

# **WALLINGTON ENRICHMENT (G & T) PROGRAM**

## **GRADES K - 12**

The Wallington Public Schools Gifted and Talented Policy adheres to the New Jersey State Board of Education Code which mandates that local districts make provisions for an on-going K-12 gifted and talented program identification and delivery process which is reviewed annually. All students are eligible for consideration for this program. The emphasis of our program is a focus on enhanced classroom programs, differentiated instruction and other activities that address the needs, strengths and abilities of the selected students.

The primary objectives of the program will be to offer a curriculum that stimulates higher order thinking skills, abstract thought and student interest by acceleration and enrichment in grades K - 12. Enrichment is an attempt to offer items in addition to the traditional instructional program or to delve deeper into concepts being studied. This will be addressed through trips, contests, competitions, differentiated learning activities, literary publications, independent study, related arts (music and art) performances, guest lecturers, access to outside programs, academic competitions, honors courses, AP courses, college credit courses, etc. It is the function of all teachers and departments to promote creative writing, resourceful problem-solving, visual and performing arts, leadership abilities and interpersonal skills. The emphasis of our program has changed from “pull-out” to one which focuses on classroom programs and other activities that address the needs, strengths and abilities of our students.

Each student identified will be provided with a file/portfolio of work done each year, and passed on each year as long as the student remains in the program.

Teachers must log pupil contact time with G&T students when they meet outside of school hours.

Following is an outline of how the program operates at the various grade levels.

### Grades K, 1, 2 and 3

After eligible students are identified, teachers and parents are informed. The program takes place in the regular classrooms in addition to areas for music, physical education and library skills which are handled by certified staff members. Exceptional talents and/or abilities in any of these areas will be nurtured by these staff members. A variety of strategies are structured to include learning centers, interest centers, multiple intelligences, hands-on lab experiences, pre- and post-testing, flexible groupings (large, small, pairs, individual, readiness, interest, and learning style, for example), differentiated projects/investigations, peer mentoring, enrichment activities, tiered lessons, and varied homework assignments. It is expected that differentiated learning activities are offered in each classroom. Teachers are encouraged to spend time with these students after school to encourage appropriate learning activities just as they would with youngsters in need of extra help because of a weakness in any area of the curriculum.

## Grades 4, 5 and 6

The special needs of the gifted and talented children at these levels are addressed primarily through differentiated instruction and materials, access to information, special projects and challenging activities. Opportunities are enhanced due to the departmentalization of all content areas at these grade levels. In the academic domain these pupils will be part of the top groups in each grade level. In addition, it is possible that for specific areas such as math, reading or science, they could be placed with a higher grade level on a regular or semi-regular basis. This will be worked out by the teachers, with the principal's approval, at their monthly grade level meetings.

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Those students who display exceptional ability in the music or art areas are placed in vocal and instrumental music programs and provided the opportunity to display their artistic skills through the art show, murals, etc.

## Grades 7 and 8

There is a greater opportunity for acceleration and enrichment at this level than at the primary level due to departmentalization, co-curricular activities and scheduling flexibility.

Participants in the program will be placed in the "accelerated track" in all their academic courses.

Exceptional cases in grade 7 may be considered for entry into the foreign language or algebra courses offered in grade 8. All teachers are made aware of students who are in the program so that they could develop their academic growth whenever possible.

All seventh and eighth grade students are currently exposed to an exploratory course in many of our related arts and peripheral areas (i.e. developmental reading, math, and writing, technology, home economics, art, music, and general business skills). If a student displays a genuinely high level of interest or ability in one or more of these areas their exposure to it will be increased. They might be pulled out of another developmental course and placed in a science, math, business, etc. course on a semi-regular basis to develop this interest (i.e. once per week, month). This movement will be coordinated by the teachers, department supervisors and guidance counselors.

## Grades 9 - 12

All interests, educational and otherwise, are cultivated most efficiently at this level because of the availability of a diverse selection of courses and a complete, functioning co-curricular program.

Students in this program are enrolled in honors courses in areas where they have demonstrated advanced academic aptitude. They are encouraged to take our Advanced Placement and Middle College (FDU) courses. Although such courses are generally reserved for juniors and seniors, exceptions may be considered for G&T students. As in all prior levels teachers will be made aware of program participants in their classes and be encouraged to develop interests and present challenging work, just as they would with students in need of remediation. The curriculum already provides for advanced art and music programs for those who excel in these areas.

The Student Council class officers and National Honor Society (junior and senior high school) are used to develop leadership skills, student government and political interests outside of the classroom. Mentoring is still a desirable option. The student's guidance counselor will make these arrangements. Upperclassmen, grades 11 and 12 may be participants in the academic decathlon and mock trial. Both are co-curricular activities with paid coach/advisors.

Enrichment level courses include:

English 9, 10, 11 & 12 Honors  
U.S. I, U.S. II Honors  
Geometry, Algebra I & II, Trigonometry Honors  
Biology, Physics & Chemistry Honors

AP Government & Politics  
AP U.S. History  
AP/MC Calculus  
AP/MC Biology  
AP/MC Chemistry  
AP/MC Physics  
MC Accounting I & II  
MC Humanities

Other enhancement programs include:

- \* FBLA
- \* "Tech" club
- \* Wallington "Ad Agency"
- \* Academic Decathlon
- \* Mock Trial
- \* Math League
- \* On-line coursework
- \* Independent Study

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Professional Development - Teacher and  
Administrative Support

Teacher training is essential for all educators involved in the development and implementation of enrichment programs and services. Wallington has a Supervisor of Professional Development who coordinates in and out-of-district training in this area, including building a knowledge base of resources, understanding the characteristics of "gifted" students, delivery of appropriate services, etc.

**ENRICHMENT PROGRAM IDENTIFICATION PROCESS**

“Gifted and talented” pupils are those capable of exceptional performance in one or more specific areas. They require differentiated educational programs and/or facilities beyond those normally provided.

Gifted children typically:

- Are intensely curious and have many interests
- Process information with great speed and deep understanding.
- Recall what they learn for long periods of time.
- Readily grasp underlying principles and make generalizations.
- Are highly sensitive.
- Prefer to work alone.
- Relate well with older students and adults.
- Demonstrate advanced sense of humor.
- Require little direction.
- Sustain long periods of attention and concentration

Some Differences between the Bright Child and the Gifted Child

Bright Child

- Knows the answers
- Is interested/alert
- Has good ideas
- Works hard
- Answers the questions
- Listens with interest & opinions
- Learns with ease
- Understands ideas
- Enjoys peers
- Grasps the meaning
- Completes assignments
- Copies accurately
- Direct learner
- Satisfied

Gifted Child

- Asks the Questions
- Is highly curious and observant
- Has wild, silly ideas
- Plays around, yet tests well
- Discuss in detail, elaborates
- Shows strong feelings
- Already knows
- Constructs abstractions
- Prefers adults
- Draws inferences
- Initiates projects
- Creates a new design
- Thrives on complexity
- Is highly self-critical

A. Identification Criteria

Pupils of this type can be found in all cultural and socio-economic sub-groups. They can be identified by exceptionally high performance, achievement, or potential in any combination of the following areas.

1. General Intellectual Ability - These characteristics include exceptional ability in both verbal and non-verbal reasoning. This is often characterized by advanced vocabulary and abstract reasoning.
2. Specific Intellectual or Academic Ability - Characteristics for these pupils include exceptional ability in either verbal and/or non-verbal reasoning. They are exceptionally high achievers in a specific academic subject to the extent that the normal curriculum in that subject is insufficient.
3. Creative or Productive Thinking Ability - Characteristics for these pupils include exceptional ability in developing original and/or unusual ideas, especially as solutions to problems. They are very imaginative and often willing to take risks when offering ideas.
4. Psychosocial Ability - Characteristics for these pupils include exceptional managerial or leadership ability. This is often characterized by the ability to organize people and tasks, motivate others. Often these pupils have strong moral and social concerns. These pupils usually relate well to adults and peers and can be relied on to accept and carry out responsibilities.
5. Visual or Performing Arts Ability - These pupils have exceptional ability in art, music, drama, or creative writing. They are highly committed to their art form and often show imagination and originality within the given artistic discipline.
6. Psychomotor Ability - These pupils show exceptional ability in fine and/or motor skills. This is displayed through superior ability in balance, strength, physical endurance, and agility.

B. Selection-Criteria (General)

A combination of factors is considered. They include:

1. Students may be nominated by a teacher, parent or administrator. Teacher input is also considered for a student who is already in the program, but is not performing up to expected levels.
2. NJ ASK Achievement Scores (Grades 3-8) – A student must reach the level of “Advanced Proficient” in at least one of the content areas.
3. Additional standardized test scores if such an assessment document is used in the district.

4. Classroom Achievement - Academic average, honor roll status, excellence in a particular cognitive area. A cumulative average of 90 or better from all academic subjects.
5. Demonstrated artistic or musical talent, as identified by the appropriate specialists
6. Exceptions to the items listed in numbers 1 - 5 may be made by the principals of the respective schools.

Grades K - 6  
(Specific)

Multiple measures are used to identify gifted and talented students in K- 6. The Terra Nova results will be used for those students assessed with this instrument. Principals discuss results with teachers in September and lists of students with the highest scores are generated for teacher use.

Kindergarten children will be assessed at the end of the first marking period and again at mid-year for consideration of entry into this program. Input will be sought from the teacher(s) and parents.

Teacher recommendation is a factor in deciding which students are provided with gifted materials and instruction.

Scoring Advanced Proficient on the previous year's NJ ASK in at least one content area.

Identified talent in a particular content area or related arts area such as art or music.

A combined total of 90 or better on the Wallington Nomination Form for students in grades K - 6.

Grades 7 & 8 (Specific)

Appropriate recommendation

Final grade point average in subject of 95% or higher

Scoring Advanced Proficient on the previous year's NJ ASK in at least one content area.

Identified talent in a particular content area or related arts area such as art or music.

Grades 9 – 12 (Specific)

Appropriate recommendation

Final grade point average in subject of 95% or higher

Scoring Advanced Proficient on the grade 8 NJ ASK in at least one content area.

Identified talent in a particular content area or related arts area such as art or music.

Enrollment in Honors, AP or College Level coursework.

- C. Nominations may come from teachers, counselors, administrators, supervisors or parents.

Selection Committee

1. Elementary
  - a) Principal
  - b) Classroom teacher
  - c) Specialists
  - d) Guidance counselor
2. Secondary
  - a) Guidance personnel
  - b) Principal
  - c) Teachers

(A student may request consideration on their own.)

- D. Procedure For Participation

1. Student is nominated for participation.
2. Student is selected or rejected.
3. Upon selection, a letter is sent to parent and student notifying them of their selection.
4. All teachers having contact with the student are notified.
5. Department supervisors are notified.

- E. Student Exit Procedure

The program will be monitored and evaluated by the building principals and guidance staff. Participants and teachers should be surveyed intermittently to assess the commitment of the students and attention given by the teaching staff. Students who are not participating in a

satisfactory manner, or whose performance in their regular classroom work is no longer at a high level may be removed from the program.

Students are exited from the program when:

1. A written request is submitted by the parent and student.
2. Regular class attendance falls below acceptable levels as per the district attendance policy.
3. An incident of severe misbehavior (i.e. Substance abuse, weapon possession, etc.)
4. Chronic behavior problems requiring administrative action or intervention.
5. They score below Advanced Proficient on both the Language Arts and Math sections of the prior year NJ ASK or HSPA.
6. Academic performance falls below the Honor Roll level.

Proposed: May 10, 1993  
Adopted: May 10, 1993  
Revised: Feb. 12, 2007  
Revised: 2013



Wallington Enrichment Program Nomination Form K-6

Name of Student \_\_\_\_\_ Teacher \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_

Please indicate the number for each item which best describes the student and calculate the total..

<p>5. Has this trait to a high degree 4. Has trait more than typical student 3. Compares with typical student 2. Has trait less than typical student 1. Seldom exhibits this trait</p>	Total Score _____
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1. Has advanced vocabulary, expresses him/herself well.
2. Is reading at a highly advanced grade level.
3. Works well with little direction from teacher
4. Sees many sides of a question
5. Wants to know how things work
6. Is exceptional at mathematical reasoning and logic
7. Puts unrelated ideas together in new and different ways
8. Strives toward perfection
9. Asks probing questions and generally wants to hear and process answers
10. Is adventurous or imaginative
11. Has a mature sense of humor (puns, associations, etc.)
12. Generally directs the activity in which he/she is involved
13. Likes "grown-up" things and being with older people
14. Responds at times with reflective comments
15. Has strong powers of concentration and persists at task
16. Recognizes alternative methods to accomplish goals
17. Usually makes inferences from stories
18. Has rapid insight into complex cause and effect relationships
19. Has keen powers of observation, notices or comments on change
20. Produces products that express insight, creativity and excellence

Total score \_\_\_\_\_

Adapted from a form developed by The North Carolina Division for Exceptional Children. You may include descriptive comments about this student's advanced abilities, appropriate anecdotal observations, and any other information that may be helpful to support this recommendation.