

Roselle Park School District Talented and Gifted Program Information

T&G Program Question and Answers

Who does the research identify as “gifted learners”?

“Children and youth with outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment.”

- US Department of Education, 1993.

This definition is the broadest and most comprehensive. It is used by many school districts. It speaks of talent, which includes all areas of a child's life - academic, artistic, athletic, and social. Many schools limit their definition and their programs to academics, but Roselle Park School District considers both aptitude and achievement. It is not enough to just have the talent, but you must be using that talent to perform at remarkably high levels. The definition from the Department of Education recognizes that all very talented students have the potential to achieve at high levels but not all have realized that potential. Finally this definition is a comparative one; these students achieve or have the potential to achieve at levels way above their peers.

Gifted learners are typically students who:

- Are intensely curious and have many interests
- Process information with great speed and deep understanding
- Remember forever what they learn
- 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

How do we address the needs of Gifted and Talented learners in Roselle Park?

Multiple forms of data are collected on students in Roselle Park from the time they enter Kindergarten. Gifted and Talented learners are identified through multiple measures which include aptitude and performance assessments, both formal and informal. Curriculum and instruction is differentiated to meet and challenge their learning needs. The following describes the schedule that Gifted and Talented students follow from first through twelfth grade:

- Kindergarten - differentiation and enrichment embedded in classroom experiences (Creative Thinking)
- 1st grade - differentiation and enrichment embedded in classroom experiences (Creative Thinking)
- 2nd grade - differentiation and enrichment embedded in classroom experiences (Creative Thinking)
- 3rd grade - inclusion cluster pull out and/or push in (1/2 day per week)
- 4th grade - inclusion cluster pull out and/or push in (1/2 day per week)
- 5th grade - inclusion cluster pull out and/or push in (1/2 day per week)
- 6th grade – 3 T+G periods per week; 1 period push in per week (Honors English)
- 7th - 8th grade – 2 T+G periods per week
- 9th-12th grade - Classroom differentiation of instruction, dual enrollment opportunities, Advanced Placement classes, The Sci-Tech-Prep Academy advanced STEM program, accelerated and honors classes in a multitude of disciplines, seminars, guest speakers and field trips.

How has the community been informed about the program?

Annually, Talented and Gifted Teachers are available at Back to School Night at each school to describe the program. During the 2014-2015 school year, a parent committee was established to discuss updates to the screening process and program structure. The ongoing dialogue of the committee provides a venue for interested community members to learn about the Talented and Gifted Program, understand the identification process, and provide input into the future of the program. Community members interested in joining the committee should contact the Director of Curriculum and Instruction, James Salvo, via email at jsalvo@rpsd.org.

How are students selected to participate in the program?

The following criteria are reviewed as part of the selections process:

1. **Aptitude Test:** Cognitive Abilities Test (CogAT) administered in 2nd and 5th grade

The CogAT measures students' learned reasoning abilities in the three areas most linked to academic success in school: Verbal, Quantitative and Nonverbal.

While CogAT is well-suited to help educators make important student placement decisions, such as selecting students for Gifted and Talented programs, exclusive features such as the Ability Profile Score can be used to expand the educational opportunities of all students.

2. **Parent and Teacher recommendations:** The parents and teachers of students whose CogAT scores reach or exceed a minimum score requirement will be asked to complete a brief inventory form on behalf of the student. At this time, a parent may elect to continue the screening process by completing the recommendation form or decline consideration for participation in the program.
3. **Student Performance:** Literacy and mathematics classroom performance data is collected annually for all students. Assessment data analyzed for T&G selection at the end of 2nd and 5th grade years are:
 - a. Fountas and Pinnell Benchmark Reading Assessment (*end of year results*)
 - b. enVision Mathematics benchmark assessments (*average of 3-4 benchmark results*)
 - c. Writing Benchmark Tasks (*average of 3 task results*)

What if my child is very bright but does not meet the criteria for participation in the T&G program?

Very bright learners continue to have individual needs met through differentiation of instruction by their teachers. All teachers consult with T+G staff to ensure individual student needs are met regardless of placement in the T&G Program. Differentiated instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms (Tomlinson, 2001).

Parents of students who are not considered potential candidates due to CogAT results can request further consideration through the appeals process established by the district.

For more information about the Talented and Gifted Program in your child's school, please contact your school principal.

Talented and Gifted Program Identification Criteria Matrix

Student: _____

Grade 2 data – multiple measures

Teacher: _____

Date: _____

Criteria							
Criteria Points	6	4	3	2	1	0	Earned
Assessment Item							
CogAT PR	96-99	92-95	88-91	84-87	80-83	< 80	
Math benchmark <i>(average of 3 or 4)</i>		96-100%	91-95%	86-90%	81-85%	< 81 %	
Reading Level <i>(end of year)</i>		N or above	M	L	XXXXX	K or lower	
Writing Benchmark <i>(average of 3)</i>		28-30	25-27	22-24	XXXXX	21	
Teacher/Parent Recommendation		91-100	81-90	71-80	XXXXX	Or lower 70 or below	

Total Points needed to participate in T+G Program = 19

Total Points Earned: _____

Recommended for Program: YES NO

Talented and Gifted Program Identification Criteria Matrix

Student: _____

Grade 3 data – multiple measures

Teacher: _____

Date: _____

Assessment Item	Criteria						Earned
	6	4	3	2	1	0	
CogAT PR	96-99	92-95	88-91	84-87	80-83	< 80	
Math benchmark <i>(end of year)</i>		96-100%	91-95%	86-90%	81-85%	< 81 %	
Reading Level <i>(end of year)</i>		P or above	O	M	XXXXX	L or lower	
Writing Benchmark <i>(average of 3)</i>		28-30	25-27	22-24	XXXXX	21	
Teacher/Parent Recommendation		91-100	81-90	71-80	XXXXX	Or lower 70 or below	

Total Points needed to participate in T+G Program = 19

Total Points Earned: _____

Recommended for Program: YES NO

Talented and Gifted Program Identification Criteria Matrix

Student: _____

Grade 4 data – multiple measures

Teacher: _____

Date: _____

Criteria							
Criteria Points	6	4	3	2	1	0	Earned
Assessment Item							
CogAT PR	96-99	92-95	88-91	84-87	80-83	< 80	
Math benchmark <i>(end of year)</i>		96-100%	91-95%	86-90%	81-85%	< 81 %	
Reading Level <i>(end of year)</i>		S or above	R	Q	XXXXX	P or lower	
Writing Benchmark <i>(average of 3)</i>		28-30	25-27	22-24	XXXXX	21 Or lower	
Teacher/Parent Recommendation		91-100	81-90	71-80	XXXXX	70 or below	

Total Points needed to participate in T+G Program = 19

Total Points Earned: _____

Recommended for Program: YES NO

Talented and Gifted Program Identification Criteria Matrix

Student: _____

Grade 5 data – multiple measures

Teacher: _____

Date: _____

Criteria							
Criteria Points	6	4	3	2	1	0	Earned
Assessment Item							
CogAT PR	96-99	92-95	88-91	84-87	80-83	< 80	
Math benchmark (end of year)		96-100%	91-95%	86-90%	81-85%	< 81 %	
Reading Level (end of year)		V or above	U	T	XXXXX	S or lower	
Writing Benchmark (average of 3)		28-30	25-27	22-24	XXXXX	21 Or lower	
Teacher/Parent Recommendation		91-100	81-90	71-80	XXXXX	70 or below	

Total Points needed to participate in T+G Program = 19

Total Points Earned: _____

Recommended for Program: YES NO

Talented and Gifted Program Identification Criteria Matrix

Student: _____

Grade 6 data – multiple measures

Teacher: _____

Date: _____

Criteria							Earned
Assessment Item	6	4	3	2	1	0	
CogAT PR	96-99	92-95	88-91	84-87	80-83	< 80	
Math benchmark <i>(end of year)</i>		96-100%	91-95%	86-90%	81-85%	< 81 %	
Reading Level <i>(end of year)</i>		X or above	W	XXXXX	XXXXX	V or lower	
Writing Benchmark <i>(average of 3)</i>		28-30	25-27	22-24	XXXXX	21 Or lower	
Teacher/Parent Recommendation		91-100	81-90	71-80	XXXXX	70 or below	

Total Points needed to participate in T+G Program = 19

Total Points Earned: _____

Recommended for Program: YES NO

ROSELLE PARK PUBLIC SCHOOLS

TALENTED & GIFTED PROGRAM PARENT INVENTORY OF STUDENT BEHAVIORS

<i>Student Name:</i>	<i>Homeroom Teacher Name:</i>	<i>Current Grade:</i>	<i>Date:</i>
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Directions: Please circle the number that best describes the frequency in which your child displays the behaviors listed below.

BEHAVIOR	OFTEN	SOMETIMES	SELDOM	NEVER
1. Chooses games and reading material targeted to older children and/or adults	4	3	2	1
2. Has lots of ideas	4	3	2	1
3. Has many different ways of solving problems	4	3	2	1
4. Is aware of problems others often do not see	4	3	2	1
5. Wants to know how and why	4	3	2	1
6. Asks many questions about a variety of subjects	4	3	2	1
7. Is able to plan and/or organize activities	4	3	2	1
8. Has an extensive vocabulary	4	3	2	1
9. Often finds and corrects mistakes	4	3	2	1
10. Has ideas that are unique	4	3	2	1
11. Has an intent interest in an area	4	3	2	1
12. Sets high standards for self	4	3	2	1
13. Chooses difficult problems over simple ones	4	3	2	1
14. Has an offbeat sense of humor	4	3	2	1
15. Has a keen sense of fair play and justice	4	3	2	1

Examples: Note Behavior(s) # and your observations on the lines provided below or attach observations, if necessary.

Total Points: _____/60



ROSELLE PARK PUBLIC SCHOOLS

TALENTED & GIFTED PROGRAM TEACHER INVENTORY OF STUDENT BEHAVIORS

<i>Student Name:</i>	<i>Homeroom Teacher Name:</i>	<i>Current Grade:</i>	<i>Date:</i>
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Directions: Please circle the number that best describes the frequency in which the student displays the behaviors listed below in your classroom and indicate examples where appropriate.

BEHAVIOR	OFTEN	SOMETIMES	SELDOM	NEVER
1. Learns quickly and easily	4	3	2	1
2. Has a broad foundation of knowledge	4	3	2	1
3. Uses higher level thinking skills and reasons well in problem-solving	4	3	2	1
4. Demonstrates ability to clearly express ideas in writing	4	3	2	1
5. Demonstrates ability to clearly express ideas verbally	4	3	2	1
6. Works independently	4	3	2	1
7. Shows initiative	4	3	2	1
8. Sets and achieves high self-expectations	4	3	2	1
9. Exceptional organizational skills	4	3	2	1
10. Demonstrates appropriate attitude and behaviors	4	3	2	1

Examples: Note Behavior(s) # and your observations on the lines provided below or attach observations, if necessary.

Total Points: _____/40



Roselle Park School District

Talented and Gifted Program Identification Appeal Process

Students are screened using multiple measures for participation in the District's Talented and Gifted Program (T&G) in Second and Fifth Grade. Parents/guardians have the right to appeal the district's decision regarding their child under three circumstances:

1) If a student's CogAT Age Percentile Rank is in the 82nd through the 87th percentile

A student whose Age Percentile Rank is below the 88th percentile is not considered a candidate for participation in T&G. If a student's Age Percentile Rank (APR) is above the 82nd percentile but below the 88th percentile, a parent/guardian may submit a written appeal to the Superintendent of Schools to request their child be considered a candidate for the program. **Parent appeals must be received by the Supt. within two weeks of receiving CogAT scores from the district.**

2) If a student's CogAT Age Percentile Rank is in the 88th percentile or above, but the student is not recommended for participation in the T&G Program.

A student whose Age Percentile Rank score is at or above the 88th percentile is considered a candidate for the T&G Program. The parent/guardian and homeroom teacher of program candidates are requested to fill out an inventory of students behavioral characteristics in May. Reading, Writing, and Math assessment data from the current school year are reviewed in June.

Formal notification is mailed to parents prior to the close of the school year to inform parents if their child is eligible to participate in the T&G program. Parents of students found ineligible to participate may submit a written appeal to the Superintendent of Schools to request their child be **reconsidered** as a candidate for the program. **Parent appeals must be received by the Supt. with two weeks of receiving an eligibility letter from the district.**

3a) If a student is new to Roselle Park School District in Second or Fifth Grade, registering after the CogAT is administered.

OR

3b) If a student is new to Roselle Park School District in Third, Fourth, Sixth, Seventh, or Eighth Grade.

A parent/guardian of a student who is not registered when CogAT is administered can request their child be screened for participation in T&G at any time. **New student appeals should be directed to the**

building principal. The principal will review the students' cumulative academic file received from the previous school district attended to determine an appropriate course of action.

Appeals Review Process

All appeals received by the Superintendent of Schools will be directed to the Talented and Gifted Committee chairperson. District administrators who participate on the T&G Committee will review assessment results, criteria for participation, teacher/parent recommendation forms, the written letter of appeal and other related documentation, as appropriate.

After reviewing relevant information and consulting with district personnel, as appropriate, the T&G Committee Chairperson will present a recommendation to the Superintendent of Schools, who will make a final determination on the appeal.

Parents/guardians of the student will be notified in writing by the Superintendent of a final decision on the student's eligibility to participate in the T&G Program within six weeks of receiving a valid written appeal.