



South Amboy Public Schools

Gifted & Talented Guide



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New Jersey State Mandate for Gifted and Talented

The New Jersey department of Education requires that each school district provides services to meet the needs of students who have been identified as gifted and talented. Each school district must establish a process to identify students as gifted and talented using multiple measures. These students require modification to their educational program if they are to achieve in accordance with their capabilities (N.J.A.C 6A:8-3.1).

Although, the New Jersey Department of Education has not adopted standards for gifted and talented programs. However, there are standards that have been developed by the National Association for Gifted Children (NAGC). Districts may find them useful in developing curriculum and planning classroom instruction. National standards have been created for specialized programs and services. For teacher preparation in gifted education, knowledge, and skills for all teachers and advanced standards in teacher preparation will help guide and improve teaching and deepen student learning.

Pre-K to Grade 12 Gifted Education Programming Standards

Statutes and Regulations

N.J.A.C 6A:8-1.3

“Gifted and talented students” means 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.

“Instructional adaptation” means an adjustment or modification to instruction enabling students with disabilities, ELL’s, or students in alternative education programs or who are gifted and talented to participate in, benefit from, and/or demonstrate knowledge and application of the NJSLS.

6A:8-3.1(a) Curriculum and Instruction

District board of education shall ensure that curriculum and instruction are designed and delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the NJSLS and shall ensure that appropriate instructional adaptations are designed and delivered for students with disabilities, for ELL’s, for students enrolled in alternative education programs, and for students who are gifted and talented.



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6A:8-3.1(a)(5)

District board of education shall be responsible for identifying gifted and talented students and shall provide them with appropriate instructional adaptations and services.

- i. District boards of education shall make provisions for an ongoing K-12 identification process for gifted and talented students that includes multiple measures.
- ii. District boards of education shall provide appropriate kindergarten through grade 12 (K-12) educational services for gifted and talented students.
- iii. District boards of education shall develop appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment.
- iv. District boards of education shall take into consideration the Pre-K - Grade 12 Gifted Programming Standards of the national Association for Gifted Children in developing programs for gifted and talented students.

6A:8-3.1(c)

District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications for the NJSL, According to N.J.A.C. 6A:8-2.

1. District boards of education shall include interdisciplinary connections throughout the K-12 curriculum.
2. District boards of education shall integrate into the curriculum 21st century themes and skills.
3. District boards of education shall provide the time and resources to develop, review, and enhance interdisciplinary connections, supportive curricula, and instructional tools for helping students acquire required knowledge and skills.

The tools include, but are not limited to:

- i. A pacing guide;
- ii. A list of core instructional materials, including various levels of texts at each grade level;
- iii. Benchmark assessments; and
- iv. Modifications for special education students, for ELL's in accordance with N.J.A.C. 6A:15, for students at risk for school failure, and for gifted students.



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6A:13-2.1(a) Standards Based Instruction

All school districts shall implement a coherent curriculum for all students, including English language learners (ELL's), gifted and talented students and students with disabilities, that is content rich and aligned to the most recent revision of the New Jersey Student Learning Standards (NJSLS). The curriculum shall guide instruction to ensure that every student masters the NJSLS. Instruction shall be designed to engage all students and modified based on student performance. Such curriculum shall be designed to engage all students and modified based on student performance. Such curriculum shall include:

1. Interdisciplinary connections throughout;
2. Integration of 21st century skills;
3. A pacing guide;
4. A list of instructional materials, including various levels of text at each grade;
5. Benchmark assessment; and
6. Modifications for special education students, for English language learners in accordance with N.J.AC 6A:15 and for gifted students.



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BOARD POLICY 6171.2

GIFTED AND TALENTED

Definitions

"Gifted and talented student" means a student who possesses or demonstrates a high level of ability in one or more content areas when compared to their chronological peers in the school district and who requires modifications of their educational program if they are to achieve in accordance with their capabilities.

"Instructional adaptation" means an adjustment or modification to instruction enabling a student who is gifted and talented to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards in one or more content areas at the instructional level of the student, not just the student's grade level.

The board of education shall ensure that appropriate instructional adaptations and educational services are provided to gifted and talented students in kindergarten through grade 12 to enable them to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards at the instructional level of the student.

Gifted and Talented Program

The board of education directs that the chief school administrator and appropriately trained and qualified staff members designated by the chief school administrator shall:

- A. Ensure that appropriate instructional adaptations are designed for students who are gifted and talented;
- B. Make provisions for an ongoing kindergarten through grade 12 identification process for gifted and talented students that includes multiple measures in order to identify student strengths in intellectual ability, creativity, or a specific academic area. The district shall ensure equal access to a continuum of gifted and talented education services. The identification process shall include consideration of all students, including those who are English language learners and those with individualized education plans (IEPs) or 504 plans;
- C. Develop and document appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment, and including, but not limited to, additional education activities such as academic competitions, guest speakers, and lessons with a specialist;
- D. Take into consideration the Gifted Programming Standards, Position Statements, and White Papers of the National Association for Gifted Children in identifying and serving gifted and talented students;
- E. Provide the time and resources to develop, review, and enhance instructional tools with modifications for helping gifted and talented students acquire and demonstrate mastery of the required knowledge and skills specified by the standards at the instructional level of the student; and
- F. Actively assist and support professional development for teachers, educational services staff, and



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school leaders in the area of gifted and talented instruction including their efforts to meet

mandatory professional development requirements (see board policy 4131/4131.1 Staff Development, Inservice Education, Visitation, Conferences and N.J.A.C. 6A:9C-3).

Gifted and Talented Curriculum and Instruction

The board shall provide appropriate kindergarten-through-grade-12 (K-12) educational services for gifted and talented students.

The chief school administrator shall develop and the board shall approve criteria for identifying all gifted and talented students in kindergarten through grade 12. The identification process shall include multiple measures. Gifted and talented students shall be provided with appropriate instructional adaptations and services to encourage development of their special abilities in achieving the New Jersey Student Learning Standards.

The chief school administrator or designee shall ensure that the curriculum and instruction are designed and delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the New Jersey Student Learning Standards. The curriculum and instruction shall provide educational challenges to students identified as gifted and talented and shall be reviewed regularly.

Curriculum and instruction shall be designed with consideration for the individual learning styles of each student as well as the capacity of a gifted student to create concepts, respond to stimuli in a unique and creative manner, and develop higher levels of thinking. Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team shall be made for students with disabilities or 504 plans.

Because early discovery of a gift or talent is important, it is essential that the identification of these students be carried on as a continuing process, since special abilities and skills appear at different times in the development of many children.

The chief school administrator shall coordinate development of appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment. The board directs the chief school administrator to take into consideration the prekindergarten through grade 12 Gifted Programming Standards of the National Association for Gifted Children in developing school and district programs for gifted and talented students.

The chief school administrator shall devise indicators of achievement to evaluate the success of each program presented to the board for adoption.

The chief school administrator shall take the appropriate measures to ensure that minority and female students are not underrepresented in gifted and talented or accelerated/advanced courses.

Coordinator for Gifted and Talented Services

The state coordinator for gifted and talented services appointed by the Commissioner of Education, shall be responsible for reviewing the information about gifted and talented services provided by the district. The chief school administrator or designee shall file a report with the coordinator on a schedule that coincides with the district's New Jersey Quality Single Accountability Continuum (NJQSAC) review. The report shall include, but not be limited to:

1. The gifted and talented continuum of services, policies, and procedures implemented in the



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school district;

2. The total number of students receiving gifted and talented services in each grade level kindergarten through grade 12 disaggregated by race, gender, special education designation, and English language learner designation;
3. The professional development opportunities provided for teachers, educational services staff, and school leaders about gifted and talented students, their needs, and educational development; and
4. The number of staff employed by the school district whose job responsibilities include identification of and providing services to gifted and talented students.

Complaint Process

Any individual who believes that the district has not complied with the provisions in the law or administrative code related to gifted and talented services may file a complaint with the board of education. The complaint shall be submitted in writing to the board office. The chief school administrator or designee shall take the necessary actions to correct or remediate the complaint and report such actions to the board. The board shall issue a decision, in writing, to affirm, reject, or modify the district's action in the matter.

If the complaint is not resolved to the individual's satisfaction or the individual is not satisfied by the written decision of the board, the individual may then file a petition of appeal of the board's written decision to the Commissioner of Education through the Office of Controversies and Disputes in accordance with law (N.J.S.A. 18A:6-9) and the procedures set forth in State Board of Education regulations.

This complaint policy shall be linked to the homepage of the board's website.

Information Available on Website

Detailed information shall be available on the district website regarding the policies and procedures used to identify students as gifted and talented and the continuum of services offered to gifted and talented students. The information shall include the criteria used for consideration for eligibility for the gifted and talented services, including the multiple measures used in the identification process to

match a student's needs with services, and any applicable timelines in the identification process.

NJSBA Review/Update: January 2010
Revised December 19, 2016; January 25, 2021

Key Words

Gifted, Talented

Legal References: N.J.S.A. 18A:35-4.15
through -4.16

N.J.S.A. 18A:35-34

N.J.S.A. 18A:35-35

Legislative findings and declarations; chess instruction for second-grade pupils in gifted and talented and special education programs ...

Short Title: Strengthening Gifted and Talented Education Act

Definitions relative to gifted and talented students



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<u>N.J.S.A.</u> 18A:35-36	Instructional adaptations, educational services for gifted and talented students
<u>N.J.S.A.</u> 18A:35-37	Coordinator for gifted and talented services
<u>N.J.S.A.</u> 18A:35-38	Complaint for noncompliance
<u>N.J.S.A.</u> 18A:35-39	Information available on the website
<u>N.J.S.A.</u> 18A:61C10	Dual enrollment agreement increased availability of college level instruction; scope
<u>N.J.S.A.</u> 18A:61C11	Acceptance of course credit
<u>N.J.S.A.</u> 18A:61C15	Eligibility to receive college credit
<u>N.J.S.A.</u> 18A:61C16	Awarding college credit
<u>N.J.A.C.</u> 6A:8-1.3	Definitions
<u>N.J.A.C.</u> 6A:83.1	Curriculum and instruction
<u>N.J.A.C.</u> 6A:8-3.3	Enrollment in college courses
<u>N.J.A.C.</u> 6A:13-2.3	Standards-based instruction
<u>N.J.A.C.</u> 6A:30-1.4	Evaluation process for the annual review

P.L. 2019, c. 338, Strengthening Gifted and Talented Education Act

National Association for Gifted and Talented, www.nagc.org

Pre-K-Grade 12 Gifted Programming Standards,

<http://www.nagc.org/resources-publications/resources/national-standards-gifted-and-talented-education/pre-k-grade-12>

Possible

<u>Cross References:</u>	*1600	Relations between other entities and the district
	*6010	Goals and objectives
	*6121	Nondiscrimination/affirmative action
	*6171	Special instructional programs

*Indicates policy is included in the Critical Policy Reference Manual.



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OBVIOUS OUTLIERS

In accordance with the New Jersey State Mandate on gifted education, Gifted and Talented strategies will be provided for:

“...those exceptionally able pupils who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the district”

Students identified as obvious outliers may meet one or more of the following criteria:

OBVIOUS OUTLIERS - CRITERIA

- Consistently obtain 95% or higher on pre-test assessments in given subject areas
- Consistent reading assessments 5 or more levels above the standard grade range
- Consistent written responses exceeding the ‘grade level above’ marking rubric
- A standardized IQ assessment for 145+
- Awards or placements from external organizations (e.g. Johns Hopkins CTY)
- Portfolio/Evidence of exceptional achievements in specific subject areas
- Obvious outliers will generally be those students who DO NOT have a group of like minded peers with whom to work.
- Generally, they will be performing and testing ABOVE the ‘top group’ in the class.
- Generally, the regular classroom differentiation will be insufficient to truly challenge them.

IDENTIFICATION



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Our identification process is subject-specific, quantifiable, and transparent. In line with current research based criteria for identifying gifted and talented students, we use multiple measures. Research reviewed from NAGC (National Association for Gifted Children), Renzulli (National Research Center on the Gifted and Talented), and Gagne and Heller research.

Identification will include a combination of any number of the following methods:

- Intake testing for new students.
- Formal assessments in all content areas.
- Annual state assessment scores.
- Student work samples, progress reports/grades.
- Observation and discussion.
- Evaluation of all students for Gifted & Talented identification towards the end of Grade 2.
 - District Gifted and Talented screening checklist.
 - Standardized assessments (e.g. CogAT, Naglieri Nonverbal Ability Test, Otis-Lennon).
- Self-selection/nomination

IDENTIFICATION PROCESS:



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Our identification process is subject-specific, quantifiable, and transparent. In line with current research based criteria of selecting Gifted & Talented students from the NAGC (National Association for Gifted Children), Renzulli (National Research Center on the Gifted & Talented) and Gagne and Heller research, we use multiple measures including:

- Intake testing for new students.
 - Brigance Early Childhood IScreen III, Kindergarten
 - Standardized inventory of early development
 - First and Second grade district end of year testing
 - Grades 3-8 CogAT
 - Standardized inventory of skill development
 - Grades 6-8 district developed math assessment
 - District developed math and language arts assessments for High School.
- Formal assessments in all content areas.
 - iReady Reading assessments
 - End of unit assessments
 - Subject specific on-going assessments
 - End of 2nd Grade testing/3rd Grade review
- Student work samples.
- Progress reports/grades
- Observation and discussion.
- Checklists
 - District Gifted & Talented screening checklist
 - GES-3 (Gifted Evaluation Scale).
- Unit-specific criteria
- Self-selection
- External assessments



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Identification of Gifted Students

2021-2022	
Kindergarten- Grade 2	<p>Classroom teachers of children in the early primary grades will utilize data points including (but not limited to) iReady Diagnostic assessments, Fountas & Pinnell reading levels, and standardized early progress assessments to identify high-performing and possibly gifted students.</p> <p><i>It is the classroom teacher's responsibility to differentiate to meet the needs of gifted learners.</i></p>
Spring of Grade 2	<ul style="list-style-type: none"> • Universal screener • Cognitive Abilities Test (CogAT) • <i>Scales for Rating the Behavioral Characteristics of Superior Students</i> (completed by the teacher for every student) • Parent Inventory Recommendation form
Grade 3-5	<ul style="list-style-type: none"> • Teacher/Parent nomination forms <p><i>Once a nomination is received, the following data is collected:</i></p> <ul style="list-style-type: none"> • Cognitive Abilities Test (CogAT) • <i>Scales for Rating the Behavioral Characteristics of Superior Students</i> • Student work samples and/or profiles



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IDENTIFICATION OF GIFTED STUDENTS

Bright Child or Gifted Learner?

Bright Child	Gifted Learner
Knows the answers	Asks the questions
Is interested	Is highly curious
Is attentive	Is mentally and physically involved
Has good ideas	Has wild, silly ideas
Works hard	Plays around, yet test well
Answers the questions	Discusses in detail, elaborates
Is in the top group	Goes beyond the group
Listens with interest	Shows strong feelings and opinions
Learns with ease	Already knows
Requires 6-8 repetitions for mastery	Requires 1-2 repetitions for mastery
Understands ideas	Constructs abstractions
Enjoys peers	Prefers adults
Grasps the meaning	Draws inferences
Completes assignments	Initiates projects
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Is a technician	Is an inventor
Is a good memorizer	Is a good guesser
Enjoys straightforward, sequential presentation	Thrives on complexity
Is alert	Is keenly observant
Is pleased with own learning	Is highly self-critical

Adapted from "Differences Between the Bright child and the Gifted Learner"
by Jane Szabos



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PROFILES OF GIFTED & TALENTED STUDENTS (Betts)

TYPE 1 - (successful in school)

- Can be bored, perfectionists and seek teacher approval.
- Need to be challenged and encouraged to take risks.

TYPE 2 - (creative/divergent)

- Can be impatient, frustrated, question teacher and rules, inconsistent.
- Need to be connected with others, learn self-control and tact.

TYPE 3 - (underground)

- Can be insecure, may deny talent and want to belong socially.
- Need improvement with gifted peers and encouragement of their abilities.

TYPE 4 - (dropout)

- Can be angry, defensive, seem average or below, may not complete work.
- Needs individualized programs, alternatives, support and encouragement.

TYPE 5 - (double-labeled)

- Can feel powerless with low self esteem, seem average, may be disruptive.
- Needs an emphasis on strengths, coping skills, skill development and counseling.

TYPE 6 - (autonomous learner)

- Can be enthusiastic and independent working with a desire to learn.
- Needs advocacy, appropriate opportunities, facilitation to extend their learning.



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OPTIONS FOR IDENTIFIED STUDENTS

CLASSROOM

- Differentiated curriculum within the classroom.
 - Open-ended tasks
 - Modified assignments
 - Differentiated projects
- Flexible subject-specific ability groupings within the classroom.
- AP Offerings in the High School.
- Single-subject acceleration in the Middle School and High School.
- Cluster Rotations (3 classes working together/rotating groups).

SCHOOL WIDE

- Lunchtime and after school clubs.
- Lunch and recess program (e.g Wingman).
- Lunch time could be a negotiated time for “reading or writing buddies”

OUTSIDE OF SCHOOL

- After school enrichment units
- Local, state, and national competitions

INDIVIDUAL/HOME BASED

- Individual research project (to be completed at home)
- Individual research project (to work on in class if finished early)
- Suggested reading list
- Software programs or websites for enrichment
- Individual assignments



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GIFTED & TALENTED STRATEGIES

- Staff will be provided with mandated professional development in issues related to giftedness.
- AP offerings in the High School and, when appropriate, high school courses at the Middle School level.
- Single subject acceleration in the Middle School and High School (after appropriate testing).
- Differentiated curriculum within the classroom
 - Open-ended tasks
 - Modified assignments
 - Differentiated project
 - “Hardest first” approach (curriculum compacting - “instead of” NOT “as well as”)
- Flexible subject-specific ability groupings within the classroom.
- Electives, clubs, and extracurricular activities.
- Individual research project (to work on in class if/when finished early).
- Software programs or websites for enrichment.
- Individual assignments (e.g. produce a class newspaper, history fun facts each week, word search, or mathematical problem or puzzle of the day).
- Participation in external programs and competitions such as National History Day, Math, Science & Writing.



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CRITERIA FOR SPECIFIC PROVISIONS

CRITERIA:

- **AP CRITERIA**
 - Advanced Placement courses are designed for students who are capable of doing college level work in particular subject areas. Criteria for specific AP courses are available in the Course Catalog.
- **Single-subject Acceleration**
 - Accelerated Mathematics Grades 6-Grade 8
 - In grade 5, students are screened to identify viable candidates for acceleration (in order to skip a grade of math). Once a student is accelerated, they continue with that course sequence as long as an average grade of B or higher is maintained.
- **Differentiated Curriculum within the Classroom**
 - Open-ended tasks will be offered to all students, with no inclusion criteria necessary. All students will be given opportunities, through open-ended tasks, to explore topics and extend their thinking and writing to the extent to which they are truly capable.
 - Modified assignments and differentiated projects will be offered to students who demonstrate skills and abilities well in excess of grade level expectations. Based on regular unit assessments and reviews, the following criteria will apply for inclusion:
 - **MATH**
 - 95% on unit pre-tests.
 - Strong knowledge and skills in basic number facts and operations at a higher level of thinking.
 - **READING**
 - Students testing three grade levels (or at least 5 reading levels) above grade expectation.
 - Fluency, accuracy and comprehension levels of 96%+ at stated level.
- **Curriculum Compacting**
 - Many students who do not score 100% on unit tests may, in fact, still have a strong understanding of concepts being introduced.
 - In situations where students score 90% or higher on the unit pre-test, they may be offered the opportunity to use the “hardest first” system. If the 10 hardest examples can be completed with 100% accuracy, students will be given the opportunity to move on immediately to enrichment activities related to the current topic or to more general problem solving and lateral thinking tasks.
- **Flexible Subject-specific Ability Groupings**
 - Criteria differ depending on the particular enrichment unit and the grade level at which it is being offered.



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- Groupings are reviewed and changed for each unit based on teachers' specific criteria and professional judgement.
- Examples:
 - Kindergarten Reading Group
 - Reading at TC Level J or DRA Level 18
 - Knows first 200 sight words
 - Reads with appropriate expression and fluency
 - Works cooperatively
 - Ability to discuss and reflect
 - 4th Grade Math
 - 90%+ on topic pre-test
 - Knows multiplication tables
 - Quick number fact recall
 - Strong problem solving approach to new tasks
- **Electives, Clubs, and Extracurricular Activities**
 - Self-selecting.
 - Specific criteria provided, if applicable.
- **Gifted Plan of Action (Suggested)**
 - In extreme circumstances, some students demonstrating exceptional abilities (obvious outliers) may require an individualized program.
 - In some cases, students will be identified by staff.
 - In other cases, parents may bring in supporting documentation to be considered together with subject based, above-level testing and the district Gifted & Talented screening checklist.
 - The Gifted Action Plan will outline modifications such as: single subject acceleration or a negotiated curriculum.
 - For example:
 - Students undertake a two week "math in the real world" project.
 - Or a multimedia presentation instead of a written research paper.
 - When all other provisions for Gifted & Talented have been considered and utilized, an individualized Gifted Action Plan (GAP) may be put in place.
 - When criteria for other enrichment opportunities have been met, a negotiated curriculum unit may be created to be completed outside of school hours. This allows students to develop a portfolio of work that can demonstrate an ability in a specific subject area that may not have identified otherwise.



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PARENT REQUESTS FOR GIFTED and TALENTED

PROCESS

TO WHOM DO PARENTS SPEAK?

1. Speak with the classroom teacher first.
 - a. Let them know your child's area(s) of interest, passion, skill.
 - b. Determine current level of academic achievement across subject areas.
 - c. If current achievement levels are hitting a ceiling, request 'above-level testing'
 - d. If classroom achievement levels are not consistent with your understanding of your child, or with prior testing results, provide copies of prior testing and/or evidence to support your understanding of your child's abilities and strengths (portfolio, testing, awards, etc.).
 - e. It is possible that some children can score very well in external tests, yet still struggle in class to master new content, or to score well on classroom-based tests. If such a discrepancy exists, work collaboratively with the teacher to help your child learn and understand how to perform at their best on classroom assessments.
 - f. If there is a significant discrepancy between what you see at home and what is seen at school, further assessments may be needed and parents and teachers may complete and compare the district Gifted and Talented Checklist. The school may need to be involved at this stage, counselors, or the principal may be necessary.

Which Students Qualify for the Gifted and Talented Program?

2. Discuss appropriate provisions with the classroom teacher:
 - a. Students who hit a ceiling in school-based testing MAY be capable of learning and performing at a higher level. Above-level testing in math, and above-level challenges and marking rubrics may provide a better indication of the level at which the student is capable of working.
 - b. Students who are scoring well (90% or above), but not hitting a ceiling in school-based testing are learning and performing at an appropriate level. These students may benefit from 'curriculum compacting' (or the 'hardest first') method, which allows them to cover grade appropriate curriculum (ensuring no gaps in their learning), but at a faster pace, and with the opportunity to move on to enrichment activities sooner.
 - c. Students who are missing more than 10% of assessment criteria still have areas of their learning that need consolidation. Taking part in class instruction and



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demonstrations will help refine their skills and understanding; developing effective study and revision skills will increase their scores on assessments; and learning to work systematically through task requirements and scoring matrices will ensure that they learn to construct responses at an appropriate level with sufficient detail and complexity.

- d. Students who need to consolidate their learning in class, but who may still be interested in taking part in some form of enrichment or more challenging work have the opportunity to do a number of the following
 - i. Work on enrichment tasks in class once classwork has been completed with all assessment criteria met at the highest level.
 - ii. Enroll in after school enrichment programs.
 - iii. Undertake an individual research project at home in an area of interest/passion and bring in the completed project to share with the class.
 - iv. Enter school, local, state or national competitions.



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MODIFICATIONS AND DIFFERENTIATION

1. CURRICULUM COMPACTING (Hardest First)
 - a. Curriculum compacting is easily implemented in math, where students complete 10 hardest examples (to demonstrate competency) and then move onto enrichment or more challenging work.
 - b. This can also be implemented in other subject areas, with students demonstrating competency on the most challenging tasks, or on one of each task, before being able to move on to enrichment activities.
2. DIFFERENTIATION
 - a. Differentiated tasks can be provided in all subject areas, but may not always be appropriate. Some tasks simply need to be completed by the whole class in a standard manner.
 - b. When practical, students may be offered one of three varied assessments tasks.
 - i. The first assessment task would be at GRADE LEVEL and marked accordingly.
 - ii. The second task would be an ENRICHMENT task, with one additional level of marking criteria across the rubric. This additional marking criteria would be typical of expectations one grade level higher.
 - iii. The third task would be a CHALLENGE task and would include levels of additional marking criteria across the rubric. The additional marking criteria would be typical of higher expectations once grade level up, or possibly typical of expectations two grade levels higher.
 - c. In line with the districts access and equity policy, students would be free to choose any of the three differentiated tasks.
 - d. Assessments based on extended rubrics may indicate higher levels of achievement, but would still be recorded as grade level scores (e.g. the student may receive an A+, with comments indicating evidence of higher levels of achievement).
3. MODIFIED ASSIGNMENTS
 - a. In situations where students have demonstrated competency at grade level, they may be provided with a modified assignment, this assignment may be modified in any of the following ways:
 - i. The teacher may provide the student with a more challenging novel, or with two novels to compare and contrast, whilst still using the same class-based questions and prompts.
 - ii. The teacher may provide the student with a more challenging novel, and a set of more challenging questions, focusing on higher order thinking skills such as analysis, synthesis, and evaluation.
 - iii. The teacher may invite the student to choose their own novel and use this with class-based questions and prompts.
 - iv. The teacher may substitute one or two of the easier questions with more challenging questions requiring greater depth of thought or greater investigation. This may apply in science, social studies, language arts or world languages.



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- v. The teacher may invite the students to substitute one or two questions with questions of their own., that extends their thinking and investigation.
 - vi. The teacher may invite the student to extend an assignment by adding another element to the question, or by adding an additional task that may be of interest to the student.
4. OPEN-ENDED TASKS
- a. In many situations, teachers may provide the whole class with an open-ended assignment that allows for great challenge, choice and creativity.
 - b. As long as the set criteria and requirements are followed and met, students can enjoy a great deal of creative freedom and scope for enrichment and extension when they are working with open-ended tasks.
5. INDIVIDUAL RESEARCH PROJECTS
- a. For students who consistently finish classwork early (meeting all high level assessment criteria), an independent research project can provide an interesting and challenging opportunity to explore an area of interest and to demonstrate knowledge or skills.
 - b. The project needs to be of interest to the STUDENT.
 - c. Students select their own topic and use the research project template as a guide in undertaking their research and deciding how to present their information.
 - d. Students would generally work on a project over 4-6 weeks, keeping their information on a shelf or somewhere accessible, for the moments in class when they have finished early. In this way, they can simply go on with their research until the class is ready to move on to the next activity.
 - e. Although these tasks are not graded, students generally enjoy an opportunity to share their finished products with their class. Consideration should be given to providing an adult mentor to the student.
6. INDIVIDUAL RESEARCH ASSIGNMENTS
- a. Students with a particular passion or strength may enjoy undertaking an individual assignment in the classroom, on their own time.



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SUGGESTED ANNUAL TIMELINE OF GIFTED and TALENTED PROCEDURES

July:

- Administration of the CogAT

September:

- District office will inform all principals and assistant principals of GAPs in each school.
 - Using the district-wide document, collating a list of all students with GAPs, contact the principal and assistant principal in each school to confirm that they are aware of (and have a copy of) each of the GAPS belonging to students in their school.
- Inform Teachers of Incoming GAP's (PRINCIPAL OR DESIGNEE)
 - Look at the list of students in your school who have a GAP in place from last year. Send a copy of the GAP, together with a letter of explanation/confirmation to this year's new teachers to confirm that they are aware that the GAP is in place and are familiar with all strategies to be used.

OCTOBER:

- Staff professional development on Gifted & Talented Identification (CONSULTANT)
 - At this point in the year, there should be some element of compulsory professional development for all staff in terms of Gifted & Talented IDENTIFICATION. This professional development could be a Google Meet.

NOVEMBER:

- Existing GAP phone reviews (CLASSROOM TEACHER)
 - Contact the parents of a student with the GAP, if appropriate, to confirm that everything is running as expected. Ask if they have any questions at this time.

FEBRUARY/MARCH:

- Staff professional development on Gifted & Talented Differentiation Strategies
 - At this point in the year, there should be some element of compulsory professional development for all staff in terms of Gifted & Talented IN CLASS DIFFERENTIATION STRATEGIES. This professional development could be conducted during faculty meetings, or could be delivered through some monitored online self study unit/PowerPoint presentation.

MAY:

- In-person review meetings (CLASSROOM TEACHERS)
 - Contact the parents of any student identified as Gifted and Talented and arrange a review meeting. Discuss the effectiveness of strategies used this year and recommend existing or new strategies.



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DEVELOPING A SUGGESTED GIFTED ACTION PLAN (GAP)

1. Students are identified as an outlier and a Gifted Action Plan (GAP) is recommended or requested.
 - a. Teachers may identify obvious outliers in their class, and recommend a GAP.
 - b. Parents may consider their child to be an obvious outlier, and request a GAP.
2. Students eligibility for a Gifted Action Plan is determined, based on any of the following criteria:
 - a. Consistently obtain 95% or higher on pre-test assessments in the given subject area.
 - b. Consistent reading assessments 5 or more levels above the standard grade range.
 - c. Consistent written responses exceeding the 'grade level above' marking rubric.
 - d. A Standardized IQ assessment of 145+
 - e. Awards or placements from external organizations (e.g. Johns Hopkins)
 - f. Portfolio/evidence of exceptional achievements in specific subject areas.
3. If a student is not considered eligible for a GAP, arrangements for in-class differentiation and enrichment are considered/discussed with classroom teachers, and students are encouraged to work on enrichment activities outside of school.
4. For students eligible for a GAP, a meeting is arranged to discuss and document. The meeting includes the following people:
 - a. Parents
 - b. Class teacher/teachers
 - c. Principal or designee
 - d. Other support people if necessary (e.g. counselor, social worker, subject specialist).
5. During the meeting, the following issues are discussed and documented:
 - a. Student's areas of exceptional strength
 - b. Student's areas of weakness or need
 - c. Recommended strategies and modifications (using district samples).
 - d. Contact people/review dates
6. Annually, principals or designees in every school contact teachers who have students with a GAP. These teachers are asked to make a PHONE CALL REVIEW to ensure that all strategies on the GAP have been implemented and are working effectively.
 - a. Principals or designees ask teachers with GAP students to make a phone call review.
 - b. Teachers call the parents and discuss each strategy on the GAP.
 - i. If all strategies are working effectively, a review note is made on the GAP.
 - ii. If strategies need to be modified or implemented, these changes are made.



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- c. The GAP document is updated as “reviewed” prior to November and an updated copy sent to the Office of Curriculum and Instruction. Gifted and Talented Coordinator Dr. Robbins.
7. In May of each year, principals or designees in every school contact teachers who have students with GAP. These teachers are asked to arrange a GAP REVIEW MEETING with parents, to review the effectiveness of the GAP over the current school year and to make recommendations for continuation or change of strategies for the following school year.
 - a. The GAP REVIEW MEETING is held with teacher(s), parents, and principal or designee.
 - b. An updated GAP is written for the following school year and passed on to the teacher/school when the new school year begins.
 - c. An updated GAP is sent to the district office to keep on file.



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Gifted Action Plan (GAP)

<u>Student:</u>	<u>Grade:</u>	<u>Learning Area:</u>
<u>Teacher:</u>		
<u>Support Group:</u>		
<u>Date Devised:</u>		<u>Review Date:</u>
<u>Strengths (with supporting evidence):</u>		<u>Challenges (Areas for Improvement):</u>
<u>Needs:</u>		
<u>Learning Priorities (GOALS):</u>		

GOAL	STRATEGY	MODIFICATION	IMPLEMENTATION	EVALUATION <small>1 = Little or no progress 2 = Satisfactory progress 3 = Goal achieved</small>

RECOMMENDATIONS:



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GIFTED AND TALENTED GUIDING QUESTIONS

Children will need some guiding questions to help them focus during their research. They will find far too much information, so their guiding questions will help them narrow down their reading in order to find answers to their specific questions.

(You may even like to/need to copy and highlight relevant parts of a book or website to help them find the specific answers.)

Start by focusing on what they ALREADY know, which then helps them move on to thinking about what else they would LIKE to know.

What I already know about (my topic):

1. _____

2. _____

3. _____

What I would like to know about (my topic):

1. _____

2. _____

3. _____

(Keep these sheets in a plastic pocket and refer to them as you work through the project. Check each section on your plan as you complete it).



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GIFTED AND TALENTED INDIVIDUAL RESEARCH PROJECT

Student's name: _____

Project theme: _____

Completion date: _____

Focus questions/Research question:

(What I would like to find out) _____

Proposed presentation:

(How I will present it) _____

Steps involved in completing project:

(What I need to do) _____

Assessment criteria:

(How well have I done? content/presentation etc.) _____



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Gifted and Talented SPECIAL PROJECT

(4-6 week individual research project for enrichment purposes)

TOPIC:

Think of a topic you love and know a lot about, or a topic you are interested in and would like to know more about (e.g. sea creatures, motor bikes, planets, tigers, bones & muscles of the body, photography, countries of the world, a famous person, building a new house etc.).

(This MUST be the child's topic of interest, for without a genuine interest in the topic, they are not going to want to put any effort into the project.)

List your topic here: _____

PRESENTATION:

Decide how you would like to present your special topic. This can change as you go, but you need to have some ideas of what you are aiming to do (e.g. a poster with pictures and writing, a PowerPoint presentation, a book or story, a movie/documentary, and audio recording (like a radio show interview), a model (clay, wood, boxes, Lego, popsicle sticks) or working model.

I am going to make a: _____

6 STEP PLAN:

This will vary, depending on your presentation style, but it gives you a basic outline of the steps you will go through in completing your finished product.

Examples:

Powerpoint presentation on building a new house:

1. Photograph each new stage of the house as it is built.
2. Set up a PowerPoint file and import new photos as they are taken.
3. Create text boxes on each page and describe what is happening in the photos.
4. Decorate the pages, change front color, etc.
5. Add a soundtrack to play in the background as the PowerPoint runs automatically.
6. Change the page transitions and timing to fit in with the text music.



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Posters on dinosaurs:

1. Find some books in the library or information on the internet about dinosaurs.
2. Read the information or read and discuss the information with Mom/Dad or a special adult.
3. Write down 5 or 6 interesting bits of information on separate sheets.
4. Draw, copy or print some pictures of dinosaurs to decorate the poster.
5. Label the poster, stick on the information sheets, add pictures and label the pictures.
6. Make a model of a dinosaur out of playdough, photograph this model and add it to your poster.

The 6 step plan for my special project:

(Check each box when finished.)

1. _____	<input type="checkbox"/>
2. _____	<input type="checkbox"/>
3. _____	<input type="checkbox"/>
4. _____	<input type="checkbox"/>
5. _____	<input type="checkbox"/>
6. _____	<input type="checkbox"/>



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MY PROJECT IS FINISHED

Once a project has been completed, it is nice to reflect back on what was achieved. Here are some simple questions to finish off the project.

1. What did my finished project look like? What did I create?

2. Where did I find my information?

- a. I read books about the topic. []
- b. I found websites on the topic. []
- c. I spoke to people about the topic. []
- d. I watched documentaries/films. []
- e. I went to visit/look at something. []
- f. Other []

3. Who did I share my project with when it was finished?

4. What did people think of my finished project?

5. What did I enjoy most about working on this project?



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Student-Initiated Modification

STUDENT INITIATED MODIFICATION (SIM)
REQUEST FORM

Student: _____ Grade Level: _____
Subject: _____ School: _____
Teacher: _____ Date: _____

Brief description of current assignment or task:

Suggested modifications:

Evidence of enrichment or extension potential:

- Greater complexity
- Greater depth of thought
- More demanding/challenging material
- Higher order thinking (analysis/synthesis)
- Greater creativity in presentation
- Potential to incorporate additional material

Evidence of previous mastery of Tier 3 tasks (to qualify for use of SIM form):

Signature: _____ (Student)



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GIFTED AND TALENTED CONTACTS AND RESOURCES

GIFTED CHILD SOCIETY, INC.

<https://www.gifted.org/>

HOAGIES GIFTED EDUCATION

<https://www.hoagiesgifted.org/>

JOHNS HOPKINS CENTER FOR TALENTED YOUTH

<https://cty.jhu.edu/>

NATIONAL ASSOCIATION FOR GIFTED CHILDREN

<https://www.nagc.org/>

RENZULLI CENTER FOR CREATIVITY, GIFTED EDUCATION & TALENT DEVELOPMENT

<https://gifted.uconn.edu/>

STATE ORGANIZATION

New Jersey Association for Gifted Children (NJAGC)

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