



ROSELAND ENRICHMENT

Monday, June 1, 2015

Review of Current Gifted and Talented Program

- ❑ Push-In Program for K-2 Students using Primary Educational Thinking Skills (PETS) program
- ❑ Pull Out Program for Grades 3-6
- ❑ Differentiated instruction within the classroom
- ❑ Advisory Period
- ❑ After or before school programs
- ❑ Specialized Classes

Current Identification Process

- Grade level matrix comprised of:
 - CTP Score – Aptitude test focusing on Language Arts and Math
 - Writing Sample (Based on NJASK rubric)
 - Teacher Rating Scale
 - NJASK Language Arts and Math (3rd, 4th, 5th grade scores)

Rationale

- Needs Assessment of Gifted and Talented Program 2012
- Eligibility for G&T Entrance needs changing
- Criteria for NJ ASK no longer available
- Additional opportunities to provide Enrichment for all students

Thank you to the Members of the G&T Committee

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- Barry Bachenheimer
 - Laura Dacosta
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 - Hope Garofano
 - Jason Giumara
 - Lisa Gross
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Our charge as the Enrichment Committee

- Review current enrichment opportunities provided to Roseland K-6 students
- Review the current identification rubric to determine if it appropriately identifies gifted/talented students
- Review enrichment programs offered by school districts with similar socio-economic demographics
- Research best practices in the field of gifted/talented education
- Develop and present curriculum/program recommendations to Board of Education.

Enrichment Programs in other districts

- Differentiated program based on Renzulli's Schoolwide Enrichment Model
- Differentiated instruction by classroom teacher with interdisciplinary language arts and social studies learning experiences as part of the regular classroom instruction
- Only Math enrichment is offered as a pull-out program
- No formalized program (K-6)
- Push-in model where the in-class differentiation instruction-coordinator works with grade level teachers to develop lessons

Beliefs Based on Research Findings

- All students are gifted at some time and in some way
- All students are not equally gifted in everything
- Giftedness is not necessarily synonymous with high achievement
- There are many under-achieving gifted students
- Multiple intelligences and learning styles theory are an integral part of understanding, identifying and addressing giftedness
- Instruction for gifted/talented students can occur in a number of environments including individualized, small-group and large-group learning

G&T behaviors can be developed through systematic enrichment opportunities

N. J. A. C. 6A:8-3.1

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.

Philosophy

- The Roseland Public School District finds it important to recognize the unique needs, talents, abilities and learning potential of the individual student. We recognize our responsibility to provide an educational program that stimulates and challenges each individual to realize his or her maximum potential in a nurturing, caring environment.

Philosophy

- School-wide and grade level enrichment activities are made available to all students. Through engaging activities, students are encouraged to explore real world concepts and issues that will enable students to successfully contribute to an ever-changing global society.

Key Points of School-wide Enrichment Model (SEM)

- Develop the talent potential of all students by providing enrichment opportunities, resources and services to develop student strengths
- Improve the academic performance of all students in all areas of regular curriculum
- Blend standard curriculum activities with meaningful enrichment activities and learning

Kindergarten-Third Grade

- Differentiated Instruction including project-based learning, activity centers, flexible groups, book clubs
- Whole class instruction by enrichment teacher to develop higher order thinking skills-Focus on analysis, synthesis, evaluation, problem solving and critical thinking
- Technology opportunities
- Music Instruction
- Art Instruction

Grades 4-6

- Enrichment Coordinator, in conjunction with grade level teachers, will develop grade level enrichment modules to support Standard 9: 21st Century Skills and Careers
- Opportunities for pull out accelerated academic program
- Advisories Period
- Art Instruction
- Spanish Instruction
- Chorus
- Strings and Advanced Band
- Technology Opportunities ([Maker Space Video](#))
- After School Clubs

Pull-Out Enrichment Criteria

- Grade level matrix comprised of:
 - Insight Test of Cognitive Ability (Cognitive Screener based on the Cattell-Horn-Carroll CHC theory of cognitive skills)
 - Teacher Rating Scale
 - Reading level based on Teacher's College
 - Comprehensive Math Assessment
 - Writing Sample

Final Thought

- Through the school-wide enrichment program, we will be addressing the needs of both the "talented" as well as the "gifted".
- "Talent hits a target no one else can hit; Genius hits a target no one else can see." - Arthur Schopenhauer