

Quinton Township School District

GIFTED AND TALENTED PROGRAM

K - 8

Board Approved November 18, 2021

Gifted and Talented Program Overview

It is the purpose of the gifted and talented program to develop the exceptional potential of every child who is identified as gifted by providing extensions for learning which afford open circuits for exploring, experiencing, and expressing. Activities and opportunities are structured to assist students as learners and producers. The program will build on unique abilities, talents, interests and needs which will allow students to fulfill their potential to society. The program also prepares students for the future. At Quinton Township School, our gifted and talented program is an enrichment program.

Students in grades K- 4 meet once a week for 40 minutes and participate in STEM engineering challenges using a variety of building materials including legos, keva planks, magnetic blocks and origami. Students document their process using Seesaw.

Students in grades 5 - 8 meet twice a week for 30 minutes and participate in project based learning using the Genius Hour model. Students present their proposals in Google Classroom and document progress using Google Classroom or Seesaw.

1) Objectives

Grades K - 4

Students will be able to:

- Learn the basics of STEM engineering
- Work collaboratively to solve challenges.
- Document progress using seesaw.
- Work independently on projects of choice in all subject areas.
- Demonstrate divergent creative thinking strategies

- Grades 5 - 8

Students will be able to:

- Students will be able to work independently or in collaboration on a project of choice.
- Follow the Genius Hour model for project based learning.
- Document their progress on Google Classroom or seesaw.
- Demonstrate divergent and creative thinking strategies
- Present their projects to a wider audience.

2) Identification of Students

Identification of intellectual giftedness should be a well-developed and thorough process initiated at the end of each school year in preparation for the next school year. Multiple measures will be used in this process, as no single measure can ensure 100% accuracy in detecting intellectual giftedness.

A. Kindergarten, Grade 1, Grade 2

- a. Teacher recommendation average of 3.2 or higher on questionnaire
- b. Kindergarten- KSEALS scores above average or higher on a minimum of 5 categories
- c. Report Card Grades- All S's for final grades report cards (excluding handwriting); On a Standards Based Report Card all grades a minimum of meeting grade level expectations
- d. An A on the Topic 1-12 (Topics 1-8) Math assessment and a reading level minimum of 0 (K) at the end (winter assessment) of first grade. A reading level of H (F) or higher at the end (winter assessment) of Kindergarten.

B. Grades 3-8

- a. Teacher recommendation average of 3.2 or higher on a questionnaire
- b. Report Card Grades- A's and S's for final grades
- c. Attain a final grade of at least Meeting Expectations on (Form B) Benchmark ELA and Mathematics assessments or on NJSLA ELA and Math assessments.
- d. A reading level minimum of R (P) at the end (winter assessment) of second grade.

C. Teacher Recommendations

- a. A Teacher Recommendation Form is completed by the homeroom teacher when he/she recommends a student for grades K-5. All departmentalized teachers may nominate any sixth through eighth grade students by completing the form. Special area teachers may nominate any student.
- b. Questions are based on a scale of 1 through 4. Please see A and B above to see what average score qualifies for the Quinton Township School District's Gifted and Talented Program.

D. Screening Process

- a. The screening process is an annual procedure. Acceptance into one year's program does not automatically guarantee acceptance into the program for the next school year. If a student already accepted into the program falls below the criteria set for eligibility, his/her standing in the program will be reviewed (see Review Criteria).

E. Review Criteria

- a. If within a given year, a student already accepted in the program falls below the criteria set, this includes performance in GT, this student's standing in the Gifted/Talented Program will be reviewed by a committee consisting of an administrator, Gifted/Talented teacher, the classroom teacher, the parent/guardian, and the student. The review committee will consider the following:
 - i. Performance (regular classes and G/T class)
 - ii. Parental input
 - iii. Student input
 - iv. Classroom assessments

F. New Students

- a. Students who are new to Quinton Township School may be entered into the program after one full marking period. This is to give the teacher(s) time to make valid recommendations and for all other criteria to be reviewed.

G. Evaluation of Program

- a. A narrative overview of the students' activities will be written by the G/T teacher at the end of the fourth marking period.

**Quinton Township School Gifted and Talented Program
Teacher Recommendation Form Grades K-2**

Name _____ Date _____

Teacher completing this form _____

Directions: Please complete the information requested above. Next, read each of the following items and consider the degree to which you have observed the presence or absence of each characteristic or behavior. Circle the appropriate number according to the following scale:

1= seldom 2=occasionally 3=sometimes 4=almost always NA= not applicable

1. Has displayed unusual talent in music, drawing, rhythm, or other art form.	1	2	3	4	NA
2. Expresses a wide range of interests and is curious about almost everything.	1	2	3	4	NA
3. Asks many "intelligent questions" about topics which young children do not ordinarily have an interest.	1	2	3	4	NA
4. Has keen observation skills and retains information about things he/she has observed.	1	2	3	4	NA
5. Has the ability to attend or concentrate for a longer period of time than other children his/her age.	1	2	3	4	NA
6. Learned to read early.	1	2	3	4	NA
7. Understands the meaning and use of maps, diagrams, and graphs better than other children his/her age.	1	2	3	4	NA
8. Knows the relationships among various coin denominations (4 quarters=1 dollar).	1	2	3	4	NA
9. Can write short stories, poems, or letters.	1	2	3	4	NA
10. Has an early and accurate use of a large vocabulary.	1	2	3	4	NA
11. Is able to tell or reproduce stories and events with great detail.	1	2	3	4	NA
12. Carries on "intelligent conversations" with older children and adults.	1	2	3	4	NA

Quinton Township School Gifted and Talented Program Teacher Recommendation Form Grades 3-8

Name _____ Date _____

Teacher completing this form _____

Directions: Please complete the information requested above. Next, read each of the following items and consider the degree to which you have observed the presence or absence of each characteristic or behavior. Circle the appropriate number according to the following scale:

1=seldom 2=occasionally 3=sometimes 4=almost always NA= not applicable

- | | 1 | 2 | 3 | 4 | NA |
|---|---|---|---|---|----|
| 1. Has an unusually advanced vocabulary for age; uses terms in a meaningful way; has verbal behavior characterized by richness of expression, elaboration, and fluency. | 1 | 2 | 3 | 4 | NA |
| 2. Possesses a large storehouse of information about a variety of topics. | 1 | 2 | 3 | 4 | NA |
| 3. Has quick mastery and recall of factual information. | 1 | 2 | 3 | 4 | NA |
| 4. Is a keen and alert observer; usually sees or gets more out of a story or film than others. | 1 | 2 | 3 | 4 | NA |
| 5. Reads a good deal on his/her own; often prefers adult books; does not avoid difficult material; may show a preference for biographies, autobiographies, and informational texts. | 1 | 2 | 3 | 4 | NA |
| 6. Needs little external motivation to follow through on work that initially excites him/her. | 1 | 2 | 3 | 4 | NA |
| 7. Prefers to work independently; requires little direction from teachers. | 1 | 2 | 3 | 4 | NA |
| 8. Likes to bring structure to things, people, situations. | 1 | 2 | 3 | 4 | NA |
| 9. Displays a great deal of curiosity about many things; is constantly asking questions. | 1 | 2 | 3 | 4 | NA |
| 10. Is a high-risk taker; is adventurous and speculative. | 1 | 2 | 3 | 4 | NA |
| 11. Determines what information or resources are necessary to complete a task. | 1 | 2 | 3 | 4 | NA |
| 12. Is good at breaking down an activity into step by step procedures. | 1 | 2 | 3 | 4 | NA |