GIFTED & TALENTED PROGRAM ENRICHMENT EDUCATION

Parent Open House
December 12, 2019
WELCOME

Gifted and Talented Program Teachers

Program Coordinator
Mr. Angelo Alban

SCHOOL #3, #4 and #6
Mr. Frank Barber

School #5
Mr. Steve Ragusa

Gifted Education in New Jersey

- Gifted programs in New Jersey have been mandated by the State Department of Education since the 1980's.

- The regulations define 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 require modification of their educational program if they are to achieve in accordance with their capabilities.*
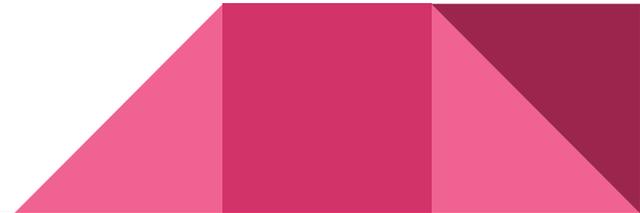
Programs

Program models might include:

- pull-out programs
- classroom-based instruction
- acceleration
- flexible pacing
- curriculum compacting
- advanced classes
- distance learning
- individualized programs
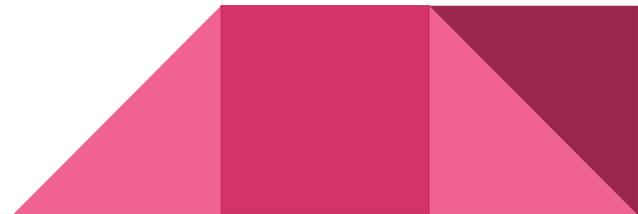
Programs and Funding

- Meeting the needs of gifted students is not an extracurricular activity or a club but a requirement for all New Jersey public schools.
- The state does not provide specific, dedicated funds for gifted programs.
- District Boards of Education are required to provide services using state aid and local revenues.
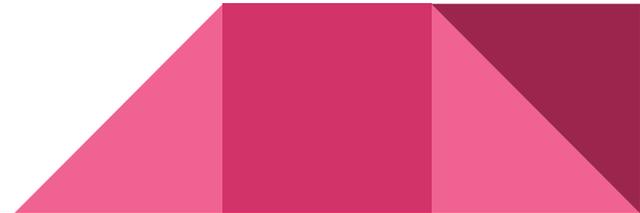
Identification

- The regulations require that students be compared with their peers in the local school district.
- New Jersey does not have state-level criteria such as mandated tests or assessments, grade point averages, or IQ scores.
- Local school districts must use multiple measures to identify students.
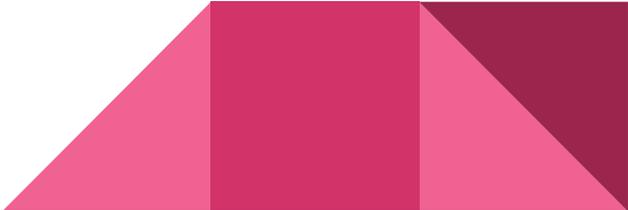
Cliffside Park Public Schools

Identification and Selection Criteria
Gifted/Enrichment Education

Assessment	1	2	3	4
Otis-Lennon School Ability x2	110-114	115-119	120-129	130+
NJ PARCC ELA/Literacy				
• Grade 4	810-830	831-850		
• Grade 5	790-820	821-850		
• Grade 6	799-819	820-850		
NJ PARCC Mathematics				
• Grade 4	790-820	821-850		
• Grade 5	796-820	821-850		
• Grade 6	790-820	821-850		
NJ ASK Science	275-284	285-300		
Report Card	Level 4- Exceeding NJ State and District standards (1-2 points)			
Teacher Input/Evaluation	30-39	40-52		
DRA	Above Level			
Parent Input				
Additional Information				

Current System For Data Tracking

| Accepted	School	Med.	Raw	Scaled	SAI	Stanine	Rank	Age	Past G&T	NJSLA ELA	NJSLA Math	ELA Avg	Math Avg	Sci. Avg	Raw Score 49 and higher is Above Average
Yes	6		71/72	765	150+	9	99%	10y7m	Yes	827	850				
Yes	6		70/72	740	150+	9	99%	9y11m	Yes	789	813				
Yes	6		68/72	714	145	9	99%	10y3m	Yes	823	823				
Yes	4		67/72	705	140	9	99%	10y6m	No	779	850	3	3	3	
Yes	6		64/72	686	133	9	97%	10y7m	Yes	844	850				
Yes	4		64/72	686	135	9	97%	10y3m	Yes	781	808				
Yes	6		63/72	680	129	9	96%	10y10m	Yes	787	794				
Yes	6		62/72	676	131	9	96%	10y5m	Yes	807	802				
Yes	4		61/72	671	127	8	95%	10y6m	Yes	793	791				
	6		60/72	667	127	8	94%	10y3m	No	779	803	3	3	3	

OLSAT Test

The test is one of the multiple measures we use to identify students for the program. This year we were asked to retest all of the students in grades 3rd, 4th, 5th and 6th grades, which amounted to approximately 860 students. This was a monumental task if the test was to be given on paper as in the past, not just because of the difficulty administering a paper test to so many students, but also because grading and converting so many scores to scaled scores would have taken many weeks. Thus, we instead scanned and digitized all of the OLSAT tests, so we could administer them on Chromebooks to all students simultaneously and the edConnect system could grade them automatically.

OLSAT Test Sample Questions: 6th Grade Level

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The drawings in the first part of the row go together to form a series. In the next part of the row, choose the drawing that goes where you see the question mark.

F   G   H   J   K
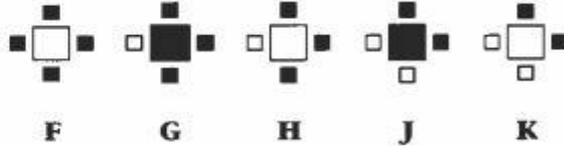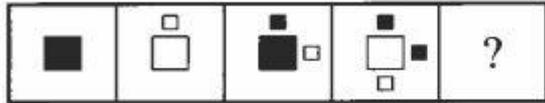
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In a line, Andy is ahead of Marcus, who is between Lucy and Scott. If Scott is next to Andy and behind Julia, who is first in line?

A Lucy   **B** Andy   **C** Marcus   **D** Julia   **E** Scott

Potential Topics For All Grades

- What's New?
- States and Capitals
- Debate
- Psychology for Kids
- Word Masters (Grades 4-6)
- Continental Math League
- Reading Challenge Checklist

How Do We Determine the Activities

School curriculums are continuously undergoing modifications, whether because of state standards changing, new regulations being implemented, or simply because a change is warranted to make the curriculum more effective. As often as possible, we try to adhere to what students are currently doing in their classrooms and build off of that material, since, after all, Gifted and Talented is an enrichment program. Some activities that were done in the past do not necessarily work with our current curriculums and others are always adaptable and appropriate for use in our classrooms.
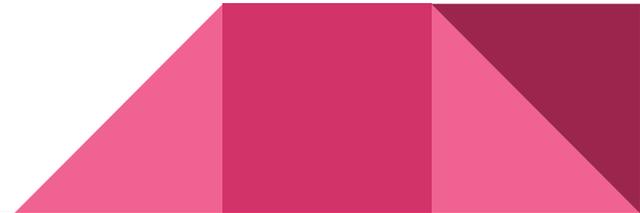
3rd Grade Calendar Sketch

November - Pentominos
- What are they? How are they created?
- Figure out all 12 combos
- Starting area and perimeter

December - Tangrams
- Cut pieces, make simple designs
- Follow different patterns to solve puzzles

January - Cantilever Design
- Learn about the design process
- Design a cantilever that extends as far as possible using spaghetti and tape
- Test design

February - Debate (which topic deserves funds?)
- Discuss and research topics
- Create arguments for and against
- Present

March - Coding Mice
- Learning instructions simple into complex routes

April - Reading Challenge (TBD)

End of April into May - Science
- Flowering plants (parts of flower, etc)
- Make a papercraft flower
- Water experiments and properties
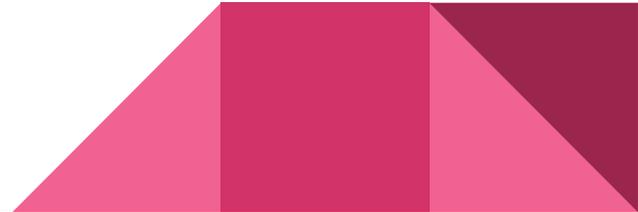
4th Grade Calendar Sketch

November - Pentominos
- Cut pentomino figures
- Discuss area and possibilities
- Solve in different combos (3x20, 4x15, 5x12, 6x10)

December - Owl Research
- Watch Slides presentation
- Begin research on an owl species
- Work on Google Slide presentation

January - Owl Research (Cont'd)
- Dissect owl pellets
- Presentation to 3rd Grade classes

February - Cantilever structure with weights
- Learn about design process

March - Debate (Topic TBA)
- Research topic
- Create arguments for and against
- Present

April - Egg Drop Challenge
- Straws, rubberbands, cardboard, tape, bubble wrap
- The more $$ spent, the higher distance it gets dropped

End of April into May - Science
- Snap Circuits
- Insects (Ants, body parts, types, magnifying)

5th Grade Calendar Sketch

November - Mars Colonization
- Could we live on Mars? AR project

December - Psychology For Kids
- Introvert vs Extrovert
- Personality Types

January/February - Rubik's Cube
- Learn about algorithms
- Practice
- Students will receive their own Rubik's cube to take home :)

February/March - Earthworms
- Research anatomy
- Presentation and possible dissection?

March - Debate
- Discuss and research topics
- Create arguments for and against: present

April/May - Bridge Design
- Research Designs and types
- Build a bridge to span a distance & support weight

May - Aerodynamics
- Learn about lift and drag
- Design paper airplane
- Plane races & drone demonstration

6th Grade Calendar Sketch

October/November - Math Activities
- 3D Coordinate Plane Star
- Order of Operations Activities

December/January - Frog Project
- Research frog life cycle
- Create Slides presentation w/ pictures
- Complete virtual dissection then culminate with frog dissection

January/February - Debate Project/Public Speaking
- Choose debate topics
- Research and debate

February/March - Stock Market Game
- Research stocks
- Considering joining online program

March - Real Estate Market
- Research Mortgages/Funding/Markets
- Use local area and Zillow
- Amortization schedules

April/May - Electrical Motors
- Research currents, magnetism, polarity, etc.
- Build a motor using kit

May - Propulsion
- Research rocket propulsion, history
- Design a rocket
- If possible, rocket demonstration

Samples of a Current Lesson for 5th Grade

The following slides show the lesson plan I created for the Psychology for Kids lesson. Most of the materials that we have are severely outdated as they are the result of nearly three decades of resource gathering by many teachers. Thus, most of my efforts so far this year have been in modernizing the content of the lessons as well as the method of delivery. We want to use Chromebooks as much as possible for lessons due to the ability to make documents interactive. We also want to use computers for the research and writing portions of activities, as it is easy to review and track projects, and they are also readily accessible to you, the parents, if you want to see what your kids are working on in the program.

Title of Lesson: Psychology For Kids   **Grade:** 5   **Time Frame:** 2 Days
Learning Style: Visual, Social

New Jersey Student Learning Standards (NJSLS):

> *Personal Growth and Development: 2.1.4.A.1* Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.
> *Personal Growth and Development: 2.1.6.A.2* Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.

Instructional Objective: At the end of this lesson students should be able to:

1. Define what the terms introvert and extrovert mean
2. Determine what predominant personality type they are and understand this is merely a guide and not a rule
3. Be able to explain what knowing their personality type can be useful in their future, including career choices
4. Be able to explain why the Pinnochio's Arm test can be an interesting way to determine lies from truth

Lesson:

Introduction: The students will be tasked with two psychological test activities. The first will be a test to determine whether they are introverts or extroverts. After the test discussion will center on what it means to be either and what are the benefits of each. The second activity for the next session will be related to lying and a lie detector test.

Procedure:

1. Students will take a brief online test to see if they are introverts or extroverts.
2. The test can be found here: https://introvertdear.com/introvert-extrovert-test-quiz/
3. Students will discuss the benefits and drawbacks of each and potential career paths they may choose to take.
4. For the next session, students will participate in the Pinocchio's Arm: A Lie Detector activity. That can be found here: https://www.scientificamerican.com/article/pinocchio-s-arm-a-lie-detector-test/
5. Students will test each other and record their findings in the chart below.
6. The students will then discuss their findings and determine whether the test works.
7. Students will present their findings to the class, with calculations.

Closure: Teacher led discussion will focus on personality types and how they are a guide and clue to our behavior. There are no perfect people, as there are no pure intro or extroverts.

Material Needed: Chromebooks for website access to tests, charts to record findings on Pinocchio test.
Homework Assignment: None

Introvert or Extrovert?

Have you ever wondered how much of your personality is predetermined? Today we are going to discuss two personality types, Introverts and Extroverts, but before we do that we are going to take a very quick quiz to determine which of these two personality types you tend to lean towards. Click here to go to the survey. So, what were your results?

You might think you understand the differences between extroverts and introverts, if you have heard these terms before, and you may understand that extroverts are talkative and outgoing and introverts are quiet and private. But that merely scrapes the surface of the differences between extroverts and introverts. This infographic lists some of the key differences between these two personality types. If you are having trouble understanding why some of your introvert or extrovert friends behave the way they do, allow the chart to explain. Of course, the chart may not apply to you or your personality type 100% of the time, but nothing does! Many introverts exhibit extroverted behaviors and vice-versa, it is not an exact science. But this is a great stepping stone to understanding your personality a little better, and also understanding others around you as well.

Finally,let's watch this video to get a little more information on what these terms mean and how Ambiverts fit into all this. Hope you learned a little about yourself today!

What Can Parents Do To Help?

- Encourage your child to read at home.
- Take advantage of teachable moments. Ask about their projects and the discussions they engage in.
- Visit the Cliffside Park Public Library and take advantage of the FREE MUSEUM PASS program!
- Communicate with the classroom teacher concerning DRA and NJSLA assessments.
- Examine the textbooks and workbooks your kids are using.
- Visit the Cliffside Park website and view grade level curriculum maps.
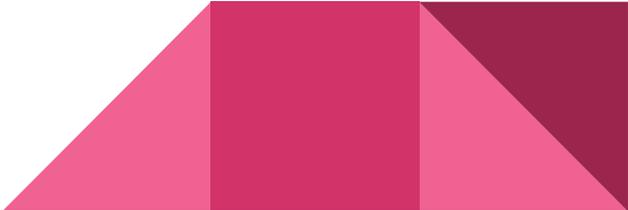
What Can Parents Do To Help?

- Visit the New Jersey Department of Education website to review the New Jersey Student Learning Standards (NJSLS) for Language Arts Literacy, Math, and Science.
- Carefully monitor the amount of screen time your children are allowed on a daily basis.
- Enjoy your family time, play games as a family!

WHY READ 20 MINUTES AT HOME?

Student A Reads	Student B Reads	Student C Reads
❖ 20 minutes per day.	❖ 5 minutes per day.	❖ 1 minute per day
❖ 3,600 minutes per school year.	❖ 900 minutes per school year.	❖ 180 minutes per school year.
❖ 1,800,000 words per year.	❖ 282,000 words per year.	❖ 8,000 words per year.
❖ Scores in the 90th percentile on standardized tests.	❖ Scores in the 50th percentile on standardized tests.	❖ Scores in the 10th percentile on standardized tests.

If they start reading for 20 minutes per night in Kindergarten, by the end of 6th grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 schooldays, and Student C will have read for 3.

(Nagy and Herman, 1987.)

WANT TO BE A BETTER READER? SIMPLY READ.