



# SOMSD Gifted & Talented Protocols



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# **New Jersey State Mandate for Gifted and Talented**

The New Jersey Department of Education requires that each school district provide services to meet the needs of students who have been identified as gifted and talented. Each school district must establish a process to identify students as gifted and talented using multiple measures. These students require modification to their educational program if they are to achieve in accordance with their capabilities (*N.J.A.C. 6A:8-3.1*).

The New Jersey Department of Education has not adopted standards for gifted and talented programs. However, there are standards that have been developed by the National Association for Gifted Children (NAGC). Districts may find them useful in developing curriculum and planning classroom instruction. National standards have been created for specialized programs and services. For teacher preparation in gifted education, knowledge and skills for all teachers and advanced standards in teacher preparation will help guide and improve teaching and deepen student learning.

## **Pre-K to Grade 12 Gifted Education Programming Standards**

### **Statutes and Regulations**

#### **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.

- i. District boards of education shall make provisions for an ongoing K-12 identification process for gifted and talented students that includes multiple measures.

- ii. District boards of education shall provide appropriate kindergarten through-grade-12 (K-12) educational services for gifted and talented students.
- iii. District boards of education shall develop appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment.
- iv. 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.
- 3. District boards of education shall provide the time and resources to develop, review, and enhance inter-disciplinary connections, supportive curricula, and instructional tools for helping students acquire required knowledge and skills.

The tools include, but are not limited to:

- i. A pacing guide;
- ii. A list of core instructional materials, including various levels of texts at each grade level;
- iii. Benchmark assessments; and
- iv. 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.

2464 GIFTED AND TALENTED PUPILS

The Board of Education recognizes its responsibility to identify gifted and talented pupils within the school district and to provide these pupils appropriate instructional adaptations and services. To that end, the Board directs that each such pupil in the school district be identified and offered an appropriate educational program and services.

For purposes of this policy, gifted and talented pupils will be defined as those exceptionally able pupils who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the district (obvious outliers – supplement 1), and who require modification of their educational program if they are to achieve in accordance with their capabilities.

The Board shall approve appropriate curricular and instructional modification methods to be used for gifted and talented pupils indicating content, process, products and learning environments (Gifted & Talented Strategies – supplement 2).

The Superintendent shall approve procedures, using multiple measures, for the on-going identification process and appropriate educational challenges for gifted and talented pupils, initiated in kindergarten and reviewed annually through grade 12. The identification methodology will be developmentally appropriate, non-discriminatory and related to the programs and services offered by the district (supplement 3).

The individual educational programs offered to gifted and talented pupils should encourage and challenge them in the specific areas of their abilities, but will not replace the basic instructional program of the various grades of this district. Programs offered to an exceptional pupil may include but are not limited to: pull-out programs; classroom differentiated instruction; acceleration; flexible pacing; compacted curricula; distance learning; advanced classes; or individual programs infused into the student’s regular instructional program, provided that a written description of the infusion (GAP) has been prepared and filed in the student’s record.

Programs for the gifted and talented will be periodically evaluated for their continuing efficacy and adjusted accordingly.

The parent or legal guardian of any pupil identified as gifted or talented shall be consulted regarding any program designed to address the pupil’s needs. Gifted and Talented strategies, as appropriate to each individual student, will be outlined in a Gifted Action Plan (GAP), with a copy kept on the student’s file, and a copy made available to parents.

N.J.S.A. 18A:61A-2; 18A:35-4.16  
N.J.A.C. 6:3-8.6; 6:8-4.5; 6:37-1.1; 6A:8-1.3; 6A:8-3.1  
P.L. 108-382, Sec. 10201 et seq.

First Reading: .....  
Adopted: .....

2464 GIFTED AND TALENTED PUPILS

SUPPLEMENT 1

OBVIOUS OUTLIERS

In accordance with the New Jersey State Mandate on gifted education, Gifted and Talented strategies with be provided for:

“... those exceptionally able pupils who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the district”

Student identified as obvious outliers will meet one or more of the following criteria:

**OBVIOUS OUTLIERS – Criteria**

- Consistently obtain 95% or higher on pre-test assessments in given subject area
  - Consistent reading assessments 5 or more levels above the standard grade range
  - Consistent written responses exceeding the ‘grade level above’ marking rubric
  - A standardized IQ assessment of 145+
  - Perfect PARCC scores
  - Awards or placements from external organizations (e.g. Johns Hopkins CTY)
  - Portfolio / evidence of exceptional achievements in specific subject area
- 
- o Obvious outliers will generally be those students who DO NOT have a group of like-minded peers with whom to work.
  - o Generally, they will be performing and testing ABOVE the ‘top group’ in the class.
  - o Generally, the regular classroom differentiation activities will be insufficient to truly challenge them

2464 GIFTED AND TALENTED PUPILS

SUPPLEMENT 2

GIFTED & TALENTED STRATEGIES

*The South Orange Maplewood School District is committed to providing appropriate and challenging learning opportunities for all students. Rather than providing a one-size-fits-all approach to learning, we believe that every student is entitled to receive what they need in order to be successful. Utilizing a multi-faceted approach to gifted and talented programming, SOMSD identifies and makes provisions for students in each grade level who possess or demonstrate exceptionally high levels of ability across various subject areas, as compared to their peers within the district. Strategies are continually assessed, reviewed and modified as necessary.*

- Staff will be provided with professional development on issues related to giftedness. New K-5 staff will receive training during New Staff Development and existing staff will collaboratively review current practices on line.
- AP Offerings in the High School
- Single-subject acceleration in the Middle School and High School (after appropriate testing)
- Differentiated curriculum within the classroom.
  - Open-ended tasks.
  - Modified assignments.
  - Differentiated project.
  - “Hardest first” approach (curriculum compacting – “instead of” NOT “as well as”)
- Flexible subject-specific ability groupings within the classroom.
- After school enrichment activities (e.g. Clubs, Beyond the Bell)
- Electives, clubs and extra-curricular activities
- Gifted Action Plan (GAP) - Negotiated curriculum for obvious outliers
- Individual research project (to work on in class if / when finished early)
- Software programs or websites for enrichment (e.g. 10-Marks, Khan academy)
- Individual assignment (e.g. produce a class newspaper, history fun facts each week, word search, or mathematical problem or puzzle of the day)
- Student Initiated Modification (SIM) – Negotiated tasks
- A district-wide gifted mentor program. Highly able students (one high school and one elementary student) sharing a common interest or strength can be paired. They meet regularly to work together and discuss shared interests each week.
- Cluster rotations across specific grade levels – grouping like-minded students across classes
- Participation in external programs and competitions such as Odyssey of the Mind, Math, Science & Writing competitions etc.,

***Fair isn't everyone getting the same thing...  
fair is everybody getting what they NEED to be SUCCESSFUL.***

2464 GIFTED AND TALENTED PUPILS

SUPPLEMENT 3

IDENTIFICATION

Our identification process is subject-specific, quantifiable, and transparent. In line with current research based criteria for identifying gifted and talented students, we use multiple measures. Research reviewed from NAGC (National Association for Gifted Children), Renzulli (National Research Center on the Gifted and Talented), and Gagne and Heller research.

Identification will include a combination of any number of the following methods:

- In-take testing for new students
- Formal assessments in all content areas
- Annual state assessment scores
- Student work samples, progress reports / grades
- Observation and discussion
- Evaluation of all students for G & T identification towards the end of Grade 2
  - o District Gifted and Talented screening checklist
  - o Standardized assessment (e.g. CogAT, Naglieri Nonverbal Ability Test, Otis-Lennon)
- Unit-specific selection criteria
- Self-selection / nomination



# SOMSD Gifted & Talented Provisions

*The South Orange Maplewood School District is committed to providing appropriate and challenging learning opportunities for all students. Rather than providing a one-size-fits-all approach to learning, we believe that every student is entitled to receive what they need in order to be successful. Utilizing a multi-faceted approach to gifted and talented programming, SOMSD identifies and makes provisions for students in each grade level who possess or demonstrate exceptionally high levels of ability across various subject areas, as compared to their peers within the district. Strategies are continually assessed, reviewed and modified as necessary.*

- Staff will be provided with professional development on issues related to giftedness. New K-5 staff will receive training during New Staff Development and existing staff will collaboratively review current practices on line.
- AP Offerings in the High School
- Single-subject acceleration in the Middle School and High School
- Differentiated curriculum within the classroom.
  - Open-ended tasks.
  - Modified assignments.
  - Differentiated project.
  - “Hardest first” approach (curriculum compacting – “instead of” NOT “as well as”)
- Flexible subject-specific ability groupings within the classroom.
- After school enrichment activities (e.g. Clubs, Beyond the Bell)
- Electives, clubs and extra-curricular activities
- Gifted Action Plan (GAP) - Negotiated curriculum for obvious outliers (see criteria)
- Individual research project (to work on in class if / when finished early)
- Software programs or websites for enrichment (e.g. 10-Marks, Khan academy)
- Individual assignment (e.g. produce a class newspaper, history fun facts each week, word search, or mathematical problem or puzzle of the day)
- Student Initiated Modification (SIM) – Negotiated tasks
- A district-wide gifted mentor program. Highly able students (one high school and one elementary student) sharing a common interest or strength can be paired. They meet regularly to work together and discuss shared interests each week.
- Cluster rotations across specific grade levels – grouping like-minded students across classes
  - Cluster rotations provide a way of grouping like-minded students across three or four classes creating 3 or 4 groups rotating through a series of lessons. This enables teachers to work with all students, in rotation, in an area of specialty.
  - Example, STEM enrichment clusters
    - Three classes divided into three or four groups
    - Rotations include science hands on experience, computer programming, math problem solving and engineering/construction.
  - Example – the same can be done in the area of Language Arts incorporating writing, philosophy, book club and drama.
- Participation in external programs and competitions such as Odyssey of the Mind, Math, Science & Writing competitions etc.,

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# Options for identified students

## CLASSROOM

- Differentiated curriculum within the classroom
  - o Open-ended tasks
  - o Modified assignments
  - o Differentiated projects
  - o 'Hardest first' approach (curriculum compacting)
- Flexible subject-specific ability groupings within the classroom
- AP offerings in the high school
- Single-subject acceleration in the middle school and high school
- Cluster rotations (3 classes working together / rotating groups)

## SCHOOL WIDE

- School chorus, band and orchestra
- Lunch time and after school clubs: nature club, MLK, robotics etc.
- Involvement in school newspaper publication
- Lunch and recess peer mediators program
- Lunch time or negotiated time for "reading or writing buddies"
- GAP (Gifted Action Plan) – negotiated curriculum / placement
- Lunch time or after school high school mentor

## OUTSIDE OF SCHOOL

- After school enrichment units (Beyond the Bell)
- Odyssey of the Mind
- Local, state and national competitions (writing, science etc.)

## INDIVIDUAL / HOME BASED

- Individual research project (to be completed at home)
- Individual research project (to work on in class if finished early)
- Suggested reading list
- Software programs or websites for enrichment (e.g. Khan academy)
- Individual assignment (e.g. produce a class newspaper, history fun facts each week, word search, or mathematical problem or puzzle of the day)

# Parent requests for Gifted & Talented provisions

## PROCESS:

### TO WHOM DO PARENTS SPEAK?

1. Speak with the classroom teacher first
  - a. Let them know your child's area/s of interest, passion, skill
  - b. Determine current level of academic achievement across subject areas
  - c. If current achievement levels are hitting a ceiling, request 'above-level testing'
  - d. If classroom achievement levels are not consistent with your understanding of your child, or with prior testing results, provide copies of prior testing and/or evidence to support your understanding of your child's abilities and strengths (portfolio, testing, awards etc.)
  - e. It is possible that some children can score very well on external tests, yet still struggle in class to master new content, or to score well on classroom-based tests. If such a discrepancy exists, work collaboratively with the teacher to help your child learn and understand how to perform at their best on classroom assessments.
  - f. If there is a significant discrepancy between what you see at home and what is seen at school, further assessments may be needed and parents and teachers may complete and compare the district G & T Checklist. The school guidance team may need to be involved at this stage, or a meeting with special education staff and / or the principal may be necessary.

## Which students qualify for Gifted & Talented provisions?

2. Discuss appropriate provisions with the classroom teacher:
  - a. Students who hit a ceiling in school-based testing MAY be capable of learning and performing at a higher level. Above-level testing in math, and above-level challenges and marking rubrics may provide a better indication of the level at which the student is capable of working.
  - b. Students who are scoring well (90% or above), but not hitting a ceiling in school-based testing are learning and performing at an appropriate level. These students may benefit from 'curriculum compacting' (or the 'hardest first') method, which allows them to cover grade appropriate curriculum (ensuring no gaps in their learning), but at a faster pace, and with the opportunity to move on to enrichment activities sooner.
  - c. Students who are missing more than 10% of assessment criteria still have areas of their learning that need consolidation. Taking part in class instruction and demonstrations will help refine their skills and understanding; developing effective study and revision skills will increase their scores on assessments; and learning to work systematically through task requirements and scoring matrices will ensure that they learn to construct responses at an appropriate level with sufficient detail and complexity.
  - d. Students who need to consolidate their learning in class, but who may still be interested in taking part in some form of enrichment or more challenging work have the opportunity to do a number of the following:
    - i. Work on enrichment tasks in class once classwork has been completed with all assessment criteria met at the highest level
    - ii. Enroll in the after school enrichment programs – "Beyond the Bell"
    - iii. Undertake an individual research project at home in an area of interest / passion and bring in the completed project to share with the class
    - iv. Enter school, local, state or national competitions

## Identification Process:

*“While some commonalities exist across giftedness, one size does not fit all Gifted learners exhibit different characteristics, traits, and ways to express their giftedness. Various issues must be considered for identification.” (NAGC – National Association for Gifted Children)*

Our identification process is subject-specific, quantifiable, and transparent. In line with current research based criteria of selecting Gifted & Talented students from the NAGC (National Association for Gifted Children, Renzulli (National Research Center on the Gifted and Talented) and Gagne and Heller research, we use multiple measures including:

- In-take testing for new students
  - Brigance Early Childhood Screen III, Kindergarten
  - Standardized inventory of early development
  - First and Second grade district end of year testing
  - Grades 3-8 Terra Nova / CogAT / NNAT
    - Standardized inventory of skill development
  - Grades 6-8 district developed math assessment
  - District developed math and language arts assessments for high school
- Formal assessments in all content areas
  - Teacher’s College Reading Assessment
  - Math in Focus end of unit assessments
  - Subject specific on-going assessment
  - End of 2<sup>nd</sup> Grade testing / 3<sup>rd</sup> Grade review
- Student work samples
- Progress reports / grades
- Observation and discussion
- Checklists
  - District G & T screening checklist
  - GES – 3 (Gifted Evaluation Scale).
- Unit-specific criteria
- Self-selection
- External assessments

# Criteria for specific provisions

## CRITERIA:

- **AP Criteria**
  - The English Department, the Fine Arts Department, the Mathematics Department, the Science Department, the Social Studies Department, and the World Languages Department offer Advanced Placement courses designed for students who are doing college level work in a particular subject area. Criteria for specific AP courses are available in the CHS Course Catalog, and in Board Policy 2314 and associated regulations on [Academic Placement](#).
  
- **Single-subject acceleration**
  - Accelerated Mathematics Grades 6 to Grades 8
    - In grade 5, students are screened to identify viable candidates for acceleration (in order to skip a grade of math). Once a student is accelerated, they continue with that course sequence as long as an average grade of B or higher is maintained. Specific criteria are available in [Academic Placement](#) Regulations.
  
- **Differentiated Curriculum within the classroom**
  - Open Ended tasks will be offered to all students, with no inclusion criteria necessary. All students will be given opportunities, through open-ended tasks, to explore topics and extend their thinking and writing to the extent to which they are truly capable.
  - Modified assignments and differentiated projects will be offered to students who demonstrate skills and abilities well in excess of grade level expectations. Based on regular unit assessments and reviews, the following criteria will apply for inclusion
    - MATH
      - 95%+ on unit pre-tests
      - Strong knowledge and skills in basic number facts and operations
    - READING
      - Students testing three grade levels (or at least 5 reading levels) above grade expectation
      - Fluency, accuracy and comprehension levels of 96%+ at stated level
  
- **"Hardest first" approach (Curriculum compacting)**
  - Many students who do not score 100% on unit pre-tests may, in fact, still have a strong understanding of concepts being introduced.
  - In situations where students score 90% or higher on unit pre-tests, they may be offered the opportunity to use the "hardest first" system. If the 10 hardest examples can be completed with 100% accuracy, students will be given the opportunity to move on immediately to enrichment activities related to the current topic, or to more general problem solving and lateral thinking tasks.

- **Flexible subject-specific ability groupings**
  - Criteria differ depending on the particular enrichment unit and the grade level at which it is being offered.
  - Groupings are reviewed and changed for each unit based on teachers' specific criteria and professional judgment.
  - Examples:
    - Kindergarten reading group
      - Reading at TC Level J or DRA Level 18
      - Knows First 200 Sight Words
      - Reads with appropriate expression and fluency
      - Works cooperatively
      - Ability to discuss and reflect
    - 4<sup>th</sup> grade math
      - 90% + on topic pre-test
      - Knows times tables
      - Quick number fact recall
      - Strong problem solving approach to new tasks
  
- **After school enrichment**
  - Self-selecting and teacher recommendations
  
- **Electives, clubs and extra-curricular activities**
  - Self-selecting
  - Specific criteria provided if applicable.
  
- **Gifted Action Plan**
  - In extreme circumstances, some students demonstrating exceptional abilities (obvious outliers) may require an individualized program
  - In some cases, students will be identified by staff.
  - In other cases, parents may bring in supporting documentation to be considered, together with subject based above-level testing and the district G & T screening checklist.
  - The Gifted Action Plan will outline modifications such as: single subject acceleration or a negotiated curriculum.
  - For example:
    - Student undertakes a two week "math in the real world" project
    - Or a multimedia presentation instead of a written research paper.
  - When all other provisions for G&T have been considered and utilized, an individualized Gifted Action Plan (GAP) may be put in place.
  - When criteria for other enrichment opportunities have not been met, a negotiated curriculum unit may be created to be completed outside of school hours. This allows students to develop a portfolio of work that can demonstrate an ability in a specific subject area that may not have been identified otherwise.

# Modifications and differentiation

1. CURRICULUM COMPACTING (Hardest First)
  - a. Curriculum compacting is easily implemented in math, where students complete the 10 hardest examples (to demonstrate competency) and then move on to enrichment or more challenging work.
  - b. This can also be implemented in other subject areas, with students demonstrating competency on the most challenging tasks, or on one of each task, before being able to move on to enrichment activities
2. DIFFERENTIATION
  - a. Differentiated tasks can be provided in all subject areas, but may not always be appropriate. Some tasks simply need to be completed by the whole class in a standard manner
  - b. When practical, students may be offered one of three varied assessment tasks:
    - i. The first assessment task would be at GRADE LEVEL and marked accordingly
    - ii. The second task would be an ENRICHMENT task, with one additional level of marking criteria across the rubric. This additional marking criteria would be typical of expectations one grade level higher
    - iii. The third task would be a CHALLENGE task and would include two levels of additional marking criteria across the rubric. The additional marking criteria would be typical of higher expectations one grade level up, or possibly typical of expectations two grade levels higher
  - c. In line with the district's access and equity policy, students would be free to choose any of the three differentiated tasks.
  - d. Assessments based on extended rubrics may indicate higher levels of achievement, but would still be recorded as grade level scores (e.g. the student may receive an A+, with comments indicating evidence of higher levels of achievement)
3. MODIFIED ASSIGNMENTS
  - a. In situations where students have demonstrated competency at grade level, they may be provided with a modified assignment. This assignment may be modified in any of the following ways:
    - i. The teacher may provide the student with a more challenging novel, or with two novels to compare and contrast, whilst still using the same class-based questions and prompts
    - ii. The teacher may provide the student with a more challenging novel, and a set of more challenging questions, focusing on higher order thinking skills such as analysis, synthesis and evaluation
    - iii. The teacher may invite the student to choose their own novel and use this with class-based questions and prompts
    - iv. The teacher may substitute one or two of the easier questions with more challenging questions requiring greater depth of thought or greater investigation. This may apply in science, social studies, language arts or foreign language
    - v. The teacher may invite the student to substitute one or two questions with questions of their own, that extend their thinking and investigation
    - vi. The teacher may invite the student to extend an assignment by adding another element to the question, or by adding an additional tasks that may be of interest to the student
    - vii. The student may make a request to modify an assignment in a way that will continue to demonstrate competency, but at the same time, challenge and interest the student (Student Initiated Modification – SIM)

#### 4. OPEN-ENDED TASKS

- a. In many situations, teachers may provide the whole class with an open-ended assignment that allows for great challenge, choice and creativity.
- b. As long as the set criteria and requirements are followed and met, students can enjoy a great deal of creative freedom and scope for enrichment and extension when they are working with open-ended tasks

#### 5. INDIVIDUAL RESEARCH PROJECTS

- a. For students who consistently finish classwork early (meeting all high level assessment criteria), an individual research project can provide an interesting and challenging opportunity to explore an area of interest and to demonstrate knowledge or skills
- b. The research project needs to be of interest to the STUDENT. It must be something the student is passionate about
- c. Students can select their own topic and use the research project template as a guide in undertaking their research and deciding how to present their information.
- d. Students would generally work on a project over 4 – 6 weeks, keeping their information on a shelf or somewhere accessible, for the moments in class when they have finished early. In this way, they can simply go on with their research until the class is ready to move on to the next activity
- e. Although these tasks are not graded, students generally enjoy an opportunity to share their finished products with their class.

#### 6. HIGH SCHOOL MENTOR PROGRAM

- a. Students demonstrating a particular interest or passion in an area such as writing, chess, music, math, science, geography etc. may enjoy the opportunity to meet with a high school mentor who shares the same passion or interest.
- b. High school subject supervisors can identify students they feel possess a strong interest and ability in their subject, who may be interested in working as a mentor with a younger student.
- c. High school mentors may travel to the elementary schools using the “Elementors” buses, or may make their own transport arrangements to the school one lunch time a week. They meet weekly to discuss and work on topics / projects of interest.
- d. Using the district mentor template, the mentor and the younger student make a plan in terms of what they would like to work on together each week.
- e. The elementary school class teacher keeps in touch with the high school mentor via email or text if / when a student is away sick, or timetabling changes occur.

#### 7. INDIVIDUAL RESEARCH ASSIGNMENTS

- a. Students with a particular passion or strength may enjoy undertaking an individual assignment in the classroom, in their own time.
- b. A small section of the display board can be set aside for students to display their information for other class members to enjoy
- c. Such assignments may include:
  - i. Weather reports
  - ii. Problem of the day challenge
  - iii. Interesting historical facts
  - iv. Daily quiz questions
  - v. Word search or crosswords
  - vi. Daily news
  - vii. Interesting interviews
- d. The teacher may invite or suggest that a student take on one of these roles, or students may volunteer themselves



## SETTING UP A GIFTED ACTION PLAN (GAP)

1. Student is identified as an outlier and a Gifted Action Plan (GAP) is recommended or requested
  - a. Teachers may identify obvious outliers in their class, and recommend a GAP
  - b. Parents may consider their child to be an obvious outlier, and request a GAP
2. Student's eligibility for a GAP is determined, based on any of the following criteria:
  - a. Consistently obtain 95% or higher on pre-test assessments in given subject area
  - b. Consistent reading assessments 5 or more levels above the standard grade range
  - c. Consistent written responses exceeding the 'grade level above' marking rubric
  - d. A standardized IQ assessment of 145+
  - e. Perfect PARCC scores
  - f. Awards or placements from external organizations (e.g. Johns Hopkins CTY)
  - g. Portfolio / evidence of exceptional achievements in specific subject area
3. If a student is not considered eligible for a GAP, arrangements for in-class differentiation and enrichment are considered / discussed with classroom teacher, and student is encouraged to work on enrichment activities outside of school
4. For students eligible for a GAP, a meeting is arranged to discuss and document. The meeting includes the following people:
  - a. Parents
  - b. Class teacher / teachers
  - c. Principal or designee
  - d. Other support people if necessary (e.g. Counselor, social worker, subject specialist)
5. During the meeting, the following issues are discussed and documented:
  - a. Student's areas of exceptional strength
  - b. Student's areas of weakness or need
  - c. Recommended strategies and modifications (using district samples)
  - d. Contact people / review dates
6. In November of each year, Principals or designees in every school contact teachers who have students with a GAP. These teachers are asked to make a PHONE CALL REVIEW to ensure that all strategies on the GAP have been implemented and are working effectively.
  - a. Principal or designee asks teachers with GAP students to make a phone call review
  - b. Teachers call the parents and discuss each strategy on the GAP
    - i. If all strategies are working effectively, a review note is made on the GAP
    - ii. If strategies need to be modified or implemented, these changes are made
  - c. The GAP document is updated as "reviewed" in November and an updated copy sent to the district office
7. In May of each year, Principals or designees in every school contact teachers who have students with a GAP. These teachers are asked to arrange a GAP REVIEW MEETING with parents, to review the effectiveness of the GAP over the current school year and to make recommendations for continuation or change of strategies for the following school year.
  - a. The GAP REVIEW MEETING is held with teacher/s, parents and Principal or designee
  - b. An updated GAP is written for the following school year and passed on to the teachers / school when the new school year begins
  - c. An updated GAP is sent to the district office to keep on file

## SETTING UP A HIGH SCHOOL MENTOR ARRANGEMENT

1. Student is identified as one who would benefit from having a high school mentor
  - a. Students who demonstrate an extreme passion in a particular area
  - b. Students who have an insatiable desire to learn and know more
  - c. Students who don't seem to 'connect' intellectually with others in the class
  - d. Students who constantly seek out conversations with teachers / adults
  - e. Students who regularly bring in information, work, and ideas to share
2. Class room teacher discusses possible mentor arrangement with Principal or designee
3. Principals or designees contact subject supervisor at the high school to ask for a suitable student:
  - a. A student who shares a common interest / passion in the subject area
  - b. A student willing to visit the elementary school once a week during lunch time
  - c. A student who will enthusiastically engage with a younger student
  - d. A student able to travel to the elementary school on the "Elementors" bus (given day and time), or one who is able to make their own travel arrangements to the school
4. Once a high school mentor has been identified, the subject supervisor introduces the high school student to the Principal or designee and teacher at the elementary school
  - a. High school student and teacher exchange email or cell phone details
  - b. High school student and teacher keep in contact in situations where students are absent, away on field trips, or committed to other school events and unable to meet
5. The high school student and elementary buddy meet during one lunch period a week. This needs to be the high school student's lunch period, and may require the elementary student to be absent from class for 30 minutes
6. High school mentor and elementary student discuss their area of shared interest and decide upon a project or area of investigation
  - a. Mentor proposal is completed and kept with a notebook in the student's desk or on a shelf in the classroom
  - b. Students continue to meet weekly throughout the year
7. The mentor introductory letter is sent home to parents of both students to inform them of the arrangement
8. At the end of the year, the class teacher, Principal or designee fills in a G & T Mentor certificate for the high school student.

# YEARLY TIMELINE OF GIFTED & TALENTED PROCEDURES

## SEPTEMBER:

- Inform all principals and assistant principals of GAPs in each school (CONSULTANT)
  - Using the district-wide document, collating a list of all students with GAPs, contact the principal and assistant principal in each school to confirm that they are aware of (and have a copy of) each of the GAPs belonging to students in their school. At any one time, it would be anticipated, statistically, that there would be approximately 5 - 10 GAPs in any one of the district schools.
- Inform teachers of INCOMING GAPs (PRINCIPAL OR DESIGNEE)
  - Look at the list of students in your school who have a GAP in place from last year. Send a copy of the GAP, together with a letter of explanation / confirmation to this year's new teacher to confirm that they are aware that the GAP is in place and are familiar with all strategies to be used
- Organize G & T Units for BEYOND THE BELL (CONSULTANT)
  - In consultation with the Beyond The Bell co-ordinator, ensure that there is at least one G & T program (with advanced selection criteria) running at each elementary school

## OCTOBER:

- Re-establish G & T Mentor connections (PRINCIPAL OR DESIGNEE)
  - Using the existing documentation, contact the high school student and the high school 'contact' person to re-establish the weekly G & T Mentor sessions. Give the high school mentor a new copy of the mentor project sheet to be completed in consultation with the elementary student. Confirm day and time for weekly visits (based on the high school student's ability to get to your school during their lunch period, via the "Elementors" bus, or by driving)
- Set up NEW G & T Mentor connections if necessary (PRINCIPAL OR DESIGNEE)
  - Some students may NEED a G & T Mentor but not yet have one, or may have lost their mentor when a 12th grade student moved on to college. Contact the high school department supervisor (e.g. MATH, HISTORY, LANGUAGE etc.) and ask for a recommendation for a strong and enthusiastic 10th or 11th grade student willing to take on a weekly mentorship.

## NOVEMBER:

- Existing GAP phone reviews (CLASSROOM TEACHER)
  - Contact the parents of any student with a GAP to confirm that everything is running as expected. Let them know that you are aware of the strategies outlined on the GAP. Ask if they have any questions at this time. Let them know there will be an IN-PERSON GAP review meeting in April.
- Staff professional development on G & T IDENTIFICATION (CONSULTANT)
  - At this point in the year, there should be some element of compulsory professional development for all staff in terms of G & T IDENTIFICATION. This professional development could be conducted during faculty meetings, or could be delivered through some monitored on-line self-study unit / powerpoint presentation

## JANUARY:

- 2nd Grade G & T testing / (previously 3<sup>rd</sup> grade review) (CONSULTANT)
  - Using the district TEMPLATE, complete a list of all 3rd grade students who are either .... COOL (Capable & Obvious Outliers), HAMS (Highly Able, Motivated Students), or SUDS (Strong but underachieving or disengaged). Template needs to be a shared document so that central office has a list of all students identified
  - Standardized testing towards the end of 2<sup>nd</sup> grade may replace the 3<sup>rd</sup> grade review

## FEBRUARY:

- Staff professional development on G & T DIFFERENTIATION STRATEGIES (CONSULTANT)
  - At this point in the year, there should be some element of compulsory professional development for all staff in terms of G & T IN CLASS DIFFERENTIATION STRATEGIES. This professional development could be conducted during faculty meetings, or could be delivered through some monitored on-line self-study unit / powerpoint presentation

## MAY:

- Existing GAP in-person review meetings (CLASSROOM TEACHER)
  - Contact the parents of any student with a GAP and arrange an annual review meeting. Discuss the effectiveness of strategies used this year and recommend existing or new strategies for next year's GAP. Complete the updated GAP ready to pass on with the student's file and send an updated copy to the district office

## JUNE:

- Provide certificates to all high school G & T mentors (CLASSROOM TEACHER)
  - Using the certificate template available from the Principal or designee, complete and print a certificate for any high school G & T Mentors working with students in your class. Certificates can be handed to the mentor or posted home

# **INDIVIDUAL RESEARCH PROJECT**

(© Brown, 2010)

**Student's name:** \_\_\_\_\_

**Project theme:** \_\_\_\_\_  
(Topic)

**Completion date:** \_\_\_\_\_

**Focus questions / Research questions:**  
(What I would like to find out) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Proposed presentation:**  
(How I will present it) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Steps involved in completing project:**  
(What I need to do) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Assessment criteria:**  
(How well have I done? content / presentation etc.) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# “SPECIAL PROJECT”

(4 - 6 week individual research project for enrichment purposes)

Early elementary levels

(© Brown, 2010)

## TOPIC:

Think of a topic you love and know a lot about, or a topic you are interested in and would like to know more about ...

(e.g. sea creatures, motor bikes, planets, tigers, bones & muscles of the body, photography, countries of the world, a famous person, building a new house etc.)

*(This MUST be the child's topic of interest, for without a genuine interest in the topic, they are not going to want to put any effort into the project)*

## LIST YOUR TOPIC HERE:

.....

## PRESENTATION:

Decide how you would like to present your special project. This can change as you go, but you need to have some idea of what you are aiming to do ...

(e.g. a poster with pictures and writing, a power point presentation, a book or story, a movie / documentary, an audio recording (like a radio show interview), a model (clay, wood, boxes, Lego, popsicle sticks) or a working model.

## I AM GOING TO MAKE A:

.....

# 6 STEP PLAN:

This will vary, depending on your presentation style, but it gives you a basic outline of the steps you will go through in completing your finished product.

## EXAMPLES:

Power point presentation on building a new house:

1. Photograph each new stage of the house build
2. Set up a power point file and import new photos as they are taken
3. Create text boxes on each page and describe what is happening in the photos
4. Decorate the pages, change font color etc
5. Add a sound track to play in the background as the power point runs automatically
6. Change the page transitions and timing to fit in with the text and music

Poster on dinosaurs:

1. Find some books in the library or information on the internet about dinosaurs
2. Read the information or read and discuss the information with Mom or Dad
3. Write down 5 or 6 interesting bits of information on separate sheets
4. Draw, copy or print some pictures of dinosaurs to decorate the poster
5. Label the poster, stick on the information sheets, add pictures and label the pictures
6. Make a model of a dinosaur out of play dough, photograph this and add it to your poster

## THE 6 STEP PLAN FOR MY SPECIAL PROJECT:

1. ....	<input type="checkbox"/>
2. ....	<input type="checkbox"/>
3. ....	<input type="checkbox"/>
4. ....	<input type="checkbox"/>
5. ....	<input type="checkbox"/>
6. ....	<input type="checkbox"/>



*Check each box  
when finished*

# GUIDING QUESTIONS:

Children will need some guiding questions to help them focus during their research. They will find far too much information, so their guiding questions will help them narrow down their reading in order to find answers to their specific questions.

*(You may even like to / need to copy and highlight relevant parts of a book or website to help them find the specific answers they are looking for)*

Start by focusing on what they ALREADY know, which then helps them move on to thinking about what else they would LIKE to know ....

WHAT I ALREADY KNOW ABOUT ..... (MY TOPIC):

- 1. ....  
.....
- 2. ....  
.....
- 3. ....  
.....

WHAT I WOULD LIKE TO KNOW ABOUT ..... (MY TOPIC):

- 1. ....  
.....
- 2. ....  
.....
- 3. ....  
.....

*(Keep these sheets in a plastic pocket and refer to them as you work through the project. Check each section of your plan as you complete it). Enjoy !!*



# MY PROJECT IS FINISHED:

*Once a project has been completed, it is nice to reflect back on what was achieved. Here are some simple questions to finish off the project:*

1. What did my finished project look like? What did I create?

.....

2. Where did I find my information?

- a. I read books about the topic [    ]
- b. I found websites on the topic [    ]
- c. I spoke to people about the topic [    ]
- d. I watched documentaries / films [    ]
- e. I went to visit / look at something [    ]
- f. Other ..... [    ]

3. Who did I share my project with when it was finished?

.....

4. What did people think of my finished project?

.....

.....

5. What did I enjoy most about working on this project?

.....

.....



South Orange & Maplewood School District  
Gifted and Talented Mentor Program  
(© Brown, 2016)

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STUDENT: _____	GRADE LEVEL: _____
SCHOOL: _____	CONTACT: _____
MENTOR: _____	GRADE LEVEL: _____
SCHOOL: _____	CONTACT: _____

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Arrangements have been made for the students above to take part in the South Orange & Maplewood School District Gifted and Talented Mentor Program. This program operates in conjunction with our district's Elementors and reading buddies programs, in which high-ability high school students are paired with students from the elementary and middle schools to offer support and enrichment on a weekly basis.

As part of the gifted and talented mentor program, the high school mentor will meet with their middle school or elementary student on a weekly basis, to work collaboratively on projects or research in an area of mutual interest. The two students will discuss and research topics of shared interest and propose a short-term investigation or project on which they will work collaboratively over a period of six to eight weeks. At the conclusion of their project, results of their investigation or research can then be shared with their class members, teachers and / or parents. The manner in which the student and their mentor choose to work, and the topics and areas of investigation are very flexible and open-ended. The written proposal and the six to eight week time frame provide an element of structure, whilst still allowing opportunity for creativity and adaptability as the students work together during this time.

*"One of the most valuable experiences a gifted student can have is exposure to a mentor who is willing to share personal values, a particular interest, time, talents, and skills. When the experience is properly structured and the mentor is a good match for the student, the relationship can provide both mentor and student with encouragement, inspiration, new insights, and other personal rewards."*

*(Sandra Berger, EIRC)*

High school mentors are selected based on strong academic ability in a specific content area, together with evidence of a true passion and interest in the field, and a willingness and interest in sharing this passion with others. High school mentors serve as role models to the younger students and can have a very positive impact in their lives in terms of increasing motivation, encouraging a love of learning, and in building self-confidence and self-esteem.

Younger students who take part in a gifted and talented mentor program can benefit greatly through their interaction with an older mentor. Whilst exploring an area of shared interest, younger students can develop a greater knowledge and skill base, immerse themselves in an area of passion, develop motivation to continue learning and exploring new ideas, adopt positive attitudes and behaviors as modeled by their mentor, and take pride in extending themselves both academically and socially.

The gifted and talented mentor program will be established through the district's Elementors program, and monitored and reviewed each term by the nominating teacher of the younger student (CONTACT). Recognition for involvement in the gifted and talented mentor program will be incorporated as part of the end of year honor roll certificates for high school and middle school students, and as part of the semester reports for elementary students.



South Orange & Maplewood School District  
Gifted and Talented Mentor Program  
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STUDENT: _____	GRADE LEVEL: _____
SCHOOL: _____	CONTACT: _____
MENTOR: _____	GRADE LEVEL: _____
SCHOOL: _____	CONTACT: _____

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6 – 8 WEEK PROPOSAL

AREA OF INTEREST: \_\_\_\_\_

TOPICS TO BE EXPLORED: \_\_\_\_\_

METHOD OF INVESTIGATION: \_\_\_\_\_

AIMS OR OBJECTIVES: \_\_\_\_\_

PLANNED OUTCOME OR PRODUCT: \_\_\_\_\_

PROPOSED PRESENTATION: \_\_\_\_\_

STUDENT: .....

MENTOR: .....

DATE: \_\_\_\_\_



## South Orange & Maplewood School District Gifted and Talented Student Checklist

(© Brown, 2016)

***(Separate forms to be completed by parents and teacher)***

**STUDENT:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

<b>INTELLECTUAL</b>	Never (0)	Sometimes (1)	Often (2)
Learns rapidly, easily and with little need for repetition			
Extensive general knowledge (often more than the teacher), recalls facts with ease			
Shows intense curiosity and greater interest in knowing why than other children			
Reads, writes, speaks and uses numbers in advanced ways			
Jumps stages in learning and is often frustrated by repetition			
Leaps from concrete to abstract rules and general principles			
Understands things well enough to teach others			
Asks many questions of a provocative nature / deviates from topic			
Enjoys the challenge of inventing, conceptualizing, hypothesizing and synthesizing			
Interested in / strongly concerned about mature concepts (humanity / environment)			
Likes to use big words (sometimes incorrectly) and / or may invent new words			
Always has an answer (even if incorrect)			

**Intellectual (subtotal):** \_\_\_\_\_ (24 - Total)

<b>BEHAVIORAL</b>	Never (0)	Sometimes (1)	Often (2)
Has advanced sense of humor and sees incongruities as funny			
Shows logical and metacognitive skills in managing own learning			
Becomes bored easily, resists drills, disturbs others, daydreams, disengaged			
Corrects / questions teachers and adults			
Dislikes group work, can dominate peers and monopolize discussions			
Overly sensitive to criticism			
Sets high personal standards and is a perfectionist (often critical of others as well)			
Can have a negative self-concept or suffer from poor social acceptance by peers			
Advanced play interests, behaviors, or games with overly complex rules			
Can display great empathy, and more intense emotional reactions to joy or to injustices			
Speaks quickly and with elaboration but often reluctant to write			
Shows maturity of judgment and decision-making beyond own age level			

**Behavioral (subtotal):** \_\_\_\_\_ (24 - Total)

<b>CREATIVITY</b>	Never (0)	Sometimes (1)	Often (2)
Often tries to adapt or improve things in an imaginative way to add interest or fun			
Solves problems in new or creative ways, with innovative ideas			
Is not afraid to be different			
Develops original or unusual products and ideas			
Is resourceful and improvises well			
Acts spontaneously and intuitively			
Is flexible in thinking and willing to be adaptable			
May demonstrate advanced interest or skills in music			
May demonstrate advanced interest or skills in art			
May demonstrate advanced interest or skills in dance or drama			
Can produce original and imaginative work, even if defective in technical accuracy			
Uses new and different methods to achieve a goal			

**Creativity (subtotal):** \_\_\_\_\_ (24 - Total)

<b>LEADERSHIP</b>	Never (0)	Sometimes (1)	Often (2)
Is comfortable and interacts with ease around older children and adults			
Likes to "take charge" in group situations			
Is respected by peers			
Initiates and organizes activities and tasks in group situations			
Demonstrates a strong sense of justice and fair play			
Accepts, volunteers and follows through on responsibilities			
Helps the teacher and often stops own work to explain things to other students			
Good understanding of group dynamics			
May possibly manipulate others			
Recognizes skills and abilities possessed by others			
Recognizes and can articulate the goals of a group			
Is often looked to by others when something must be decided			

**Leadership (subtotal):** \_\_\_\_\_ (24 - Total)

**Overall Impression:** "This student demonstrates gifted and talented behaviors ...."

**0**                      **1**                      **2**                      **3**                      **4**                      **(circle one)**  
*Rarely*      *Occasionally in some areas*      *In 1 or 2 specific areas*      *In a number of areas*      *Consistently*

**SUBTOTALS:**

Intellectual: \_\_\_\_\_ Behavioral: \_\_\_\_\_ Creativity: \_\_\_\_\_ Leadership: \_\_\_\_\_ Overall: \_\_\_\_\_

**CHECKLIST TOTAL:** \_\_\_\_\_ (100%)

**STAFF MEMBER TOTAL:** \_\_\_\_\_ **PARENT TOTAL:** \_\_\_\_\_



# South Orange & Maplewood School District Gifted Action Plan (GAP)

(© Brown, 2010)

<b>Student:</b> Dylan ***	<b>Grade:</b> 3rd	<b>Learning area:</b> Math and Spelling
<b>School:</b> Seth Boyden Elementary		<b>Class Teacher:</b> ***** (teacher) <b>Support Group:</b> *** & **** (parents), *** (Principal)
<b>Date devised:</b> 10-22-14		<b>Review date:</b> 1-22-15
<b>Strengths</b> (With supporting evidence): <ul style="list-style-type: none"> <li>• <i>Math (topic pre-tests 95%+)</i></li> <li>• <i>Reading (Level 31+)</i></li> <li>• <i>General (WISC IQ – 145)</i></li> </ul>		<b>Challenges</b> (Areas for improvement): <ul style="list-style-type: none"> <li>• <i>Production – handwriting (cursive)</i></li> <li>• <i>Motivation / engagement in learning</i></li> <li>• <i>Ability to self-direct learning and seek / create own challenges</i></li> </ul>
<b><u>Needs:</u></b> <ul style="list-style-type: none"> <li>• <i>Opportunities to enjoy and extend himself in his areas of strength (math and reading)</i></li> <li>• <i>Opportunities to further explore areas of interest / passion</i></li> <li>• <i>Opportunities to re-ignite his interest in learning</i></li> <li>• <i>Social / group interaction with intellectual peers</i></li> <li>• <i>Tasks sufficiently demanding to engage Dylan and to produce a sense of pride in himself and his achievements</i></li> </ul>		
<b><u>Learning Priorities (GOALS):</u></b> <ul style="list-style-type: none"> <li>• <i>To ensure that Dylan sees a purpose in his learning activities and feels he is moving forward / learning something new</i></li> <li>• <i>To provide opportunities for Dylan to demonstrate interest and enthusiasm for learning</i></li> <li>• <i>To encourage Dylan to be inspired and motivated to extend himself</i></li> <li>• <i>To encourage ownership and commitment to learning, with Dylan pacing himself to move quickly through easier tasks when possible</i></li> </ul>		

GOAL	STRATEGY	MODIFICATION	IMPLEMENTATION	EVALUATION 1 = Little or no progress 2 = Satisfactory progress 3 = Goal achieved
<p><i>Example:</i></p> <p><i>To reduce unnecessary repetition, frustration and disengagement from learning</i></p>	<p><i>"Hardest first" system (Curriculum compacting)</i></p>	<p><i>If student can manage the hardest 10 examples with ease, provide an alternative extension for him, INSTEAD of completing the 10-20 easier examples</i></p>	<p><i>Particularly in math and spelling, have student complete the hardest 6 – 10 examples first with the view to moving straight on to enrichment activities</i></p>	
<p><i>To encourage interest in writing and develop expression</i></p>	<p><i>High school MENTOR</i></p>	<p><i>Arrange a weekly visit from a high school student with a strong interest and ability in writing. Have students work together on writing pieces and possible writing competition entries</i></p>	<p><i>This can be incorporated as part of the high school mentor program, where high school students volunteer their time one lunch session a week to work with elementary students</i></p>	
<p><i>To extend and enrich reading opportunities and discussions</i></p>	<p><i>Single subject acceleration</i></p>	<p><i>Once a week, arrange for placement in 5<sup>th</sup> grade reading class for "Book Group" reading, discussion and reflective responses</i></p>	<p><i>Work with a 5<sup>th</sup> grade class that can schedule book group discussions at the same time as current reading sessions</i></p>	

**RECOMMENDATIONS:**

- Dylan is a bright little boy who, according to his teacher, is performing at a high level across all learning areas. He has a particular strength in math and is also an excellent reader. Dylan is currently experiencing a lack of motivation to learn. This Gifted Action Plan (GAP) has been established in an endeavor to reignite Dylan’s love of learning and to encourage him to become more enthusiastically engaged in academic tasks.
- Initially, Dylan will require modifications that appeal to his passions and strengths. It is anticipated that such opportunities and tasks will allow him to rediscover the joy of exploration and learning, and give him the confidence to push and extend himself and take pride in what he can discover and produce.
- Once Dylan’s enthusiasm for learning and desire to extend himself is re-established, further modifications can be easily added to his program as necessary (suggestions attached).
- A review of this GAP towards the end of 3<sup>rd</sup> term will provide an opportunity to assess the effectiveness of these initial strategies and a chance to add additional modifications as needed.





South Orange & Maplewood School District  
Student Initiated Modification  
(© Brown, 2017)

**STUDENT INITIATED MODIFICATION  
(SIM)  
REQUEST FORM**

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STUDENT: \_\_\_\_\_ GRADE LEVEL: \_\_\_\_\_  
SUBJECT: \_\_\_\_\_ SCHOOL: \_\_\_\_\_  
TEACHER: \_\_\_\_\_ DATE: \_\_\_\_\_

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**Brief description of current assignment or task:**

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---

**Suggested modifications:**

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**Evidence of enrichment or extension potential:**

- |  |   |
|--|---|
| <input type="checkbox"/> Greater complexity                    | <input type="checkbox"/> Greater depth of thought                     |
| <input type="checkbox"/> More demanding / challenging material | <input type="checkbox"/> Higher order thinking (Analysis / Synthesis) |
| <input type="checkbox"/> Greater creativity in presentation    | <input type="checkbox"/> Potential to incorporate additional material |

**Evidence of previous mastery of Tier 3 tasks (to qualify for use of SIM form):**

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Signed: ..... (Student)  
Signed: ..... (Teacher)

# Profiles of Gifted & Talented students (Betts)

## TYPE I - (successful in school)

- Can be bored, perfectionists and seek teacher approval
- Need to be challenged and encouraged to take risks

## TYPE II - (creative / divergent)

- Can be impatient, frustrated, question teacher and rules, inconsistent
- Need to be connected with others, learn self-control and tact

## TYPE III - (underground)

- Can be insecure, may deny talent & want to belong socially
- Need involvement with gifted peers & encouragement of their abilities

## TYPE IV - (dropout)

- Can be angry, defensive, seem average or below, may not complete work
- Need individualized programs, alternatives, support & encouragement

## TYPE V - (double-labeled)

- Can feel powerless with low self-esteem, seem average, may be disruptive
- Need an emphasis on their strengths, coping skills, skill development & counseling

## TYPE VI - (autonomous learner)

- Can be enthusiastic, an independent working with a desire to learn
- Needs advocacy, appropriate opportunities, facilitation to extend their learning

## BRIGHT CHILD

Knows the answers  
Interested  
Is attentive  
Has good ideas  
Works hard  
Answers the questions  
Is in the top group  
Listens with interest  
Learns with ease  
6 – 8 repetitions for mastery  
Understands ideas  
Enjoys peers  
Grasps the meaning  
Completes assignments  
Is receptive  
Copies accurately  
Enjoys school  
Absorbs information  
Technician  
Good memorizer  
Straightforward / sequential  
Is alert  
Is pleased with own learning  
Reasons to an answer

## GIFTED LEARNER

**Asks the questions**  
Is highly curious  
Is mentally and physically involved  
**Has wild, silly ideas**  
Plays around, yet tests well  
Discusses in detail, elaborates  
**Is BEYOND the top group**  
Shows strong feelings and opinions  
**Already knows**  
1- 2 repetitions for mastery  
Constructs abstractions  
Prefers adults  
Draws inferences  
**Initiates projects**  
Is intense  
**Creates a new design**  
Enjoys learning  
Manipulates information  
Inventor  
Good guesser  
**Thrives on complexity**  
Is keenly observant  
**Is highly self-critical**  
Makes quantum leaps

( By Janice Szabos, Challenge, Copyright 1989 Issue 34)

## Contacts and resources

### STATE ORGANIZATION

New Jersey Association for Gifted Children (NJAGC)

P.O. Box 667

Mt. Laurel, NJ 08054

(856) 273-7530 (856) 829-5074 (fax)

[www.njagc.org](http://www.njagc.org)

[njagcmail@gmail.com](mailto:njagcmail@gmail.com)

### NATIONAL ASSOCIATION FOR GIFTED CHILDREN

[www.nagc.org](http://www.nagc.org)

NORTHERN NJ MENSA

[gcp@nnjmensa.org](mailto:gcp@nnjmensa.org)

### SUMMER INSTITUTE FOR THE GIFTED (SIG)

Summer camps and programs for students

[www.giftedstudy.com](http://www.giftedstudy.com) (203-399-5021)

### MONTCLAIR STATE UNIVERSITY (973-655-7158)

Weekend gifted workshops for students

[www.montclair.edu/gifted](http://www.montclair.edu/gifted)

### JOHNS HOPKINS UNIVERSITY

[www.cty.jhu.edu](http://www.cty.jhu.edu)

### HEROES (For Exceptional Scholars)

Rita Ostrager, Founder and President

732-690-7991

[www.HEROESgifted.com](http://www.HEROESgifted.com)

### GIFTED CHILD SOCIETY, INC.

190 Rock Road

Glen Rock, NJ 07452-1736

(201) 444-6530

[www.gifted.org](http://www.gifted.org)

[admin@gifted.org](mailto:admin@gifted.org)

### NATIONAL TALENT NETWORK (NTN)

c/o EIRC Attn: Maria Cotton

(856) 582-7000, ext, 136

(Interactive programs for Gifted Students)

[mcotton@eirc.org](mailto:mcotton@eirc.org)

[www.eirc.org](http://www.eirc.org)