instruction."

Gifted and Talented in New Jersey

C.18A:35-35 Definitions relative to gifted and talented students.

2. As used in this act:

"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.

"Instructional adaptation" means an adjustment or modification to instruction enabling a student who is gifted and talented to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards in one or more content areas at the instructional level of the student, not just the student's grade level.

Gifted Students

- When students are identified for G&T Services it is similar to being identified for any other service (speech, special ed., PT/OT etc.)
- Their brains work differently and we are meeting them where they are at
- They need more than the general education curriculum can give them
- It is not a “reward”

What we used to do for G&T

- Identified students in grades 4-6 only using a matrix
- CogAT testing in grades 3 and 5 only
- Used NJSLA scores and CogAT score to identify students
- Pulled out identified students in grades 4-6 for extra enrichment
- Whole class enrichment for grades K-6 (per trimester)

What we will do now

- Identify students in all grades, K-6
 - CogAT testing in grades 1, 3, and 5
 - Use LinkIt scores and CogAT scores for K-3 students
 - Provide instructional adaptations for identified students
 - Provide PD on gifted education to all staff
- Continue to provide extra enrichment opportunities (contests, competitions, Math Olympiads etc.)
- Continue to provide whole class enrichment for grades K-6 (per trimester)

Identification Process Explained



LESTER C. NOECKER SCHOOL
ROSELAND SCHOOL DISTRICT

Kindergarten students will begin to be identified for Gifted and Talented Services during the month of January. They will be identified through the means of multiple measures:

- Use of the LinkIt Benchmark Assessment**- Teachers will administer the LinkIt benchmark assessment to students in ELA and Math during the months of January and February. Students who score in the 1st quartile will be considered for Gifted and Talented Services.
- Use of the Primary Education Thinking Skills Checklists**- The Gifted and Talented teacher will provide whole class enrichment lessons using the Primary Education Thinking Skills (PETS) curriculum. During the lesson the classroom teacher will use a checklist to monitor and log specific behaviors. Then the Gifted and Talented teacher will pull small groups of students for extra enrichment. The small groups of students will continue to be monitored via a checklist to evaluate student potential.
- Renzulli-Hartman Scales**- Classroom teachers will fill out the Renzulli-Hartman scales rating students on learning, motivation, creativity, and leadership. Using the matrix below, students who score highly, will be considered for Gifted and Talented Services.

# of Points	20	16	12	8	4
Renzulli-Hartman Scales	100-95%	94-90%	89-85%	84-80%	79% and below
• Learning (32 Possible)	32-30	29-28	27	26-25	24 and below
• Motivational (36 Possible)	36-34	33-32	31-30	29-28	27 and below
• Creativity (40 Possible)	40-38	37-36	35-34	33-32	31 and below
• Leadership (36 Possible)	36-34	33-32	31-30	29-28	27 and below

All the data is then considered for Gifted and Talented Services.

Any parent may request that his/her child's eligibility be calculated, as well as, complete the recommendation scale for consideration.

An individual who believes that the district has not complied with the provisions of N.J.S.A. 18A:35-34 et seq. may file a complaint with the Board of Education. The Board shall issue a decision, in writing, to affirm, reject, or modify the district's action in the matter.

Updated September 2023

Kindergarten



LESTER C. NOECKER SCHOOL
ROSELAND SCHOOL DISTRICT

The Lester C. Noecker School identification process for the Grades 1-3 push in portion of our Gifted and Talented program; Grades K-6 will continue to experience in-class enrichment on a scheduled basis, in addition to differentiated and/or accelerated opportunities within their heterogeneous classrooms.

Students in Grades 1-3 are identified for invitation to the program through test scores and teacher recommendations with a process which has been further broken down to ensure we capture every student who may be eligible for consideration. Recommendations have been expanded to be more inclusive of traits of giftedness.

Level One:

The identification begins with a look at Potential and Performance.

- Potential** is measured by the CoGAT. *The Cognitive Abilities Test (CogAT) is a multiple-choice K-12 assessment that measures reasoning skills with different types of verbal, quantitative, and nonverbal questions.* Students take this assessment in grades 1 and 3. Students who score 70 or higher (Above Average) in the National Percentile Rank are captured for inclusion in level 1.
- Performance** is measured by achievement on the LinkIt Benchmark Assessments; students take this assessment 3 times a year in every grade level. Students who score in the highest level (Exceeded Expectations) on the LinkIt Benchmark, in either English Language Arts or Mathematics are captured for inclusion in level 1. When available (grades 2 and 3), two years of LinkIt data are utilized.
- Students scoring in the top ~ 15% move on to Level Two.

Level Two:

Multiple recommendations for eligible students are collected and averaged in Level Two. The recommendation scales encompass the characteristics of **learning, motivation, creativity, and leadership**. Upon request, parents may also complete the recommendation scale which would then be averaged with all other recommendations.

All the data, including prior performance in the program, is then considered for invitation to the program.

Any parent may request that his/her child's eligibility be calculated, as well as, complete the recommendation scale for consideration. However, please review the criteria for each grade level as per the GT Matrices in advance to determine if the student is eligible under Level One.

An individual who believes that the district has not complied with the provisions of N.J.S.A. 18A:35-34 et seq. may file a complaint with the Board of Education. The Board shall issue a decision, in writing, to affirm, reject, or modify the district's action in the matter.

Updated September 2023

Grades 1-3



LESTER C. NOECKER SCHOOL
ROSELAND SCHOOL DISTRICT

The Lester C. Noecker School identification process for the Grades 4-6 pull-out portion of our Gifted and Talented program; Grades K-6 will continue to experience in-class enrichment on a scheduled basis, in addition to differentiated and/or accelerated opportunities within their heterogeneous classrooms.

Students in Grades 4-6 are identified for invitation to the program through test scores and teacher recommendations with a process which has been further broken down to ensure we capture every student who may be eligible for consideration. Recommendations have been expanded to be more inclusive of traits of giftedness.

Level One:

The identification begins with a look at Potential and Performance.

- Potential** is measured by the CoGAT. *The Cognitive Abilities Test (CogAT) is a multiple-choice K-12 assessment that measures reasoning skills with different types of verbal, quantitative, and nonverbal questions.* Students take this assessment in grades 3 and 5. Students who score 70 or higher (Above Average) in the National Percentile Rank are captured for inclusion in level 1.
- Performance** is measured by achievement on the NJSLA; students take this assessment in grades 3, 4, 5, and 6. Students who score in the highest level (Exceeded Expectations) on the NJSLA in either English Language Arts or Mathematics are captured for inclusion in level 1. When available (grades 5 and 6), two years of NJSLA data are utilized.
- If/When NJSLA data is unavailable for an entire grade level, alternate assessments may be utilized.
- Students scoring in the top ~ 15% move on to Level Two.

Level Two:

Multiple recommendations for eligible students are collected and averaged in Level Two. The recommendation scales encompass the characteristics of **learning, motivation, creativity, and leadership**. Upon request, parents may also complete the recommendation scale which would then be averaged with all other recommendations.

All the data, including prior performance in the program, is then considered for invitation to the program.

Any parent may request that his/her child's eligibility be calculated, as well as, complete the recommendation scale for consideration. However, please review the criteria for each grade level as per the GT Matrices in advance to determine if the student is eligible under Level One.

An individual who believes that the district has not complied with the provisions of N.J.S.A. 18A:35-34 et seq. may file a complaint with the Board of Education. The Board shall issue a decision, in writing, to affirm, reject, or modify the district's action in the matter.

Updated September 2023

Grades 4-6

Kindergarten Process

Kindergarten students will begin to be identified for Gifted and Talented Services during the month of January. They will be identified through the means of multiple measures:

1. **Use of the LinkIt Benchmark Assessment-** Teachers will administer the LinkIt benchmark assessment to students in ELA and Math during the months of January and February. Students who score in the 1st quartile will be considered for Gifted and Talented Services.
2. **Use of the Primary Education Thinking Skills Checklists-** The Gifted and Talented teacher will provide whole class enrichment lessons using the Primary Education Thinking Skills (PETS) curriculum. During the lesson the classroom teacher will use a checklist to monitor and log specific behaviors. Then the Gifted and Talented teacher will pull small groups of students for extra enrichment. The small groups of students will continue to be monitored via a checklist to evaluate student potential.
3. **Renzulli-Hartman Scales-** Classroom teachers will fill out the Renzulli-Hartman scales rating students on learning, motivation, creativity, and leadership. Using the matrix below, students who score highly, will be considered for Gifted and Talented Services.

Grades 1-3 Process

Students in Grades 1-3 are identified for services through test scores and teacher recommendations with a process which has been further broken down to ensure we capture every student who may be eligible for consideration. Recommendations have been expanded to be more inclusive of traits of giftedness.

Level One:

The identification begins with a look at Potential and Performance.

- **Potential** is measured by the *CoGAT. The Cognitive Abilities Test (CogAT) is a multiple-choice K-12 assessment that measures reasoning skills with different types of verbal, quantitative, and nonverbal questions.* Students take this assessment in grades 1 and 3.. Students who score 70 or higher (Above Average) in the National Percentile Rank are captured for inclusion in level 1.
- **Performance** is measured by achievement on the LinkIt Benchmark Assessments; students take this assessment 3 times a year in every grade level. Students who score in the highest level (Exceeded Expectations) on the LinkIt Benchmark in either English Language Arts or Mathematics are captured for inclusion in level 1. When available (grades 2 and 3), two years of LinkIt data are utilized.
- Students scoring in the top ~ 15% move on to Level Two.

Level Two:

Multiple recommendations for eligible students are collected and averaged in Level Two. The recommendation scales encompass the characteristics of **learning, motivation, creativity, and leadership**. Upon request, parents may also complete the recommendation scale which would then be averaged with all other recommendations.

Grades 4-6 Process

Students in Grades 4-6 are identified for services through test scores and teacher recommendations with a process which has been further broken down to ensure we capture every student who may be eligible for consideration. Recommendations have been expanded to be more inclusive of traits of giftedness.

Level One:

The identification begins with a look at Potential and Performance.

- **Potential** is measured by the *CoGAT*. The **Cognitive Abilities Test (CogAT)** is a multiple-choice K-12 assessment that measures reasoning skills with different types of verbal, quantitative, and nonverbal questions. Students take this assessment in grades 3 and 5. Students who score 70 or higher (Above Average) in the National Percentile Rank are captured for inclusion in level 1.
- **Performance** is measured by achievement on the NJSLA; students take this assessment in grades 3, 4, 5, and 6. Students who score in the highest level (Exceeded Expectations) on the NJSLA in either English Language Arts or Mathematics are captured for inclusion in level 1. When available (grades 5 and 6), two years of NJSLA data are utilized.
- If/When NJSLA data is unavailable for an entire grade level, alternate assessments may be utilized.
- Students scoring in the top ~ 15% move on to Level Two.

Level Two:

Multiple recommendations for eligible students are collected and averaged in Level Two. The recommendation scales encompass the characteristics of **learning, motivation, creativity, and leadership**. Upon request, parents may also complete the recommendation scale which would then be averaged with all other recommendations.

Matrix Example Grades 1-3

Gifted Program Scoring Matrix - Grade 2

Level One Screening					
# of Points	20	16	12	8	4
CogAT Cognitive Abilities Test (Nat'l Percentile)	96-99	89-95	84-88	77-83	70-76
# of Points	5	4	3	2	1
Grade 1- LinkIt Form C- ELA (Quartile 1)	99-100%	98%	97%	96%	95%
# of Points	5	4	3	2	1
Grade 2 LinkIt Form A- ELA (Exceeding Expectations)	98-100%	94-97	90-93%	86-89%	85%
# of Points	5	4	3	2	1
Grade 1- LinkIt Form C- Math (Quartile 1)	99-100%	98%	97%	96%	95%
# of Points	5	4	3	2	1
Grade 2 LinkIt Form A- Math (Exceeding Expectations)	98-100%	94-97%	90-93%	86-89%	85%
Scores in the top ~15% will be evaluated in the next level.					
Level Two Screening					
# of Points	20	16	12	8	4
Renzulli-Hartman Scales	100-95%	94-90%	89-85%	84-80%	79% and below
• Learning (32 Possible)	32-30	29-28	27	26-25	24 and below
• Motivational (36 Possible)	36-34	33-32	31-30	29-28	27 and below
• Creativity (40 Possible)	40-38	37-36	35-34	33-32	31 and below
• Leadership (36 Possible)	36-34	33-32	31-30	29-28	27 and below

Updated September 2023

2 years of LinkIt Benchmarks being used in grades 2-3

1 year of LinkIt Benchmark being used in 1st grade

Matrix Example Grades 4-6

Gifted Program Scoring Matrix - Grade 5

Level One Screening					
# of Points	20	16	12	8	4
CogAT Cognitive Abilities Test (Nat'l Percentile)	99-96	95-89	88-84	83-77	76-70
# of Points	5	4	3	2	1
Grade 3 NJSLA- ELA (Level 5- Exceeded Expectations)	850-840	839-830	829-820	819-810	809-800 (Level 4- Met Expectations)
# of Points	5	4	3	2	1
Grade 4 NJSLA- ELA (Level 5- Exceeded Expectations)	850-840	839-825	824-810	809-800	799-790
# of Points	5	4	3	2	1
Grade 3 NJSLA- Math (Level 5- Exceeded Expectations)	850-840	839-825	824-810	809-800	799-790
# of Points	5	4	3	2	1
Grade 4 NJSLA- Math (Level 5- Exceeded Expectations)	850-840	839-830	829-820	819-805	804-796
Scores in the top ~15% will be evaluated in the next level.					
Level Two Screening					
# of Points	20	16	12	8	4
Renzulli-Hartman Scales	100-95%	94-90%	89-85%	84-80%	79% and below
• Learning (30 Possible)	32-30	29-28	27	26-25	24 and below
• Motivational (36 Possible)	36-34	33-32	31-30	29-28	27 and below
• Creativity (40 Possible)	40-38	37-36	35-34	33-32	31 and below
• Leadership (36 Possible)	36-34	33-32	31-30	29-28	27 and below

2 years of NJSLA Scores being used in grades 5-6

1 year of NJSLA Scores being used in 4th grade

Renzulli-Hartman Scales

- The most popular tool for identifying gifted children
- Created by Joseph Renzulli who is a leader and pioneer in Gifted Education
- Teachers rate students on each statement from 1 to 4
- 1- Not Observed/ Rarely
- 2- Occasionally
- 3-Considerable Degree/often
- 4- To a High Degree

Renzulli-Hartman Scales Examples

- **Learning**- Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way; has verbal behavior characterized by “richness” of expression, elaboration, and fluency
Learning-Approaches matters critically; won't accept decisions without thorough explanation or examination
- **Motivation**- Strives toward perfection; is self-critical; is not easily satisfied with his own speed or products
- **Motivation**-Is easily bored with routine tasks
- **Creativity**-Generates creative ideas or various solutions to problems and questions
- **Creativity**-Is unusually aware of their impulses and more open to the irrational in themselves; shows emotional sensitivity
- **Leadership**-Is self-confident with children their own age as well as adults; seems comfortable when asked to show their work to the class
- **Leadership**-Can express themselves well; has good verbal facility and is usually well understood

How are we providing G&T Services?

Small Groups (Pull in/ Push Out)

- Ms. Clarke will pull the identified students in small groups 2-3 times a week.
- She may pull them to a back table in their classroom during the ELA/Math lesson
- She may pull them all into her room
- She will take the curriculum and where they are at and provide the instructional adaptations

Classroom Teachers continue differentiation

- When Ms. Clarke is not there, teachers will continue to differentiate
- Students can also continue working on Ms. Clarke's assignments

How are we providing G&T Services?

Whole Class Enrichment

- Ms. Clarke will visit each homeroom for an Enrichment period
- Grades 4 and 6 during Trimester 1
- Grades 3 and 5 during Trimester 2
- Grades K-2 during Trimester 3
- The whole class gets to experience and try various enrichment activities

Math Olympiads

- For any student in grades 5 and 6 who excel at math
- Meet once a month during their lunch/recess to solve challenging math problems
- Awards given out at the end of the year

How are we providing G&T Services?

Contests/ Competitions

- Students can participate in various contests/ competitions held through the Essex County G&T Committee, the NJ Consortium for G&T Programs, and the NJAGC
- Virtual and in person

Professional Development

- Ms. Clarke will provide PD sessions for all staff on G&T students and meeting their needs
- As of now, she presented on the 1st day of school and this past staff meeting
- There will be at least 2 more presentations for staff throughout the year
- Ms. Clarke will also attend her own PD on G&T education and share anything she learns with the staff

Questions/Comments?

- All of this information will be on the school website!
- Ms. Clarke's email : cclarke@roselandnjboe.org