

Meeting the Needs of Highly Capable Students

Year One Evaluation

Presented to Holmdel Township BOE

January 27, 2010

Committee Members:

Marilyn Bellis – G&T Teacher/Lit. Coach

Jenna Atkinson - Indian Hill

Karen Bennett – Village School

Lisa Imbro – Satz School

Suzanne Michaud- Holmdel HS

Mary Beth Currie – Adm. Support

Overview of Presentation

- Year Two Update
- Evaluation Model
- Evaluation Results
- Short-term Goals
- On-going Initiatives and Rationale



Program Configuration

(2009 – 2010)

Third Grade Cluster Classrooms*

Karen Bennett – 6 students

Beth Ann Moor – 6 students

Jeanne Remuzzi – 7 students

*One cluster includes 'twice-exceptional' students.

Program Configuration

(2009 – 2010)

Fourth Grade Cluster Classrooms

Mary Beth Paglio – 4 students

Amy Pizzulli -- 5 students

Mary Sullivan – 4 students

Rebecca Waddell – 5 students

Third Grade Identification Model

(Spring 2009)

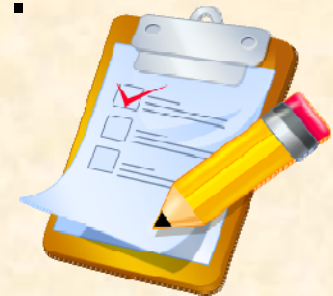
- **2nd Grade Achievement Test Scores*** --
-- '09 NJPASS Scores in Literacy & Math
- **Non-verbal Aptitude Test**--Naglieri
- **Parent Inventory**--Roger's Behavioral Checklist
- **Teacher Inventory**--Roger's Behavioral Checklist

* CPT4 scores in reading, writing and math were used in 2008.

Fourth Grade Identification Model

(Spring 2009)

- All previously identified 3rd grade students.
- Third grade Teacher Inventories.
- Transfer students based on: NNAT, Achievement Test (e.g., NJASK; Terra Nova; etc.), and Parent Inventory.





Differentiated Practices

- Literacy:

Readers Workshop – Leveled Books for Independent Reading
Spelling – Totally Ten

- Math – Most Difficult First; Learning Contracts; and Extension Menus

- Social Studies & Science – Tiered Activities





Pull-out Component

- Small group instruction
- Frequency—1 class period per week
- Units are designed to be:
 - Challenging
 - Skill-based
 - Extend choice
 - Provide authentic audiences, and
 - Personally meaningful



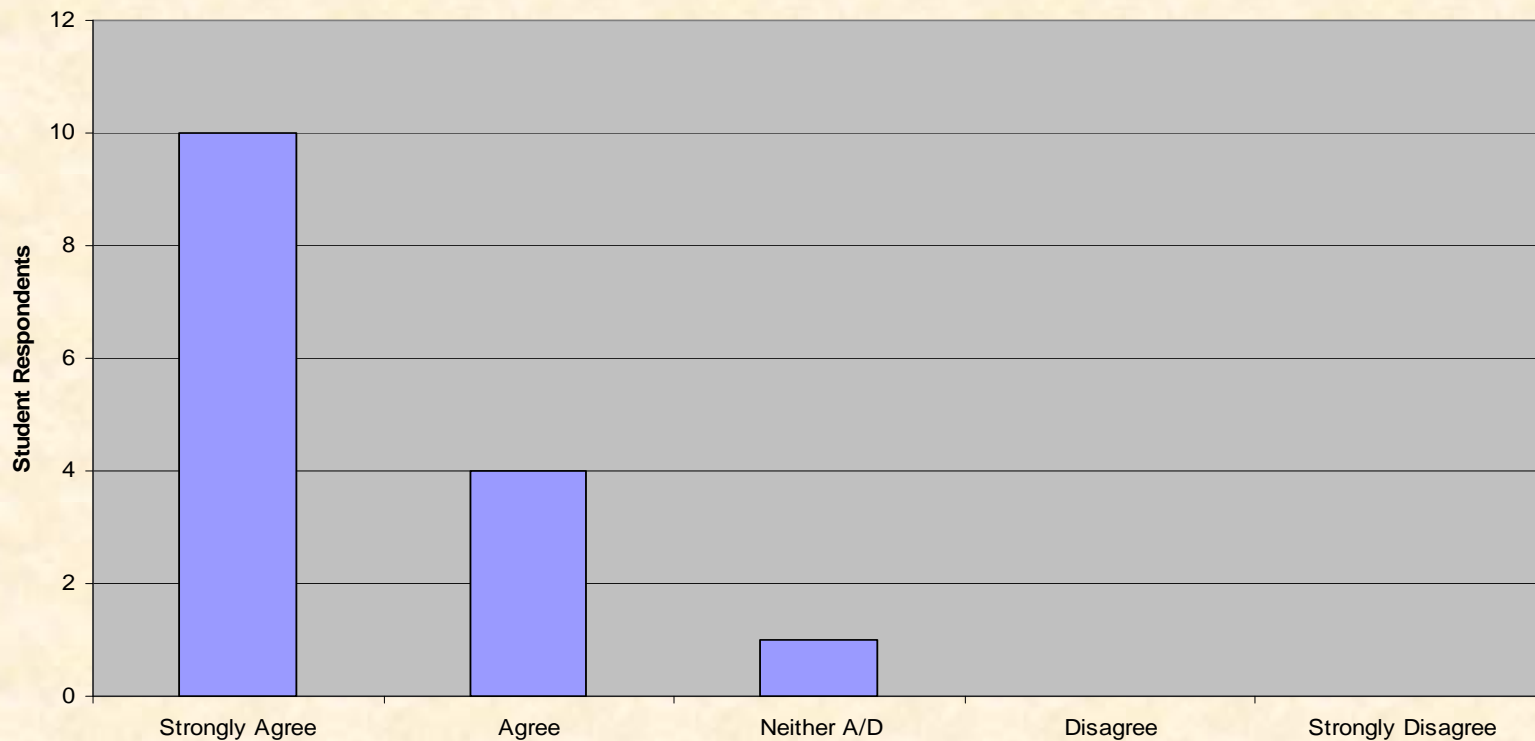
Program Evaluation Model



- End of year Student Survey
- End of year 3rd Grade G&T Cluster Teachers' Survey
- NAGC Minimum & Exemplary Standards

Student Survey Results

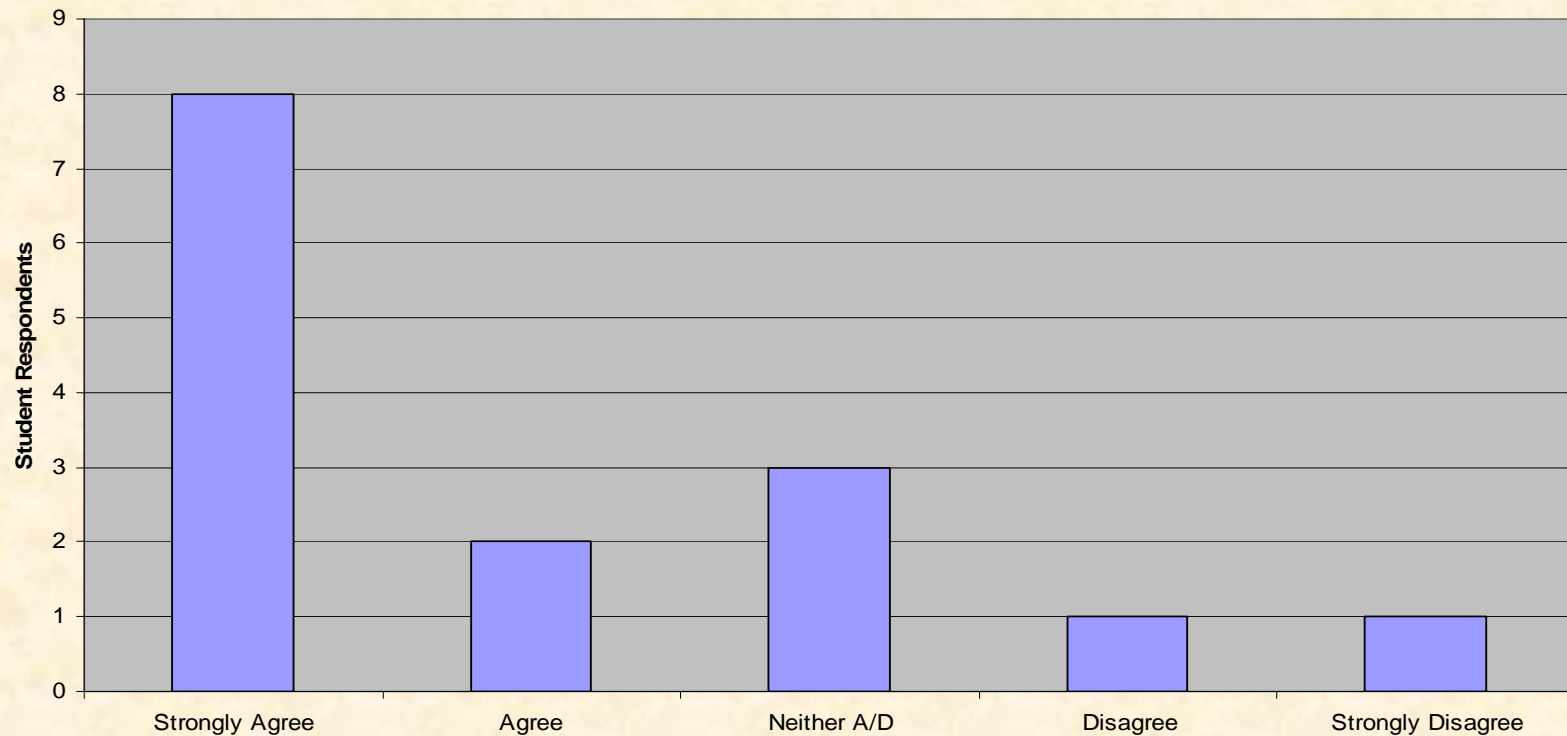
The work I did during my G&T Pull-out class was interesting, challenging and fun.



Ninety-three percent of the 3rd grade G&T students reported that the Pull-out Program was interesting, challenging and fun.

Student Survey Results

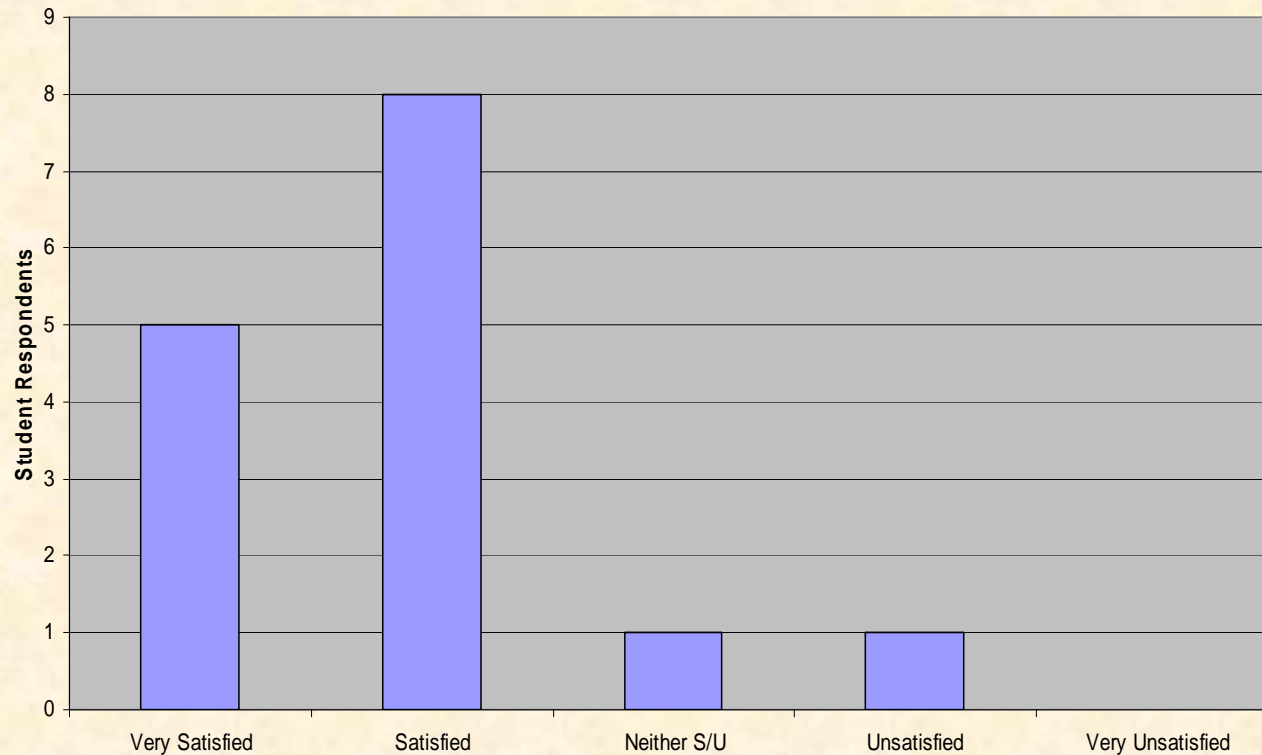
I had many opportunities to do challenging work this year in my regular classroom.



Sixty-six percent of the 3rd grade G&T students felt they engaged in many opportunities to do challenging work in their regular classrooms this year.

Student Survey Results

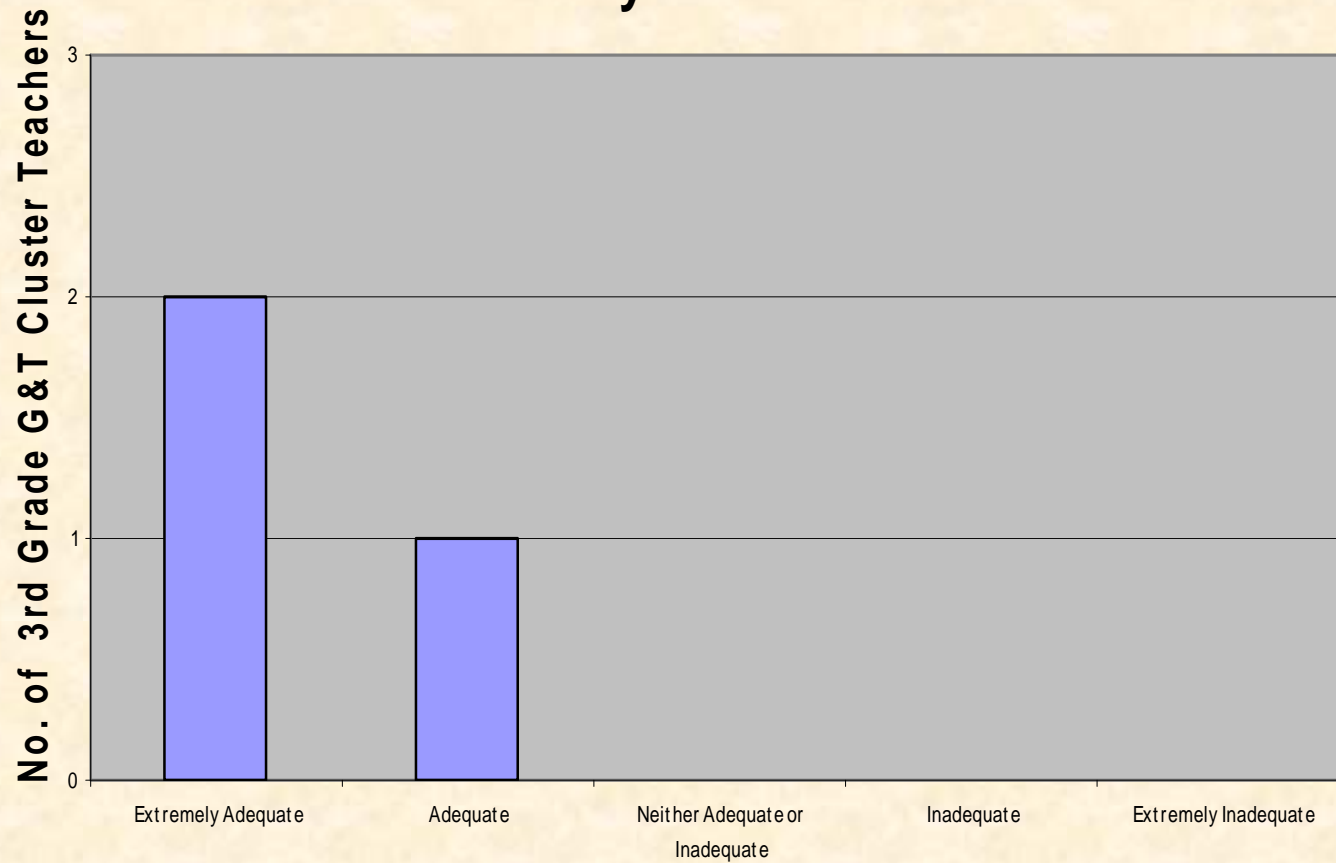
Overall, how satisfied were you with the level of work you were asked to do in 3rd grade?



Better than eight out of 10 of the 3rd Grade G&T students said they were either very satisfied or satisfied with the level of work they were asked to do this year.

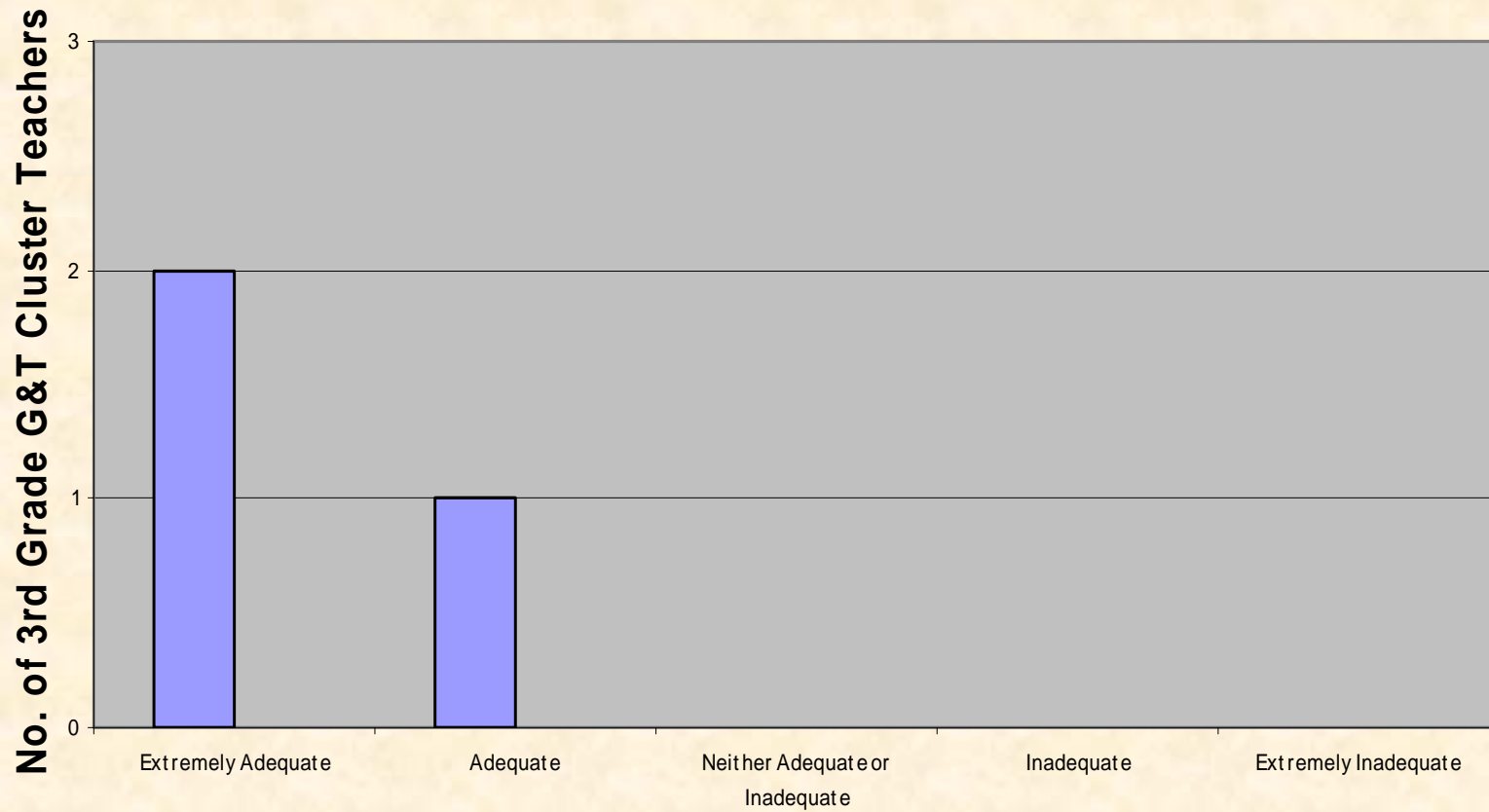
Teacher Survey Results

Availability of Resources



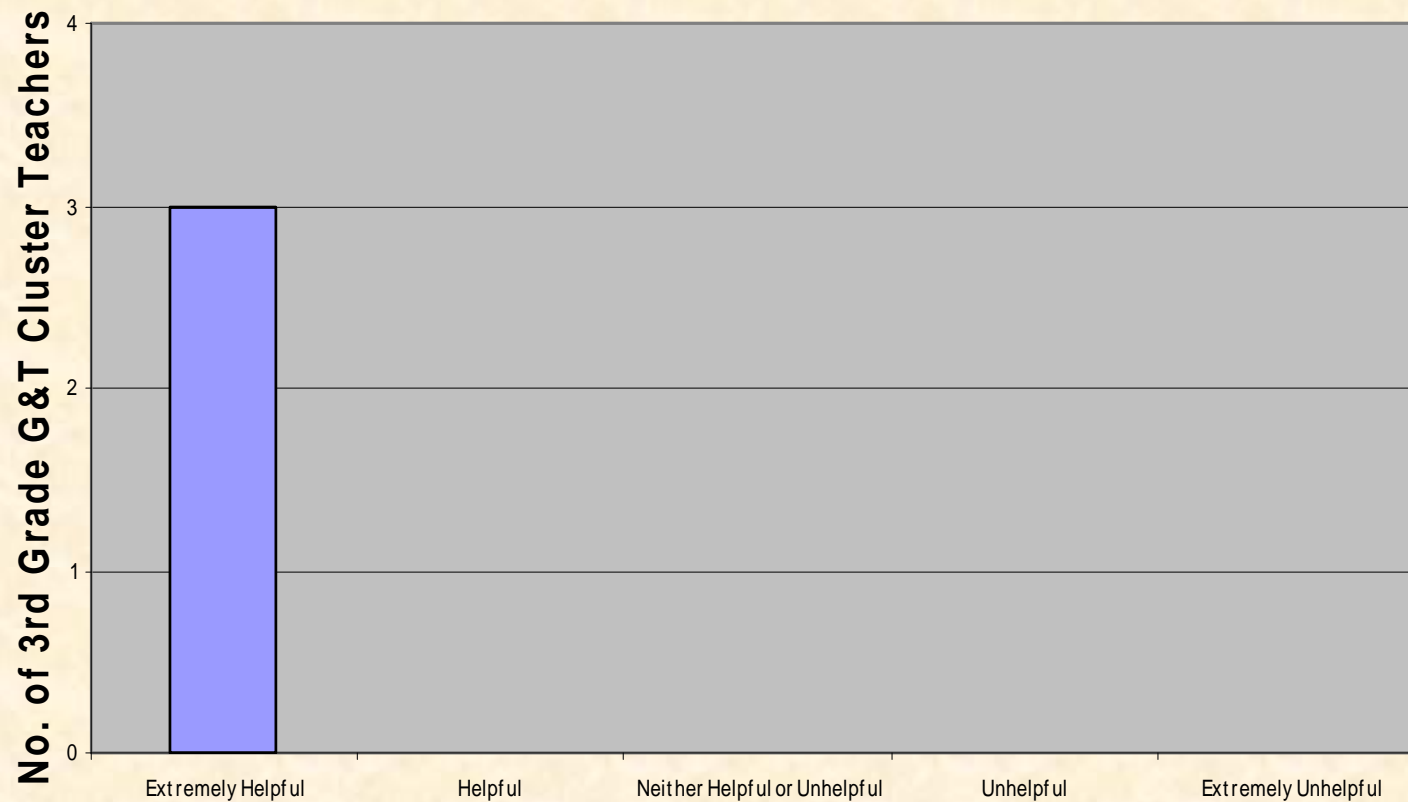
Teacher Survey Results

Time Devoted to Professional Development



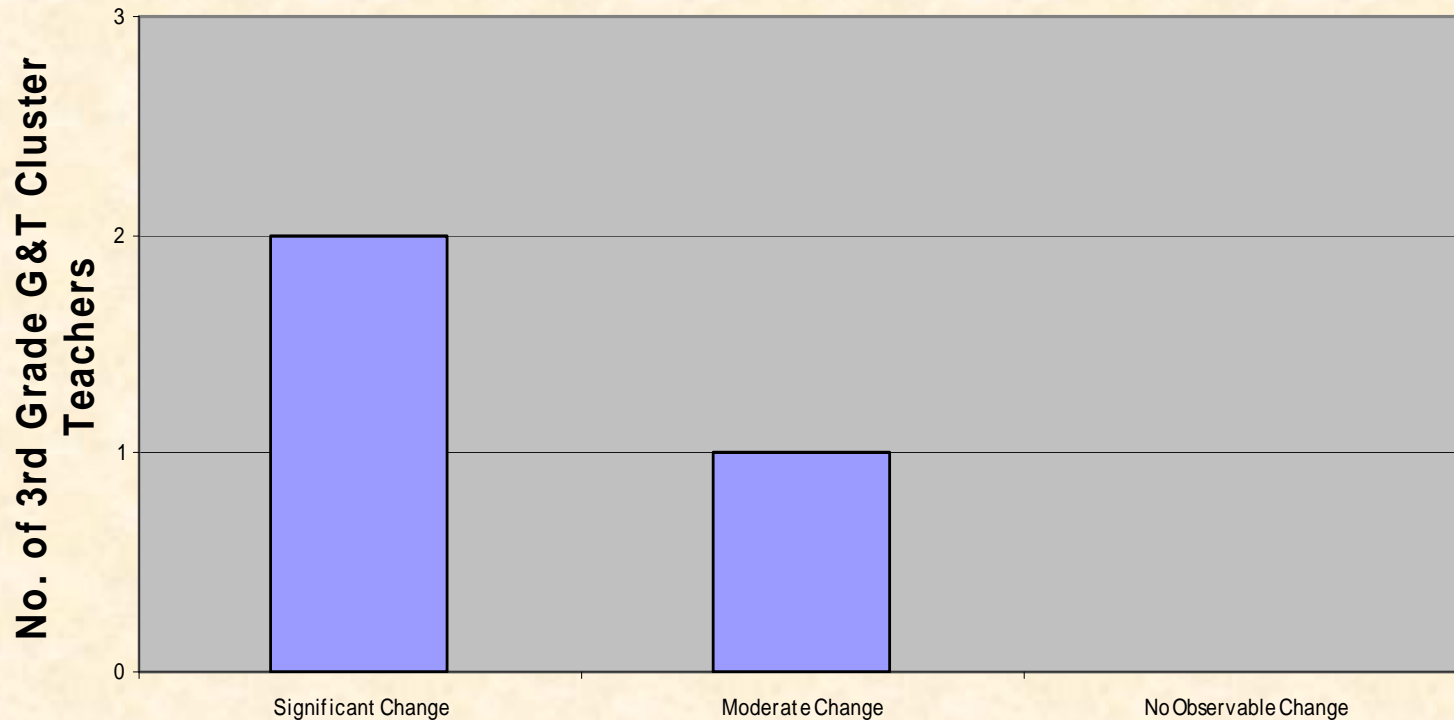
Teacher Survey Results

Support and Coaching from G&T Teacher



Teacher Survey Results

Ability to Use DI to Meet the Needs of Gifted Learners



Teacher Survey Result

What factor made the greatest impact on your teaching ability to meet the needs of gifted learners?

- On-going support and coaching from the G&T Teacher
- Administrative endorsement of the G&T Program
- Collaborative planning time **100%**
- Other

Teacher Survey Results

How likely are you to continue using differentiated instructional practices in your classroom even if you do not have a cluster of gifted students?

- **Very Likely 100%**
- **Somewhat Likely**
- **Unlikely**
- **Very Unlikely**



Teacher Survey Results

Based on your experience, what suggestions can you offer to further improve Holmdel's Gifted and Talented Program?

“Professional development was extremely important to help us with new strategies and ideas.”

“More hands on resources in the classroom.”

NAGC Program Evaluation

Minimum & Exemplary Standards:

- Curriculum and Instruction
- Program Administration & Management
- Program Design
- Program Evaluation
- Socio-Emotional Guidance & Counseling
- Professional Development
- Student Identification



Results based of NAGC Standards

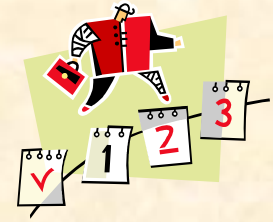
Met 63% of Minimum Standards in:

- Curriculum and Instruction
- Program Adm. & Mgmt.
- Program Design
- Program Evaluation
- Socio-Emotional Guidance & Counseling
- Student Identification

Met 71% of Exemplary Standards in:

- Professional Development

Short Term Goals



- **C & I** -- Continue expanding differentiated instruction
- **Program Adm. & Management** -- Create a webpage
- **Program Design** – Continue expanding the program
- **Program Evaluation** – Solicit formal parental input
- **Socio-Emotional Guidance & Counseling** – Communicate with guidance counselors and teachers
- **Professional Development** –Maintain current practices
- **Student Identification** – Incorporate identification model in district policy

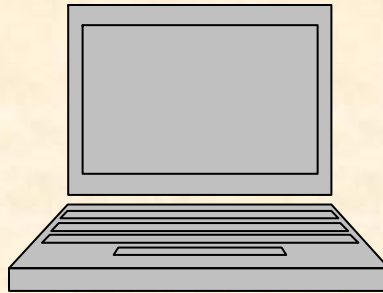
Multi-Year Development and Implementation Plan for Gifted and Talented Program

2009 – 2010

(Proposed January 2010)

Year 2 (2009-2010)	Year 3 (2010-2011)	Year 4 (2011-2012)	Year 5 (2012-2013)	Year 6 (2013-2014)
<ul style="list-style-type: none"> • Implement DI in 4th grade cluster classes. • Present G&T Program Evaluation to the Board • Provide PD (DI for gifted students). • Support K-2nd grade teachers with DI strategies for gifted students. • Procure materials • Research additional instruments to better serve extremely exceptional students. • Interview and hire another G&T Teacher/Lit. Coach for '10-'11 • Plan for program expansion and seek teacher volunteers for 5th grade cluster classes • Identify qualifying 3rd--5th grade students • Evaluate Year 2 • Create a G&T Web page 	<ul style="list-style-type: none"> • Implement DI in 5th grade cluster classes • Present G&T Program Evaluation to the Board. • Provide PD (DI for gifted students). • Support K-2nd grade teachers with DI strategies for gifted students. • Procure instructional materials. • Plan for program expansion to Satz. • Seek teacher volunteers for 6th grade cluster classes. • Identify qualifying 3rd -- 6th grade students. • Evaluate Year 3. • Add links to Web page. 	<ul style="list-style-type: none"> • Implement DI in 6th grade cluster classes. • Present G&T Program Evaluation to the Board. • Provide PD (DI for gifted students). • Support K—2nd grade teachers with DI strategies for gifted students. • Procure instructional materials. • Interview and hire G&T Coordinator for '12-'13. • Develop implementation plan for middle school. • Seek teacher volunteers for 7th grade cluster classes. • Identify qualifying 3rd -- 7th grade students. • Evaluate Year 4. • Update links to Web page. 	<ul style="list-style-type: none"> • Implement DI in 7th cluster classes. • Present G&T Program Evaluation to the Board. • Provide PD (DI for gifted students). • Support K—2nd grade teachers with DI strategies for gifted student. • Procure classroom materials. • Plan for program expansion. • Collaborate with HS staff to add opportunities with local colleges, universities and professionals. • Identify qualifying 3rd –8th grade students. • Evaluate Year 5. • Maintain Web page. 	<ul style="list-style-type: none"> • Implement DI in 8th grade cluster classes. • Present G&T Program Evaluation to the Board. • Provide DP (DI for gifted students). • Support K—2nd grade teachers with DI strategies for gifted students. • Procure classroom materials. • Offer internship and/or mentor opportunities where appropriate. • Identify qualifying students K-9. • Evaluate Year 6. • Maintain Web page.

To Continue Current Progress



- An additional G&T Teacher/Coach
- Additional laptops and a printer on a dedicated cart
- Beyond-level library and classroom books

Why is this necessary?

The program's early initiatives have long term implications on our students' lives in the "big picture".

- At HHS, students can enroll in Honors Advanced Research (HAR) where students are paired with a mentor who is a professional in the student's field of interest.
- Students can also participate in prestigious local and international academic competitions (e.g., Monmouth Junior Science Symposium; Siemens Science Competition; Moodys Math Challenge; and, Science League).



To Capture This Long Term Vision...

Our New Name!

Voyagers



“If you can believe, you can achieve. Everyone has a different path to achieve their goal. Everyone takes risks in life and everyone makes mistakes. That is why life is a voyage.” (--E. Celenti Grade 4)

Q & A

