




SAGE Report

SAGE 2019-2020

Introduction

- I moved here from Texas (no surprise there)
 - Bachelor's degree from Southeastern Oklahoma State University
 - Master's degree from Arkansas State University
 - Member of:
 - Massachusetts Association for Gifted Education
 - Texas Association for Gifted and Talented
 - National Association for Gifted Children
 - Association for Supervision and Curriculum Development
 - On the board of the Chris Walsh Center (Framingham State University)
 - Have been recommended for the Department of Elementary and Secondary Education's Gifted and Talented Advisory Committee (appointment in January)
 - Assist with information about our program for a presentation to the state legislature
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SAGE History

1980-Sage Program formed under Title 1V C Funding -- Research study began

1983-Research study complete -- Need for implementation of town wide services substantiated through research study

1984-Validation by Department of Education's Joint Dissemination Review Panel -- Sage Program recognized as exemplary program in the U.S. servicing gifted and talented. The National Diffusion Grant was awarded.

1986-Middle School services developed and implemented


1997-Parent Advocacy Group formulated (GATPAC)

1998-High School services developed and implemented

2000-Elementary and Secondary services combined to form one department

2007-2009-Implementation Support Center Grant -- One of four regional MA DESE funded resource facilities serving parents, teachers, and administrators throughout the state.

SAGE Mission Statement

- Ensure equitable identification and access to services to students of all races, ethnicities, and English Language Learners and Special Education statutes
 - Provide appropriate academic challenges for all students through professional collaboration and implementation of necessary curriculum modifications, such as an increase in cognitive complexity and adjustment of instructional pace, to ensure students are actively engaged in the learning process, learn to take appropriate academic risks, and achieve growth commensurate to their potential
 - Respect and acknowledge individual differences in order to support the social-emotional needs of gifted learners as they relate to academic progress, self-advocacy, and overall success
 - Foster the use of critical and creative thinking, innovation, and problem solving in order to achieve optimum growth and become productive adults
 - Educate the school community about the characteristics of gifted individuals and the necessary curriculum modifications to ensure meaningful educational decisions and a deeper understanding
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Vision Statement

Provide rigorous and differentiated learning experiences, enrichment that taps into the interests and talents of learners, support for the social and emotional needs of gifted learners, and acceleration.



Definition of Gifted and Talented

What is your definition of gifted?



Framingham Public Schools Definition of Gifted

The Framingham Public Schools defines giftedness as a combination of high academic ability, abstract thinking preference, and a divergent learning style.



National Association of Gifted Children Definition of Gifted

Redefining Giftedness for a New Century: Shifting the Paradigm

Gifted individuals are those who demonstrate outstanding levels of aptitude (defined as an exceptional ability to reason and learn) or competence (documented performance or achievement in top 10% or rarer) in one or more domains. Domains include any structured area of activity with its own symbol system (e.g., mathematics, music, language) and/or set of sensorimotor skills (e.g., painting, dance, sports).

The development of ability or talent is a lifelong process. It can be evident in young children as exceptional performance on tests and/or other measures of ability or as a rapid rate of learning, compared to other students of the same age, or in actual achievement in a domain. As individuals mature through childhood to adolescence, however, achievement and high levels of motivation in the domain become the primary characteristics of their giftedness. Various factors can either enhance or inhibit the development and expression of abilities.

NationalAssociationforGiftedChildren1331HSt.,NW,Suite1001Washington,DC 20005202.785.4268www.nagc.org




Gifted vs Bright Children

Gifted children and bright or high ability children have similar characteristics. Some of these are very apparent in gifted children and others are not. Not all gifted children will have all of these characteristics but they will have many of them. Children are also gifted in different areas such as general intellectual ability, specific academic ability, creative ability, visual and performing arts ability, leadership ability, and psychomotor ability.

<https://www.ode.state.or.us/teachlearn/specialty/tag/r5brightchild.pdf>



Screening Process

- 1. We will be administering the CogAT online for the main assessment (teacher training before using)**
The CogAT is a cognitive battery that measures a student's verbal, quantitative, and nonverbal abilities. Students in 1st and 2nd grades will not have to take the verbal portion of the test so there will be no bias for our ELL students. There are 3 subtests in each category.
 - 2. Continue to use CAP (training for all SAGE teachers for grading)**
The Creative Assessment Packet (CAP) measures the cognitive thought factors of fluency, flexibility, elaboration, originality, vocabulary, and comprehension of students. We are looking to phase this out because it is still a more subjective measure.
 3. Teacher online form
 - 4. iReady scores—"pre-screen" to get referrals we might not get any other way.**
We will be looking at students' iReady scores to find those students who scored 95% or higher on the math and reading portions. This will help find those students that get overlooked by other methods.
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Screening Process (Continued)


6. **CogAT Screener**-The Screener will be used for grades 2-8. This is a part of the CogAT battery. The Screener gives students one subtest out of each category (verbal, nonverbal, and quantitative). Then those students that score in the 85th percentile or above will take the rest of the batteries. Doing the Screener first will be less time consuming, will save money, and will be effective in determining if a student needs to take the whole battery.

During our screening this Fall, we decided there were some changes that need to be made because it was taking weeks instead of days to screen our students, and we had too many “no” instead of “yes” scores.



Screening (Continued)

According to statistics, the number of students we had that were testing into SAGE was too low. I have used the CogAT for the past 6 years at my previous school which was 90% Hispanic. In 6 years we grew from 2 gifted students to over 70. We also needed a more time efficient battery.

1. Three elementary schools will screen all 1st graders and will take the whole battery except verbal (Spring 2020)
 2. Universal screening of all first grade students in the district (Spring 2021)
 3. First grade will not be given the CogAT Screener. They will be given the entire battery so we won't have to get parent permission forms for testing. We lost more than 20 students last year because we couldn't get necessary permission forms to finish screening
 4. Online English and Spanish; Portuguese will be completed online but with a Portuguese speaking proctor
 5. Takes less time and get the scores within 24 hours
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Types of Services for Elementary Students

- **All students in SAGE will receive pull-out services, push-in services, differentiated instruction or any other services provided.**
 - Pull-Out Classes - The pull-out component is developed in a prescriptive sense to address and support the needs of identified students. In this setting, Sage provides a differentiated curriculum which is based on abstract thinking skills, independent investigation, and the 16 Habits of Mind.
 - Sage classes are part of the core academic program essential for proper growth and development.
 - Classroom Integration - The integration component not only provides the modifications necessary for the individual needs of identified students, it also provides opportunities for thinking skill development for all students. The Sage staff serves as a resource for classroom teachers providing materials, lessons, and learning centers based on the integration of thinking skills into the grade level content.
 - There are also curriculum units that have been written. Curriculum will be reevaluated this summer for possible updates. At the present time we are studying about the past, present, and future.
 - Possibly more STEM/STEAM centered units

<https://habitsofmind.org/sites/default/files/HoM%20Summary%20Outline.pdf>

Types of Services for Middle School Students

Pull-out services: Students are pulled out to do activities and units that are generated from student interest, teacher interest, or both. Each school's schedule also plays a role in what activities and units are chosen. At the middle school level, the curriculum is usually designed with activities that are interdisciplinary, use higher order thinking skills, use creative thinking skills, and are standards driven.

- Cameron Middle School-Created and publishes the "The Cameron Chronicle Newspaper." The students along with their classmates took their own time to research and create a presentation for Dr. Tremblay about the importance of restoring band time for the students.
- Fuller Middle School is working on a Geography Challenge project along with two ESL classes and one Special Education class on this project.
- Walsh Middle School 7th and 8th grade students are doing a unit called Model UN and the 6th graders are building paper roller coasters.

Middle School (Continued)

Integration: Teachers push into other classes that have SAGE students and work with them in small groups or pull these students and extend their curriculum. SAGE teachers use differentiation to adjust the curriculum for SAGE and high ability students within the core classroom and also work with the teacher to incorporate these strategies within their classrooms. This also helps our SAGE teachers and core teachers collaborate in order to help all students. Some of these strategies include:

<https://www.st-clair.net/Data/Sites/1/media/public/SpecialEd/gifted-program/differentiation-and-enrichment-strategies-for-gifted-students.pdf>



SAGE Staff

We currently have ten SAGE staff members. We are very excited to have a staff that is so knowledgeable and dedicated to our students.

- Caleb Dubofsky-McCarthy and Stapleton
- Tricia Cooke Loxton-Barbieri and Wilson
- Eileen MacQueen-Hemenway and Screener
- Leigh Moore-Dunning and Potter
- Nancy de Romero-Barbieri and Brophy
- Denise Weeks-King
- Pradip Dev-Walsh 6th Grade
- Brigid Rowlings-Fuller
- Brittany Vara-Walsh 7th & 8th Grades
- Meaghan Williamson-Cameron
- Jennifer McAuliffe-Assistant Office Manager



Massachusetts Association of Gifted and Talented(MAGE)

The Massachusetts Association of Gifted and Talented (MAGE), is an organization that is an important part of our program and has resources for Gifted and Talented educators as well as parents of gifted children.

- ❑ State Conference in the Spring
- ❑ Parent and student activities
- ❑ FPS SAGE model
- ❑ Panel to discuss SAGE program
- ❑ Advocacy for Department of Elementary and Secondary Education




Parent Support

Needs and Opportunities for Parents of Gifted Children:

- ❑ Support groups
 - ❑ Parent Advocacy
 - ❑ Parent/Child Events
 - ❑ Parent Workshops
 - ❑ New Gifted Parent Information Night
 - ❑ Involvement in MAGE
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Community Involvement

We believe that our students will get a better education and life experiences if they have activities, events, or educational experiences that include “the entire village.” The events or activities listed here are just a start. We are looking forward to these and many more in the future.

- **National Puzzle Day**--January 29, 2020. We are having a district wide puzzle event at Walsh Middle School where not just SAGE families, but anyone who wants to come can get together and work puzzles. Those families that can't attend are encouraged to work puzzles at home with their children.
 - **Environmental Education**--Using community resources to find solutions to current problems in the city (letters to Mayor Spicer)
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Future of SAGE

The future of SAGE in Framingham Public Schools is bright. Following are some of the exciting things we have planned.

- Innovation Program: The SAGE Department has been given *an additional* \$10,000 for this year by Dr. Tremblay to give our students and community a chance to show how innovative we can be. Our SAGE staff has discussed how to spend this money in order to make the most impact. We have decided to do an environmental project that will get the students involved in making Framingham more “green.” Each of the elementary schools will have the same or similar focus, while each middle school will choose a project that reflects their various students’ and teachers’ interests.
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Future of SAGE (Continued)

The elementary schools are writing letters to Mayor Spicer asking her what she sees as the biggest environmental problem or need in the city. We are also planning on contacting some members of Congress to visit with them about our environmental needs. From there, the students will start working on a possible solution. We are also going to be working with the technology department to bring in technology so that the students are getting to use the tools of the present and the future to help solve the problem.

- We are also printing a SAGE newsletter that will be sent to all of FPS
 - Families moving to Framingham because of our SAGE program
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Future of SAGE (Cont)

- Eventually adding High School SAGE
- Creating a parent handbook
- SAGE logo contest: students will create a logo for our SAGE department
- iNight
- Duke Tip: <https://tip.duke.edu/programs>
- National Society for the Gifted and Talented (NSGT):
<https://www.nsgt.org/our-mission/>

