

Oldmans Township School District

GIFTED/TALENTED PROGRAM

Curriculum K-8



Revised 2009

Gifted and Talented Program Overview

It is the purpose of the gifted and talented curriculum to develop the exceptional potential of every child who is identified as gifted by providing extensions for learning which afford open circuits for exploring, experiencing, and expressing. Activities and opportunities are structured to assist students as learners and producers. The program will build on unique abilities, talents, interests, and needs which will allow him or her to fulfill his/her potential to society. The program also prepares students for the future. At Oldmans Township, our gifted and talented program is an enrichment program.

GIFTED/TALENTED PROGRAM
GRADES K-8

I. **Objectives**

Students will be able to:

- A. Demonstrate convergent thinking and behaviors.
- B. Demonstrate divergent/creative thinking behaviors
- C. Develop goals related to thinking and ability to define the final goal or outcome of an activity or project.
- D. Develop positive self-concept and peer relations while working cooperatively and independently.
- E. Develop a flexible system of values.
- F. Demonstrate affective thinking and behavior.
- G. Demonstrate proper research methods.
- H. Demonstrate responsibility for completion of related tasks for a project.

II. **Identification of Students**

Identification of intellectual giftedness should be a well developed and thorough process initiated at the end of each school year in preparation for the next. It is recommended that multiple methods be employed in this process, as no single method can ensure 100% accuracy in detecting intellectual giftedness.

A. **Kindergarten and Grade One Criteria**

- 1. K-SEALS screening –score of 110 or higher on the Early Academic and Language Skills Composite
- 2. Classroom Teacher recommendation
- 3. Parent recommendation
- 4. Report Card Grades - all proficient and O's

B. Grade Two

1. Classroom Teacher recommendation
2. Parent recommendation
3. Report Card Grades – all B's or higher

C. Grades Three through Eight Criteria

1. NJ Ask Test Scores for grades three (3) through (8) (250 on reading and/or math)
2. Parent recommendation
3. Classroom Teacher recommendation for kindergarten through grade three
4. All classroom and departmentalized teacher recommendations for grades four through eight.
5. Report Card Grades - all B's or higher

III. Explanation of Process

A. Standardized Test Scores

The New Jersey Ask Test is administered to every student in grades three (3) through seven (7) during the spring of the school year. Any student in grades three (3) through eight (8) (who achieves 250 or higher in reading and/or math will receive 10 points for each score of 250. Any Kindergartner or Grade One student who is in the 88th percentile on the R Test will receive 10 points.

B. Student Achievement (Academic Grades)

Report cards in commutative folders of grades two (2) through eight (8) students will be reviewed. Final language arts literacy, math, science, social studies from the student's previous grade will be totaled. Those with an average of A through B will receive points according to the scale (see V, A, 2). Outstanding and proficient grades will be used for students in Kindergarten and First Grade. Kindergarten report cards will be reviewed in late February.

C. **Teacher Nominations**

A Teacher Nomination Form is completed by the homeroom teacher when he/she recommends a student in grades Kindergarten through Grade 3. All departmentalized teachers can nominate any grade four through eighth grade students. Any student whose name appears on a Teacher Nomination Form is considered nominated and receives points according to the scale which are doubled.

D. **Parent Nominations**

Parent Nominations are secured through parental completion of a Parent Nomination Form (see appendix). Certain behaviors described on this inventory indicate intellectual giftedness. Those students who exhibit these behaviors as seen by their parents are considered nominated and receive points according to the scale.

IV. **Outline of Identification Process**

A. Standardized test scores will be reviewed as follows:

1. Kindergarten and grade one will be assessed on the KSEALS Test. Students with 110 or above on the Early Academic and Language Skills Composite will be awarded 10 points.
2. Grade 2 students will be assessed on an in-house test. Students who score in the top 15% of the class will be awarded 10 points.
3. Third through eighth grade will be assessed based on the NJASK test. Students With a score of 250 in math and/or language arts will be awarded 10 points each.

B. Report cards will be reviewed as follows:

- a. End of the year averages in all major subject areas (LAL, math, science, and social studies) will be awarded points
- b. Points will be awarded as follows:
 - A+ = 5 (98 - 100)
 - A = 4 (94 - 97)
 - A- = 3 (92 - 93)
 - B+ = 2 (91- 90)

- B = 1 (89 - 85)

C. Teacher nomination forms are reviewed and carry up to a 20 point score which is doubled. (Key: almost always = a score of 2; considerably = a score of 1). Total scores on the teacher nomination forms will be weighted according to the following matrix:

1 - 18 = 6 points
19 - 36 = 13 points
37 - 54 = 20 points

D. Parent Nomination forms are reviewed and carry up to a 30 point weight. (Key: has this trait to a high degree = a score of 2; has this trait more than a typical child = a score of 1). Total scores on the parent nomination forms will be weighted according to the following matrix:

1 - 10 = 6 points
11 - 20 = 12 points
21 - 30 = 18 points
31 - 40 = 24 points
41 - 50 = 30 points

E. Students will be ranked from the highest to the lowest. It is anticipated that approximately 10% of the total student body will be admitted into the program. Kindergarten students will not be identified until February.

F. Students new to the district will be considered for the program based on homeroom/departmentalized teacher recommendations. Identification process will be initiated (see V).

G. It needs to be repeated here that the screening process is an annual procedure. Acceptance into one year's program does not automatically guarantee acceptance into the program for the next school year. If a student already accepted into the program falls below the criteria set for eligibility, his/her standing in the program will be reviewed (see Review Criteria). Also, students who do not maintain a high academic average (A's and B's) in all major subject areas (LAL, math, science, and social studies)

may be subject to withdrawal from the program.

V. Review Criteria

- A. If within a given year, a student already accepted in the program falls below the criteria Set, this student's standing in the Gifted/Talented Program will be reviewed by a Committee consisting of an administrator, Gifted/Talented teacher, the classroom teacher (math or language arts), the parent/guardian, and the student.

- B. The review committee will consider the following:
 - 1. Classroom performance (regular and G/T)
 - 2. Parental input
 - 3. Student input

- C. Should the child remain in the program due to a favorable review, the child will be eligible for the program the following year if all the criteria are met.

VI. The Student Activities

- A. The G/T program will consist of several narrative and evaluative measures. A narrative overview of the students' activities will be written by the G/T teacher at the end of the second and fourth marking periods. Parents can meet with the G/T teacher during the two regularly scheduled conferences in the fall and spring. Kindergarten students will have one narrative report and the opportunity to meet with G/T teacher during the spring conference (if desired).

- B. Parents and student will complete a survey together about the student's growth and a Program evaluation in May.

OLDMANS TOWNSHIP SCHOOL DISTRICT

Gifted and Talented Program

Grades K - 3

Curriculum Guide and Objectives

Objectives

The identified students will:

- A. Demonstrate convergent thinking and behaviors.
- B. Demonstrate divergent/creative thinking behaviors
- C. Develop goals related to thinking and ability to define the final goal or outcome of an activity or project.
- D. Develop positive self-concept and peer relations while working cooperatively and independently.
- E. Develop a flexible system of values.
- F. Demonstrate affective thinking and behavior.
- G. Demonstrate proper research methods.
- H. Demonstrate responsibility for completion of related tasks for a project.

Materials, Procedures and Activities

Students will be divided into two classes – grades K – 1 and grades 2 – 3. (Kindergarten students will not enter the program until mid-third marking period.)

Students will be introduced to one or two broad topics during the school year. These topics will enrich students.

With each topic the student will be:

- A. Introduced to grade appropriate materials.
- B. Presented with a variety of thinking activities that will challenge thinking skills.
- C. Introduced to components of creative thinking, and which will require them to develop their skills on each level.
- D. Required to demonstrate their ability to effectively use each type of reference material introduced to them.
- E. Able to demonstrate their ability to cooperate on brainstorming activities and compile individual lists from brainstorming suggestions.
- F. Able to recognize their self-worth and learn to appreciate diversity through discussion and provocative questioning.
- G. Required to use their own values and morals to determine a decision and learn to appreciate different points of view.
- H. Able to learn to develop respect for one's self and for each other by brainstorming, having group discussions, making lists and attending field trips.
- I. Able to use class assignments, long term projects, and create ways to present ideas.

Evaluation

Evaluation for the Gifted and Talented Program will be based on student participation, topic covered and cooperation with teacher and peers. A narrative report will be written the second and fourth marking periods and parents can meet with teacher during regularly scheduled fall and spring conferences (if desired).

OLDMANS TOWNSHIP SCHOOL DISTRICT

Gifted and Talented Program

Grades 4 - 8

Curriculum Guide and Objectives

Objectives

The identified students will:

- A. Demonstrate convergent thinking and behaviors.
- B. Demonstrate divergent/creative thinking behaviors
- C. Develop goals related to thinking and ability to define the final goal or outcome of an activity or project.
- D. Develop positive self-concept and peer relations while working cooperatively and independently.
- E. Develop a flexible system of values.
- F. Demonstrate affective thinking and behavior.
- G. Demonstrate proper research methods.
- H. Demonstrate responsibility for completion of related tasks for a project.

Activities

- A . Students will be introduced to one or two broad topics during the school year. These topics will enrich the students.
- B. Students and instructor will cooperatively:
 - 1. determine materials needed.
 - 2. establish a timeline for projected completion.
 - 3. develop lists of activities related to the topic and include resource persons to be called upon.
 - 4. select related field trips during or after school to enhance the experience.
 - 5. generate a final group project or performance in which each individual can identify his or her contribution.
 - 6. generate individual projects that profit from group interaction but reflect individual style.
 - 7. perform a self and group evaluation when a topic is brought to closure.

Evaluation

Evaluation for the Gifted and Talented Program will be based on student participation, topic covered and cooperation with teacher and peers. A narrative report will be written the second and fourth marking periods and parents can meet with teacher during regularly scheduled fall and spring conferences (if desired).