



Gifted & Talented

Spring 2022

Overview

- G&T will be expanded in two ways.
 - Kindergarten
 - 100 seats for districts that do not currently have traditional K entry point G&T programs
 - Grade 3
 - Over a 1000 seats with a baseline of one program per district
- K & 3 entry point in every Community School District
- Consistent standards for accelerated learning

Kindergarten Entry Point

- All Community School Districts will now have at least one program with a K entry point.
- Districts that do not have a K entry point will get one.
- No changes to existing K programs.

Identification

- All PK students will be universally screened for gifted behaviors.
- Teachers will nominate students based on screening results.
- Families of nominated students can apply to a program and enter a lottery for admissions.

Grade 3 Entry Point

- All Community School Districts will now have at least one program with a Grade 3 entry point.
- Report card grades in ELA, math, science and social studies will be used to determine the top 10% by school.
- Students in the top 10% by school will be invited to apply to their district's program(s).
- Families of students in the top 10% can apply to a program and enter a lottery for admissions.
- Professional learning and continued support will be offered to teachers and school leaders.

Site Selection

- G&T sites will be selected in consultation with the community and CEC.
- Considerations should include:
 - Space
 - Location
 - Community interest
 - School leader and teacher readiness
- Deadline for site selection: **May 6**
 - Please begin to engage with community and CECs this week!

| Before | Moving Forward |
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| Testing 4 year-olds using a single test | Using a questionnaire grounded in research |
| Traditional K programs in only 4 districts | All districts have K programs |
| Grade 3 programs in only 8 districts | All districts have Grade 3 programs |
| One entry point for GT programs | Multiple entry points (grades K and 3) |
| No continuity for curriculum and instruction | Generating criteria for high-quality accelerated instruction, gifted pedagogy and leadership |
| Limited/ no professional learning and support of gifted programs | Ongoing professional learning beginning this spring, followed by job-embedded support |
| Isolated programs and teachers | Create a network of support through inter-visitations and convenings across boroughs |

Questions ?????