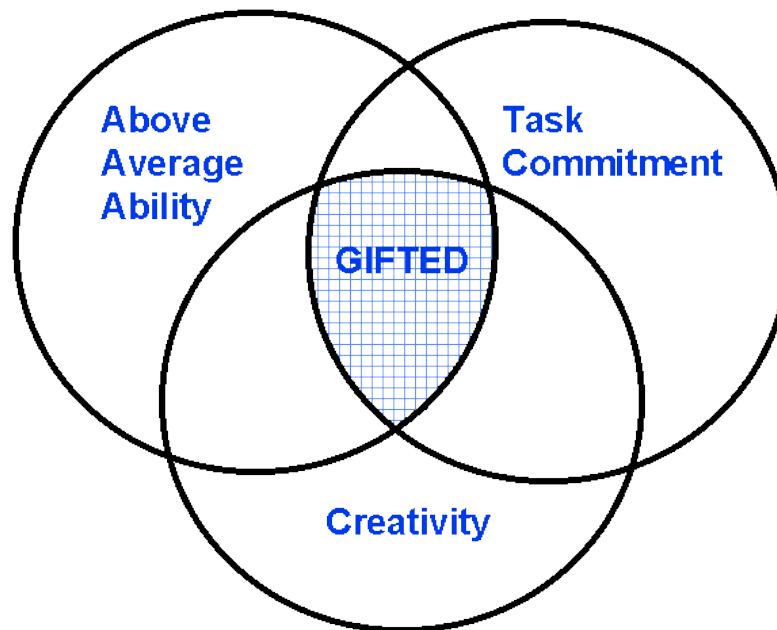


Ringwood Public Schools

Gifted and Talented Program



"The Ringwood Board of Education is dedicated to creating life-long learners by providing students with the educational programs, life experiences, and appropriate facilities necessary for success in the world of today and the world of tomorrow."

Ringwood BOE Mission Statement

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I. Mission Statement

The mission of the Ringwood Public Schools Gifted and Talented program is to provide gifted and talented students with the "appropriate instructional adaptations and services to encourage development of their special abilities in achieving the Core Curriculum Content Standards." (BOE Policy 6171.2).

II. Philosophy

Gifted and talented children exist at all age levels and in all ethnic and socioeconomic groups. These are the children whose learning styles and varied interests demand experiences beyond those currently available in the educational program.

There are many kinds of giftedness and many ways through which gifted and talented children display outstanding performance in creative, academic, psychomotor and leadership areas.

Studies of the gifted and talented focus on their unusual capability, and research consistently shows the gifted learner differs in his/her ability to acquire new information and make use of it. Failing to meet the needs of the gifted learner can be detrimental. Many gifted students develop negative or apathetic attitudes toward formal education. These attitudes leave long lasting undesirable consequences. On the other hand, the early identification of gifted and talented students, along with appropriate programs can foster optimal motivation and growth.

III. Overview

The State of New Jersey Department of Education defines gifted 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 NJ Department of Education requires local district boards of education to provide appropriate K-12 educational services for gifted and talented students. Therefore, the identification process and appropriate educational challenges must begin in kindergarten (N.J.A.C. 6A: 8).

The Ringwood Public Schools in accordance with the philosophy that all children be educated to their full potential is providing special opportunities for gifted students in addition to those already being offered in the regular classroom. These opportunities will add a new dimension to the education of the gifted rather than merely extend classroom activities.

Cognitively gifted students are generally defined as those scoring greater than 130 on cognitive testing. This is usually represented by 3-5% of the student population. The Gifted & Talented Program may provide services to up to 10% of the student population. This would include the highest achieving students that have shown leadership and creative giftedness.

"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" (BOE Policy 6171.2).

IV. Goals and Objectives

The goal of the Ringwood School District Gifted and Talented Program is to provide an educational program which will allow gifted students to develop their talents and skills to as great an extent as their abilities, interests, and available resources will allow.

- Allow greater flexibility in the learning environment so that students can pursue individual interests and advanced areas of study in a manner that is consistent with their preferred styles of learning.
- Provide group training in creative thinking, problem solving, analysis, synthesis and evaluation.
- Present highly complex content that is related to broad-based issues, themes, and problems.
- Stimulate gifted students to develop creative and innovative products such as research reports, projects, etc.....
- Develop research skills and methods for both physical and open-ended tasks.
- Integrate multiple disciplines into a variety of fields of study.
- Utilize community resources (people, facilities, materials, and activities) which will provide advanced level experiences and opportunities for gifted students.

Additionally, information about outside opportunities and resources will be supplied to parents. This will allow parents to further enhance their child's educational needs.

V. Characteristics of Gifted Students

Gifted students represent from three to five percent of the entire population, for general intellectual abilities. They are individuals, with unique qualities, but still sharing some common characteristics.

From an early age, gifted and talented students demonstrate exceptional ability. They tend to walk and talk earlier than other children. They are generally more independent. They show a better than average ability to evaluate facts and arguments and to solve complex problems and puzzles. They learn to read easily, try more complex reading materials, and tend to read higher quality books. They are more likely to have collections, multiple hobbies, and play complex games. They see unusual relationships and combine ideas into new relationship patterns. They are easily bored with repetition and need only 60% of the time that average children take to master material. Gifted and talented children do not possess all of the above characteristics to the same degree, but most demonstrate these traits to a greater extent than do other children.

Students may have talents in areas other than academic fields. The Gifted and Talented Program focuses on those with high general intellectual ability. Other areas of giftedness include art, music, leadership, social relations, athletic/mechanical skills, and creativity. The identification of students with special abilities and talents is of great importance to the Ringwood School District. Teachers in these areas are committed to providing opportunities for students that show exceptional abilities in these areas.

High Achieving vs. Gifted Learners

Adapted from J. Szabos, Challenge Magazine, 1989

High Achievers	vs.	Gifted Learners
Knows the answers		Asks the questions
Is receptive to new ideas		Is intense about ideas
Is interested in learning		Is highly curious
Copies and responds accurately		Creates new and original products
Is attentive		Is intellectually engaged
Enjoys school		Enjoys learning
Absorbs information		Manipulates information
Has good ideas		Has original ideas
Answers the questions		Discusses in detail, elaborates
Good memorizer		Is insightful
Completes assignments		Initiates projects
Enjoys a straightforward, sequential presentation		Thrives on complexity and loves ambiguity
Works hard		Performs with ease
A top group student		Is beyond the group
Is pleased with his/her own learning		Is highly self-critical
Listens with interest		Shows strong feelings and opinions
Loves rules		Wants only basic guidelines
Learns with ease		Already knows
Six to Eight repetitions for mastery		One to two repetitions for mastery
"What do I need to do to get an A?"		"What is the purpose of the work"
Enjoys peers		Prefers older students or adults

VI. The Identification Process

"District boards of education shall make provisions for an ongoing K-12 identification process of gifted and talented students that includes multiple measures, including but not limited to, achievement test scores, grades, student performance or products, intelligence testing, parent/student/peer recommendations, and other appropriate measures."

N.J.A.C., 6A:8 - New Jersey Department of Education

Kindergarten:

Because of the young nature of students, the classroom teacher will provide differentiated instruction within the classroom for core activities.

First Grade:

The classroom teachers will provide differentiated instruction for core subject areas.

Second Grade:

Classroom teachers and special teachers will provide differentiated instruction for the core subjects as necessary based on classroom achievement and STAR test results.

Whole group enrichment will occur for each class by one of the gifted and talented teachers. The curriculum will be an enrichment of the existing curriculum.

Third Grade:

Cognitive testing occurs in spring for all 2nd grade students using the Cognitive Abilities Test (CogAT). This information along with achievement information from STAR testing will provide additional information to help classroom teachers differentiate curriculum for students in their individual areas of strength.

Differentiated whole class enrichment will be provided by a gifted and talented teacher.

Fourth & Fifth Grades:

Classroom teachers will differentiate for the individual content areas utilizing classroom achievement, PARCC, and STAR information as well as content area assessments. The gifted education teacher will be available to work with the classroom teachers to help provide differentiation opportunities. Accelerated classes occur for Math beginning in 5th grade for those students that qualify.

Differentiated whole class enrichment will occur for all classes by one of the gifted and talented teachers. Additional enrichment opportunities may be provided throughout the year.

Sixth Grade:

Accelerated classes may be offered for both Language Arts/Literature and Math. Classroom teachers will provide differentiated curriculum as necessary for all students based on classroom achievement and content area assessments.

Cognitive testing occurs in spring for all 5th grade students using the CogAT test. This information along with achievement information from STAR and PARCC tests will be used to identify students for a

pull-out enrichment program. The talent pool will be comprised of students obtaining a composite score of 96% - 99% on the CogAT or who scored a 99% on a CogAT subtest, a score in the Exceeds Expectations range on either section of the PARCC, or scored 97% or greater on a STAR test. These scores will be utilized to rank students and the top 10% will be invited to participate in a pull-out enrichment program. Parent permission will be obtained for participation in the pull-out program.

Teachers may nominate additional students by completing a Teacher Evaluation Checklist. These students will be further evaluated.

Seventh & Eighth Grades:

Accelerated classes may be offered for both Language Arts/Literature and Math. Classroom teachers will provide differentiated curriculum as necessary for all students based on classroom achievement and content area assessments.

Previously identified students will remain in the pull-out program as identified in 6th grade. Teachers may nominate additional students by completing a Teacher Evaluation Checklist. These students will be evaluated using the appropriate cognitive and achievement information.

VII. Program Delivery

In order to meet the programs goals and objectives several strategies will be utilized:

School-Wide Enrichment Model (SEM)

Short-term workshops and in class enrichment may be designed to focus on specific areas of interest. These will be equal to a regular instructional period with the appropriate instructor for the purpose of increasing competence within a designated area of the curriculum. Activities should be planned to meet these aims:

1. Provide for learning impact by focusing on one topic.
2. Allow for peer group interaction to stimulate both learning and social growth.
3. Stress high cognitive processes.
4. Provide new areas for independent thinking and interest development.
5. Specialists, classroom teachers and community resource people are sought to teach and direct the workshops.

Pullout Enrichment Model:

Identified gifted students in grades 6-8 will be invited to participate in a pullout program. The Pullout option will provide project based experiences and research opportunities on a variety of topics. Topics, program development, and objectives will be varying based on teacher and student input. The program teachers will serve as a program facilitator and mentor for the students. Parent permission will be obtained before pulling children out of their regular classroom.

Independent Study:

Independent study/and or research projects are a practical way for students in grades 4-8 to have curriculum enhanced. Independent study helps students to establish purpose and direction for the pursuit of individual interests under the supervision of the gifted or subject area teacher. This type of project involves community resources, classrooms, laboratory, and media center.

This type of study develops higher cognitive skills through a format which places emphasis on the assimilation of content, the acquisition of information and the processing of data. Products which represent the study are a concrete expression of what is learned. Finally, by capitalizing on individual interests, student involvement is effectively channeled.

Acceleration:

Acceleration of learning is available to those students showing high levels of performance in a content area, by their respective teachers. Teachers take into consideration the student's achievement test scores, class performance, recommendations, and grade-level ability, in order to determine the need for placement in a higher grade level, flexible pacing or cluster grouping.

VIII. Exit Policy and Procedures

Those students participating in pull-out programs are expected to continue to meet the criteria set for identification. The following criteria must be maintained for continued participation:

1. New Jersey State Testing should rate at the advanced proficient level in any one content area.
2. Students need to have achieved a cumulative grade of 90% or better in all core subject areas.
3. Students should not have failing grades in any of their subject areas.
4. Students should be willing to be challenged and therefore complete assignments pursued.
5. Students need to attend each meeting (unless regular scheduled classroom teacher requests student to remain in class), arrive to meetings on time, and be prepared to work.
6. Students should complete any required missed classwork or assignments for their classroom teachers.
7. Students need to show respect for the program, each other, and the materials.

A failure to meet any of the above requirements will result in probation and parents will be notified. Continued/multiple offenses will result in removal from the programming options offered. Any student dismissed from the program may have the opportunity to be reviewed for possible re-admission, during the following academic year. Students that decide to remove themselves from program offerings are asked to advise the Gifted and Talented Enrichment coordinator in writing, with a guardian's signature.

IX. Core Curriculum Content Standards

The New Jersey Core Curriculum Content Standards and the National Association for Gifted Children Standards are infused throughout the Gifted and Talented Enrichment Program. These standards may be found at:

<http://www.state.nj.us/education/cccs/>

http://www.nagc.org/uploadedFiles/Information_and_Resources/Gifted_Program_Standards/K12%20programming%20standards.pdf

X. Miscellaneous

New Students - Students new to the school district will be reviewed based on the criteria set for their grade level using the data sent to the district at registration. Teacher nominations can be made using the Teacher Identification Checklist. If no cognitive test information is available then cognitive testing may be offered to the student if it appears that the student may qualify for the program.

Appeals - Parents should file a Parent Nomination/Appeal form along with a completed Renzulli Checklist. A committee will review the student's information within 10 days of receipt of form. Determination of further evaluation will be made on a case by case basis.

Other Tests - The primary cognitive tests used by the district are the Otis-Lennon School Ability Test and the Cognitive School Ability Test (CogAT). Other cognitive test results will be considered. The following chart shows the relationship of various standard scores to percentile ranks.

Distance from Mean	Percentile Rank	Developmental I.Q.
+2 SD	99%	133+
+2 SD	98%	130-132
+1 $\frac{1}{2}$ SD	97%	128-129
+1 $\frac{1}{2}$ SD	96%	125-127

XI. Parent Resources

The **National Association for Gifted Children (NAGC)** is an organization of parents, educators, professionals, and community leaders to address the unique needs of gifted children and youth.

www.nagc.org

The mission of **National Society for the Gifted and Talented** is to advance the development of gifted, talented, and high potential youth, in the United States and abroad, through opportunities, advocacy, and exemplary programs and practices. www.nsgt.org

The **Association for the Education of Gifted Underachieving Students (AEGUS)** provides a forum for ideas and interventions aimed at helping twice-exceptional students reach their full potential.

www.aegus1.org

Hoagies' Gifted Education Page is a resource guide for the education of gifted children with links to many gifted education resources available on the Internet. www.hoagiesgifted.org

Montclair State University Academically Gifted and Talented Youth Program provides engaging courses designed to meet the unique intellectual and social needs of high-ability students. Gifted students in grades K-11 have an opportunity to enroll in courses delivered over nine weekends in the fall and spring, as well as a six-week summer camp. <http://www.montclair.edu/GiftTalent/>

John Hopkins Center for Talented Youth identifies and develops the talents of the most advanced K-12 learners worldwide. As part of Johns Hopkins University, CTY helps fulfill the university's mission of preparing students to make significant future contributions to our world. <http://cty.jhu.edu/>

The **Gifted Child Society** is a non-profit organization in northern New Jersey. Its mission is to provide educational enrichment and support services specifically designed for gifted children and to provide assistance to parents in raising gifted children. <http://giftedchildsociety.com/index.php>

The **New Jersey Association For Gifted Children** is the state affiliate to the National Association for Gifted Children. Its mission is to promote excellence and leadership in gifted education through appropriate programs, resource networks and community advocacy. www.njagc.org

XII. Acknowledgements

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