



# SAYREVILLE TAG PROGRAM

PROGRAMMING SERVICES FOR  
TALENTED AND GIFTED STUDENTS  
GRADES 3-8

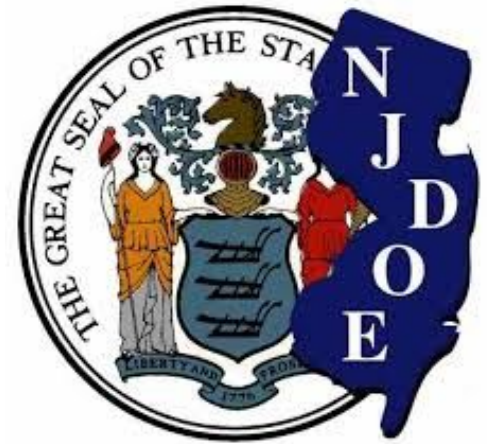
*Parent Information Session*

*Presented by:  
Allison Francis*

Supervisor of Elementary Education  
Supervisor of Talented and Gifted  
Supervisor of Library Media Specialists



# NEW JERSEY DEFINITION



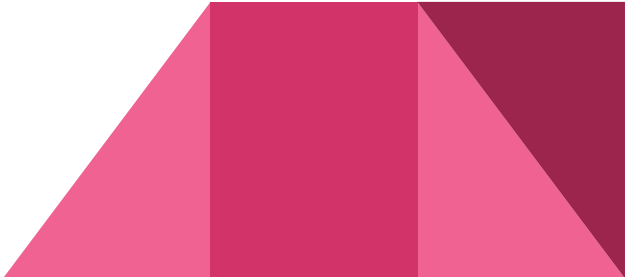
The regulations define gifted and talented students as:

*Those students who possess or demonstrate high levels of ability, in one or more content areas, **when compared to their chronological peers in the local district** and who require modification of their educational program if they are to achieve in accordance with their capabilities.*

# *ELIGIBILITY CRITERIA*

(entering grade 3)

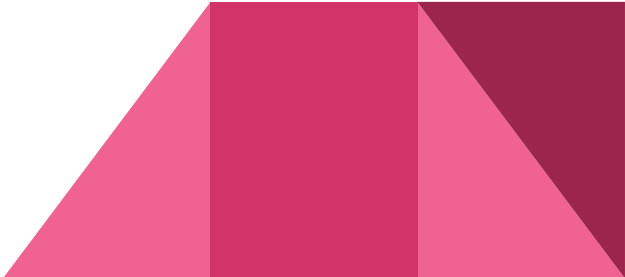
As per the NJDOE, “**district boards of education shall make provisions for an ongoing K-12 identification process for gifted and talented students that includes multiple measures.**” The identification process will begin with teacher and/or parent nomination. The following measures will be considered:

- **LinkIt! assessment scores**
  - **Creativity assessment scores**
  - **Teacher rating scales**
  - **Cognitive assessment**
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# *ELIGIBILITY CRITERIA*

(entering grades 4-5)

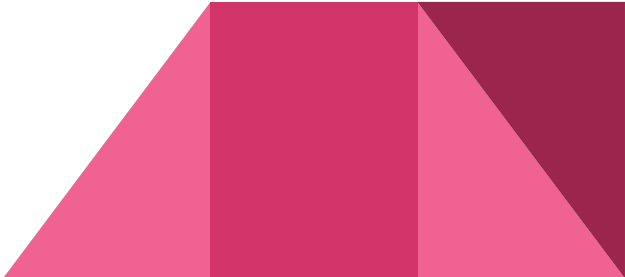
As per the NJDOE, “**district boards of education shall make provisions for an ongoing K-12 identification process for gifted and talented students that includes multiple measures.**” The identification process will begin with teacher and/or parent nomination. The following measures will be considered:

- **NJSLA scores**
  - **LinkIt! assessment scores**
  - **Creativity assessment scores**
  - **Teacher rating scales**
  - **Cognitive assessment**
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# *ELIGIBILITY CRITERIA*

(entering grades 6-8)

As per the NJDOE, “**district boards of education shall make provisions for an ongoing K-12 identification process for gifted and talented students that includes multiple measures.**” The identification process will begin with teacher, parent, and/or self nomination. The following measures will be considered:

- **NJSLA assessment scores**
  - **LinkIt! assessment scores**
  - **Creativity assessment scores**
  - **Teacher rating scales**
  - **Cognitive assessment**
- 

# PROCESS FOR THE 2024-2025 SCHOOL YEAR

## Current Grade 2 Students

- Parents or teachers will nominate (February/March)
- Students will take a cognitive skills test (April)

## Current Grades 3 - 7 not presently in TAG

- Parents or teachers will nominate (self nominations also accepted in grades 6 - 7)
- Students who did not take the cognitive skills test in the past will take this test (April)

## All Current Grade 5 Students in TAG

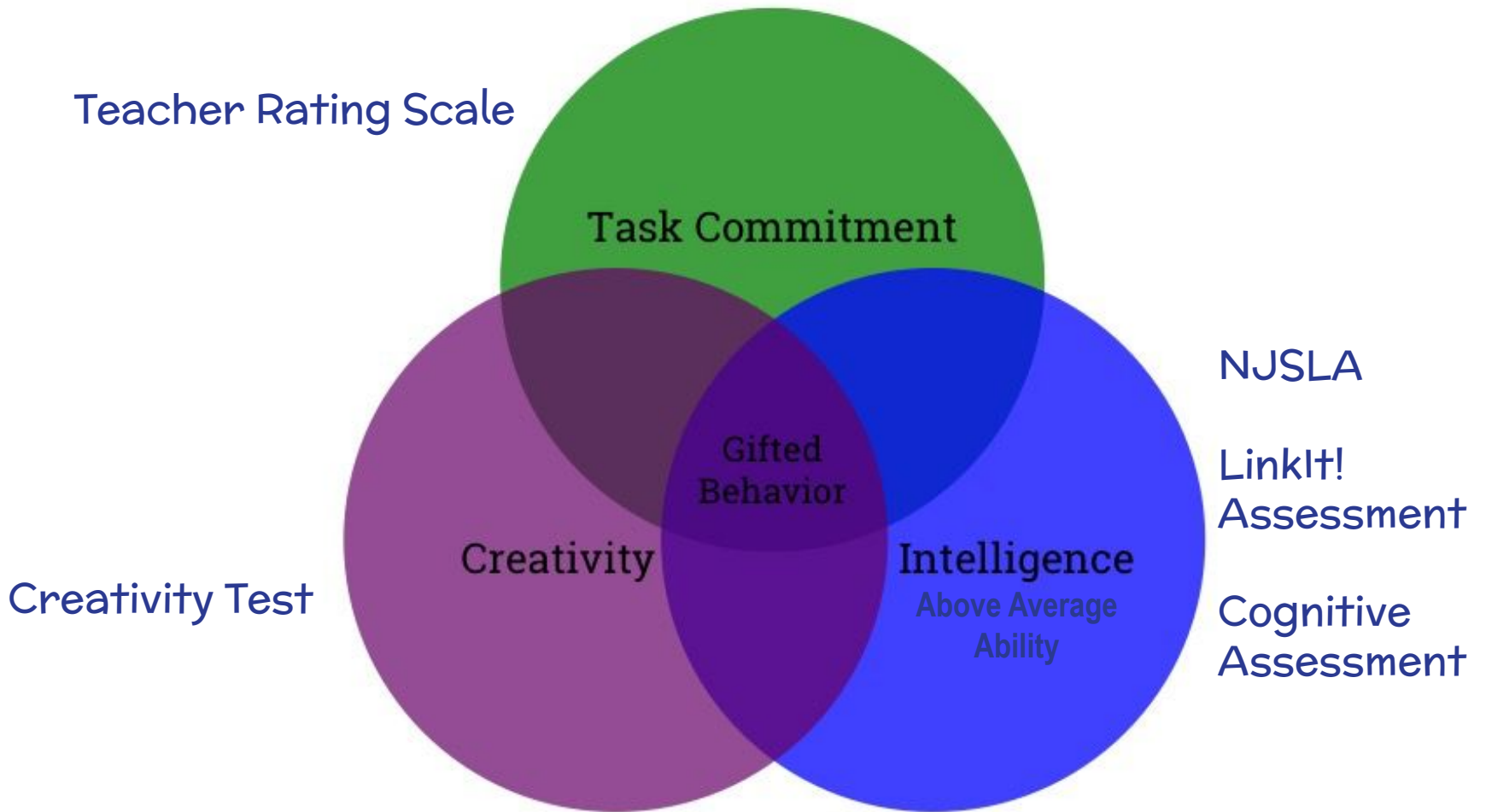
- Parent or teacher nominations must be submitted

## All Current TAG students in Grades 3, 4, 6 and 7

- Will remain in TAG for 2024-2025, no nominations required

**\*\*All parent nominations due March 8, 2024\*\***





*RENZULLI'S 3-RING  
CONCEPTION OF GIFTEDNESS*

# Traits of Giftedness

Cognitive	Creative	Affective	Behavioral
Keen power of abstraction	Creativeness and inventiveness	Unusual emotional depth and intensity	Spontaneity
Interest in problem-solving and applying concepts	Keen sense of humor	Sensitivity or empathy to the feelings of others	Boundless enthusiasm
Voracious and early reader	Ability for fantasy	High expectations of self and others, often leading to feelings of frustration	Intensely focused on passions—resists changing activities when engrossed in own interests
Large vocabulary	Openness to stimuli, wide interests	Heightened self-awareness, accompanied by feelings of being different	Highly energetic—needs little sleep or down time
Intellectual curiosity	Intuitiveness	Easily wounded, need for emotional support	Constantly questions
Power of critical thinking, skepticism, self-criticism	Flexibility	Need for consistency between abstract values and personal actions	Insatiable curiosity
Persistent, goal-directed behavior	Independence in attitude and social behavior	Advanced levels of moral judgment	Impulsive, eager and spirited
Independence in work and study	Self-acceptance and unconcern for social norms	Idealism and sense of justice	Perseverance—strong determination in areas of importance
Diversity of interests and abilities	Radicalism		High levels of frustration—particularly when having difficulty meeting standards of performance (either imposed by self or others)
	Aesthetic and moral commitment to self-selected work		Volatile temper, especially related to perceptions of failure
			Non-stop talking/chattering

Source: Clark, B. (2008). *Growing up gifted* (7th ed.) Upper Saddle River, NJ: Pearson Prentice Hall. - See more at: <http://www.nagc.org/traits-giftedness#sthash.60byIM1F.dpuf>

**Additional information for families can be found [HERE](#) and [HERE](#).**



# *Talented and Gifted Identification Procedure*

Parent/Teacher/Self Nomination



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graph TD; A[Parent/Teacher/Self Nomination] --> B[Available student data is collected]; B --> C[Additional testing for nominated students (Cognitive, Creativity, and Teacher Ratings)]; C --> D[Identification matrix is used to determine top 10% of students in each grade level]; D --> E[ ]; D --> F[ ]
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Available student data is collected

Additional testing for nominated students  
(Cognitive, Creativity, and Teacher Ratings)

Identification matrix is used to determine top 10%  
of students in each grade level

# Talented and Gifted Identification Procedure (Continued)

If student is identified,  
parents will receive letter  
of notification.



TAG teacher notifies principal and classroom  
teachers of placements.



If placed, students attend  
weekly TAG classes.

If student is not identified,  
parents will receive letter  
of notification.



TAG teacher notifies principal and classroom  
teachers of placements.



If not placed, procedure ends.  
Students may be nominated  
again the following year.

# ANSWERS TO FAQ

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## HOW ARE STUDENTS IDENTIFIED AS GIFTED AND TALENTED?

- In the state of New Jersey, there are no state-mandated criteria. However, local school districts must use multiple measures to evaluate students.

## WHAT IS MEANT BY “MULTIPLE MEASURES” AND WHY ARE THEY IMPORTANT?

- Multiple measures are different evaluative tools (such as test scores, work samples, and rating scales) that can be used to see a child’s potential giftedness. It is important to use multiple measures, rather than a single test score, because doing so provides a better picture of the child’s areas of strength. The use of multiple measures also provides more than one avenue for children who do not typically perform well on academic achievement tests.

# ANSWERS TO FAQ

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## WILL PARTICIPATION IN ANOTHER STATE OR DISTRICT'S GT PROGRAM QUALIFY A CHILD FOR TAG IN SAYREVILLE?

- Because each district's identification criteria are different, and students are compared to their peers within the district, an out-of-district evaluation will not be honored. However, students new to the district may be reevaluated using the district criteria at the end of the current school year.

## WHAT KINDS OF SERVICES ARE PROVIDED TO GIFTED STUDENTS WITHIN THE DISTRICT?

- Our district provides push-in enrichment lessons for all students in grades 2 and 3. A pull-out TAG Program is provided for identified third through eighth graders. At the high school level, students may choose to pursue their interests and/or strengths through various accelerated course offerings.

# ANSWERS TO FAQ

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## WHAT DOES THE TERM “TWICE EXCEPTIONAL” MEAN?

- Students who are twice exceptional may have learning disabilities that mask their giftedness. These students may receive both special education services and gifted programming as a part of their curriculum.

## MUST A GIFTED CHILD EARN GOOD GRADES?

- While school performance is one indicator of a child’s abilities, there are many gifted children who underachieve. Poor grades and giftedness are not mutually exclusive. However, to remain in the district TAG program, students must fulfill all regular classroom responsibilities and complete all assignments.

# ANSWERS TO FAQ

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## WHAT IS THE PROCESS FOR THE ADVANCED MATH PROGRAM AT THE MIDDLE SCHOOL LEVEL?

- All questions regarding the Advanced Math Program at the Sayreville Middle School should be directed to Dr. Mala Maharana, Supervisor of Mathematics.

[Mala.Maharana@sayrevillek12.net](mailto:Mala.Maharana@sayrevillek12.net)

# ANSWERS TO FAQ

## Who do I contact if I have a question about the selection process?

If you have a question about the Talented and Gifted Program or the selection process, please reach out first to the appropriate teacher as listed below:

### Grade 2 Enrichment and Grade 3 TAG Teacher:

Laura Mihalenko      Laura.Mihalenko@Sayrevillek12.net

### SUES (Grades 4 & 5) TAG Teacher:

Jennifer Mahieu      Jennifer.Mahieu@Sayrevillek12.net

### Middle School (Grades 6, 7, & 8) TAG Teacher:

Jennifer McGough      Jennifer.McGough@Sayrevillek12.net

**After speaking to the teacher, if you still have questions, please contact:**

### District TAG Supervisor:

Allison Francis      Allison.Francis@Sayrevillek12.net

### Director of Curriculum and Instruction, Grades 3-12

Kimberly Grossman      Kimberly.Grossman@Sayrevillek12.net

# IMPORTANT DATES

Parent/Guardian Nomination Forms Available: February 23, 2024

Parent/Guardian Nomination Forms Due: March 8, 2024 11:00 PM

Self Nominations (Grades 6 and 7 only) Due: March 15, 2024

Cognitive Skills Assessment: April 2024

Creativity Test: September 2024

Parent Notification Letters: End of September 2024





QUESTIONS?

*Thank you  
for  
coming!*