

PS 165

Gifted and
Talented
Policy

Gifted and Talented Policy at PS165

This policy was developed collaboratively by Principal Castellano, teachers of gifted and talented classes at PS165, Math Coach Annelly Rodas, Literacy Coach Jessica Scanlon, Math Consultant, Liz Irwin.

Giftedness defined at PS165

The United States National Society of Gifted and Talented defines giftedness as:

“ Children and youth with outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment.”

– US Department of Education, 1993

This definition of giftedness is the broadest and most comprehensive and is used by many school districts. It speaks of **talent**, which includes all areas of a child’s life: academic, artistic, athletic, and social. Most schools limit their definition and their programs to academics, but it is important to focus on **performance and accomplishment**. It is not enough to just have the talent; you must be using that talent to achieve at remarkably high levels. However, this definition does also recognize that while all very talented students have the potential to achieve at high levels, some may not have yet realized or demonstrated that potential. Such students may be underachievers, twice exceptional, or represent underserved groups who have not had a nurturing environment to bring out those talents. Finally, this definition is a **comparative** one; these students achieve or have the potential to achieve at levels way above their peers”.

PS165 Goals for Gifted and Talented Classes

Our goals with Gifted and Talented classes are to:

- **Develop a love of learning**
- **Deepen students’ mathematical learning and understanding**
 - apply, deepen and extend students’ mathematical learning
 - infuse creativity, critical thinking and problem solving
 - foster the ability to apply knowledge to unique, novel situations
- **Assess and diagnose students’ mathematical strengths/needs** and use this assessment to **differentiate instruction** aligned to Common Core Learning Standards. This includes Math concept learning trajectories and developing solid foundations in the Math Practices.
- Focus on immersing students in a student-centered learning environment, that accounts for interests and learning styles, builds independence and meets the diverse needs of learners

PS165 Philosophy

Our philosophy of **deeper learning and understanding** encompasses three aspects:

- a) deeper understanding of academic content
- b) ability to apply that knowledge in novel yet real-life/lifelike situations
- c) development of psychosocial skills – eg people skills, self-control, resilience, persistence at a task, problem solving skills

Differentiation and Your Child at PS165

“Most identification happens in schools and is for the purpose of selecting students to participate in the school’s gifted program. There are no nation-wide or even state-wide standards for identification (nsgt.org). Each school district makes a determination about which and how many students it is able to service within its programs based on its definitions, philosophy and resources.” (nsgt.org).

In New York City our students are primarily selected in Kindergarten for inclusion in Gifted and Talented classes. Because each child grows and develops in different ways and at different growth timelines, it’s important that at PS165, each year we ensure we continue to **assess each child’s ongoing learning needs and strengths, and tailor our academic programs to ensure appropriate differentiation for each child.**

Educating the Whole Child

We believe in a multi-layered approach to gifted and talented education.

a) Currently, we provide many learning experiences that provide students with opportunities for project-based learning. These include:

- Expanded Art Program (LEAP)- a New York City based non-profit artist-in-residence partnership- providing students with experiences in visual arts.
- Partnership with Metropolitan Museum of Art
- Partnership with New York Philharmonic
- Partnership with Science Program: Urban Advantage Partnership
- Partnership with the “Leave It Better” Program
- Range of excursions/visits to deepen students’ learning in units of work
- Learning a second language eg Korean Instruction
- This year, we have added Science, Technology, Engineering and Mathematics units within each grade’s yearly Mathematics curriculum

NYS Mathematics Common Core Learning Standards & Deep Learning & Understanding

These aspects reflect the Common Core Learning standards emphasis on college and career readiness and the skills and knowledge students will need to succeed in college, career and life. We now utilize the CCLS 8 Math Practices to teach the “how” of Mathematics learning.

Mathematics in the Gifted and Talented Classroom

In order to deepen students’ learning in Mathematics, we will be encompassing the following components:

- **Number Talks**
- **Cognitively Guided Instruction Story problem** types as per students’ need
- **Math Workshop Model** lesson, differentiated and tiered during the student activity component, extending students’ learning along conceptual learning trajectories through hands-on activities. The development progression of concepts is key. We will utilize a CCLS standards based Mathematics curriculum together with a range of other Math resource materials eg. activities from NCTM Illuminations, rich problems, tiered concept teaching games
- **Guided Group work**- extending and challenging students as per academic needs
- **Problem Based Learning**- including collaborative, rigorous problem solving; co-operative problem solving from Lawrence Hall of Science, more rigorous 2 and 3 step problems.

Unique Aspect:

- **STEM unit**- Science, Technology, Engineering and Mathematics –Ex: Mystery Class STEM Project in 5th grade ,figure out a location of class using longitude and latitude

What a Week of Mathematics Looks Like at PS 165

Teachers will be discussing this outline of weekly Mathematics instruction during curriculum night.

OVERVIEW OF K-2 WEEKLY MATH SCHEDULE

<p><u>Math Warm-Up</u> (does not have to be at start of lesson, can be at beginning of day routines)</p>		
<p>EITHER:</p> <ul style="list-style-type: none"> ▪ <u>a) Number Talks (10-15 minutes) 3 days week) (Kindergarten 5 days week until January)</u> ▪ Number string set based on specific mental computation/Number Sense strategy- K &1 emphasis on “Subitization” <p>OR</p> <ul style="list-style-type: none"> ▪ <u>(b) CGI Story Problems:</u> ▪ 1x CGI problem (2 days week) (Focused on Math Practice of Modeling with Mathematics- Representations: Tape Diagram/Bar Model Anchor Chart on Day 1 of problem type set) 		
<p>Monday –Thursday (50 minutes)</p>	<p>Fridays 2 periods each 50 minutes</p>	
<p><u>Workshop Model (50 minutes)</u></p> <ul style="list-style-type: none"> ▪ Mini-lesson (including Learning Target & Success Criteria) ▪ Student Activity-Tiered according to student need (ongoing conferring/ assessing) ▪ Share (linked to Learning Target) <ul style="list-style-type: none"> ● Using standards based “Understanding by Design” units of work ● Implementing STEM unit through the year 	<p>(50 minutes) <u>Guided Math</u></p> <ul style="list-style-type: none"> ▪ Teacher with 1 small group: data based (games/activity based); 2 rotations with teacher ▪ Rest of class in data-informed small group work (data based, games/activity based) <ul style="list-style-type: none"> ● 2 rotations (teacher works specifically with 2 groups based on need in this time) ● Ongoing conferring and assessing to monitor/assess and cater for students’ various needs. 	<p>(50 minutes) * <u>Math Exemplars</u> * <u>Co-operative Problem Solving (45 minutes)</u> (Math Practices rubric used to score)</p>

OVERVIEW OF 3-5 WEEKLY MATH SCHEDULE

<p><u>Math Warm-Up</u> (does not have to be done at beginning of Math lesson eg. can be part of daily morning routines)</p>		
<p>EITHER a) <u>Number Talks</u> (15 minutes)- 3 days week- 1 string set per day- focused on specific mental computation/number sense strategy OR b) <u>CGI Story Problem</u> (15-20 minutes)- 2 days week- 1 story problem (Day 1 & 2 focused on Math Practice of “Modeling with Mathematics”- representations and introduction of tape diagram/bar model anchor chart; Day 3 of problem type set focused on connections to problem type)</p>		
<p>Monday –Thursday (50 minutes)</p>	<p>Fridays (2 periods each 50 minutes)</p>	
<p><u>Workshop Model (50 minutes)</u></p> <ul style="list-style-type: none"> ▪ Mini-lesson (including Learning Target & Success Criteria) ▪ Student Activity-Differentiated tiered Math groups based on data (based on CCLS activities/games- ongoing conferring/assessing) ▪ Share (linked to Learning Target & Success Criteria) ▪ Using standards based “Understanding by Design” units of work with differentiated student activities ▪ Implementing STEM unit through the year 	<p><u>Guided Math (45 minutes)</u></p> <ul style="list-style-type: none"> ▪ Teacher with 1 small group: data based (games/activity-based) ▪ Rest of class in small groups (data based, based on learning progressions of concept) ▪ 2 rotations (teacher works specifically with 2 groups based on need in this time)(ongoing conferring/ assessing with observation notes) 	<p>* <u>Math Exemplars (45 minutes)</u></p> <p>* <u>Co-operative Problem Solving (45 minutes)</u> (Math Practices rubric used to score)</p>

Literacy in the Gifted and Talented Classroom

Literacy

Literacy education is differentiated to meet the needs of learners based on data. Teachers utilize Columbia University's Reading and Writing Project curriculum and align instruction to common core standards.

- **Writing**
 - For writing, teachers follow the common core aligned writing learning progressions to individualize instruction. Students refine their writing skills:
 - **Structure:**
 - Overall, lead, transitions, ending, organization
 - **Development:**
 - Elaboration\\ex: Craft
 - **Language Conventions:**
 - Spelling, punctuation
- **Reading**
 - In reading, teachers determine students' reading levels and consult the common core aligned reading learning progressions in order to individualize instruction. Students refine their reading skills:
 - **Literal comprehension:**
 - Orienting, envisioning/predicting, monitoring for sense, story elements, establishing point of view, fluency, punctuation and sentence complexity, word solving, building vocabulary, retelling/summary/synthesis,
 - **Interpretive reading:**
 - inferring, character response/change, supporting thinking with text evidence, determining themes/cohesion, comparing and contrasting story elements & themes
 - **Analytic reading:**
 - Analyzing parts of a story in relation to the whole, analyzing author's craft, analyzing perspective, Critical reading, questioning the text
 -
- **Second Literacy**
 - **Read Aloud:** Students refine their listening and speak skills through teacher-led texts. Teachers lead the students in turn & talks and discussions that are common-core aligned and promote critical thinking.
 - **Word Work:** Students increase their speaking, listening and academic schools through engaging vocabulary instruction.

- **Shared/Close Reading:** Close reading is the process by which students re-read a text multiple times to extract multiple levels of meaning. Through shared and close reading activities, students analyze texts and think critically. When close reading, students focus on central ideas and key supporting details, reflect on the meanings of individual words and sentences, and the development of ideas over the course of the text. (reading common core standards) To bring student attention to the most important aspects of the text, teachers prompt students to ask themselves questions about the context, the craft and structure, and the integration of knowledge and ideas in the text.
- **Shared/Interactive Writing:** During interactive writing, students engage with the teacher to construct writing pieces as a whole class. Teachers carefully plan common core aligned skills to strategically incorporate and foster a love for writing. The teacher writes with the students in a way that allows for students to practice making decisions and solving problems as writers with a high level of scaffolding.
- **Foundations-Word work and phonemic awareness in k-2**

Unique Aspect:

Accelerated Vocabulary instruction through our Flocabulary program (Based on student work/data- students may work on the next grades words)

The program has features such as access to tiered levels of vocabulary including SAT words and Comprehension building passages which provides challenging vocabulary and text