BOUND BROOK SCHOOL DISTRICT'S

Program Manual for

Gifted and Talented

and

Enrichment

Kindergarten through Twefth Grades

BOUND BROOK SCHOOL DISTRICT
GIFTED AND TALENTED/ ENRICHMENT

Introduction/Overview/Philosophy:

The Bound Brook School District recognizes its responsibility to identify gifted and talented pupils within the school district and to provide these pupils appropriate instructional adaptations and services.

The Bound Brook School District believes that all students are entitled to a productive and equitable learning environment, where identified gifted and talented learners are challenged beyond the foundations already created in classroom settings. The program's foundation is based upon the 2010 K-12 Gifted Programming Standards by the National Association of Gifted Children (NAGC) and Policy 2464 from the Bound Brook Board of Education.

In keeping with Policy 2464:

Gifted and talented students are "pupils who, by virtue of outstanding abilities, require differentiated educational programs and services beyond those normally provided by the regular school program in order to realize their potential contributions to self and society. The capacities of such pupils may be manifested as general intellectual ability, specific academic aptitude, creative or productive thinking, leadership ability, or artistic talent". The Bound Brook Gifted and Talented Program(s) are therefore designed to encourage students to use problem solving skills and foster real world applications across multiple subject areas.

The regulations (N.J.A.C. 6A:8-3.1) defines gifted and talented 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." The Bound Brook School District Gifted and Talented students are identified through application, multiple measures, surveys and by qualified professional personnel. Our vision of outstanding abilities is determined by capabilities and motivation to achieve a high level of performance.

The Gifted and Talented program(s) for Grades K-8 will give students opportunities to expand upon the foundations provided within the classroom, to grow into lifelong scholars, and by encouraging the development of their own intrinsic motivation, to become active model citizens of our society.

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I. Grades Kindergarten through Sixth:

The Enrichment Program is an all-inclusive program for kindergarten through sixth grade students. Enrichent classes are differentiated experiences with an emphasis on higher-level thinking skills integrated with language arts, math, and the content areas.

The Elementary Enrichment Program is designed to:
- Augment curiosity and imagination
- Expand and challenge creativity
- Develop critical thinking skills
- Foster communication skills

A. Objectives
Students will be able to develop and practice
1. Divergent Thinking,
2. Creative and Inventive Thinking,
3. Convergent Thinking-Deductive, Analytical, Evaluative,
4. Visual and Spatial Perception,
5. Interpretive Thinking, and
6. Problem Solving.

B. Proficiency levels
Students will be provided instruction and assessment opportunities based on the Common Core Standards (http://www.corestandards.org) for Grades K-6 in the following areas:
1. Reading:
   a. Reading Standards for Literature (RL): Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity,
   b. Reading Standards for Informational Text (RI): Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity,
   c. Writing Standards (W): Text Types and Purposes and/or
   d. Speaking and Listening (SL): Comprehension and Collaboration, Presentation of Knowledge and Ideas.

2. Mathematics:
   a. Operations and Algebraic Thinking (OA): Represent and solve problems involving addition, subtraction, multiplication, and/or division,
   b. Measurement and Data (MD): Represent and interpret data, and/or
   c. Geometry (G): Reason with shapes and their attributes.
      With scaffolding of skills, as needed, at the high end of the range.

3. Standard 9.1 21st Century Life and Career Skills:
   a. All students will demonstrate the creative critical thinking, collaboration, and

problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures,

    b. Standard 9.1 describes skills that prepare students to fully engage in civic and work life, and/or

    c. The standard includes six strands, which reflect the Framework for 21st Century Learning:
- i. Critical Thinking and Problem Solving
- ii. Creativity and Innovation
- iii. Collaboration, Teamwork, and Leadership
- iv. Cross-Cultural Understanding and Interpersonal Communications
- v. Communication and Media Fluency
- vi. Accountability, Productivity, and Ethics

C. Methodologies

1. A multifaceted approach is used to disseminate the curriculum. Methods include but are not limited to:

    a. Differentiation
    b. Whole Group Instruction
    c. Small Group Instruction
    d. Cooperative Learning
    e. Shared Inquiry
    f. Problem-based learning
    g. Independent Study

2. Suggested Activities include (but are not limited to):

    a. story maps
    b. hidden picture searches
    c. tooth pick towers
    d. jigsaw puzzles
    e. a variey of mental puzzles (ie., Rubics Cube)
    f. pattern block activities
    g. tanagram activities
    h. geoboard activities
    i. improvisation/dramatization opportunities
    j. creative writing
    k. mystery solving
    l. shared inquiry
    m. creative problem solving
    n. interpretive drawing
    o. creative art/craft projects
    p. divergent thinking of unusual items
    q. invention activities
    r. construction activities
    s. science-based investigations.

D. Methods of Assessment

1. Student Assessment

    a. Participation
    b. Completed products and performances
    c. Teacher observation
    d. Student and teacher made rubrics
    e. Teacher made attribute checklists

2. Curriculum and Teacher Assessment
   Teacher will provide the Gifted and Talented Committee with suggestions for changes on a yearly basis.

E. Grouping
   Heterogenious Classroom Settings

F. Articulation/Scope and Sequence
   Full year with a minimum of 45 minutes (one period) per week.

G. Resources Available to Students
   1. Technology: laptops, iPads, iBooks, available software, Internet, SMART Board
   2. Supplies/Materials: adjusted for course, activity and/or club

H. Interdisciplinary Connections
   The Enrichment Curriculum areas for divergent thinking, convergent thinking, visual/spatial perception, interpretive thinking, and problem solving in grades K-6 are integrated with language arts, math, and the content areas.

II. Grades Seven and Eight:

The Gifted and Talented Program is an inquiry based program for those identified students in grades 7 and 8. The underlying theme throughout these "inquiry classes" is problem-solving. Through a variety of problem-solving tasks, higher level thinking skills, such as knowledge, comprehension, application, analysis, synthesis, and evaluation are developed in a sequential manner across all content areas. By providing our students with a differentiated curriculum that incorporates all subject areas, they are invited to explore a range of appropriate enrichment and acceleration activities. Through topics that are thoughtfully selected in order to capture optimum interest and motivation, students are encouraged to participate in further research. The variety of enriching and thought-provoking learning experiences offered in the "inquiry classes" incorporate three levels of enrichment intended to promote critical thinking:

- General Exploratory Activities (Content)- Exposure to disciplines, authors, and events not covered in regular curriculum. Children can be exposed to such areas long enough to be attracted to some of them for individual study.

- Group Process Activities (Operations)- Students are taught skills for expanding their thinking and feeling processes. Activities include brainstorming, analysis, classification, general inquiry, observation, and evaluation.

- Real Problem Solving (Products)- This type of enrichment involves children in thinking, feeling, and doing in the manner of the practicing professional. Children are encouraged to focus on solvable problems so that they might become empowered to create products that influence outcomes and make a difference in the world.

Some students will pursue a topic of study at the exploratory level, while others may be motivated to pursue more in-depth problem solving on an issue that has relevance to them. The ultimate goal is developing personal commitment to an independent or group project through which knowledge is applied in order to pose and/or solve a problem of interest.

Commitment to a task by the individual is a major goal of the program in grades 7 and 8.

In addition, a goal of the Gifted and Talented program is to include activities aimed at developing the affective domain of our students such as: valuing, responding, and attending. We strongly believe that it is through both thinking and feeling that our students will develop into thoughtful, contributing, and valuable members of society.

A. Objectives
Students will be able to refine and broaden:

1. Divergent thinking (Core Standards: Reading: Informational Text; Reading Literature; Writing; Speaking and Listening; Language)
    a. Creative thinking
    b. Inventive thinking

2. Convergent thinking (Core Standards: Reading: Informational Text; Speaking and Listening; Operations & Algebraic Thinking; Measurement & Data; The Number System; Ratios & Proportional Relationships; Expressions & Equations)
    a. Deductive thinking
    b. Analytical thinking
    c. Evaluative thinking

3. Visual/spatial perception (Core Standards: Measurement & Data; Ratios & Proportional Relationships)

4. Interpretive thinking (Core Standards: Reading: Informational Text; Reading Literature; Writing; Speaking and Listening; Language)

5. Problem solving (Core Standards: Reading: Informational Text; Writing; Speaking and Listening; Operations & Algebraic Thinking; Measurement & Data; The Number System; Ratios & Proportional Relationships; Expressions & Equations)

6. Research skills (Core Standards: Reading: Informational Text; Reading Literature; Writing; Speaking and Listening; Language)

B. Proficiency Levels
Students will be provided with instruction and assessment opportunities based on the New Jersey Core Curriculum Standards (www.state.nj.us/njded/cccs/) in the following areas:
1. Visual and Performing Arts:
    Standard 1.3: All students will synthesize those skills, media, methods, and technologies

appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

2. Health and Physical Education:
Standard 2.1: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

3. Science
   - Standard 5.1: All students will understand that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. The four Science Practices strands encompass the knowledge and reasoning skills that students must acquire to be proficient in science.
   - Standard 5.2: All students will understand that physical science principles, including fundamental ideas about matter, energy, and motion, are powerful conceptual tools for making sense of phenomena in physical, living, and Earth systems science.

4. Social Studies
   - Standard 6.1: All students will acquire knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
   - Standard 6.3: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively address the challenges that are inherent in living in an interconnected world.

5. Educational Technology
   - Standard 8.1: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
   - Standard 8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

6. 21st Century Life and Careers
   - Standard 9.1: All students will demonstrate the creative, critical thinking, collaboration, and problem- solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
   - Standard 9.3All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Students will also be provided instruction and assessment opportunities based on the Common Core Standards (http://www.corestandards.org) in the following areas:

7. Mathematics
   Students should understand and be able to do by the end of each grade:
   - CCSS.MATH.PRACTICE.MP I Make sense of problems and persevere in solving them.
   - CCSS.MATH.PRACTICE.MP2   Reason abstractly and quantitatively.
   - CCSS.MATH.PRACTICE.MP3 Construct viable arguments and critique the reasoning of others.
   - CCSS.MATH.PRACTICE.MP4 Model with mathematics.
   - CCSS.MATH.PRACTICE.MPS Use appropriate tools strategically.
   - CCSS.MATH.PRACTICE.MP7 Look for and make use of structure.
   - CCSS.MATH.CONTENT 4.0A.C.5 Analyze patterns and relationships
   - CCSS.MATH.CONTENT.5.0A.B.3
   - CCSS.MATH.CONTENT.4.MD.A.1
   - CCSS.MATH.CONTENT.4.MD.A.2
   - CCSS.MATI-I.CONTENT.6.RP .A.I
   - CCSS.MATH.CONTENT.6.RP .A.2
   - CCSS.MATH.CONTENT.6.RP .A.3
   - CCSS.MATH.CONTENT.6.EE.A.2

8. English Language Arts
   Students should understand and be able to do by the end of each grade:
   - CCSS.ELA-LITERACY.CCRA.R.l: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
   - CCSS.ELA-LITERACY.CCRA.R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
   - CCSS.ELA-LITERACY.CCRA.R.7:Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
   - CCSS.ELA-LITERACY.CCRA.R.8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
   - CCSS.ELA-LITERACY.CCRA.R.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
   - CCSS.ELA-LITERACY.CCRA.W.l: Write arguments to suppo1t claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
   - CCSS.ELA-LITERACY.CCRA.W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
   - CCSS.ELA-LITERACY.CCRA.W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
   - CCSS.ELA-LITERACY.CCRA.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
   - CCSS.ELA-LITERACY.CCRA.W.5: Develop and strengthen writing as needed by

planning, revising, editing, rewriting, or trying a new approach.

- CCSS.ELA-LITERACY.CCRA.W.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- CCSS.ELA-LITERACY.CCRA.W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- CCSS.ELA-LITERACY.CCRA.W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- CCSS.ELA-LITERACY.CCRA.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
- CCSS.ELA-LITERACY.CCRA.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.CCRA.SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCSS.ELA-LITERACY.CCRA.SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.CCRA.SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- CCSS.ELA-LITERACY. CCRA.SL.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- CCSS.ELA-LITERACY.CCRA.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCSS.ELA-LITERACY.CCRA.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CCSS.ELA-LITERACY.CCRA.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- CCSS.ELA-LITERACY.CCRA.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.CCSS.ELA-LITERACY.CCRA.L.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

C. Methodologies

At the start of the school year, students are challenged to look at problems in new and alternative ways. An emphasis is placed on learning to think in an organized, systematic pattern as the students begin to see relationships and develop generalizations about problems of a similar nature. Class exploratory activities provide opportunities for students to develop their higher-level thinking skills of applying information, and analyzing and synthesizing in order to define problems and devise solutions through interaction with their peers as well as through individual endeavors in areas of

science, math, language arts, social studies and the creative arts. In addition, they are given opportunities to refine their listening skills, observing and perceiving skills, research, communication and creative productive thinking skills.

During the second and third marking periods, the Gifted and Talented Program continues to allow the students to explore appropriate enrichment and acceleration activities in the areas of science, math, language arts, social science and computers. Through experiences that challenge critical thinking the program continues to strengthen the students' higher level thinking skills. Students are encouraged to test their hypotheses to formulate valid conclusions, to develop sound arguments and to arrive at consensus. In order to participate fully, students must increase their out-of-class preparation. Projects are completed and problems are solved both on an individual basis and in groups.

During the fourth marking period, teaching strategies are intended to develop more independence in research and in critical thinking. The problems posed provide opportunities for the students to expand their research skills as they explore not only the Internet, but varied reference materials and library resources for their solutions. Exposure to more sophisticated research techniques provides the necessary tools, which enable gifted students to broaden their horizons. As the students mature, real-life problems and decision-making are a major focus. To facilitate a positive self-image while enhancing the students' intellectual growth problems about values are posed which require the students to examine hypothetical conflict situations and to make judgments and choices. The higher level thinking skills of analyzing, synthesizing and evaluating are emphasized using problems relevant to the students themselves. A focus on independent learning challenges closes the school year.

A multifaceted approach is used to disseminate the curriculum. Methods include but are not limited to:
1. Differentiation
2. Whole Group Instruction
3. Small Group Instruction
4. Cooperative Learning
5. Shared Inquiry
6. Problem-based learning
7. Independent Study

Suggested Activities (include but are not limited to): thematic studies, problem based learning projects.

D. Methods of Assessment
1. Participation
2. Completed projects and performance
3. Teacher observation
4. Rubrics (student-made, teacher-made, published)
5. Portfolios
6. Multimedia Presentation
7. Curriculum and Teacher Assessment; teacher will provide the Gifted and Talented Committee with suggestions for changes on a yearly basis.

E. Grouping

Homogeneous for students identified as "Gifted and Talented" according to the Bound Brook School District Policy 2464.

F. Articulation/Scope and Sequence

Full year with a minimum of 180 minutes (4 class periods) per week.

G. Resources Available to Students:

1. Technology: chromebooks, laptops, iBooks, available software, Internet, SMART Board, cameras, camcorders.
2. Supplies/Materials: adjusted for course, activity and/or club

H. Interdisciplinary Connections

The Gifted and Talented Curriculum areas for divergent thinking, convergent thinking, visual/spatial perception, interpretive thinking, and problem solving in grades 7 and 8 are integrated with language arts, math, and the content areas.

III. Grades Ninth through Twelfth:

The educational opportunities provided to high school gifted students not only prepares students for college and career, success in life, and work in an economy driven by information, knowledge, and innovation, the opportunities align with 21st century learning outcomes; moving beyond the focus on basic competency in core subjects and fostering a deeper understanding of academic content at much higher levels by promoting critical thinking, problem solving, and creativity through. The high school enrichment program for gifted students is developed for students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the local school district and who require modifications of their educational program if they are to achieve in accordance with their capabilities. (N.J.A.C. 6A:8-1)

The variety of enriching and thought-provoking learning experiences offered at the high school are the following:

- Advanced Placement (AP) Courses (courses aligned with course descriptions provided by the College Board and intended to provide students with the opportunity to complete college-level studies during secondary school after successful completion of the course and a successful grade on the subject specific AP exam)
- Concurrent Enrollment (credits satisfying both high school graduation requirements and college or university credits upon completion)
- Project Lead the Way (four year sequential programs of technical and science classes designed to expose students to the discipline)
- Ability Grouping (e.g. students place in advanced classes such as honors courses)
- In-class differentiation in General Education Classrooms (no specific clustering of gifted students in courses; e.g. Fine and Performing Arts, Business, Physical Education, Technology, World Language, etc.)
- Online Opportunities (ApexLearning)
- Special Classes of homogeneously grouped gifted students within the regular school setting (subject matter electives that will count towards high school graduation that not as core class requirements; e.g. Creative Writing, Accounting, Film, Holocaust and Genocide, etc.)

- After-School Learning Opportunities (Clubs and Activities; e.g. Academic League, Book Club, Forensic Club, Junior Statesmen of America, Robotics, National Honors Societies, etc.)

A. Objectives
Students will be able to refine and broaden:
1. Divergent thinking (Core Standards: Reading: Informational Text; Reading Literature; Writing; Speaking and Listening; Language)
    c. Creative thinking
    d. Inventive thinking
2. Convergent thinking (Core Standards: Reading: Informational Text; Speaking and Listening; Operations & Algebraic Thinking; Measurement & Data; The Number System; Ratios & Proportional Relationships; Expressions & Equations)
    a. Deductive thinking
    b. Analytical thinking
    c. Evaluative thinking
3. Visual/spatial perception (Core Standards: Measurement & Data; Ratios & Proportional Relationships)
4. Interpretive thinking (Core Standards: Reading: Informational Text; Reading Literature; Writing; Speaking and Listening; Language)
5. Problem solving (Core Standards: Reading: Informational Text; Writing; Speaking and Listening; Operations & Algebraic Thinking; Measurement & Data; The Number System; Ratios & Proportional Relationships; Expressions & Equations)
6. Research skills (Core Standards: Reading: Informational Text; Reading Literature; Writing; Speaking and Listening; Language)

B. Proficiency Levels
Students will be provided with instruction and assessment opportunities based on the New Jersey Core Curriculum Standards (NJCCS) (www.state.nj.us/njded/cccs/) and the Common Core Content Standards (CCCS) (http://www.corestandards.org) in the following areas:
1. 21st Century Life and Careers
2. Comprehensive Health and Physical Education
3. Science
4. Social Studies
5. Technology
6. Visual and Performing Arts
7. World Languages
8. Mathematics (NJCCS and CCCS)
9. Language Arts Literacy (NJCCS and CCCS)

C. Methods of Assessment
1. Assessments
    a. Curriculum (Formative, Diagnostic and Summative)
    b. Teacher (Formative, Diagnostic and Summative)
    c. State (Formative and Summative)
2. Student participation

3. Teacher observation

D. Grouping

Homogeneous and Heterogeneous depending on the opportunity the student is selected for students identified as "Gifted and Talented" according to the Bound Brook School District Policy 2464.

1. The enrollment in the courses is selective and based on a student's previous course(s) achievements,
2. Previous year teacher recommendation for advanced and ability grouping courses,
3. Student and Parent request for placement,
4. Student performance on formal assessments; e.g. Accuplacer,
5. Student Participation level in activity and/or club, and/or
6. Student Attendance.

E. Articulation/Scope and Sequence

Dependent upon the course, activity and/or club:

1. Full-Year Course; 1 period per day for 55 minutes for 4 Marking Periods,
2. Semester Course; 1 period per day for 55 minutes for 2 Marking Periods,
3. Monthly Meetings during the school year, and/or
4. Various meetings, activities and events based on the specific course, activity and/or club.

F. Resources Available to Students

- Technology: Chromeooks, iBooks, available software and applications, Internet, SMART Board, interactive projectors, cameras, camcorders, etc.
- Supplies/Materials: adjusted for course, activity and/or club

G. Interdisciplinary Connections

The educational enrichment opportunities provided to high school gifted students integrates the divergent thinking, convergent thinking, visual/spatial perception, interpretive thinking, and problem solving thinking in grades 9 through 12 to all contents areas: 21st Century Life and Careers, Comprehensive Health and Physical Education, Science, Social Studies, Technology, Visual and Performing Arts, World Languages, Mathematics (NJCCS and CCCS), and/or Language Arts Literacy (NJCCS and CCCS).

IV. Kindergarten through Twelfth Grades

A. Differentiating Instruction for Students with Special Needs: Students with Disabilities, English Language Learners, and Gifted and Talented Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that support:

- Students with Disabilities: Use of visual and multisensory formats, use of assisted technology,

use of prompts, modification of content and student products, testing accommodations, and authentic assessments.

- English Language Learners: Pre-teaching of vocabulary and concepts, visual learning including graphic organizers, use of cognates to increase comprehension, teacher modeling, pairing students, word walls, sentence frames, and cooperative learning groups.
- Gifted and Talented Students: Adjusting the pace of lessons, curriculum compacting inquiry-based instruction, higher-order thinking skills, interest-based content, student-driven, real world problems and scenarios, and independent studies.

B. Professional Development

As per the PDP/100 hours statement, the teacher will continue to improve expertise through participation in professional development opportunities. Specialized professional development is offered for teachers of Enrichment and Gifted and Talented.

K-2 Gifted and Talented Identification & Selection Process

IDENTIFICATION PHILOSOPHY

Children enter school with wide variations in skills, abilities, interests, and experiential backgrounds that help foster readiness to learn. Children are not bound by age from possessing or displaying a variety of talents. At early ages, it is often very difficult to denote how much precocious behavior can be attributed to an enriched home environment versus actual intellectual ability.

Identification of academically gifted students is far more reliable beyond the early grades. The first three primary years are critical for gifted children—as they are for all children—because at this time children are developing educational patterns and attitudes that last a lifetime and may affect later school performance.

Giftedness is more than developing skills faster or going through the developmental milestones earlier. Young gifted children are intensely curious, produce a constant stream of questions, learn quickly and remember easily, and think about the world differently than their age-mates. Their intense curiosity may get them into trouble, particularly when they try to figure out how something works. They may have a super-high energy level and yet be highly sensitive and perfectionistic. Young gifted children are at risk for boredom, frustration, and depression. Recognizing giftedness is important because to persist, giftedness needs nurturing.

Students with strong intellectual aptitudes have strengths in the areas often associated with the ability to rapidly learn and apply academic knowledge. The advanced cognitive development of gifted children enables them to learn and understand more advanced and complex material than their non-gifted age mates. The goal of the identification process to find students, whose abilities, talents, and potential for accomplishment are so outstanding that they require special provisions in the form of an appropriately challenging curriculum program to meet their educational needs. Because the concentration is on identifying student needs (rather than students) the critical decision to be made is not if a student is gifted and talented but whether a student's ability warrants special educational provisions and to what degree and dimensions.

PROGRAMMING OVERVIEW

K-2 Gifted and Talented services aims to provide optimal development of the advanced students' intellectual, emotional, and social abilities and honor the diversity among all students through a differentiated and challenging curriculum. Essential to this philosophy is identifying services that promote gifted behaviors rather than labeling children as having reached a state of "being gifted." The curriculum for identified K-2 students will be differentiated in the areas of content, process, and product. Differentiated Instructional Strategies may include, but are not limited to:
- Student centered classroom
- Cooperative environment
- Questioning techniques
- Critical, creative, evaluative, and interpersonal skills
- Learning Centers

IDENTIFICATION PROCESS OVERVIEW

Although we do not formally affix the label of "gifted" to children in grades K-2, the district does informally evaluate these young students as potentially gifted and believes it is our responsibility to provide a learning environment that will address each child's current instructional needs.

- Intellectually advanced students in the primary grades are informally identified and are enriched within the general education classroom through clustering and curriculum differentiation as students demonstrate a need for more depth and complexity.
- Throughout the school year, classroom teachers collect evidence of the student's advanced abilities through conversations with the parent(s), observations, anecdotal records, portfolios, and behavioral checklist(s).
- The process of identification is continuous. Classroom teachers regularly review student progress and performance and student data is gathered each year in a portfolio as reference for the following school year. To this end, classroom teachers work to develop and implement appropriate programming for more able learners.
- At the end of second grade, formal identification procedures are conducted to determine eligibility for gifted services in the upper elementary grades. Participation in the K-2 Gifted Program is neither a pre-requisite for nor a guarantee of eligibility for gifted services in grades 3-8.

IDENTIFICATION & SCREENING TIMELINE

1. Preliminary Identification   *End of 1ˢᵗ Trimester (December)*

The Initial Referral is a pre-assessment nomination stage that involves collecting student data from multiple sources to document *possible* need for gifted program services. The purpose of the referral is to submit existing information as evidence of a student's potential.

- ☐ Classroom teacher begins the ***Early Identification Criteria Record*** form, flagging the student as a possible candidate for G&T services. Criteria include Kindergarten screening score, DRA, report card, and Terra Nova.
- ☐ Classroom teacher begins the ***Early Identification Progress Update***
- ☐ ***Informal*** parent communication regarding student readiness, academic strengths, learning styles, multiple intelligences
- ☐ Student Conferencing/Observation

2. Referral   *End of 2ⁿᵈ Trimester (March)*

Please be reminded that referral does not guarantee further evaluation or gifted services. Students must qualify on a preponderance of the screening measures. If the referral evidence does not support further evaluation, the process for those individuals, is subsequently discontinued.

- ☐ Classroom teacher updates the ***Early Identification Progress Update*** form.
- ☐ Classroom teacher submits a ***K-2 Initial Referral*** form and attaches the Early ***Identification Criteria Record*** and ***Early Identification Progress Update.***

3. <u>Evaluation</u>   *April*

Data is gathered into a profile format so that each student's strengths may surface. Qualified individuals are identified and invited to participate in identification in which further evaluation is necessary to narrow the field of students to those who have demonstrated gifts or talents.

☐ If the student referral data evidences that he or she may benefit from gifted services, parent/guardian consent will be obtained at this time.

☐ Classroom teacher is asked to complete the Gifted and Talented Behavioral Rating (*Modified Renzulli Rating Scale)*. The *Modified Renzulli Rating Scale* enables the classroom teacher to focus on the true characteristics and behaviors of the gifted and talented.

☐ Grade 2 students whose data indicates a considerable possibility of high innate cognitive ability/academic strength, a high rate of acquisition and retention, task commitment/intrinsic motivation, and creative/productive thinking will be invited take the CogAt Screening test to measure aptitude, the innate ability to learn. The test asks students to solve analogical problems by identifying relationships among pictures and figures. The questions asked are non-verbal involving pictures and figures (i.e. no words and no numbers) therefore minimizing cultural and/or educational biases.

4. <u>Selection</u>   *May*

☐ During the Selection and Placement Phase, each individual Profile of Student Strengths is reviewed and service recommendations are made.

☐ Parents are notified of outcome.

Appeal Process

The Gifted Services Appeal Process involves collecting student data from multiple sources to document possible need for gifted program services. The purpose of this process is to submit existing information for Gifted Services re-evaluation as evidence of a student's potential. Please be reminded that the submission of an appeal does not guarantee gifted services. Students must qualify on a preponderance of the screening measures to qualify for Gifted Services placement.

1. To initiate an appeal, the parent/guardian should submit a letter to the Principal in order to set in motion the appeal process.
2. The parent/guardian will be sent an *Appeal Process* form to complete and return to the teacher.
3. The completed packet, signed by the principal (with appropriate documentation, supplied by the classroom teacher) is submitted to the Gifted Services Committee at no later than the date specified.
4. After the deadline, the Gifted Services Committee will meet to consider the appeal and provide parents/guardians and principal notification of service recommendations for eligible students. No results will be available before the deadline.

Early Identification Criteria Record

Child's Name: _____   Date: _____

School Year: _____   Current Grade Level: K   1   2

Teacher Completing Form: _____

Kindergarten
- ☐ Kindergarten Screening Score   _____

Grade 1
- ☐ DRA Score   _____   (Date Administered: _____)

- ☐ Terranova   _____   (Year: _____)

- ☐ Report Card (attach)

Grade 2
- ☐ DRA Score   _____   (Date Administered: _____)

- ☐ Terranova   _____   (Year: _____)

- ☐ Report Card (attach)

- ☐ CogAt 7 Screening test   _____

Early Identification Progress Update

Child's Name: _____ Date: _____

School Year: _____ Current Grade Level: K   1   2

Teacher Completing Form: _____

December Narrative:

March Narrative:

K-2 Initial Referral

Child's Name: _____ Date: _____

School Year: _____ Current Grade Level: K   1   2

Teacher Completing Form: _____

Directions: Please circle then number for each item that best describes this student.

> 5. Demonstrates the trait to a high degree
> 4. Demonstrates the trait more than a typical student
> 3. compares with a typical student
> 2. Demonstrates the trait less than a typical student
> 1. Seldom demonstrates this trait.

1. Verbally proficient: exhibits and comprehends advanced vocabulary for grade level.   1 2 3 4 5

2. Possesses a large storehouse of information about a range of subjects.   1 2 3 4 5

3. "Sees more" or "gets more" out of a story or video.   1 2 3 4 5

4. Has passionate interests; becomes easily absorbed in certain topics.   1 2 3 4 5

5. Displays a great deal of curiosity; tries to grasp complex ideas.   1 2 3 4 5

6. Is observant; notices unusual details.   1 2 3 4 5

7. Shows logic in thinking: understands abstract concepts.   1 2 3 4 5

8. Is persistent and independent; sticks to tasks that excite him/her.   1 2 3 4 5

9. Catches on quickly and easily.   1 2 3 4 5

10. Sensitive; visibly touched by sad or happy "situations;" protective of others' feelings.   1 2 3 4 5

11. Exhibits wit and humor.   1 2 3 4 5

12. Offers a variety of unique, clever, or unusual solutions to problems or questions.   1 2 3 4 5

13. Exhibits imagination, creativity, and inventiveness.   1 2 3 4 5

14. Handles responsibility well; can be counted on to do what he/she has promised and does well.   1 2 3 4 5

15. Adapts readily to new situation; is flexible in thought and action and does not seem disturbed when normal routine is changed.   1 2 3 4 5

Score: _____

Appeal Process

Student Name_____ Grade_____ School_____

Parent Name_____ MOVE IN?_____

Address_____ Tel._____

Please complete the following. All information must be included in this form. DO NOT attach work samples.

1. Briefly state reason for appeal.

2. List any extenuating circumstances that may have adversely affected the child's test results.

3. List specific strengths and abilities that might not be indicated by test results.

TEST / PERFORMANCE DATA:

DRA SCORE_____   *REPORT CARD*

TERRA NOVA: READING_____   MATH_____   LANGUAGE_____

*MODIFIED RENZULLI RATING SCALE*_____

3-8 Gifted and Talented Identification & Selection Process

IDENTIFICATION PHILOSOPHY

Students must have the opportunity to develop their fullest potential while cognizant of the uniqueness of gifted and talented students. Gifted and talented students are those children who display outstanding intellectual ability, academic aptitude, creative thinking leadership or exceptional talents in the visual and performing arts by use of multiple criteria.

PROGRAMMING OVERVIEW

The program will enhance the student's ability to:

- Master skills/content of the core curriculum;
- Demonstrate higher level thinking skills; and
- Apply skills in the acquisition and production of new knowledge.

The Gifted and Talented program emphasizes the following activities:

- General Exploratory Activities: Exploratory activities are designed to expand students' knowledge and awareness of topics not ordinarily covered in the regular classroom. Field trips, presentations, and resource centers are geared towards student interests. The program and extra-curricular activities are designed to pique curiosity and interest in further research and investigation.
- Group Training Activities: Classroom methods, materials, instructional techniques are employed to enhance the development of the thinking and feeling processes in areas such as social and scientific problem solving, decision-making, critical and creative thinking, and philosophy and logic.
- Individual and Small Group Investigations of Real Problems: Research activities are employed which require students to plan independent investigations apply research skills, and share the results of the research with the appropriate audience.

IDENTIFICATION PROCESS OVERVIEW

Student screening is in accordance with Renzulli's Three Circle Description of Giftedness: Above Average Ability, Creativity , and Task Commitment. Identification of high ability 3-8 students is conducted according to the following measures:

- Measure of Achievement (*TerraNova/PARCC/Benchmarks*)
- Measure of Cognitive Ability (*Test of Cognitive Skills*)
- Gifted and Talented Behavioral Rating (*Modified Renzulli Rating Scale**)

*The *Modified Renzulli Rating Scale* addresses the professional input stage of the identification process. This rating scale enables the classroom teacher to focus on the true characteristics and behaviors of the gifted and talented. The highest possible score is 60 points.

IDENTIFICATION & SCREENING TIMELINE

The identification process is a key component for educating the gifted and talented. The formal identification process begins in the late fall of third grade. This process will also include students in grades 3-8 who are new to the district.

1. <u>Nomination</u>   *December*

A student is nominated by a staff member, parent, or is self-nominated. Nominations of students for consideration of gifted and talented identification are due **December 20th.** The purpose of the nomination is to submit existing information as evidence of a student's potential to document *possible* need for gifted program services.

□ *Nomination Form* submitted, flagging the student as a possible candidate for G&T services.

2. <u>Screening</u>   *March*

Data is gathered for nominated students to determine if additional assessment is necessary. In making decisions about additional assessment, existing test data for students is not the sole determining criteria. School personnel examine all available information about a student to determine if an evidence of possible giftedness exists for that student and conduct necessary additional assessment. District-determined cut-off scores to move students from nomination to screening are lower than the scores necessary for identification. Please be reminded that this does not guarantee further evaluation or gifted services. Students must qualify on a preponderance of the screening measures. If the referral evidence does not support further evaluation, the process for those individuals, is subsequently discontinued.

□ Teacher completes the *Teacher Feedback* portion of the *Screening Forms*.
□ Current assessment data is compiled on the *Data Profile* portion of the *Screening Forms.*

3. <u>Evaluation</u>   *April*

Data is gathered into a profile format so that each student's strengths may surface. Qualified individuals are identified and invited to participate in identification in which further evaluation is necessary to narrow the field of students to those who have demonstrated gifts or talents.

□ If the student referral data evidences that he or she may benefit from gifted services, parent/guardian consent will be obtained at this time.
□ Classroom teacher is asked to complete the Gifted and Talented Behavioral Rating (*Modified Renzulli Rating Scale)*. The *Modified Renzulli Rating Scale* enables the classroom teacher to focus on the true characteristics and behaviors of the gifted and talented.
□ Students may also be invited take the CogAt Screening test to measure aptitude, the innate ability to learn. The test asks students to solve analogical problems by identifying relationships among pictures and figures. The questions asked are non-verbal involving pictures and figures (i.e. no words and no numbers) therefore minimizing cultural and/or educational biases.

5. Selection   *May*

  ☐ During the Selection and Placement Phase, each individual Profile of Student Strengths is reviewed and service recommendations are made.
  ☐ Parents are notified of outcome.

Appeal Process

The Gifted Services Appeal Process involves collecting student data from multiple sources to document possible need for gifted program services. The purpose of this process is to submit existing information for Gifted Services re-evaluation as evidence of a student's potential. Please be reminded that the submission of an appeal does not guarantee gifted services. Students must qualify on a preponderance of the screening measures to qualify for Gifted Services placement.

5. To initiate an appeal, the parent/guardian should submit a letter to the Principal in order to set in motion the appeal process.
6. The parent/guardian will be sent an *Appeal Process* form to complete and return to the teacher.
7. The completed packet, signed by the principal (with appropriate documentation, supplied by the classroom teacher) is submitted to the Gifted Services Committee at no later than the date specified.
8. After the deadline, the Gifted Services Committee will meet to consider the appeal and provide parents/guardians and principal notification of service recommendations for eligible students. No results will be available before the deadline.

Nomination Form

Please attach copies of data or any examples of student work that substantiate your nomination, including the most recent report card and testing reports.

Student Name _____ Current Grade Level _____

Person Nominating Student _____

Relationship to Student _____ Date _____

Typical School Performance: ☐Well above average ☐Above average ☐Average ☐Variable

Describe any factors to consider that could make it difficult for student to display high ability (such as: English as a Second Language, disability, limited opportunities, etc.)

What indicators of giftedness do you see in this student?

What products, activities or behaviors suggest to you that this student is gifted?

What other information do you wish to add?

3-8 Screening Forms
Teacher Feedback

Student Name: _____   Date: _____

School Year: _____   Current Grade Level: _____

Teacher Completing Form: _____

Directions: Please circle then number for each item that best describes this student.

> 5. Demonstrates the trait to a high degree
> 4. Demonstrates the trait more than a typical student
> 3. compares with a typical student
> 2. Demonstrates the trait less than a typical student
> 1. Seldom demonstrates this trait.

1. Verbally proficient: exhibits and comprehends advanced vocabulary for grade level.   1 2 3 4 5

2. Possesses a large storehouse of information about a range of subjects.   1 2 3 4 5

3. "Sees more" or "gets more" out of a story or video.   1 2 3 4 5

4. Has passionate interests; becomes easily absorbed in certain topics.   1 2 3 4 5

5. Displays a great deal of curiosity; tries to grasp complex ideas.   1 2 3 4 5

6. Is observant; notices unusual details.   1 2 3 4 5

7. Shows logic in thinking: understands abstract concepts.   1 2 3 4 5

8. Is persistent and independent; sticks to tasks that excite him/her.   1 2 3 4 5

9. Catches on quickly and easily.   1 2 3 4 5

10. Sensitive; visibly touched by sad or happy "situations;" protective of others' feelings.   1 2 3 4 5

11. Exhibits wit and humor.   1 2 3 4 5

12. Offers a variety of unique, clever, or unusual solutions to problems or questions.   1 2 3 4 5

13. Exhibits imagination, creativity, and inventiveness.   1 2 3 4 5

14. Handles responsibility well; can be counted on to do what he/she has promised and does well.   1 2 3 4 5

15. Adapts readily to new situation; is flexible in thought and action and does not seem disturbed when normal routine is changed.   1 2 3 4 5

Score: _____

3-8 Screening Forms
Data Profile

Student Name: _____   Date: _____

School Year: _____   Current Grade Level: _____

DATA TYPE	SCORE
District Writing Benchmark	
District Math Benchmark	
District Reading Benchmark	
DRA	
Standardized Assessment:	

Attach a copy of the most recent report card and standardized testing data.

Appeal Process

Student Name_____   Grade_____   School_____

Parent Name_____   MOVE IN?_____

Address_____ Tel._____

Please complete the following. All information must be included in this form. DO NOT attach work samples.

4. Briefly state reason for appeal.

5. List any extenuating circumstances that may have adversely affected the child's test results.

6. List specific strengths and abilities that might not be indicated by test results.

TEST / PERFORMANCE DATA:

DRA SCORE_____   *REPORT CARD*

TERRA NOVA: READING_____   MATH_____   LANGUAGE_____

*MODIFIED RENZULLI RATING SCALE*_____

RENZULLI/HARTMAN TEACHER CHECKLIST

OF BEHAVIORAL CHARACTERISTICS OF GIFTED STUDENTS

Student's Name: _____ Date: _____

School: _____Grade: _____   Age: _____

Teacher Completing This Form: _____

How long have you known this student?_____(months/years)

DIRECTIONS: The items listed on these pages represent those characteristics most frequently noted in children who possess outstanding talents or academic abilities. Theses scales are designed to obtain teacher estimates of a student's characteristics in the areas of learning, motivation, and creativity. Each item in the scales should be considered separately and should reflect the degree to which you have observed the presence or absence of each characteristic.

Please read the statements carefully and mark the appropriate choice according to the following scale of values:

1 - I have **seldom** or **never** observed this characteristic.
2 - I have observed this characteristic **occasionally**.
3 - I have observed this characteristic to a **considerable degree**.
4 - I have observed this characteristic **almost all of the time**. *

Each rating of 4 should be accompanied by concrete examples and justification (e.g. a sample of the student's work). Space has been provided following each item for your comments of justification or any appropriate comments.

Justification example for #1: Paul's written interpretation of 2nd grade level stories read to him contains 6th to 7th grade level vocabulary: see attached sample.

Please total the scores on each page and record on the table below:

CHARACTERISTIC	SCORE
Learning	
Motivational	
Creativity	
TOTAL:	

PART I: Learning Characteristics

Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way; has verbal behavior characterized by "richness" of expression, elaboration, and fluency.	
Possesses a large storehouse of information about a variety of topics (beyond the usual interests of youngsters his age).	
Has quick mastery and recall of factual information.	
Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions (as distinct from informational or factual questions); wants to know what make things, or people, "tick".	
Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people, or things; looks for similarities and difference in events, people, and things.	
Is a keen and alert observer; usually "see more" or "gets more" out of a story, film, etc. than others.	
Reads a great deal on his own; usually prefers adult level books; does not avoid difficult material; may show a preference for biography, autobiography, encyclopedias, and atlases.	
Tries to understand complicated material by separating it into its respective parts, reasons things out for himself/herself; sees logical and common sense answers.	
TOTAL: (add #1 - 8)	

PART II: Motivational Characteristics

Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion. (It is sometimes difficult to get him/ her to move on to other topic.)	
Is easily bored with routine tasks.	
Needs little external motivation to follow through in work that initially excites him/her.	
Strives toward perfection; is self-critical; is not easily satisfied with his/her own speed or products.	
Prefers to work independently; requires little direction from the teacher.	
Is interested in many "adult" problems such as religion, politics, sex, race—more than usual for age level.	
Often is self-assertive (sometimes even aggressive); stubborn in his beliefs.	
Likes to organize and bring structure to things, people, and situations.	
Is quite concerned with right and wrong, or good and bad; often evaluates and passes judgment on events, people and things.	
TOTAL: (add #1 - 9)	

PART III: Creativity Characteristics

Displays a great deal of curiosity about many things; is constantly asking questions about anything and everything.	
Generates a large number of ideas or solutions to problems and questions; often offers unusual ("way out"), unique, clever responses.	
Is uninhibited in expressions of opinion; is sometimes radical and spirited in disagreement; is tenacious.	
Is a high risk-taker; is adventurist and speculative.	
Displays a good deal of intellectual playfulness; fantasizes; imagines (wonder what would happen if...); manipulates ideas (changes, elaborates upon them); is often concerned with adapting, improving and modifying institutions, objects, and systems.	
Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others.	
Is usually aware of his impulses and more open to the irrationalness in himself/ herself (freer expression of feminine interest for boys, greater than usual amount of independence for girls); shows emotional sensitivity.	
Is sensitive to beauty; attends to aesthetic characteristics of things.	
Nonconforming, accepts disorder; is not interested in details; is individualistic; does not fear being different.	
Criticizes constructively; is unwilling to accept authoritarian pronouncements without critical examination.	
TOTAL: (add #1 - 10)	