

Delaware Township School

**Gifted and Talented Program**

**(InvestiG.A.T.E.)**

Program Parameters

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Delaware Township School

# Gifted and Talented Program

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Patricia Pillon, CITE Supervisor

## Statement of Philosophy

In accordance with the mission statement of the Delaware Township School District, the Gifted and Talented Program seeks to prepare students within the program to develop their true academic potential. In addition to our commitment to excellence for all students, The Gifted and Talented Program offers services that challenge and extend the educational experiences of students by building upon their academic strengths, talents and interests.

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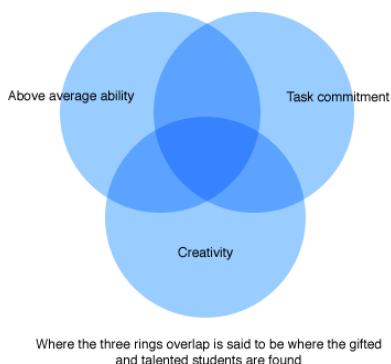
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## Program of Parameters:

The Delaware Township School Gifted and Talented program is based on the belief that student talents emerge when given opportunities to explore and develop their abilities. The DTS G&T program is based on the model for academically talented youth created by Dr. Joseph Renzulli and Dr. Sally Reis, as well the work of Joyce VanTassel Baska, who are leading authorities in the field of gifted education.

Students who demonstrate exceptional abilities, talents or interests beyond those of their chronological peers are eligible for identification to this program. Identified students will participate in pullout instruction to enhance and extend the regular curriculum. Students may also participate in accelerated courses for math and advanced English language arts.

Progress reporting is provided to parents of identified students each marking period through report cards. In addition, conferences are offered once a year in the fall, but may be arranged at any time by request.



The Three-Ring Conception of Giftedness: A Developmental Model for Creative Productivity, by J.S.Renzulli, 1986, in *Conceptions of Giftedness* (p.66), by R.J.Sternberg and J.E.Davidson (Eds.), New York: Cambridge University Press.

These three traits of giftedness are further defined as follows:

- **ABOVE AVERAGE to SUPERIOR ACADEMIC ABILITY:** General ability that spans abstract thinking, spatial relationships, word fluency, adaptability, and information processing.
- **HIGH LEVEL OF TASK COMMITMENT:** Capacity for high levels of interest and persistence in accomplishing goals; determination and “stick-to-itiveness” when engaging in highly challenging experiences; aesthetic awareness and excellence in quality of work; and achievement coupled with self-confidence.
- **HIGH LEVEL OF CREATIVITY:** Fluent, flexible, original and elaborative thinking; openness to experience and receptive to new and different ideas and solutions;

curious and adventurous in thought or action; and sensitivity to detail and external stimuli.

### **Program Goals:**

- Utilize multiple criteria to identify students.
- Support student responsibility, accountability, and eagerness for learning.
- Engage students in higher-order, critical and creative thinking.
- Provide opportunities for leadership and self-directed learning.
- Engage students in shared inquiry for investigation and problem solving.
- Enhance students' social, communication and presentation skills.
- Provide multiple opportunities for collaboration with their like peers.
- Provide opportunities for in-depth investigations, pursued individually or in small groups.
- Provide opportunities for community trips/activities through the Creativity Co-op (G&T consortium with HCRHS sending districts) to enhance learning through experiences.

### **Levels of Service:**

#### **Schoolwide Enrichment Opportunities for all students**

**Delaware Township School offers several levels of enrichment and gifted and talented services.** Based on The Enrichment Triad Model (Renzulli, 1977) that encourages “creative productivity on the parts of young people by exposing them to various topics, areas of interest, and fields of study; and to further train them to apply advanced content, process-training skills, and methodology training.”

#### **Level 1: DIFFERENTIATED INSTRUCTION AND EXPLORATORY ENRICHMENT EXPERIENCES**

Occurs in the classroom for all students and is directed by the classroom teacher.

Examples: Middle school MI's (multiple intelligence clubs), individualized reading or writing conferences, projects adjusted to accommodate individual learning styles, creative and critical thinking skills and tools, online leveled math and reading software, field trips, guest speakers, Read Across America Day...

Grades Pre K-8: Occurs in each classroom

#### **Level 2: SCHOOLWIDE ENRICHMENT**

All students are offered the opportunity to participate.

Examples: National Geographic Bee, Science Olympiad, STEM Expo, Student Council, school play, Bedtime Math, after-school clubs and sports, ...

Grades K-8: Occurs during and after school

### **Level 3: ACADEMIC GRADE LEVEL ADVANCED CLASSES**

Specific criteria must be met in order to qualify for services.

Grades K-2: Enrichment pull-out instruction 1-2 times a week with Gifted and Talented teacher

Grades 4 & 5: Advanced Math instruction with grade-level teacher

Grades 6-8: Advanced Math and English Language Arts instruction with grade-level teacher and/or Gifted and Talented teacher

### **Level 4: InvestiG.A.T.E. (GIFTED AND TALENTED) PROGRAM**

Specific and rigorous criteria must be met in order to qualify for services.

Grades 3-8: Pull-out instruction two times a week with Gifted and Talented teacher

## **Identification Procedures:**

### **Grade K-2 Identification Procedure**

Students in grades K-2 may be nominated by their classroom teachers for pull-out enrichment instruction. Students nominated are often reading or performing math computation above their grade-level peers. Formal testing will be completed at the end of Grade 2. Students may move in and out of the program as determined by the G&T teacher and classroom teacher. Parents/guardians will be notified of any change in their child's assignment.

### **Grade 3-8 Identification Procedures**

The primary purpose of the identification process is to find students who require academic extensions to maximize their potential. The identification procedure utilizes multiple measures of aptitude and ability. These measures include qualitative and quantitative criteria and reflect the student's performance as compared to their grade-level peers.

#### **A. Nomination:**

Teachers and parents/guardians may nominate a student for identification. In addition, middle school students may self-nominate, or peer-nominate. Nominations will be accepted

at any time, but eligible students will begin the program at the start of a marking period. To nominate a student, contact the G&T teacher directly via our website at [www.dtsk8.org](http://www.dtsk8.org). Once a child is nominated, permission for the administration of assessments will be sent home for completion by parents/guardians.

## B. Identification Criteria:

Multiple forms of data will be collected for all students who are nominated. These include:

<b>Teacher Rating Scale</b> Scales for Rating the Behavioral Characteristics of Superior Students (SCRBSS), Renzulli	Completed at initial nomination by classroom or nominating teacher.
<b>Parent Rating Scale</b> Things My Child Likes To Do (behavior rating scales), Renzulli	Completed at initial nomination by parent/guardian.
<b>Kaufman Brief Intelligence Test Second Edition</b> (KBIT-2), Kaufman	Completed at initial nomination by G&T teacher.
<b>Math Assessment</b> Test of Mathematical Abilities for Gifted Students (TOMAGS), Ryser and Johnsen	Completed at initial nomination for grades 2-3 only (not necessary for grades 4-8). Completed by the G&T teacher.
<b>State Assessment</b> New Jersey State Learning Assessment (NJSLA)	Documented at initial nomination for grades 4-8 by G&T teacher, but will not be used as a determining factor if to the child's detriment.
<b>Benchmark Assessment</b> AIMSweb Math And ELA Linkit Math and ELA	Documented at initial nomination for grades 3-8 by G&T teacher, but will not be used as a determining factor if to the child's detriment.
<b>Student Project</b>	May be completed by student at initial nomination for grades 3-8 if KBIT-2 or TOMAGS tests are not within passing range. Scored by a grade level teacher and the G&T teacher using an established rubric (see addendum) This project may be completed in school or at home.

## C Selection:

- Once assessments are completed, the G&T teacher will evaluate portions of the data, and possibly consult with the following faculty to evaluate portions of the data: The guidance counselor, the current classroom teacher, the previous year's teacher, a special area teacher, a supervisor or another appropriate grade level teacher.
- Students must meet the minimum score in 1 of the 2 subtests of the KBIT-2. Students must meet the minimum scores of 4 out of 5 identification criteria for pull out services. Students who don't meet the required identification criteria may be asked to submit a project to be scored with a rubric (see addendum). If project meets the minimum score, it may count towards identification criteria.
- Parents will receive written notification of the decision via a parent notification letter.
- September and June are generally used to review student profiles and complete assessments. Program instruction for the year begins at the end of September and finishes at the end of May with additional students starting at the beginning of a marking period if nominated later in the year.

## Program Curriculum and Grading:

Services for the gifted and talented will require an elementary student to miss some classroom time weekly. Middle school students replace their technology/computer special with G&T. The curriculum units completed in the G&T program (see addendum) are intended to exceed the regular classroom work requirements from the regular education class. Students will also receive additional homework for the G&T program. The lessons and units completed in the G&T program will be graded by the G&T teacher and included in the marking period report card.

**Exit Process:** Student inclusion in the G&T program may be re-evaluated at any time if the student is not in good academic standing or there are other areas of concern, and the teachers, G&T teacher and administration agree that the student's participation in the program is not in the student's best interest. The process of review can be initiated by any concerned party, and will conclude upon rectification of the issues of concern, or a removal of the student from the program



## **Communication:**

Open communication is encouraged between home and school and parents are asked to call or email the G&T teacher directly if they have any concerns regarding curriculum and student progress. Moreover, ongoing program communication occurs in several ways.

First, the G&T program is represented on the school website through the G&T teacher's webpage. Second, a periodic newsletter will be sent home to parents via email. It will also be posted on the website described above.

Third, progress assessments occur each marking period for G&T students at report card time. The classroom teacher will provide a subject area grade as usual. In addition, a separate G&T grade will be added to the student's report card for grades 3-8.

## **Additional resources:**

### **NJ DOE Gifted and Talented Requirements:**

<https://www.state.nj.us/education/aps/cccs/gandt/>

### **2019 PRE-K-GRADE 12 Gifted Programming Standards:**

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