

# Woodstown-Pilesgrove Regional School District

## Gifted and Talented Program Guidelines

2018-2019

# Woodstown-Pilesgrove Regional School District

## Gifted and Talented Student Identification Guidelines

These pages contain the general procedures and definitions for identifying gifted and talented students in the district. The guidelines and procedures that follow are designed to apply the benefits outlined in state regulation and in Board Policy 6171.2 GIFTED AND TALENTED to the children of the district.

The Woodstown-Pilesgrove Regional School District offers a number of opportunities for children to exercise their special talents in a variety of ways. Those are also outlined in these guidelines. Each year, we review these opportunities to take advantage of the special abilities of our staff and community. This allows us to be able to amend our listing of opportunities to respond to the individual talents and abilities of our students.

The following information is included:

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## **PHILOSOPHY**

There is a growing awareness of the special needs of gifted and talented students and the importance of providing them with an educational environment that offers maximum opportunities to develop their special abilities.

Woodstown-Pilesgrove Regional School District has embraced the belief that those students identified as having special talents and abilities should be provided with an educational program designed to provide a variety of learning experiences that are diverse and appropriate to their abilities. Our schools need to create an environment that encourages students to use their unique talents in a variety of settings.

In order to meet the unique educational needs of gifted and talented students, it is essential that enrichment opportunities are made available through curriculum modifications, independent study and outside learning opportunities. Resources will be made readily available for students to maximize their educational explorations. In addition to providing opportunities for individual educational explorations, students should have occasions to pursue interests with peers with the appropriate resources necessary to enhance their pursuits.

## **OBJECTIVES**

Woodstown-Pilesgrove Regional School District will ensure that students participating in the Gifted and Talented program will meet the following objectives:

- Students will participate in activities that develop higher-level thinking and the ability to process information.
- Students will participate in activities that foster creativity.
- Students will develop the ability to effectively express ideas orally and in written form.
- Students will develop self-awareness by participating in goal setting, working as part of a group, and self-evaluation.
- Students will develop independent task management through effective work habits.
- Students will be guided to articulate problems, then develop problem-solving strategies.
- Students will be responsible for their own learning with instructional strategies to enhance their individual learning styles.

## **Areas of Identification**

The following are areas in which students are identified with special gifts and talents. Also listed are characteristics, which are often associated with special gifts and talents in each area.

### General Intellectual

- Exceptional ability in verbal and/or non-verbal reasoning.
- Advanced vocabulary.
- Exceptional ability, imagination, or willingness to take risks in developing original and/or unusual ideas to solve problems.

### Specific Intellectual

- Exceptional ability in a specific academic subject.
- Ability to learn materials at advanced rates and levels of understanding in a specific area (e.g., humanities, mathematics, science).
- Measured by tests and knowledge, speed and accuracy and information retrieval in the content area.

### Visual and Performing Arts

- Exceptional ability in art.
- Music.
- Drama.
- Creative writing.
- Dance.
- A high degree of commitment to an art form.
- Exceptional imagination and originality within a general artistic discipline.

### Leadership

- Carries responsibility well.
- Is self-confident with children his or her own age as well as adults.
- Can express him or herself well.
- Adapts readily to new situations.
- Is sociable and prefers not to be alone.
- Generally directs the activity in which he or she is involved.

### Creativity

- Fluency, flexibility, and originality of thought.
- Thinking in divergent ways, including a variety of open-ended thinking processes (e.g., generating novel ideas, elaborating on or modifying a concept, thinking analytically or flexibly).
- Openness to experience, receptive to that which is new and different (even irrational) in thoughts, actions, and products of oneself and others.
- Curious, speculative, adventurous, and “mentally playful” willing to take risks in thought and action, even to the point of being uninhibited.
- Sensitive to detail, aesthetic characteristics of ideas and things; willing to act on and react to external stimulation and one’s own ideas and feelings.

## **General Characteristics of a Gifted or Talented Child**

(Including “negative” or “problem” traits)

Children who are truly gifted or talented display a preponderance of these characteristics on an extraordinarily consistent basis.

- Produces many and varied solutions to problems.
- Has vocabulary or knowledge in a specific area that is unusually advanced for age or grade.
- Has knowledge of things about which other children are unaware.
- Grasps concepts quickly, easily, without much repetition; bored with routine tasks.
- May refuse to do rote work.
- Recognizes relationships and comprehends meanings. May make jokes or puns at inappropriate times. Has unusual insight into values and relationships. May perceive injustices and assertively oppose them.
- Evaluates facts, arguments, and persons critically. May be self-critical, impatient, or critical of self and others, including the teacher.
- Enthusiastically generates ideas or solutions to problems and questions. May dominate others because of abilities.
- Have intense, often diverse, self-directed interests. May be difficult to get involved in topics in which (s) he has no interest.
- Prefers to work independently. May be highly individualistic, non-conforming, and may seem stubborn.
- Flexible. Has high tolerance for disorder and ambiguity. May be impatient with details or restrictions.
- Takes intellectual and emotional risks in expressing and trying out new ideas. Does not fear being different.
- Shows emotional and aesthetic sensitivity.

## **Identification Procedures**

### **Initial identification**

Referrals from staff, parents, peers, or members of the community are accepted at any time during the school year and initiate a review process that begins with the school guidance counselor and/or G/T teacher. When a student enters the district having been identified in his/her previous district as gifted or talented, the referral process is initiated when the previous G/T identification becomes known to the guidance counselor and/or G/T teacher.

### **Referral process**

The process for gaining information concerning a referral is as follows:

- Anecdotal and rating evaluations are distributed to all appropriate teachers who currently instruct or have had personal contact with the child.
- Completed evaluations are returned to the superintendent's office.
- Referrals that have completed the process are returned to the school guidance counselor or G/T teacher.
- Once the paperwork is compiled, it is given to the school's G/T selection committee who then determines whether the information provided identifies a child as gifted or talented.
- Notification is forwarded to the student's current teachers via the guidance counselor or G/T teacher who also forwards the notice to the superintendent's office.
- The superintendent's office sends the appropriate letter to the student's parent/guardian notifying them of the identification and maintains a district database of G/T students.

### **Information reviewed**

The information provided in the referral process includes:

- The completed referral document.
- School records including, standardized test scores, report card grades and other determined assessments.
- Anecdotal responses and ratings from each teacher involved in the referral process.

### **Selection Committee**

A committee to evaluate information for gifted or talented referrals exists in each school building and follows these guidelines:

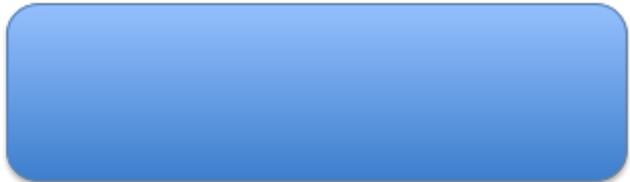
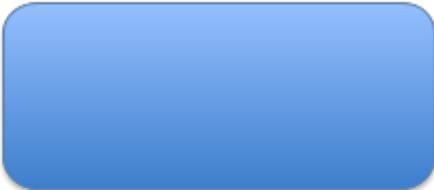
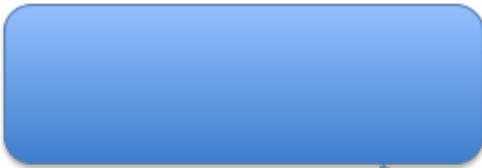
Membership consists of staff with varied roles including:

- Teachers from the building.
- The principal.
- A counselor.
- A member of the Child Study Team.
- The Superintendent.

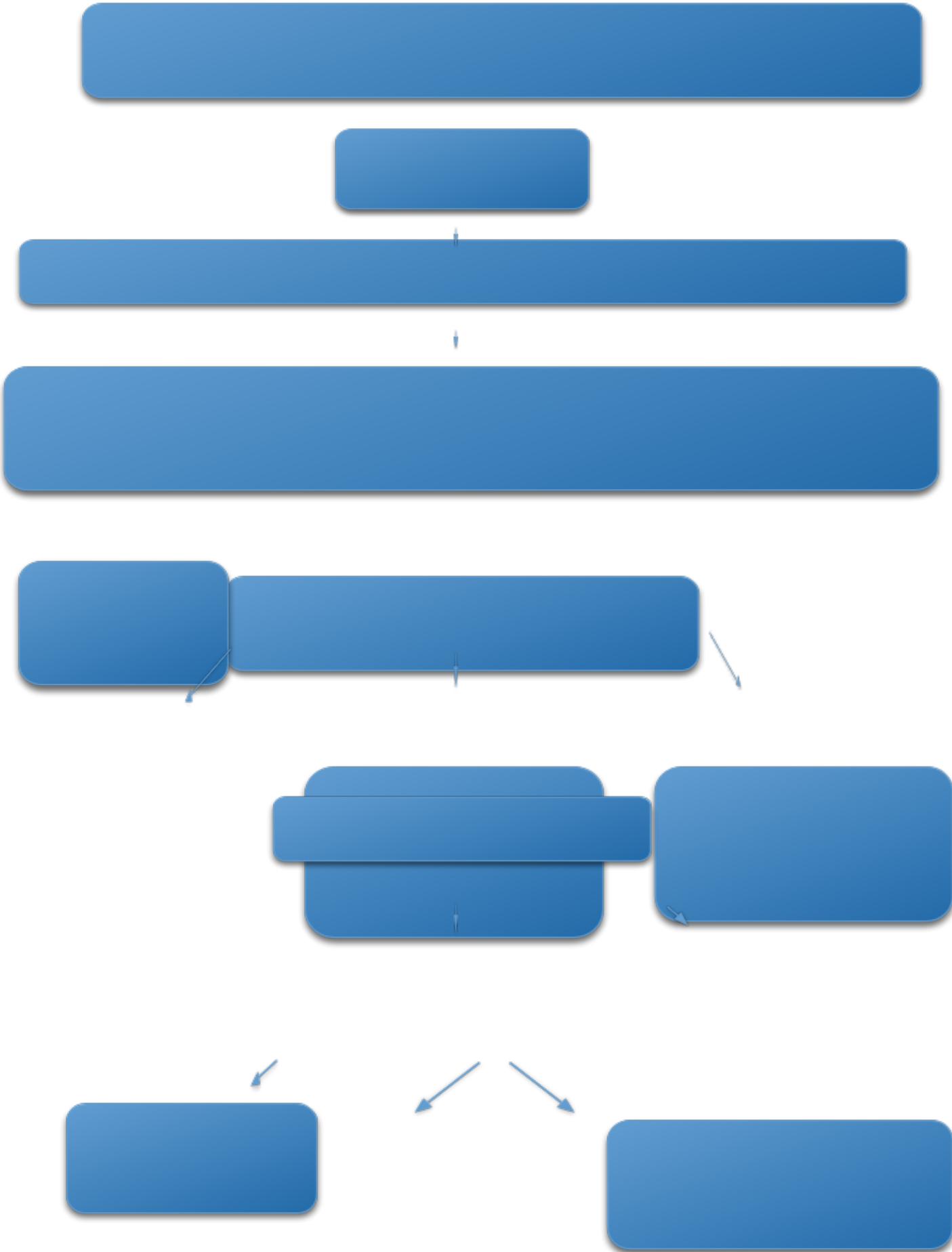
- A minimum of one minority staff member is invited to be a member of the committee.

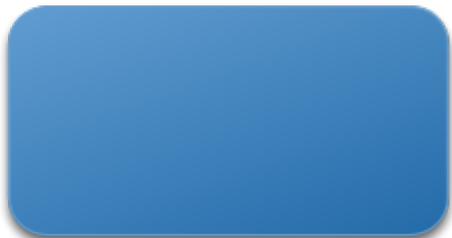
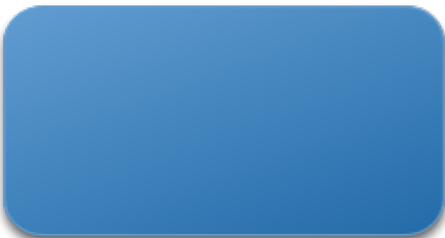
Functions of the committee include:

- Review of all data collected for each new nominee and on each student already identified.
- Determine those nominated students who should be considered gifted or talented.
- Determine those students who are no longer benefiting from the gifted or talented program.



[Redacted]



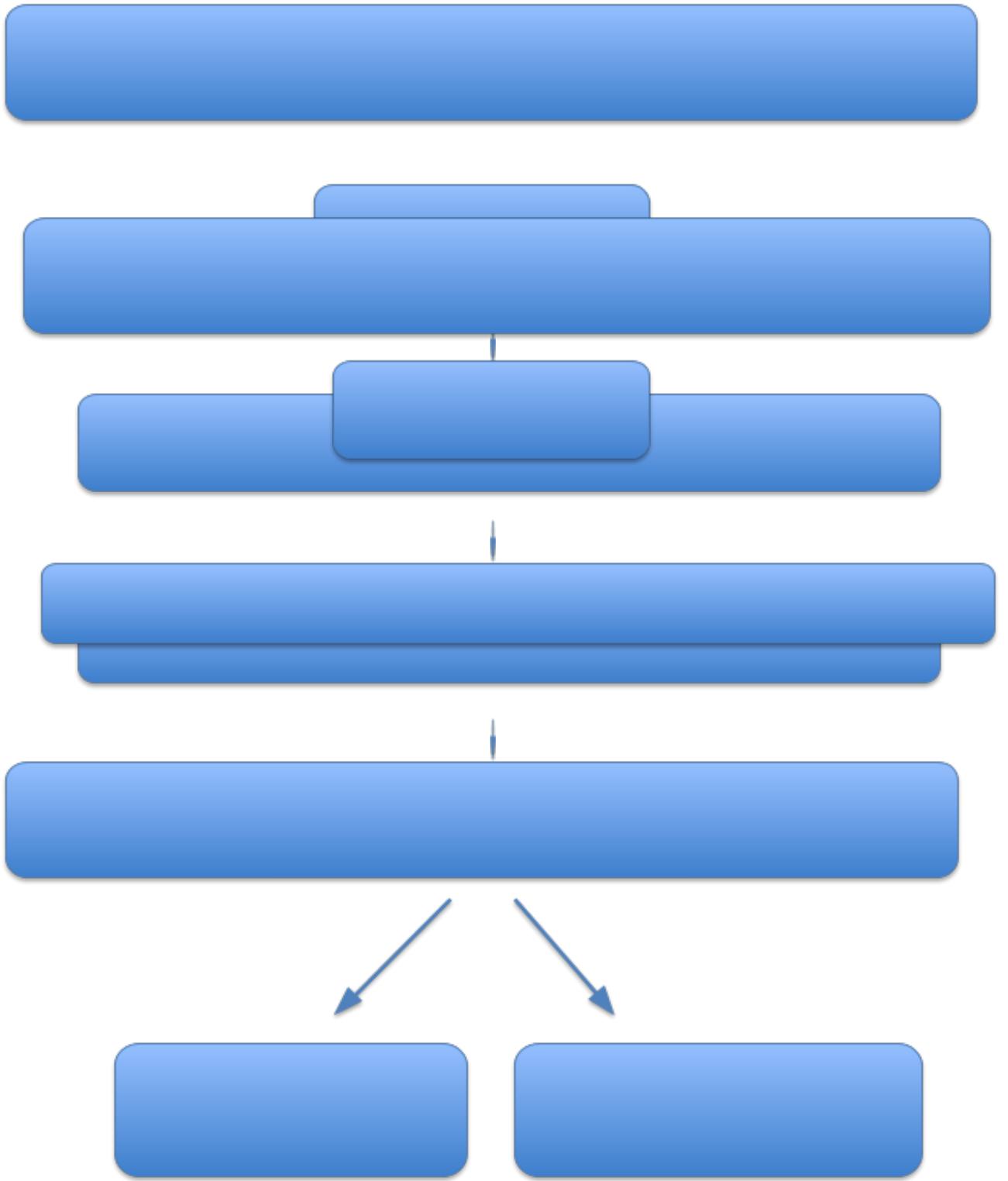


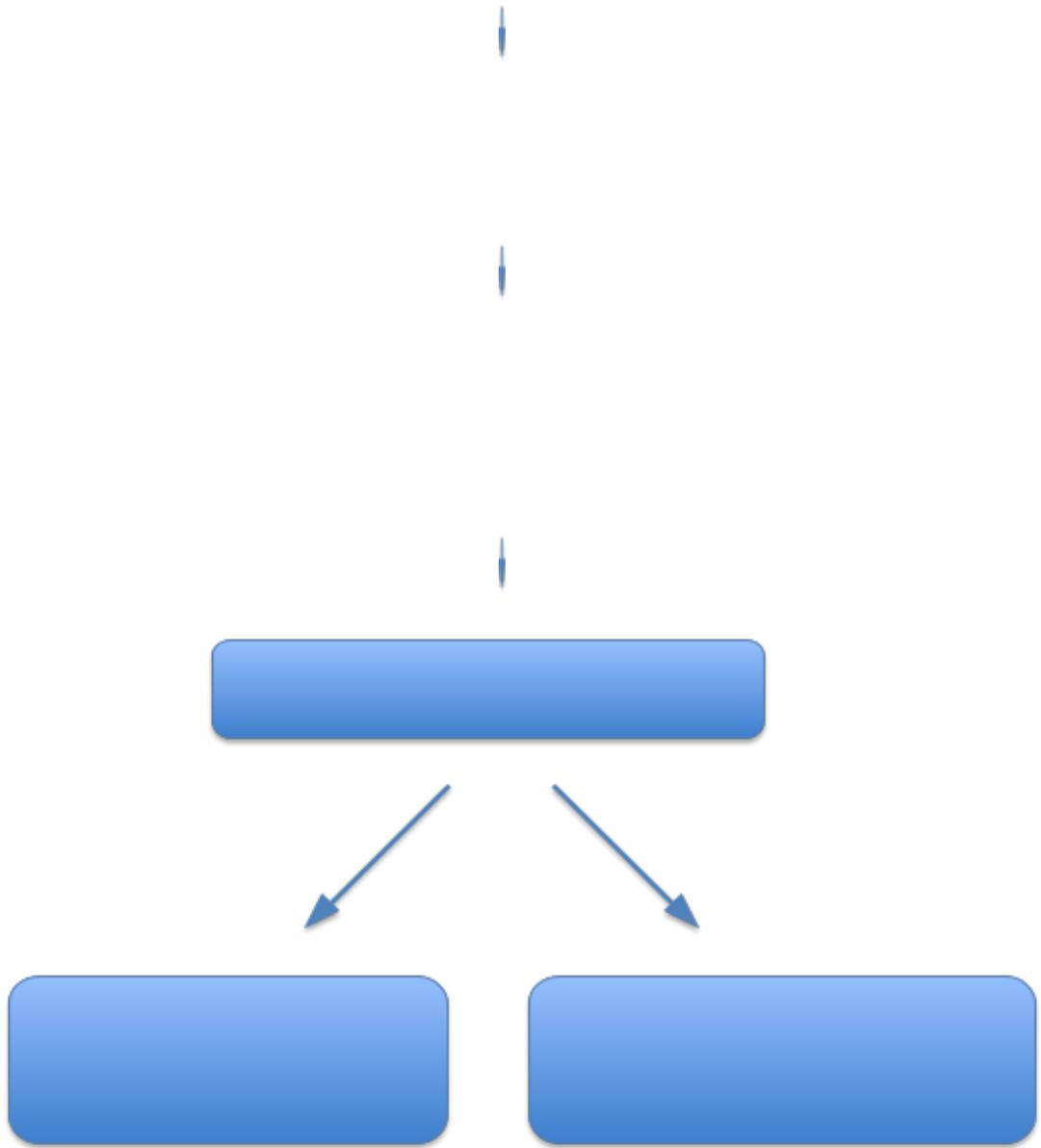
**RUBRIC FOR**

**GT-ART DRAWING ABILITIES ASSESSMENT**

**Based On Clark**

<b>Area</b>		<b>3</b>	<b>2</b>	<b>1</b>
<b>Elements &amp; Principles of Design Looked for in this Assessment</b>	Line	Varied lines	Minimal variation of lines	Straight line
	Texture	Shows texture in appropriate places	Shows some texture	No texture
	Color	Uses color to enhance project to catch the tired observer's eye	Uses several colors	No color to very little color
	Space	Art work fills foreground, middle ground and background of space	Artwork fills two thirds of space including two of the following: foreground, middle ground and background of space	Artwork fills one of the following: foreground, middle ground or background of space
	Shape & form	Well detailed drawing	Drawing with some details	Basic recognizable shapes
	Movement	Movement carries through picture to help tell story/ elicit feeling	Slight movement Or movement in one area of picture	No movement
<b>Originality</b>		Chooses uncommon theme, and represents theme in unique manner	Chooses common theme, but has unique representation of subject matter	Chooses common theme
<b>Unexpected Surprises Such as pattern texture, humor, value, other</b>		Unexpected surprises throughout drawings	1 or 2 drawings have unexpected surprises	No unexpected surprises





# ASSESSMENT

## **Kindergarteners:**

1. Language Arts
  - Reader level
  - Teacher Recommendation
2. Math
  - Grade level end of year assessment
  - Teacher Recommendation
3. Naglieri Non-verbal Assessment
4. Standards-Based Reporting Data

## **1<sup>st</sup> graders:**

1. Language Arts
  - Reader levels
  - Teacher Recommendation
  - Grade level end of year assessment
2. Math
  - Teacher Recommendation
  - Grade level year-end assessment
3. Naglieri Non-verbal Assessment
4. Standards-Based Reporting Data

## **2<sup>nd</sup> graders:**

1. Language Arts
  - Reader levels
  - Teacher Assessment
2. Math
  - Teacher Assessment
  - Grade level year-end assessment
3. Art: Clark's Drawing Abilities Test and Renzulli's Artistic Scale
4. Naglieri Non-verbal Assessment
5. Standards-Based Reporting Data

## **3<sup>rd</sup> graders:**

1. Language Arts
  - Reader levels
  - Teacher Recommendation
2. Math
  - Teacher Recommendation
  - Grade level year-end assessment
3. Naglieri Non-verbal Assessment
4. Standards-Based Reporting Data
5. Art: Clark's Drawing Abilities Test and Renzulli's Artistic Scale
6. Music: To Be Determined by department staff

## **4<sup>th</sup> graders:**

1. PARCC
2. Naglieri Non-verbal Assessment
3. Language Arts
  - Reader levels

- Teacher Recommendation
4. Math
    - Teacher Recommendation
    - Grade level year-end assessment
  5. Standards-Based Reporting Data
  6. Art: Clark's Drawing Abilities Test and Renzulli's Artistic Scale
  7. Music: To Be Determined by department staff

**5<sup>th</sup> graders:**

1. PARCC
2. Naglieri Non-verbal Assessment
3. Language Arts
  - Reader levels
  - Teacher Recommendation
4. Math
  - Teacher Recommendation
  - Grade level year-end assessment
5. Standards-Based Reporting Data
6. Art: Clark's Drawing Abilities Test and Renzulli's Artistic Scale
7. Music: To Be Determined by department staff

**6<sup>th</sup> graders:**

1. PARCC
2. Naglieri Non-verbal Assessment
3. Language Arts
  - Reader levels
  - Teacher End-of-Year Recommendation
  - Dominic
  - DRA
  - Report Card Grades/Level
4. Math
  - Teacher End-of-Year Recommendation
  - Grade level year-end assessment
  - Report Card Grades /Level
5. Art: Clark's Drawing Abilities Test and Renzulli's Artistic Scale
6. Music: To Be Determined by department staff

**7<sup>th</sup> and 8<sup>th</sup> graders:**

1. PARCC
2. Naglieri Non-verbal Assessment
3. Language Arts
  - Reader levels
  - Teacher End-of-Year Recommendation
  - Advanced Language Arts Assessment
  - Report Card Grades/Level
4. Math
  - Teacher End-of-Year Recommendation
  - Grade level year-end assessment
  - Report Card Grades /Level

- Algebra Assessment
- 5. Art: Clark's Drawing Abilities Test and Renzulli's Artistic Scale
- 6. Music: To Be Determined by department staff
- 7. Science: Advanced Science Assessment

The superintendent's office conducts an annual evaluation of the district's continuum of services for G/T. Data reviewed in the process includes survey results from G/T and Enrichment Program activity advisors and students, student profiles, participation counts, completed projects and produces, and attainment of district curricular goals and objectives. This evaluation process yields decisions on the makeup of the following year's educational opportunities that are available to all students.

### **Record Keeping Procedures**

The records resulting from referrals, and identification of students in the Gifted & Talented process are maintained in the individual cumulative school folder of each child. A record of program participation is maintained in the district's student information management system by the superintendent's office in collaboration with the G/T teacher and guidance staff.

### **Parent Involvement**

Any parent is welcomed, at any time, to nominate a child for G/T identification as gifted or talented. Parents of nominated students are asked to provide information that will assist in the identification process.

Following G/T identification the child's parent(s) will be notified in writing and will receive ongoing progress reports and updates. In instances where children no longer meet the G/T criteria, parents will also be notified.

**ASSESSMENT CRITERIA FOR 2<sup>nd</sup> GRADE to determine eligibility for  
the Talent Pool and for General Intellect  
Gifted and Talented Identification:**

**Each grade level's criteria will differ somewhat depending on the grade level assessments administered.  
Points are earned in the following manner:**

End of the year grades consist of an average of all ELA subcategories and of all Math subcategories.

- 4.00-3.8=5
- 3.79-3.6=4
- 3.59-3.4=3
- 3.39-3.2=2
- 3.19-3.0=1

**1-4 scales:**

- 4 = 4 points
- 3 = 3 points
- 2 = 2 points
- 1 = 1 points

**Reading Level:**

All students reading level is based on their most recent assessment.

**1st graders reading at level:**

D=1 point, E=1.5, F/G=2 points, H/I=3 points, J=4 points, K=5 points, L=6 points, M=7 points

**2nd graders reading at level:**

J=1 point, K=2 points, L=3 points, M=4 points, N=5 points, O=6 points, P=7 points

**3rd graders reading at level:**

M=1 point, N=2 points, O=3 points, P=4 points, Q=5 points, R=6 points, S=7 points

**4TH graders reading at level:**

P=1 point, Q=2 points, R=3 points, S=4 points, T=5 points, U=6 points, V=7 points

**5th graders reading at level:**

S=1 point, T=2 points, U=3 points, V=4 points, W=5 points, X=6 points, Y=7 points

**Grades:**

Each A or A- = 1 point

Kindergarten: If students have all S's in the following categories, they earn 1 point in each category: Reading, Writing, and Math. If there are any I's within a category, the student receives no points for that category.

**Talent Pool:**

The Naglieri results are used to determine the percentage of students who based on their scores will be placed in the Talent Pool. Students may also gain entry into this pool through teacher, parent and self-nomination.

Last name	First name	NNAT2	grade	Reading Level	1-4 Scales			Year End ELA Assessment	Year End Math Test	Year End Grades		Total
					Reading	Writing	Math			ELA	Math	



## Educational Offerings

### Woodstown High School – Grades 9-12

<b>Curricular offerings</b>	<b>Supplemental, co-curricular and extra-curricular</b>	<b>Clubs and activities that enhance and complement the GT program</b>
<ul style="list-style-type: none"> <li>• Independent projects and opportunities currently existing in each course</li> <li>• Independent Study</li> <li>• AP and Honors               <ul style="list-style-type: none"> <li>○ English</li> <li>○ Chemistry</li> <li>○ Biology</li> <li>○ Physics</li> <li>○ Calculus</li> <li>○ Government</li> <li>○ US I</li> <li>○ US II</li> <li>○ World History</li> <li>○ Statistics</li> </ul> </li> <li>• Art 4</li> <li>• Select Choir</li> <li>• FFA</li> <li>• Peer leadership</li> <li>• Publishing with technology (yearbook)</li> <li>• Communications Academy</li> </ul>	<ul style="list-style-type: none"> <li>• DuPont Academic League</li> <li>• Math League</li> <li>• Mock Trial</li> <li>• Vocal and instrumental music programs</li> <li>• Science Fair</li> <li>• Teen Arts Festival</li> <li>• Future Farmers of America (FFA)</li> <li>• Future Business Leaders of America</li> <li>• Teen Institute of the Garden State</li> <li>• Odyssey of the Mind</li> </ul>	<ul style="list-style-type: none"> <li>• NAHS</li> <li>• FEA</li> <li>• Tri-M Music Honor Society</li> <li>• Chess Club</li> <li>• French Club</li> <li>• Spanish Club</li> <li>• Drama Club</li> <li>• National Honor Society</li> <li>• Video Production/AM Woodstown</li> <li>• Student Government</li> <li>• Sports</li> <li>• Environmental</li> <li>• FFA</li> <li>• Foreign language skills applications</li> <li>• Robotics</li> </ul>

### Woodstown Middle School – Grades 6-8

<b>Curricular offerings</b>	<b>Supplemental, co-curricular and extra-curricular</b>	<b>Clubs and activities that enhance and complement the GT program</b>
<ul style="list-style-type: none"> <li>• 7<sup>th</sup> – 8<sup>th</sup> grade Advanced Math</li> <li>• 7<sup>th</sup> &amp; 8<sup>th</sup> grade Advanced Language Arts</li> <li>• 6<sup>th</sup> - 8<sup>th</sup> grade weekly Gifted and Talented Class Dec-June</li> </ul>	<ul style="list-style-type: none"> <li>• Band</li> <li>• Chorus</li> <li>• Math Showcase</li> <li>• Science Fair</li> </ul>	<ul style="list-style-type: none"> <li>• Select Choir</li> <li>• Drama Club</li> <li>• Odyssey of the Mind</li> <li>• Math Counts</li> <li>• Yearbook</li> <li>• Midstonian</li> <li>• Student Government</li> <li>• Band- Wind Ensemble</li> <li>• Clubs-2x a month; engineering, martial arts, art, improv</li> </ul>

**Mary Shoemaker School** – Grades 2-5

<b>Curricular offerings</b>	<b>Supplemental, co-curricular and extra-curricular</b>	<b>Clubs and activities that enhance and complement the GT program</b>
<ul style="list-style-type: none"> <li>• SHAPE</li> <li>• Instrumental Music</li> <li>• ENCORE</li> <li>• STELLAR</li> <li>• Art Quest</li> </ul>	<ul style="list-style-type: none"> <li>• Band</li> <li>• Chorus</li> <li>• Math Showcase</li> <li>• KIC</li> <li>• Select Choir</li> <li>• Percussion Ensemble</li> </ul>	<ul style="list-style-type: none"> <li>• Odyssey of the Mind</li> <li>• Fitness</li> <li>• Fuel Up to Play 60</li> <li>• Fun with Food</li> <li>• STEM</li> <li>• Ceiling Tile Club</li> <li>• Talent Show</li> <li>• LEGO Club</li> <li>• Curriculum &amp; Wellness</li> <li>• Safety Patrol</li> </ul>

**William Roper Early Childhood Learning Center** – Grade K

<b>Curricular offerings</b>	<b>Supplemental, co-curricular and extra-curricular</b>	<b>Clubs and activities that enhance and complement the GT program</b>
<ul style="list-style-type: none"> <li>• ENCORE</li> <li>• STELLAR</li> </ul>	<ul style="list-style-type: none"> <li>• Garden Project</li> <li>• Service Projects</li> </ul>	<ul style="list-style-type: none"> <li>• Parents as Partners</li> </ul>