

WOODLAND PARK PUBLIC SCHOOLS

S.T.R.I.V.E.

Strengthening Talents, Reasoning, and Intellect through Varied Experiences

CURRICULUM AND PROGRAM GUIDE

GIFTED AND TALENTED

GRADES K-8

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Gifted and Talented Teacher

Updated 2020

Woodland Park Public Schools

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Statutes and Regulations- 2020

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, ELLs, 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 boards 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 ELLs, for students enrolled in alternative education programs, and for students who are gifted and talented.

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

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

1. District boards of education shall make provisions for an ongoing K-12 identification process for gifted and talented students that includes multiple measures.
2. District boards of education shall provide appropriate kindergarten through-grade-12 (K-12) educational services for gifted and talented students.
3. District boards of education shall develop appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment.
4. 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 to the NJSLS, 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.

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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:

1. A pacing guide;
2. A list of core instructional materials, including various levels of texts at each grade level;
3. Benchmark assessments; and
4. Modifications for special education students, for ELLs in accordance with N.J.A.C. 6A:15, for students at risk of school failure, and for gifted students.

6A:13-2.1(a) Standards-based instruction

All school districts shall implement a coherent curriculum for all students, including English language learners (ELLs), 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 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 assessments; and
6. Modifications for special education students, for English language learners in accordance with N.J.A.C. 6A:15 and for gifted students.

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Definition of “Gifted and Talented”

The Woodland Park School District adopts the regulations from the State of New Jersey Department of Education, including specific requirements for gifted and talented programs (N.J.A.C. 6A: 8.). The regulations define gifted and talented students 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 U.S. Department of Education's Marland Report (1988) provided this definition:

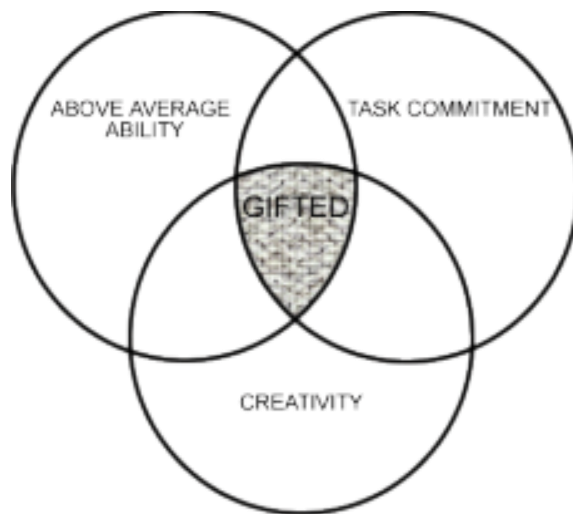
The term “gifted and talented students” means children and youth who give evidence of high performance capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who require services or activities not ordinarily provided by the schools in order to fully develop such capabilities.

According to the National Association for Gifted Children (NAGC) gifted students are:

Those students who show, or have the potential for showing, an exceptional level of performance in one or more areas of expression. Some of these abilities are very general and can affect a broad spectrum of the person's life, such as leadership skills or the ability to think creatively. Some are very specific talents and are only evident in particular circumstances, such as special aptitude in mathematics, science, or music. The term giftedness provides a general reference to this spectrum of abilities without being specific or dependent on a measure or index.

The Woodland Park School District considers these three definitions to be inclusive of the mission, philosophy, goals, and objectives set forth by the district's Gifted and Talented Program.

Renzulli's Identification Model

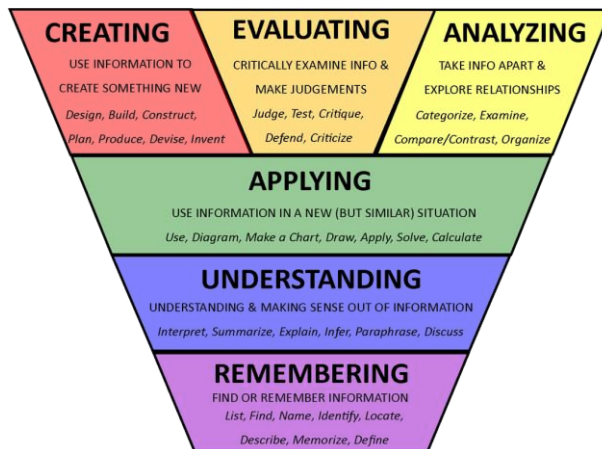
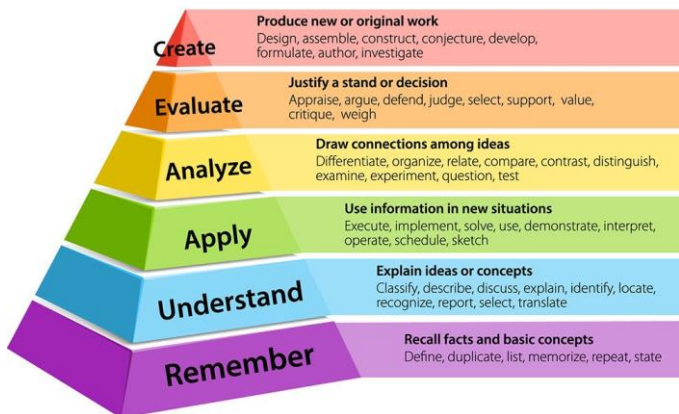


Joseph S. Renzulli, Director of the National Research Center on the Gifted and Talented at the University of Connecticut, has been a leader in gifted and talented education. He is best known for creating a model that is used in the identification of gifted and talented students. To Renzulli, giftedness is the interaction of three basic clusters of human characteristics; above-average ability, task commitment, and creativity. Gifted and talented children are those who possess or have the potential to possess these traits. Renzulli is explicit in stating that it is the interaction of these three clusters, each being an equal partner in contributing to giftedness, and that no one cluster alone designates a child as gifted. These children can then apply those traits in their lives. Students who are gifted and talented need a wide variety of educational opportunities and services that are not ordinarily provided in the general education classroom. (Renzulli, Joseph S. *The Enrichment Triad Model: A Guide for Developing Defensible Programs for the Gifted and Talented*. Wethersfield, Conn., Creative Learning Press, 1977.)

Bloom's Taxonomy (REVISED):

The diagram below illustrates the amount of time general education and gifted and talented students should be spending on each level of higher-order thinking.

Bloom's Taxonomy



Curriculum Addenda for Special Education

For those students who may receive special education and gifted and talented services, this curriculum can be both grade and age appropriate for these students. Based on the Child Study Team evaluation and consultation with the parent and classroom teacher, an individualized education plan (I.E.P.) is created to determine the appropriate goals, objectives, methods, materials, and evaluative criteria unique to the student's educational needs. The I.E.P. may include modifications to content, instructional procedures, student expectations, and targeted achievement outcomes of this curriculum document in accordance with the identified individual needs of an eligible student. This educational plan will then become a supplemental guide that the classroom teacher, parent, and Child Study Team will use to measure the individual student's performance and achievement. This curriculum can be adapted to meet the pace and depth of each student's individual needs, including those students identified through the Gifted and Talented Program.

Curriculum Addenda for English Language Learners

For those students who are English Language Learners (E.L.L.) and participate in the gifted and talented program, this curriculum provides equitable instructional opportunities for these students. English Language Learners are provided with opportunities to meet the New Jersey Student Learning Standards and to participate in all academic and non-academic courses. Students enrolled in the ESL program may, in consultation with the classroom teacher and ESL teacher, receive modifications to content, instructional procedures, student expectations and targeted achievement outcomes of the Gifted and Talented Program in accordance with the individual student's developmental and linguistic needs.

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Mission Statement

The purpose of the Gifted and Talented Program developed in the Woodland Park School District is to provide opportunities for every child to achieve at his or her highest potential. The program has been named “Strengthening Talents, Reasoning, and Intellect through Varied Experiences” or **S.T.R.I.V.E.**, to motivate students to strive for success. S.T.R.I.V.E. services the general population of students and those who demonstrate high levels of ability in one or more content areas when compared to their chronological peers. The needs of all learners are met by following the guidelines and frameworks of STEAM education. The goal of the S.T.R.I.V.E. Program is to prepare students to become 21st Century thinkers.

Philosophy

Based on the belief that there is no single learning prescription that fits all children, the S.T.R.I.V.E. program has a responsibility to foster critical-thinking, leadership, academic, and social skills in all students. S.T.R.I.V.E. creates a learning community where participating students can develop their potential through meaningful enrichment and services designed to nurture each student's individual strengths. All students have the opportunity to develop their higher-order thinking skills through whole-group enrichment. Identified gifted and talented students will also receive small-group targeted instruction to help them meet their full potentials.

This is achieved through whole group STEAM enrichment, as well as, small group instruction to target the needs of identified gifted and talented students.

STEAM education integrates science, technology, engineering, arts, and math to develop the skills of inquiry, logical reasoning, collaboration, and investigation. The push towards a STEAM based program allows students to engage in problem solving, collaboration, and hands-on activities in a real world context. It is the district's hope that these learning experiences, combined with the unique characteristics of students who display talents and high intellectual abilities, will enable our students to succeed individually and in our complex, global society.

Learning for all students will be enhanced by materials, tasks, and experiences differentiated in content, process, and products to serve the diverse academic, social, and emotional needs of all students, in conjunction with those identified through the district's Gifted and Talented Program. By providing for students' inherent and developed talents, the district is responsive to differing needs, interests, abilities, and aspirations of the entire student body, including students identified by the Gifted and Talented program

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S.T.R.I.V.E.

Program Goals & Objectives

1. To identify students for the S.T.R.I.V.E. by using multiple measures of assessment that include students in general education classrooms, as well as students with learning disabilities and other special needs.
 - The Gifted and Talented Program will remain flexible when taking into consideration the needs of specific grade levels and individual students.
2. To use research-based practices that provide an environment where differentiated instruction allows students displaying gifts and talents to maximize their potential.
 - Students will be presented with developmentally appropriate challenges and guidance to motivate risk taking as they work through these problem-solving opportunities.
 - Students will be provided with varied opportunities designed to broaden and extend the learning process by developing higher-order thinking skills.
 - Students will become active participants in the learning process as they explore their own interests, strengths, and learning preferences.
3. To integrate, whenever possible, learning opportunities provided through the S.T.R.I.V.E. program with the objectives of the regular classroom curriculum.
 - Whole group enrichment from the gifted and talented teacher will provide the integration of STEAM education.
 - Teachers will make content, process, and product modifications to meet the needs of gifted and talented students.
 - Staff members will participate in professional development that gives them an awareness of the unique cognitive and affective needs of gifted and talented students, as well as the strategies available to support them.
4. To encourage parents to become partners in the education process of their children identified by the gifted and talented program.
 - Parents will be communicated with to provide all the means necessary to support the success of their children.
 - Teachers will share assessments indicating eligibility and performance with parents.
5. To periodically evaluate the effectiveness of S.T.R.I.V.E. and the success of students participating in the program.
 - Formal and informal assessments will be used to evaluate program goals and objectives to ensure successful student outcomes.

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S.T.R.I.V.E.

Program Description

S.T.R.I.V.E. provides a variety of services to enrich and modify curriculum and instruction for identified students. The district is committed to developmentally appropriate programming to provide stimulating learning environments and educational challenges consistent with students' abilities and interests. All students in grades K-8 will receive whole group STEAM enrichment opportunities. In addition to STEAM enrichment, the special needs of gifted and talented students are addressed through a comprehensive, differentiated pull-out program. S.T.R.I.V.E. develops higher order thinking skills, fosters creativity, and develops positive self-concept for each individual student.

Kindergarten – Grade 2

Children enter school with wide variations in skills, abilities, and interests that foster readiness to learn. Students in grades K-2 are just beginning to develop these cognitive and affective abilities. The educational patterns that children develop in the first three primary years of school are critical for all students, including gifted children. Therefore, all students in grades K-2 need opportunities to foster their critical thinking skills. This occurs within the classroom through STEAM enrichment provided by the S.T.R.I.V.E. Teacher.

The S.T.R.I.V.E. Teacher will provide opportunities for students to identify and design solutions to real-world problems in the areas of science, technology, engineering, arts, and math. At the early elementary level, this will occur through investigation and engagement through the problem-solving and the engineering design process.

During the first marking period, students in Kindergarten will be identified as displaying characteristics of gifted and talented learners. Students entering first and second grade will be identified by their teacher towards the end of the previous school year. Once these students are identified, the teacher will focus on small-group instruction that supports the development of higher-order thinking skills for these students.

Grades 3 – 8

Building upon the S.T.R.I.V.E. Program at the early elementary level, the upper elementary and middle school program allows students to further develop as STEAM learners. While all students receive STEAM enrichment opportunities within their general education classrooms, the S.T.R.I.V.E. pull-out program provides a homogenous grouping experience for identified gifted and talented students.

The identification process will begin with a nomination from the student's second grade teacher. Students that are admitted will receive instruction and enrichment through a pull-out program with the gifted and talented teacher. To ensure all students are given equal opportunity, the administrative team will continue to look at data to ensure no child is missed. If the administrative team feels that a student is showing signs of being gifted, teachers will then be asked to fill out a Renzulli Scale to begin the process.

During S.T.R.I.V.E., students will develop their higher-ordering thinking skills through in-depth and complex exploration of various topics. The topics challenge students to develop and apply their talents through differentiated activities and projects. The topics for exploration integrate STEAM with the content area focuses. This is determined by the needs of each group, as well as student input and interest. S.T.R.I.V.E. is designed to support student learning and expand understanding of the real world issues and challenges in our complex, global society.

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Identification of Gifted and Talented Students

Kindergarten – Grade 8

There is no single technique which teachers can use that will identify with certainty that all gifted and talented students are selected for special programming. That is why the State of New Jersey suggests using multiple measures of assessment when identifying students for gifted and talented programs. Careful teacher observations and objective assessments help build a detailed description of any students being nominated. The selection process and evaluation process is in compliance with New Jersey Department of Education requirements for Gifted and Talented Programs.

The identification process for STRIVE CAN begin with a teacher nomination. Once nominated, students will be administered the SAGES-2 assessment and a parent inventory will be completed.

The selection of students for the S.T.R.I.V.E. is based on three criteria: achievement and aptitude assessments (i.e. SAGES-2), parent input, and teacher nomination. Nominations and testing will take place in the spring of each school year to identify students for programming. **Students must re-qualify for STRIVE as they enter 3rd and 6th grade.** Once students are admitted into the program, they do not need to be nominated yearly. They will only have to re-qualify as they enter 3rd and 5th grade. Nomination and screening are ongoing, and may occur at anytime. The program will start for these identified students as they enter the appropriate grade in September. (Special note: Incoming Kindergarten students will be identified by the end of the first marking period.)

Criteria used to identify students entering Grades 1-8 in September (Kindergarten - MP1)

Achievement Assessment	SAGES- 2 Mathematics/ Science
Achievement Assessment	SAGES- 2 Language Arts/ Social Studies
Aptitude Assessment	SAGES- 2 Reasoning
Woodland Park Benchmark Assessments	i-Ready, LinkIt!, IXL - Math & ELA
Teacher Nomination	Renzulli Scale (LEarning, Creativity, Motivation, Leadership)
Parent Input	Renzulli Scale

Each of these scores is given a weighted value as illustrated on the Student Identification Matrix for the appropriate grade level (See Appendices). Students receiving a predetermined amount (13) out of 15 points will be recommended for placement into the S.T.R.I.V.E. program. The selection committee (building principal, G&T Supervisor, Gifted and Talented Teacher and the classroom teacher) will make all final decisions.

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S.T.R.I.V.E.

New Student / Partial-Year Student Selection Criteria

The Woodland Park School District recognizes that there are occasions when a new student enters our schools and is seeking admittance into the gifted and talented program, S.T.R.I.V.E. In an effort to accommodate students seeking participation in into S.T.R.I.V.E., who may not have each of the required selection criteria components, the following guidelines are in place:

Upon enrolling in the school district:

1. Test scores from previous district, if available, will be analyzed based on the district's identification criteria.
2. If no test scores are available, students will be administered the SAGES-2 assessment to help in the identification process.
3. The classroom teacher will have time to get to know the student and be able to nominate him/her for gifted and talented program.

Upon meeting the above criteria:

- Parents will be notified and must sign a permission form stating that they have been given the above information and understand that the trial period will end on the last day of the current school year. Parents must acknowledge that at the start of the first full school year, students must meet the identification criteria set forth by the Woodland Park Public Schools.
- Students will be placed in the gifted and talented program for the remainder of the school year for a trial period.

As a standard, if the student was in the gifted and talented program of their previous district and can provide proper documentation, they will be admitted into the district's S.T.R.I.V.E. program for the remainder of the school year.

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S.T.R.I.V.E.

**Strengthening Talents, Reasoning, and Intellect through Varied Experiences
Gifted and Talented Program**

New Student / Partial-Year Student Selection

Dear Parent(s)/Guardian(s),

The Woodland Park School District recognizes that there are occasions when a new student enters our schools and is seeking admittance into the gifted and talented program, S.T.R.I.V.E. In an effort to accommodate students seeking participation into our S.T.R.I.V.E. (Strengthening Talents, Reasoning, and Intellect through Varied Experiences) program, who may not have each of the required selection criteria components of our school district, students will be considered for inclusion in our program on a trial basis. This trial period will be based on any test scores from the child's previous district (if available), administration of the SAGES-2 assessment, teacher nominations, and/or documentation that your child participated in the previous district's gifted and talented program. If the student meets these criteria, they will enter the program for the remainder of the school year.

Your child has been selected to participate in S.T.R.I.V.E. for a trial period. This trial period will end on the last day of the current school year, June _____, 20___. At the start of the first full school year that your child is enrolled, they must meet the identification criteria for the gifted and talented program set forth by the Woodland Park Public Schools. Please return the bottom half of this form to the school office. Feel free to contact me with any questions that you may have. I look forward to working with your child this school year. Thank you.

Sincerely,

S.T.R.I.V.E. Teacher

S.T.R.I.V.E: Gifted and Talented Program

New Student / Partial-Year Student Selection

Student Name: _____ Grade: _____ School: _____

Please check one.

_____ I acknowledge that my child has been selected to participate in the gifted and talented program, S.T.R.I.V.E., on a trial basis. I understand that he/she will be reevaluated at the beginning of the next full school year. I give my son/daughter permission to participate in the gifted and talented program, on a trial basis, until the last day of the current school year.

_____ I do not give my child permission to participate in the gifted and talented program, S.T.R.I.V.E., for this school year.

Parent/Guardian Signature _____ Date _____

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Permission to Test Sample Letter

Dear Parent(s)/Guardian(s),

Based on your child's progress at school he/she has been nominated for admittance into the Gifted and Talented Program, S.T.R.I.V.E. The S.T.R.I.V.E. Program is designed to meet the unique educational needs of students who are performing, or have the potential to perform, at a remarkably high level.

In order to identify if your child is eligible for these services he/she must be assessed using multiple measures. One of these measures used to identify students for our S.T.R.I.V.E. program is the SAGES-2: Screening Assessment for Gifted Elementary and Middle School Students. Please be advised that the SAGES-2 assessment is NOT an IQ test. This test is designed to assist in identifying potentially gifted students in the areas of intelligence and achievement.

Once testing is complete, you will receive a letter to inform you if your child has been admitted into the S.T.R.I.V.E. Program. Please return the bottom half of this permission slip to your child's school as soon as possible. If you have any questions, please don't hesitate to contact the S.T.R.I.V.E. teacher in your child's building.

Sincerely,

S.T.R.I.V.E. Teachers

Student Name: _____ Teacher: _____

_____ I give permission for my child to be tested using the SAGES-2 and, if qualified, to participate in the S.T.R.I.V.E. Program.

_____ I do not give permission for my child to be tested for the S.T.R.I.V.E. Program.

Parent/Guardian Signature: _____ Date: _____

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S.T.R.I.V.E.

Denial Sample Letter

To the Parent/Guardian of _____:

You have been previously notified that your student was considered for the S.T.R.I.V.E. Program for the 2019-2020 school year. Based on the results of several assessments, your child is not eligible for the S.T.R.I.V.E. program at this time.

As parents, you should be very proud that your child was recognized by his or her teacher for the time, energy, and effort that he/she puts into their schoolwork. We commend your child for his/her hard work.

Please note that the S.T.R.I.V.E. program remains flexible and your child may be admitted to the program as his/her higher order thinking skills further develop. A teacher may nominate a student for S.T.R.I.V.E. at any time. All students will be considered for the program at the beginning of each school year. *****Your child must meet all eligibility criteria for acceptance into the S.T.R.I.V.E. Program for each academic year. *****

The identification process is based on the State of New Jersey's Gifted and Talented Requirements (NJ.A.C. 6A:8). The identification process begins with a teacher nomination. After having been nominated, multiple criteria were used to determine the eligibility of each student. The criteria that the Woodland Park Public Schools uses to screen students for S.T.R.I.V.E. are the Sage 2 Screening Assessment for Gifted Elementary and Middle School Students, teacher nominations based on the Renzulli Scales for Rating the Behavioral Characteristics of Superior Students, and the most current grades available.

According to the State of New Jersey's definition, gifted and talented students are:

*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.*

Therefore, the program identification guidelines must remain flexible and may change from grade to grade. This means that because your student was not eligible for S.T.R.I.V.E. in the current school year, it does not mean he/she cannot be admitted the following year.

Please know that the district is now offering total enrichment for the entire student body. This gives every child the opportunity to engage in higher level thinking skills. Through the enrichment program, we offer STEM related activities that are fun and innovative for all students.

If you have any questions regarding the identification, please feel free to contact me. My e-mail address is ctriglia@wpschools.org.

Sincerely,

Carmela Triglia, Director of Curriculum & Instruction

Woodland Park Public Schools

S.T.R.I.V.E.

Acceptance Letter

To the Parent/Guardian of _____:

We are pleased to inform you that your child was accepted into the S.T.R.I.V.E. program for the 2018-2019 school year. You should be very proud that your child was recognized by his or her teacher for the time, energy, and effort that he/she puts into their schoolwork. We commend your child for his/her hard work and am looking forward to working with him/her for the remainder of the school year.

Following the selection guidelines of the New Jersey Association for Gifted Children, multiple criteria are used in making selections for the program, such as state standardized test scores (NJ ASK/DRA), the Screening Assessment for Gifted Elementary School Students (SAGES-2), and teacher nominations.

According to the State of New Jersey's definition, gifted and talented students are:

*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.*

Therefore, the program identification guidelines must remain flexible and may change from grade to grade. ****Your child must meet all eligibility criteria for acceptance into the S.T.R.I.V.E. Program for each academic year. ****

Please note students will receive services during the school day. Lunch and recess will not be impacted. We will send home the S.T.R.I.V.E. Parent Guide with your child. Please take the time to review it carefully.

Please sign the acceptance portion of this letter and return it to your child's teacher as soon as possible. If you have any questions, please do not hesitate to contact me.

Sincerely,

Carmela Triglia

Director, Curriculum & Instruction

Woodland Park Public Schools

S.T.R.I.V.E.

Please indicate if you would like your child to participate in the S.T.R.I.V.E. Program for the 2019-2020 school year.

Please Print Student's Name: _____

Teacher: _____

_____ I wish my child to participate in S.T.R.I.V.E. at this time.

_____ I do not wish my child to participate in S.T.R.I.V.E. at this time.

*****I understand that my child must meet all eligibility criteria for acceptance into the S.T.R.I.V.E. Program for each academic year. *****

Parent Signature(s): _____ Date: _____

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S.T.R.I.V.E.

Exit Procedures

All students will be encouraged to stay in S.T.R.I.V.E. whenever possible. However, in some cases, it is understood that exiting the program is in the best cognitive and/or behavioral interest of the student. These cases often occur consistently and over an extended period of time. Some indicators that program discontinuation may be desirable for an individual child include, but are not limited to the following:

1. Inability to meet the requirements of their general education program
2. Inability or reluctance to meet the requirements of S.T.R.I.V.E.
3. Student displays inappropriate behavior that consistently distracts or endangers other students
4. Parent(s)/Guardian(s) request that their child be allowed to leave the program
5. Expressed desire on the part of the student to discontinue his or her involvement in S.T.R.I.V.E.

In those cases where the student's needs require removal from the program, the following exit procedure will be followed:

- The gifted and talented teacher, the classroom teacher, parent(s)/guardian(s), or student initiates request for student removal from the gifted and talented program. If the parent(s)/guardian(s) choose to withdraw their child from the program, a written letter to that effect, must be sent to the school, after which a conference will be called.
- The gifted and talented teacher, the classroom teacher, and the principal will confer to consider the recommendation, and if necessary, to seek and review additional information from other staff members and/or the student's parent(s)/guardian(s).
- Parents will be informed that their child's placement in the program is being reconsidered and will have the opportunity to discuss the student's circumstances and status.
- If the conference participants conclude that continued participation in S.T.R.I.V.E. is not in the best interest of the student, the participants will decide whether or not to withdraw the student from the program for the remainder of the year.

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S.T.R.I.V.E.

Student Identification Matrix

Grades K-4

Student Name: _____ **Grade:** _____ **Date:** _____

DATA	SCORE	0	1	2	3	POINTS
Abilities Test SAGES-2 Math/Science Language Arts/SS	Math _____ ELA _____ ***Circle <u>Math</u> or <u>ELA</u> whichever one is highest***	< 111	111 - 120	121 - 130	130 +	
Abilities Test SAGES-2 Reasoning		<111	111-120	121-130	130+	
Grades		1	2	3	4	
Teacher Rating Scale Renzulli		<114	114-151	152-189	>190	
Star 360	Math _____ ELA _____ ***Circle <u>Math</u> or <u>ELA</u> whichever one is highest***	Interven- tion	On Watch	At	Above Average	

Total Matrix Points: _____ / 15

Total Needed: 13/15

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S.T.R.I.V.E.

Parental Appeals

An appeal procedure may be initiated by a parent/guardian of any child who was not selected for participation in the gifted and talented program. The parent may obtain an Appeal Process Form from their school office. This form allows parents to bring forth any additional information relevant to the child's qualifications for the S.T.R.I.V.E. The completed form should be submitted to the principal and forwarded to the gifted and talented teacher. The parents must submit the completed appeal form to the building principal no later than two weeks after they received the letter notifying them of their child's denial of admittance into the gifted and talented program.

Steps to Appeal

Grades 3 – 8

1. Parent or teacher obtains form from school office.
2. Reason for appeal is filled out by appeal initiator.
3. Form is returned to the school principal/gifted and talented teacher to complete test data section.
4. All appeals are to be reviewed by building principal, S.T.R.I.V.E. teacher, and classroom teacher at a meeting scheduled after the deadline for appeal.
5. Written notification of acceptance or rejection will be mailed to parents and kept on file in the school office.

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APPEAL PROCESS FORM

Student Name: _____ Grade: _____ School: _____

Parent/Guardian Name: _____

Address: _____

Daytime Telephone Number: _____

Please complete the following. (All information must be included on this form.)
DO NOT attach work samples.

1. Briefly state reason for appeal.

2. List any extenuating circumstances that may have adversely affected the child's test results.

3. List specific strengths and abilities that might not be indicated by test results.

Appeal initiated by: _____ Date: _____

Appeal completed by: _____ Date: _____

Test / Performance Data (to be completed by administrator):

NJ PASS SAGES-2 Reasoning _____ Mathematics _____

Language Arts _____ Modified Renzulli Rating Scale

NJ ASK Teacher Nomination Score _____ Mathematics _____

Language Arts _____ New student? _____

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S.T.R.I.V.E.

Classwork and Homework Policy

Students participating in the S.T.R.I.V.E. pull-out program will spend some time outside of their regular classroom. The work completed by the student in the S.T.R.I.V.E. classroom should supplement and enrich the regular class work. Sometimes the gifted and talented program will require students to work on minor projects or assignments outside the classroom however, homework in the program is rare. Classroom teachers shall remain flexible and make adjustments for students who participate in S.T.R.I.V.E.

1. If a student demonstrates proficiency in material that is not required for a marking period grade, the student shall not be required to make-up the class work missed during the gifted and talented program.
2. The student will be responsible for learning the new material that was presented to the class during his/her absence. Students are to communicate with their classroom teacher to find out what make-up work and homework is required.
3. Students should be given a reasonable amount of time to make up work, just as you would give a student who has an excused absence.
4. The student will be responsible for completing long-term assignments such as research projects and written reports that may be due on the day a student participates in S.T.R.I.V.E.
5. The student will be required to make up all tests which are given in his/her absence unless excused by the classroom teacher.
6. Teachers are encouraged to consider the S.T.R.I.V.E. program schedule as much as possible when scheduling class rewards, field trips, guest speakers, etc. within their classroom.
7. It is essential that students not be penalized for work they missed as a result of participation in the gifted and talented program.

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Methods of Evaluation

Student learning will be assessed through a variety of formal and informal methods. Methods include, but are not limited to:

1. Constructed Response

- Concept Mapping
- Open-ended Response
- Venn Diagram
- Journal Response

2. Product Assessment

- Research Paper
- Project
- Essay, poem, or story
- Poster
- Media Project

3. Performance Assessment

- Oral Presentation
- Demonstration
- Debate
- Dramatic Performance
- Technology Project

4. Process Assessment

- Interview
- Observation
- Conferences
- Self Assessment
- Learning

Glossary of Terms

Ability Grouping: Grouping students of like ability to work together on a short- or long-term basis.

Acceleration: Allowing students to move to a higher level of schoolwork than their age would ordinarily dictate, be it in the form of early entry to school, placement in a self-contained gifted classroom, earning credit by examination, skipping grades, completing two grades in a single year, or concurrent enrollment in both high school and college.

Assessment: Traditionally, the process of evaluating student learning with standardized testing and a clearly defined portfolio of individual work samples. In gifted education, teachers attempt to evaluate student products of performance to tailor education to student needs and interests.

Asynchronous Development: Also referred to as uneven integration, this is development in which intellectual growth is ahead of physical and social and/or emotional development.

Bloom's Taxonomy: Developed in 1956 by Benjamin Bloom, the taxonomy is often used to develop curriculum for gifted children. There are six levels within the taxonomy that move from basic to high levels of thinking. These include knowledge, comprehension, application, analysis, synthesis, evaluation and creativity.

Brainstorming: Brainstorming is an activity used to generate many creative ideas that have no right or wrong answers and are accepted without criticism. Effective brainstorming is characterized by fluency and flexibility of thought.

Cluster Grouping: Assigning students of the same grade level who have been identified as gifted to a small instructional group within a class of otherwise heterogeneously grouped students. Movement in and out of these cluster groups are fluid, depending on topic. Groups are created according to subject and topic. A child may be in the advanced group in math, but not in reading, and could be in the advanced group in math one year, but not the next year.

Creativity: Artistic or intellectual intuitiveness that allows students to conceive and create innovative concepts or products.

Critical Thinking: Cultivated analytical skills allowing students to logically comprehend and solve complex concepts of problems.

Curriculum Compacting: This adaptation eliminates, or shortens, work that students have already mastered at a pace faster than their classmates. Compacting allows students time and opportunity for enrichment or acceleration options during the school day.

Differentiation: Adapting the pace, level, or kind (content, process, product) of instructional curriculum to meet each student's individual learning needs, styles, or interests.

Emotional Giftedness: A type of giftedness where students perceive thoughts and events intensely and think about them more deeply than age peers.

Enrichment: Activities that add or go beyond the existing curriculum. Activities may occur in

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the classroom or in a separate setting.

Extension Activities: Activities which may extend the curriculum or which may simply be valuable in their own right and in which students may participate if they have spare time while waiting for the teacher's help or after they have completed a task.

Flexible Grouping: An instructional strategy where students are grouped together to receive appropriately challenging instruction. True flexible grouping permits students to move in and out of various grouping patterns, depending on the course content. Grouping can be determined by ability, size, and/or interest.

G.A.T.E.S: Gifted and Talented Enrichment Services Program

Gifted and Talented Students: The State of New Jersey Department of Education defines gifted and talented students 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."

Independent Research/Study: Opportunities for students at all readiness levels to pursue topics that interest them. It is a self-directed learning strategy where the teacher acts as a guide or facilitator and the student plays a more active role in designing and managing his or her own learning.

Interest Grouping: Grouping students by interests rather than ability.

Learning Contract: An agreement between one or more students and their teacher, that specifies learning objectives, activities, resources, deadlines/timelines, assessment procedures, working conditions, and places for signatures. The teacher agrees to allow a student the freedom to pursue an area of special interest; and the student, in turn, agrees to follow certain independent learning conditions.

Learning Profile: A student profile is often used to describe a student's characteristics and learning needs, to help guide important educational decisions for a particular individual, or to guide individualized instructional planning. It may contain many different kinds of data (including test scores, observations, anecdotal records, samples of student work, or comments from cumulative records) that describe the student, the circumstances that prompted creating the profile, questions or problems requiring resolution, and suggestions for making desired decisions.

Most Difficult First: (Bottom up) A very simple first step to full-scale compacting. It is usually used with skill type activities such as math, grammar, map reading, vocabulary, or spelling. A teacher allows students to demonstrate mastery of the five most difficult problems of an assignment and then to participate in alternate activities without having to do an entire assignment.

Multiple Assessment Measures: An ongoing K-12 identification process for gifted and talented students that includes multiple measures, including but not limited to, achievement test scores; ability test scores; student performance or products; parent, student, and/or teacher recommendation; and other appropriate measures.

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New Jersey Core Curriculum Content Standards (NJCCCS): Core Content Standards provide a consistent, clear understanding of what students are expected to learn at each grade level, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers.

Problem-Based Learning: An instructional method that compels students to think critically, analytically, and cooperatively, individually or in groups, toward finding solutions to real-world problems or imaginary scenarios (based in truth) using appropriate learning resources.

Project-Based Learning: Project-based learning, (not to be confused with “Problem-Based Learning”), is the use of cross-curricular projects, intended to bring about deep learning, where students use technology and inquiry to engage with issues and questions that are relevant to their lives and the real world. The students engage in design, problem solving, decision making, investigative activities, research, and presentation skills. It allows students to work in groups independently and allows them to come up with ideas and realistic solutions. Project-based learning is an approach for classroom activity that emphasizes learning activities that are long

term, interdisciplinary and student-centered. This approach is generally less structured than traditional, teacher led classroom activities; in a project-based class, students often must organize their own work and manage their own time.

Pull-out Program: This is a part-time program where gifted children leave the regular classroom for a limited time to attend specialized classes with a resource teacher.

Renzulli's Three Factors of Gifted Behavior: Renzulli considers three factors important for the development of gifted behavior: above average ability, creativity, and task commitment.

Rubric: An assessment tool that is presented to students before they begin an activity. The rubric establishes criteria upon which a product will be assessed and levels of competency. Then, for each criterion, each level of competency is defined operationally, telling exactly what each level of competency looks like and what a student must do to earn certain scores. Rubrics allow students to know in advance exactly what is required of them for a specific grade or score.

Tiered Assignments: Parallel tasks at varied levels of complexity, depth and abstractness with various degrees of scaffolding, support, or direction. Students work on different levels of activities, all with the same essential understanding or goal in mind. Tiered assignments accommodate mainly for differences in students' readiness and performance levels and allow students to work toward a goal or objective at a level that builds on their prior knowledge and encourages continued growth.

Twice Exceptional: Quality of being both gifted and having a physical, an emotional, or a learning disability.

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