

# **Mount Olive Township School District**



## **Gifted and Talented Enrichment Manual**

**Mount Olive Township School District**  
**227 US Route 206**  
**Flanders, New Jersey 07836**

**Acknowledgments**

Thank you to the members of the 2018-19 *Mount Olive Gifted and Talented Advisory Committee* who assisted in research, recommendations, and input in redesigning the Gifted and Talented Program.

Dr. Robert Zywicki, Superintendent of Schools  
Dr. Asunta Beardsley, Board of Education Member  
Susan M. Breton, Director of Curriculum and Instruction  
Karen Blomquist, Teacher  
Jennifer Curry, Instructional Supervisor  
Edward Drew, Parent  
Melvin Eason, Parent  
Pat Eason, Parent  
Ann Greszczak, Teacher  
Susan Harmon, Parent  
May Honda, Parent  
Briane Jarvis, Parent  
Debbie Kahan, Parent  
Melissa Kolenski, Principal  
Monique Landolfi, Parent  
Margaret Maute, Teacher  
Cathy Ona, Parent  
Mandy Thomas, Parent

## **Gifted and Talented School-Wide Committee**

### **Tinc Road Elementary School**

<b><u>Member Name</u></b>	<b><u>Title</u></b>
Mark Grilo	Principal
Nicole O'Connell	Instructional Supervisor
Vielka Rodriguez	CST Member
Megan Manley	Teacher
Wendy Schneider	Teachers
Christina Capone	Reading Specialist

### **Sandshore Elementary School**

<b><u>Member Name</u></b>	<b><u>Title</u></b>
Jen Curry	Principal
Kristy McFarlane	Instructional Supervisor
Anemarie Hall	Reading Specialist
Allison Castner	CST Member

### **Mountain View Elementary School**

<b><u>Member Name</u></b>	<b><u>Title</u></b>
Peg Maute	Teacher- Grade 5
Mary Fisher	Teacher- Grade 3
Desiree Enrico	CST Member
Edie Seel	Reading Specialist
Melissa Kolenski	Principal
Jennifer Olsyn	Instructional Supervisor

**Chester M Stephens Elementary School**

<b><u>Member Name</u></b>	<b><u>Title</u></b>
Nicole Musarra	Principal
Dani Marangon	Instructional Supervisor
Colyn Lucario	CST Member
Karen Blomquist	Teacher
Monica Beaumont	Teacher

**Mount Olive Middle School**

<b><u>Member Name</u></b>	<b><u>Title</u></b>
Kate Kennedy	Teacher
David Eisenberg	Teacher
Kelly Gorton	Teacher
Karen Scheutz	Teacher
Amy Dick	CST Member
James Kramer	Principal

**OVERVIEW**

As per District Goal #2, the Mount Olive Township School District is committed to providing a personalized learning experience for ALL students. Our teachers provide ALL students an opportunity to learn and thrive in classrooms that emphasize personalized learning and blended learning opportunities in order to meet each student's individualized needs. All students have unique strengths and talents, and we work to foster these in many ways. Some children have skills and abilities that significantly differ in degree and dimensions from their chronological age peers. Our mission is to provide the best education for every student that includes meeting the unique needs of gifted and talented (G&T) students. The Mount Olive School District program focuses on providing a differentiated experience in instructional depth and scope in order to provide these students with the opportunity to maximize their potential. The purpose for identification is not to label a student but more to recognize and respond to their educational needs.



## Mount Olive Township School District



### LEARNER PRIORITIES

*Critical Thinking*

*Collaboration*

*Innovation*

*Self-Regulation*

### 2019-2023 DISTRICT GOALS

1. Provide the most innovative and safe learning environment possible for the entire District community.

2. Institutionalize personalized learning to provide ALL learners with rigorous and relevant academic experiences that produce Future Ready graduates.

3. Establish and enhance social-emotional learning programs to develop the "EQ" of ALL learners.

4. Recruit, develop, and retain the most highly skilled and diverse workforce to serve the entire District community.

5. Embrace multimedia communication strategies to engage the entire District community in celebrating its success and advancing strategic initiatives.

6. Ensure compliance, transparency, and fiscal responsibility of District programs and operations.

### 2022-23 ACTION STEPS

a. Complete the BoE approved Summer 2022 capital projects.  
b. Continue to design physical and virtual learning spaces that facilitate student-centered anywhere-anytime learning.

c. Continue to operationalize the updated and unified District Security Manual.

d. Conduct an interdistrict unification drill by 5/1/23.

e. Conduct an inter-agency security audit and district wide threat assessment by 5/1/23.

a. Continue to institutionalize and operationalize personalized learning via the Mount Olive Tiers of Success.

b. Measure and report the institutionalization of Personalized Student Success Plans via a district dashboard by 5/1/23.

c. Enhance the MOMS to MOHS Computer Science pipeline via implementation of the NJSLS for Computer Science and Design Thinking.

d. Measure and report on the institutionalization of "science of reading" strategies in grades K-5 via a mixed-method analysis by 5/1/23.

e. Conduct a seven year analysis of postsecondary outcomes and placements by 5/1/23.

a. Continue to institutionalize PK-12 Social Emotional Learning programs via the Mount Olive Tiers of Success.

b. Measure and report the institutionalization of K-12 wellness, PBIS, and restorative justice programs via a district dashboard by 5/1/23.

c. Universally screen all students for SEL and at-risk behavioral indicators

d. Expand SEL programs to include the development and wellness of faculty and staff.

e. Conduct a seven year analysis of suspensions, violence, vandalism, discipline, and HIBs by 5/1/23.

a. Ensure equitable and compliant universal hiring and retention procedures.

b. Measure and report the institutionalization of recruiting initiatives to increase the diversity of the applicant pool for all positions via a district dashboard by 5/1/23.

c. Develop collective efficacy of faculty and staff via the 2019-24 District Professional Learning Goals.

d. Continue to develop university partnerships for recruiting and professional development.

e. Convene the DEAC to assess the operationalization of the TEACHNJ Act and validity/reliability of current professional performance evaluation tools/metrics.

a. Continue to execute the District's multimedia Branding Plan.

b. Launch the updated District website by 2/1/23.

c. Engage and inform parents via at least six Parent University sessions by 5/1/23.

d. Measure stakeholder perceptions, as well as, the climate and culture of the District via a districtwide survey by 5/1/23.

e. Ensure ADA-compliant access to all district web resources by 5/1/23.

a. Maintain an operating budget within the 2% revenue cap.

b. Ensure compliance with policy-driven student, staff, and HR handbooks.

c. Report progress towards the goals of the Equity Task Force by 5/1/23.

d. Achieve "High Performing" status for all five performance areas of the NJQSAC process.

e. By 6/1/23, launch the 2023-2027 strategic planning process via the District Cross Role Group.

## **New Jersey Regulations and Gifted Programming Standards**

On June 1, 2005, the State Board of Education readopted with amendments [N.J.A.C. 6A: 8, Standards and Assessment for Student Achievement](#), which includes more specific requirements for gifted and talented programs. [NJDOE defines Gifted Students](#) as *“Those students who possess or demonstrate high levels of ability, in one or more content areas, when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.”*

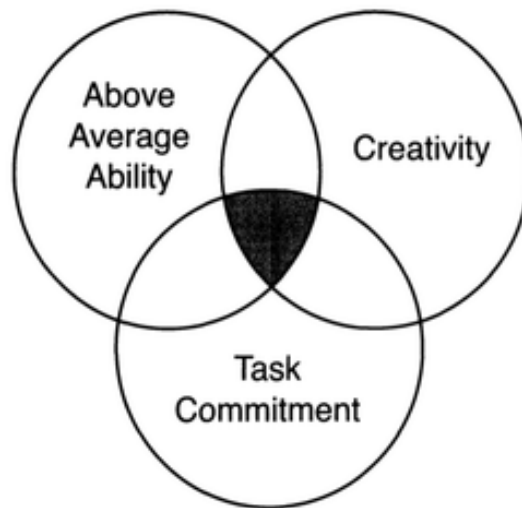
### **New Jersey Administrative Code - 6A:8-3.1(a)(5)**

1. District boards of education shall make provisions for an ongoing K-12 identification process for gifted and talented students that includes multiple measures.
2. District boards of education shall provide appropriate kindergarten through-grade-12 (K-12) educational services for gifted and talented students.
3. District boards of education shall develop appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment.
4. District boards of education shall take into consideration the K–Grade 12 [Gifted Programming Standards of the National Association for Gifted Children](#) in developing programs for gifted and talented students.

## Gifted and Talented Education Programming Standards

- **Standard 1:** Learning and Development Description: Educators, recognizing the learning and developmental differences of students with gifts and talents, promote ongoing self-understanding, awareness of their needs, and cognitive and affective growth of these students in school, home, and community settings to ensure specific student outcomes.
- **Standard 2:** Assessment Description: Assessments provide information about identification, learning progress and outcomes, and evaluation of programming for students with gifts and talents in all domains.
- **Standard 3:** Curriculum Planning and Instruction Description: Educators apply the theory and research-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes.
- **Standard 4:** Learning Environments Description: Learning environments foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21st century to ensure specific student outcomes.
- **Standard 5:** Programming Description: Educators are aware of empirical evidence regarding (a) the cognitive, creative, and affective development of learners with gifts and talents and (b) programming that meets their concomitant needs. Educators use this expertise systematically and collaboratively to develop, implement, and effectively manage comprehensive services for students with a variety of gifts and talents to ensure specific student outcomes.
- **Standard 6:** Professional Development Description: All educators (administrators, teachers, counselors, and other instructional support staff) build their knowledge and skills using the NAGC-CEC Teacher Standards for Gifted and Talented Education and the National Staff Development Standards. They formally assess professional development needs related to the standards, develop and monitor plans, systematically engage in training to meet the identified needs, and demonstrate mastery of standards. They access resources to provide for release time, funding for continuing education, and substitute support. These practices are judged through the assessment of relevant student outcomes.

## Characteristics of Gifted and Talented Students



### Above Average Ability

- Recalls facts easily
- Is very well informed about one or more topics
- Shows keen insight into cause-effect relationships
- Has an exceptional ability to solve problems
- Exhibits extended attention span in a particular content area
- Displays a passion for a topic of interest
- Manages to change a topic under discussion to the discipline of his/her interest

### Creativity

- Possesses strong visual thinking or imaginative skills
- Transfers ideas and solutions to unique situations
- Prefers variety and novelty and an individual way of solving problems
- Asks many and unusual questions
- Often has several projects going at once
- Resists external controls, tests, and challenges limits

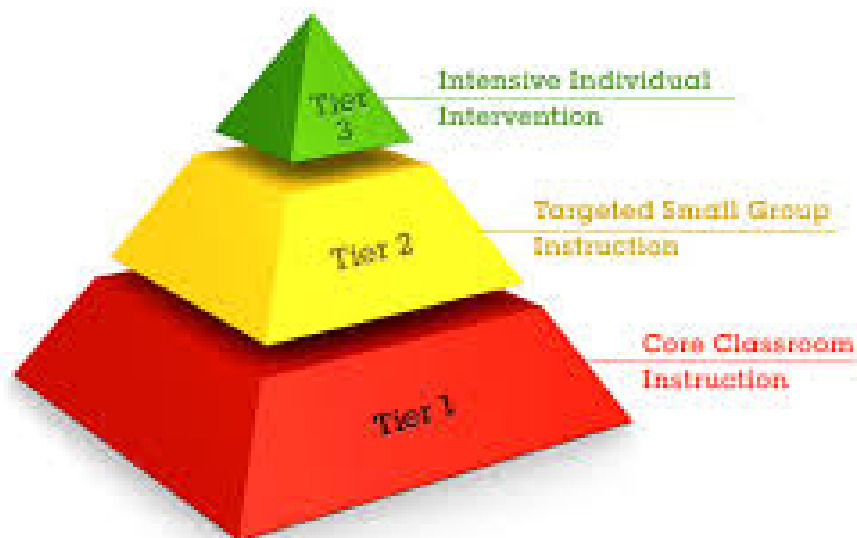
### Task Commitment

- Relates to and motivates other people
- Organizes others for activities
- Demonstrates high levels of self-assurance when making decisions or convincing peers
- Sees problems from many perspectives
- Listens to and respects the opinions of others (or listens to and debates the opinions of others)
- Initiates projects and extensions of assignments
- Is beyond the group
- Makes independent contact with or carries on a correspondence with experts in the field
- Puts extensive efforts into a project - time is of no consequence



## RTI and Gifted and Talented Screening

The Mount Olive Township Schools uses Response to Intervention (RtI) as a tool to provide support for students that require interventions. The MOTSD administers a variety of universal benchmark screening measures in order to identify struggling students and students that are demonstrating above-average ability. RtI is recognized as an effective way to respond to the learning needs of ALL students. RtI provides high quality differentiated instruction and interventions that are matched to the student's personalized learning needs. Student progress is monitored frequently in order to adjust instruction, goals and analyze student data to determine the personalized learning plan. Screening tools that measure independent reading level and individual student standards-based mastery are key data points for identifying gifted and talented students.



RTI (Response To Intervention)  
**3 Tiers of Support**

## **IDENTIFICATION PROCESS**

**Purpose** - The ***school-based gifted and talented committee***'s purpose is to identify and match students to their appropriate levels of service, to educate staff, parents, and community on the characteristics of gifted learners; and monitor the progress and services provided at the school level. The purpose of identification is to locate those exceptional students who require special programming in order to reach their potential. The need for special programming depends on the discrepancy between a child's development and that of his or her classmates.

**Screening Process** - Universal screening for all students will begin at the end of Kindergarten. Multiple measures will be used to identify students who are performing at the highest levels of ability as compared to their peers within the Mount Olive School District. The school committee will consist of:

- Building Principal, Chair
- School Counselor
- Reading Specialist
- Special Education Teacher
- Special Subject Teacher
- Classroom Teacher

The Mount Olive Township School district uses a three-level identification process:

### **Level I - Identification of Students**

Best practices suggest that a pool of students be identified through multiple approaches. No child shall be excluded from G&T identification based on other identified learning needs, such as special education or ELL. The following measures will be used to identify students. Students who meet one of the identification criteria will be considered for further screening.

- Independent reading level (F&P, DRA, or Lexile Level in Reading above or year above grade level.
- Majority of "exceeds standards" on Standards-Based Report Cards in ELA and/or Math in K-5 and/or advanced proficiency on LinkIt! Benchmarks in 1-8.
- Artifact of student work scored with a modified Renzulli Creativity Rubric

## **Level II - Identification of Students**

Identified students to be considered for placement will have a student profile created using additional data which will allow for a sound decision to be made by the school-based committee based on aptitude, achievement, creativeness, and/or giftedness in visual or performing arts. The following multiple measures and work products will be used to further identify areas of strength and consideration for G&T services.

- Cognitive Abilities Test
- PSAT (Grade 8)
- Artifact of student work scored with a modified Renzulli Creativity Rubric

## **Level III - Placement**

The school-based committee will analyze the criteria from Level I and II and identify which students require additional services in order to reach their full potential. The school-based committee will consider achievement scores, subjective student data, and cultural differences in the manifestation of giftedness. The school-based committee is committed to providing appropriate services based on student needs and matching the student to the appropriate level of service. A personalized learning plan will be developed for each student by the school-based committee and appropriate personnel.

## **Transfer Students**

Students who enter the district mid year will be evaluated based on Level I indicators. Students who enroll and have been formally identified as gifted and talented from another district should provide documentation of receiving those services along with their report cards. Data will be carefully reviewed by the school based committee, and parents will be notified in writing if their child qualifies.

## **Reassessment**

The Mount Olive School District recognizes that children will continue to grow and develop throughout their education. Eligibility and services in one school year are neither a prerequisite nor a guarantee for eligibility of services in subsequent school years. In an effort to meet a student's unique educational needs, students are monitored and re-evaluated annually to identify the need for enrichment services. Parents will be notified in writing in August if their child is eligible for G&T enrichment services.

### **Parent Appeal Process**

Parents/guardians may appeal to the building Principal for reconsideration of placement G&T services via the following process:

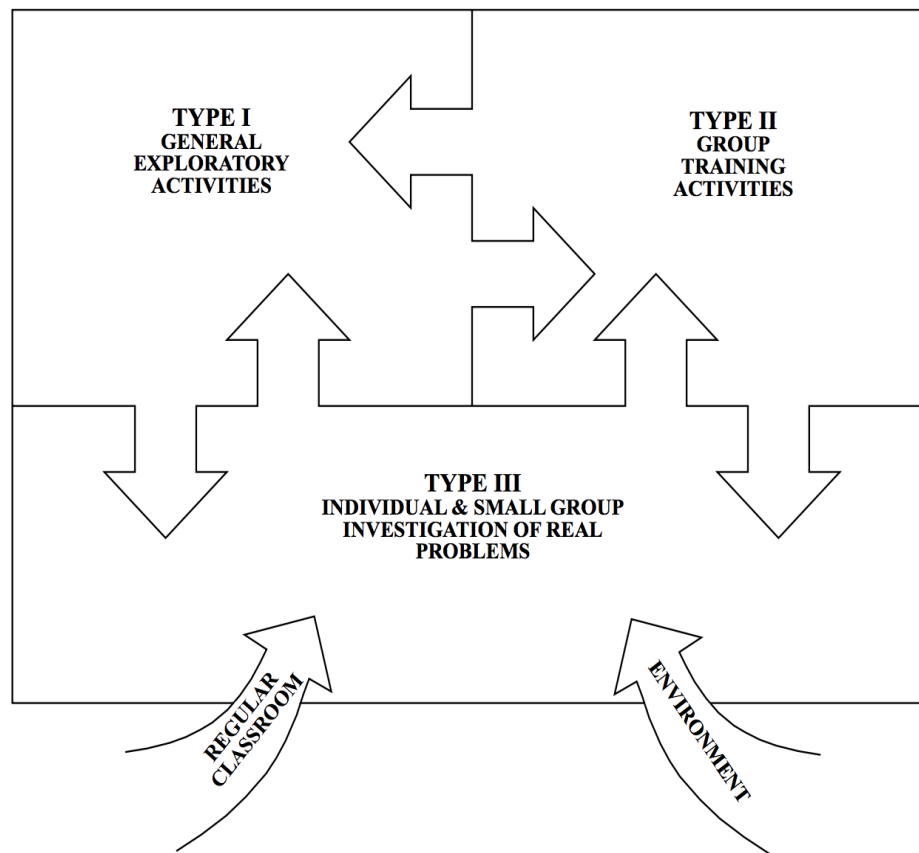
1. Total talent portfolio survey including uploaded artifacts of above grade level work product.
2. SAGES (Screening Assessment for Gifted Elementary and Middle School Students)

Notes: Items that will **not** be considered:

- Teacher recommendations letters
- Attendance
- Certificates or Awards

The principal shall acknowledge in writing the receipt of the request. Notification of the appeals decision will be sent in writing to the parents/guardians within 30 days of the appeal. The school-based committee will review only one appeal per student per year.

## **SCHOOLWIDE ENRICHMENT MODEL**



### **Type I- Classroom Differentiation**

The majority of students will have their needs met by the classroom teacher at this level. Students receive high quality, research-based core instruction aligned with state standards and differentiated to match their advanced learning needs. Type I includes strategies that an educator uses to meet all student learning needs. Differentiation is not additional work; it is different work.

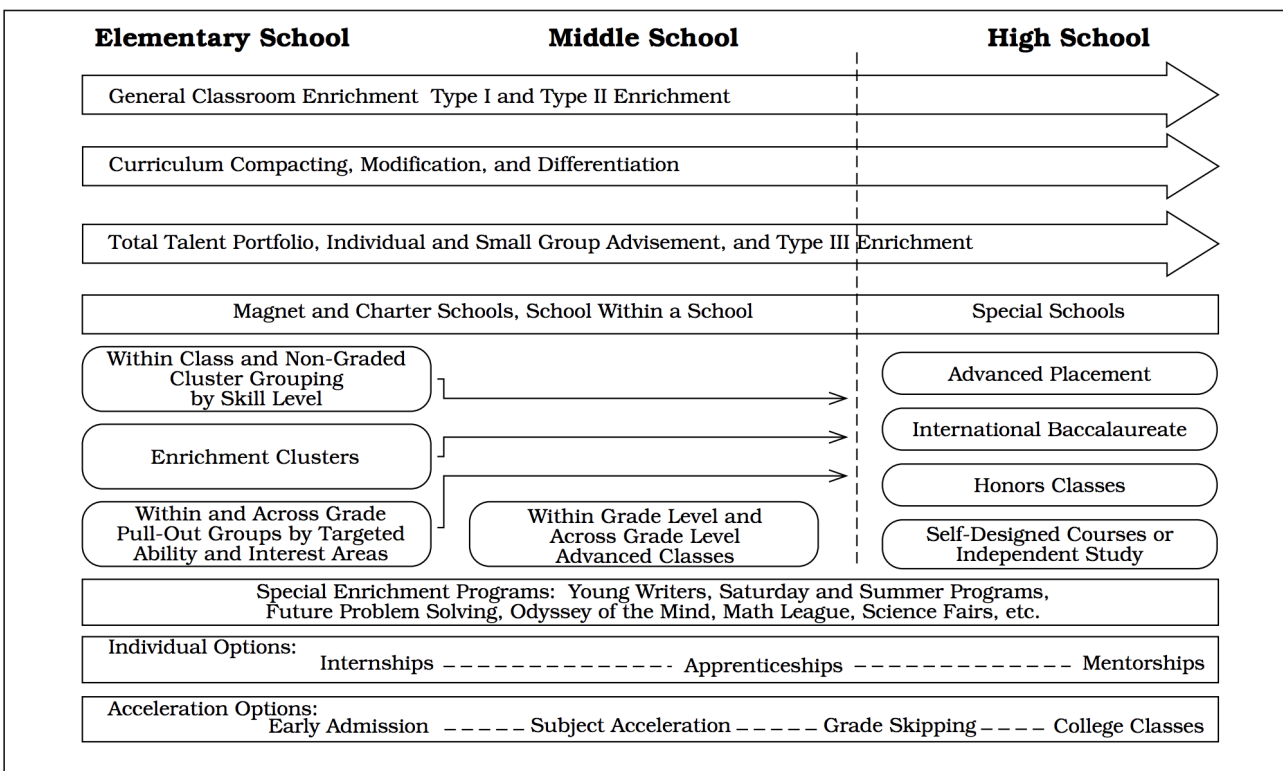
### **Type II- Targeted Instruction**

A smaller number of students will require targeted instruction to meet their learning needs. In addition to classroom differentiation, grade level teachers plan differentiated learning activities to meet students' demonstrated needs.

### **Type III- Individualized Services**

A small percentage of students will require academic and intellectual challenges that are unlikely to be met by differentiation of grade-level curriculum.

Examples of Schoolwide Enrichment		
Type I Enrichment	Type II Enrichment	Type III Enrichment
Whole class and whole grade Programs for ALL learners.	Differentiated instruction with classroom teachers and/or media specialists for ALL learners.	Small group and individualized instruction.
<ul style="list-style-type: none"> <li>• Hour of Code</li> <li>• Grade Level Field Trips</li> <li>• School Assemblies</li> <li>• Makerspace</li> <li>• Music Instruction/Lessons</li> <li>• Success Maker</li> <li>• ST Math</li> <li>• LEGO Challenge</li> </ul>	<ul style="list-style-type: none"> <li>• National History Day</li> <li>• ST Math</li> <li>• Achieve 3000</li> <li>• Middlebury Language</li> <li>• Elective Courses</li> <li>• CS for ALL</li> <li>• WINN Time</li> <li>• TREP\$</li> <li>• Trout In the Classroom</li> <li>• ALEKs Math</li> </ul>	<ul style="list-style-type: none"> <li>• AP Courses</li> <li>• ASPIRE Art Program</li> <li>• ASPIRE Program</li> <li>• MOMS- Accelerated Math &amp; ELA Courses</li> <li>• NJIT RWC</li> <li>• Advanced Music</li> <li>• Advanced Art</li> <li>• Dual Enrollment</li> <li>• Independent Study</li> </ul>



## Twice Exceptional Learners

These students are gifted children of above-average abilities who also have special educational needs- ADHD, learning disabilities, Autism Spectrum, etc.. Because their giftedness can mask their special needs and their special needs can hide their giftedness, MOTSD recognizes the importance of identifying and servicing this often underrepresented group. Building-based selection committees will be sensitive to indicators that seem to reveal contradictions in abilities. These types of contradictions may be indicators of possible twice-exceptionality. No child shall be excluded.

## English Language Learners

Research suggests that qualitative and quantitative measures should be used for identification of ELLs who are gifted and talented. Similar to twice-exceptional learners, gifted need may be masked by language barriers. Therefore, the building based committees will follow the recommendations of the NJDOE and, when necessary, utilize the following for **Level II Identification**:

- **DISCOVER (Discovering Strengths and Capabilities while Observing Varied Ethnic Responses)**
- **Naglieri Nonverbal Ability Test (NNAT)-3**

## **The Arts**

Students who are identified as gifted/talented in the arts will be provided with opportunities to develop those talents. Special area teachers will work with the school-based G&T committee to identify students who are gifted in the arts and provide them with opportunities to further develop their gifts, whenever possible, during classroom and school activities. Students will be encouraged to take part in the many extracurricular and community opportunities within their area of giftedness.

## **Staff Development**

The Mount Olive School District recognizes that providing enrichment is key to meet the needs of those who require specialized knowledge and skills. The Mount Olive School District is committed to providing professional development in the area of gifted education in order to ensure that staff recognizes the needs of the gifted and talented students along with strategies to meet their needs.

## **Curriculum**

Pursuant to NJQSAC Instruction and Program Indicators 9-15: a-i, all-district G&T curriculum shall be mapped via collaborative teacher PLCs. Mount Olive Township School District utilizes Rubicon Atlas to develop and house all curricula.

<b>Instruction and Program Indicators 9-15:</b>
Content areas (English language arts, mathematics, science, social studies, world language, comprehensive health and physical education, and visual and performing arts) curriculum and instruction are aligned to the New Jersey Student Learning Standards (NJSLs) in accordance with the Department's curriculum implementation timeline and include the following: (N.J.A.C. 6A:8)
a. Curriculum designed and implemented to meet grade or grade level expectations and graduation requirements;
b. Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students and students with 504 plans;
c. Assessments, including, formative, summative, benchmark and alternative assessments;
d. List of core instructional and supplemental materials, including various levels of texts at each grade level;
e. Pacing guide;
f. Interdisciplinary connections;
g. Integration of 21 <sup>st</sup> century skills through NJSLs 9;
h. Integration of technology through the NJSLs; and
i. Career education.
<b>Points: 4 for Each Content Area</b>

## **Feedback Loop**

In order to provide programmatic feedback, the effectiveness of the G&T program will be reviewed annually, starting in 2020.



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