

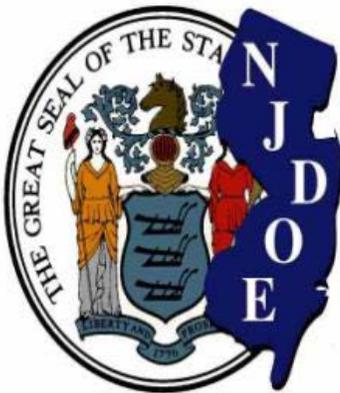
Wood-Ridge School District Gifted and Talented Services

The Definition of Gifted

The Wood-Ridge Board of Education recognizes the needs of students who possess and demonstrate extremely high levels of ability. New Jersey Administrative code 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."

All children have unique strengths and talents and require opportunities to learn, grow, and be challenged to strive for excellence. However some children have intellectual skills and abilities that significantly differ in degree and dimension from their chronological age peers and, therefore, require the challenge of a differentiated curriculum both in depth and scope, in order to provide them with the opportunity to maximize their potential. With careful nurturing and appropriate education, gifted students have the capability to make a unique contribution to their communities and the world.

THE NEW JERSEY ADMINISTRATIVE CODE REGULATIONS (N.J.A.C. 6A:8-3.1)



The Wood-Ridge School District is committed to thoroughly following proper procedures to ensure that all students in need of gifted services are identified and appropriately served. Students who are gifted and/or talented may be found within any racial, ethnic, or socio-economic group; within any nationality; within both genders; and within populations with disabilities. Recognizing and identifying students who may need differentiated services is a multi-stepped process which consists of referral, screening, and assessment of eligibility.

On June 1, 2005 the State Board of Education readopted with amendments [N.J.A.C. 6A: 8, Standards and Assessment for Student Achievement](#), which includes more specific requirements for gifted and talented programs. Changes to the regulations are highlighted below in **bold**.

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.

Key Points

- All public schools must have a board-approved gifted and talented program.
- Students are to be compared with their peers in the local school district.
- District boards of education shall make provisions for an ongoing K-12 identification process for gifted and talented students that includes **multiple measures**, including but not limited to, achievement test scores, grades, student performance or products, intelligence testing, parent, student and/or teacher recommendation, and other appropriate measures.
- The regulations do not establish state-level criteria for giftedness (such as an IQ score or grade point average). Specific tests are not required to be used to identify gifted and talented students.
- Local school districts should ensure that the identification methodology used is developmentally appropriate, non-discriminatory, and related to the programs and services offered (e.g., use math achievement to identify students for a math program).
- N.J.A.C. 6A: 8-3.1(a)5 ii requires local district boards of education **to provide appropriate K-12 educational services for gifted and talented students**. Therefore, the identification process and appropriate educational challenges must begin in kindergarten.
- The rules require district boards of education to develop appropriate curricular and instructional modifications for gifted students. Programs must address appropriate content, process, products, and learning environment.
- **District boards of education shall take into consideration the *PreK-Grade 12 Gifted Program Standards of the National Association for Gifted Children (NAGC)* in developing programs for gifted and talented students. The NAGC standards establish requisite and exemplary gifted program standards and can be accessed at [NAGC Standard](#).**
- Each curriculum framework developed by the department provides general as well as content-specific information on gifted education (e.g., terminology, examples of appropriate practices). The frameworks can be accessed at:

<http://www.nj.gov/education/frameworks/> or at <http://www.nj.gov/education/aps/cccs>
- Local school districts will continue to be monitored as part of the regular school district evaluation process. Board-approved policies and procedures must be made available.

Learning experiences for all students should be arranged so that whatever paths students travel, and whatever distances they travel on these paths, the experiences must be appropriate to their unique interests and learning styles.

Schools are Places for Talent Development -- Renzulli, 1994

Identification Criteria for the Gifted and Talented Program - Grades 3-8

District screening and identification procedures emphasize the use of multiple criteria as a means of determining eligibility for gifted support services. The use of multiple measures assures that no single component will be used for identification but rather multiple identifiers designed to recognize latent, emergent, or manifest indicators of giftedness are employed

Students are identified for G & T screening if they meet one or more of the following criteria:

- Teacher Recommendation
- Writing Benchmark Assessment (6-8)
- Running Records / Report Card Final Grades (B or above current 3rd grade)
- NJASK Math 275 (when available)
- NJASK LAL 260 (when available).

Students meeting the initial screening criteria are assessed using the CogAT (Cognitive Abilities Test) to determine eligibility for the Gifted and Talented Program. The following criteria must be met for eligibility:

- CogAT stanine – 9

Wood-Ridge's Support for Gifted and Talented Students:

Wood-Ridge's curriculum and instructional practices provide support for the Gifted and Talented Students in the following ways:

Curriculum guides are comprehensive and focus on key concepts and principles of each discipline, as evidenced by the use of the Understanding by Design philosophy and format. These curriculum guides provide strategies for teachers from which to choose, including structures of lessons, choice for students, and adaptations in content, process, product, and learning environment.

Utilizing Teacher's College Reading and Writing Program, students are given opportunities to work at a higher degree of difficulty by applying their skills to advanced leveled books.

The math curriculum and program materials provide classroom teachers with resources and best practices for supporting all learners, including the Gifted and Talented students. Teachers provide additional problem-solving materials to students who require further study beyond the normal course of the classroom lesson. *M³ Mentoring Minds* is one of the math programs available to teachers that allow students to discover their learning in a problem-based structure.

Professional development for teachers has included training in differentiated instruction which supports teachers as they structure instructional learning experiences for small groups and individuals according to abilities, interests, or needs. This provides time for children to work individually, with their peers or teachers at a pace that works for them.

Professional development for teachers has also included professional texts on the subject of supporting gifted students in the regular classroom, Gifted and Talented State Conferences, as well as time to meet during common planning time with the for further support.

The Extension Challenge Project is provided for those Gifted and Talented students looking for individual extension inquiry. The student develops an action plan for researching and sharing his or her learning experience. The student is provided time in school, but the expectation is that the project is completed at home by the child.

Talented and Gifted Services (Elementary-Intermediate)

The G & T program at the elementary-Intermediate level is a pullout math based program. Students meet with a G & T teacher and other G & T students in their grade. Below is a list of the units that may be completed in each grade. More information can be found at:

Grade 3 Units

In each unit of the Project M³ series, students explore an interesting simulated or real-life problem connected to their world and use their Mathematician's Journals to think, write, and act like mathematicians to solve the problem.

Unraveling the Mystery of the MoLi Stone: Place Value and Numeration

In this unit, unraveling the Mysteries of the MoLi Stone, students explore our numeration system in depth.

Grade 4 Units

Treasures from the Attic: Exploring Fractions

In this unit, students are introduced to two children, Tori and Jordan, who uncover hidden treasures in their grandparents' attic from a general store that their great grandparents used to own. These treasures lead to an interesting exploration of fraction concepts. The focus of the entire unit is on making sense of fractions rather than on learning algorithms to perform computations.

Grade 5 Units

Factors, Multiples and Leftovers: Linking Multiplication and Division

This unit focuses on the development of students' multiplicative reasoning power. With an emphasis a deeper understanding of multiplication and division, students encounter a range of different problem situations and representations, learn about the relationship between multiplication and division and the properties associated with these operations.

Grade 6 Units

Line It Up: This unit focuses on Linear Relationships

Solve It: This unit focuses on Equations, Inequalities and Exponents

Grade 7 Units

Let's Be Rational: This unit focuses on Fractions, Decimals and Integers

(Descriptions of units from Project M³ Website): <http://www.gifted.uconn.edu/projectm3/>

Appendix

A High Achiever vs. A Gifted Learner

A High Achiever	A Gifted Learner
<p>Knows the answers Is interested Is attentive Has good ideas Works hard Commits time and effort to learning Answers questions Absorbs information Copies and responds accurately Is a top student Needs 6 to 8 repetitions for mastery Understands ideas Grasps meaning Completes assignments Is a technician Is a good memorizer Is receptive Listens with interest Prefers sequential presentation of information Is pleased with his or her own learning</p>	<p>Asks the questions Is highly curious Is intellectually engaged Has original ideas Performs with ease May need less time to excel Responds with detail and unique perspectives Manipulates information Creates new and original products Is beyond her or his age peers Needs 1 to 2 repetitions for mastery Constructs abstractions Draws inferences Initiates projects Is an innovator Is insightful; makes connections with ease Is intense Shows strong feelings, opinions, perspectives Thrives on complexity Is highly self-critical</p>

** Based on a concept from "The Gifted and Talented Child" by Janice Szabos, Maryland Council for Gifted & Talented, Inc., as reprinted in Heacox, D. (2002), p. 136.*