Egg Harbor City Public Schools

GATE

Program Plan

Egg Harbor City Public Schools
GATE Program

Table of Contents

APPENDIX 11

Online Resources for GATE Students

INTRODUCTION

The NJDOE has addressed standards and assessment for student achievement, which includes expanded requirements for gifted and talented education (GATE) programs.

As used in the NJ "Strengthening Gifted and Talented Education Act", "gifted and

talented student" means a student who possesses or demonstrates a high level of ability in one or more content areas when compared to his chronological peers in the local school district and who requires modifications of his educational program if he is to achieve in accordance with his capabilities.

The Egg Harbor City School District realizes the importance of challenging all our students to their maximum potential. We know that students have a wide range of aptitude, achievement, and interest. To provide the maximum challenge to our students, we shall provide a diverse program of enrichment to meet students' needs.

Gifted learners are often times overlooked in regular classroom instruction,, Consequently, some students find school boring and uninspiring due to knowing many of the concepts being introduced in the regular classroom. The exceptionally able or gifted students can be

those who:

- Have preferred ways of learning
- Learn from an exploratory level and resists rote memory and just being a listener
- Demonstrate a high degree of intellectual, creative, and/or artistic ability •
  Possess exceptional leadership skills
- Excel in specific fields
- Function above grade level
- Need instructional adaptations to adjust or modify instruction enabling them to participate in, benefit from, and demonstrate knowledge to apply the New Jersey Student Learning Standards in one or more content areas at the instructional level of the student, not solely based on their grade.
- Need to be challenged

- Grasps concepts quickly and intuitively
- Are curious about principles and how things work
  - Generate theories and hypotheses and pursue methods of inquiry
  - Produces products that express insights, creativity, and/or excellence
- Have early learning development
- Have a good memory, specifically for facts and details
- Have a large vocabulary base
- Interacts well with adults

Philosophy: The Egg Harbor CityPublic Schools is committed to offering enrichment opportunities across all areas of the curriculum for every student. The district acknowledges its responsibility to identify gifted and talented students and to provide them with tailored instructional adjustments and support.

Egg Harbor City School District Gifted and Talented Policy

Egg Harbor City Public Schools
GATE Program

- Has interests or hobbies, and/or musical capabilities different then their typical peers
- Has early interest in reading
- Strives for perfection
- Sets high standards
  - Has a sophisticated sense of humor
- Sets goals
- Is often assertive and not easily swayed
- Is persistent and enjoys a challenge

RATIONALE AND BACKGROUND

There are several points that justify programs for students who are gifted:

- The nurturing of giftedness is dependent upon appropriate intervention. Children develop their innate gifts through the interaction between their natural ability and environmental factors. Schools are an important part of the process that develops giftedness failure to provide appropriate provision in schools is likely to result in. students' giftedness being underdeveloped.

- There is substantial potential benefit to students who are gifted to develop their abilities and use them to contribute to the good of society. The giftedness of

students is a valuable resource to be nurtured.

- Many students who are gifted have educational needs that are different from the majority of students. Without suitable programs, these students may not only fail to develop their giftedness, but may develop emotional and behavioral problems. The complexities and vulnerabilities of students in which intellectual, physical and social development are all occurring at different rates, demand modification to teaching and to support services, The parents of these children may also benefit from support and advice to cope with their child's special needs.

- Instructional adaptations are required to adjust or modify instruction enabling gifted and talented students to participate in, benefit from, and demonstrate knowledge to apply the New Jersey Student Learning Standards in one or more content areas at the instructional level of the student, not solely based on their grade.

- Gifted programs need to make provisions to support all K-12 students who qualify for services. There needs to be a process in place to identify student's strengths in various intellectual or creative abilities and/or specific subject areas.

- Equal access will be given to all eligible students to access GATE services in the area they qualify for, despite being ELL or having an IEP or 504 Plan.

REQUIREMENTS AND GOALS

The goal of the gifted and talented program is to challenge students beyond the NJSLS state standards, foster independence, create critical thinking opportunities, and build their collaborative spirit. All students are provided with challenging opportunities that are appropriate to their abilities and interests through extension activities and alternative projects and assignments within the classroom. These activities foster self-esteem, problem solving and creative thinking skills. Teachers using differentiation strategies and various grouping methods across the content areas further meet the needs of individual learners. All students in GATE benefit from enrichment activities such as digital storytelling, public speaking, Mock Trials and utilizing new technologies. The school district offers clubs and athletic activities as well.

It is intended by the Egg Harbor City School District that:

1. Students who are gifted will be positively valued and supported and their special needs recognized.
2. The District will offer a flexible range of provisions to cater for students who are gifted.
3. Students in gifted programs will be representative of the range of students, including students in disadvantaged groups.
4. Students will be identified as GATE in each school.
5. Students will have appropriate curricular and instructional modifications specific to GATE students. This includes content, process, products, and learning environment, including but not limited to, additional education activities such as guest speakers, lesson specialists, additional learning activities, field trips. These modifications will be addressed in an individual student plan (GATE IEP), on staff and student schedules, lesson plans, GATE case manager student logs, and budget areas.
6. Staff will be trained on identification, programming standards, and delivery of services for gifted and talented students.
7. Staff will have time and resources to develop, review, and enhance instructional modifications for GATE students, as well as demonstrate mastery of knowledge and skills related to the standards at the instructional level for the student.
8. The district will review and adjust the GATE plan yearly, which will be reviewed by the state every three years based on the school districts NJQSAC schedule. In addition to send this plan the district will identify the number of students participating in the GATE program at each grade level, total number that applied or were referred to the GATE program, this data should be disaggregated by race, gender, special designation, and if ELL. Also included is staff professional development trainings related to GATE programming, GATE students, and curriculum.
9. The district will post the GATE Program Plan (which includes identification processes and eligibility criteria (multiple measures), and continuum of services), district curriculum, and GATE policy on the district website.

RESPONSIBILITIES

Parents will be responsible for:

- Working collaboratively with the child's teacher and principal to ensure appropriate provision for a child who is gifted.

Principals will be responsible for:

- Ensuring participation of staff in professional development programs on provision for students who are gifted, during the period when this is a system

priority.

- Ensuring there are reliable and valid means of identification of gifted students for specific programs in which the school is involved, and that participants are representative of the school's population.
- Ensuring the needs of gifted students are incorporated into the school's overall teaching and learning program and supportive school environment program
- Promoting a positive attitude toward students who are gifted within the school and facilitating positive publicity for these students in the local community;
- Considering subject or year level acceleration programs.
- Considering how students can be more flexibly grouped according to their learning requirements at a particular time.

Teachers will be responsible for:

- Undertaking professional development in the area of provision for students who are gifted, according to opportunity.
- Providing enrichment and extension programs in their classroom, as appropriate.
- Providing for students who are admitted to early entry programs and subject or year level acceleration programs.

The Board of Education will be responsible for:

- Providing an implementation plan and guidelines to support the GATE Program.
- Providing resource materials on curriculum provision for students who are gifted.

- Providing access to professional development programs.
- Including education for gifted students on the priority cycle as a cross curricula issue.
- Providing an information package for parents on provisions and services for students who are gifted.
- Providing departmental guidelines for early entry and acceleration programs.
- Providing advice on the technology needs of students who are gifted and planning for their implementation.

Program Offering and Descriptions

Program may include:

Accommodations for Gifted and Talented students throughout all areas of the curriculum

Classroom Differentiation

Leveled & Accelerated Readers
After School Clubs and Activities
Creative Writing Contest
Exploration Period with intervention coach

Program Information

Accommodations for Gifted and Talented students throughout all areas of the curriculum:

Accommodations for gifted and talented students often involve modifying the standard curriculum to better fit their advanced needs. For example, providing access to advanced materials or compacted coursework can help these students stay challenged. Offering opportunities for independent study or specialized projects allows them to explore topics of interest in greater depth. Additionally, allowing flexible pacing, such as extended deadlines or the option to skip certain assignments, can ensure that they remain engaged and motivated. These accommodations help create a learning environment that supports their intellectual growth and curiosity.

Classroom Differentiation:

Classroom differentiation provides varied learning activities and tiered assignments that challenge their advanced abilities. It also offers enrichment opportunities and flexible grouping to stimulate deeper engagement and foster meaningful interactions with like-minded peers. Teacher differentiation allows choices in how they engage with content and helps keep them motivated and invested in their learning.

Leveled & Accelerated Reading Opportunities: These texts are used to give students access to more challenging and advanced texts that match their reading abilities, helping them stay engaged and intellectually stimulated. These resources allow students to explore complex themes and concepts at their own pace, promoting deeper understanding and critical thinking. Additionally, they offer opportunities for independent exploration and growth, aligning with the students' advanced learning needs and interests. Students will work with the intervention coach to ensure the reading levels are appropriate to the learner.

Leveled & Accelerated Math Opportunities:

The Community School offers an Accelerated Mathematics Program for students in grades 6-8 who demonstrate a strong aptitude and passion for mathematics. This program is designed to provide a more rigorous and fast-paced learning experience, preparing students for advanced mathematics courses in a high school setting.

Program Structure:

6th Grade: Advanced Math I

7th Grade: Advanced Math II

8th Grade: Algebra I

Placement Criteria:

Placement in the Accelerated Mathematics Program is determined through a comprehensive review of multiple educational data points to ensure appropriate student readiness and success. The following criteria will be utilized:

Academic Grades: Consistent high performance in current and previous mathematics courses.

Benchmark Assessments: Strong scores on standardized or district-level mathematics benchmark assessments.

NJSLA Scores: High achievement on New Jersey Student Learning Assessments (NJSLA) for mathematics.

Teacher Recommendations: Enthusiastic recommendations from current and previous mathematics teachers, highlighting student work ethic, problem-solving skills, and readiness for an accelerated pace.

This multi-faceted approach ensures that students placed in the Accelerated Mathematics Program are well-prepared to thrive in a challenging and enriched learning environment.

After School Clubs and Activities:

After-school clubs and activities provide students with opportunities to explore their interests and talents in a more focused and enriched environment. These programs often offer specialized challenges and projects that go beyond the regular curriculum, fostering creativity and deeper learning. These opportunities create social connections with peers who share similar passions, enhancing both their intellectual and social development.

LGL Math Edge:

LGL offers personalized learning paths that provide a variety of scaffolded materials for students based on their personal level. The program allows students to work on skills and standards that go beyond the grade-level

instruction taking place inside the classroom. Teachers are able to assign students work that matches their abilities.

Program may include:

Accommodations for Gifted and Talented students throughout all areas of the curriculum

Classroom Differentiation

Leveled & Accelerated Reading opportunities

Industrial Tech Pre Engineering

Clubs at Egg Harbor City School District

Athletics

National Junior Honor Society (7⁄8)

EHC Exploration Ideas

Other Resources:

National Association for Gifted and Talented Children

NJSLS Gifted and Talented

NJ Strengthening Gifted and Talented Education Act

Filing a complaint

Any individual who believes that the district has not complied with the provisions in the law or administrative code related to gifted and talented services may file a complaint with the board of education. The complaint shall be submitted in writing to the board office. The chief school administrator or designee shall take the necessary actions to correct or remediate the complaint and report such actions to the board. The board shall issue a decision, in writing, to affirm, reject, or modify the district's action in the matter.

If the complaint is not resolved to the individual's satisfaction or the individual is not satisfied by the written decision of the board, the individual may then file a petition of appeal of the board's written decision to the Commissioner of Education through the Office of Controversies and Disputes in accordance with law (N.J.S.A. 18A:6-9) and the procedures set forth in State Board of Education regulations.

Myths Surrounding Gifted Students

There are many myths regarding the skills, abilities, demonstrated achievements, social aptitude, physical development, task application, overall academic performance and other

features of gifted students. Many of these myths arise from the restricted definition of giftedness that focuses on highly and profoundly gifted students: those who are the top 1-2% of the student population.

Some of these myths are:

- Gifted students are enthusiastic and motivated about school-work all the time. - Many are, but some can become bored by a lack of challenge and motivation in a learning experience. Students whose giftedness goes unrecognized at school may underachieve or misbehave.
- Gifted students come from a particular social group.
- Students who are gifted can be found in all sectors of society, regardless of race, creed, socio-economic background, geographic location or physical abilities. The development of those gifts, however, may be restricted or constrained by environmental factors such as those mentioned above.
- Gifted students 'burn out' if identified early.
- Giftedness, if present in a student, is not an ephemeral attribute. However, the degree to which it may appear in a particular student may vary considerably over time. At any given time the demonstration of giftedness in a gifted student is a function of a number of variables, including experiences, stage of development, motivation, interests and support from peers, teachers and family.
- Gifted programs are elitist and exclude other students.
- All students are entitled to a learning environment that provides for their particular needs. Gifted students have educational needs that vary from those of their age peers. Without appropriate educational provision, gifted students may suffer academically, socially and emotionally.
- Gifted students are born that way and will succeed because of their innate giftedness.

- Gifted students are born with the potential to excel in their area(s) of strength. However, if their potential is not recognized and nurtured at home, at school and by the wider community, their gifts may fail to develop.
- Some other incorrect assumptions regarding gifted students are gifted students are not good at sports, gifted students are book worms, skipping grades impairs the social adjustment of the gifted student.

Gifted or Hard-Working High Achiever?

There are many very hard-working students in our schools who regularly achieve highly in school assessment instruments. Some of these students may be gifted, but many gain their results through pure hard work. The following list is indicative of some of the factors that may differentiate the genuinely gifted from the range of high achieving students.

High achievers Gifted students

Know the answers Ask the questions

Are interested Are curious

Have good ideas May have wild or unexpected ideas Understand ideas

Construct abstracts

Complete assignments Initiate projects

Enjoy school Enjoy learning
Are technicians Are inventors
Grasp meaning Draw inferences
Enjoy peers Prefer adults
Learn with ease Already know
Listen with interest Demonstrate strong feelings and opinions
Absorb information Manipulate information Copy accurately Create
new designs
Are receptive Are critical
Achieve mastery in 3 — 8 repetitions Achieve mastery in 1 —2 repetitions

Research shows that classroom teachers are skilled at identifying high achievers, but frequently do not recognize the signs of giftedness in the class clown or the student who asks constant questions.

IDENTIFICA TION

Gifted and talented children, by virtue of outstanding abilities, who are identified by professionally qualified persons, are capable of high performance. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society.

Characteristics
Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas, singly or in combination: (1) general intellectual ability, (2) specific academic aptitude, (3) creative or productive thinking, (4) leadership ability, (5) visual and performing arts, (6) psychomotor ability.

Using a broad definition of giftedness, a school system could expect to identify 10% to 15% or more of its student population as gifted and talente, A brief description of each area of giftedness or talent:

1 . General Intellectual Ability or Talent. Laypersons and educators alike usually identify this in terms of a high intelligence test score—usually two standard deviations above the mean--on individual or group measures. Parents and teachers often recognize students with general intellectual talent by their wide-ranging fund of general information and high levels of vocabulary, memory, abstract word knowledge,- and abstract reasoning.

Other sources generally cite IQ scores and their labels something like:

85-99 Lower normal
100-1 14 Upper normal
1 15-129 Bright
130-144 Gifted
145-159 Highly gifted
160-above Profoundly gifted

2. Specific Academic Aptitude or Talent. Students with specific academic aptitudes are identified by their outstanding performance on an achievement or aptitude test in one area such as mathematics or language arts. The organizers of talent searches sponsored by a number of universities and colleges identify students with specific academic aptitude who score at the 97th percentile or higher on standard achievement tests and then give these students the Scholastic Aptitude Test (SAT). Remarkably large numbers of students score at these high levels. District

Assessments both standard and skill based are used to collect data for qualifying measures for GATE students.

3. Creative and Productive Thinking. This is the ability to produce new ideas by bringing together elements usually thought of as independent or dissimilar and the aptitude for developing new meanings that have social value. Characteristics of creative and productive students openness to experience, setting personal standards for evaluation, ability to play with ideas, willingness to take risks, preference for complexity, tolerance for ambiguity, positive self-image, and the ability to become submerged in a task. Creative and productive students are identified through the use of tests such as the Torrance Test of Creative Thinking or through demonstrated creative performance. (Teacher Recommendation)
4. Leadership Ability. Leadership can be defined as the ability to direct individuals or groups to a common decision or action. Students who demonstrate giftedness in leadership ability use group skills and negotiate in difficult situations. Many teachers recognize leadership through a student's keen interest and skill in problem solving. Leadership characteristics are self-confidence, responsibility, cooperation, a tendency to dominate, and the ability to adapt readily to new situations. (Teacher Recommendation)

5. Visual and Performing Arts. Gifted students with talent in the arts demonstrate special talents in visual art, music, dance, drama, or other related studies. (Multiple Intelligences Assessment)
6. Psychomotor ability. This involves kinesthetic motor abilities such as practical, spatial, mechanical, and physical skills. (Multiple Intelligences Assessment & Teacher Recommendation)

Criteria for Selection to GATE Program

- Psychological Assessment (FSIQ of 125 or higher)

- Educational Assessment (Average Standard Scores of 125 in individual subject area)

- District Assessments - LGL and LinkIT
- Performance based measures

Additional consideration will be made related to the following components:

- Multiple Intelligence Assessment

- Teacher Recommendations

Criteria for staying in the GATE Program

- Grades (maintaining responsibility for class assignments while involved in GATE program)
- On going formal and informal assessments - LGL and LinkIT data
- Teacher recommendation
- Attitude & behavior
- Motivation and interest

Selection Process:

The Egg Harbor City School District will utilize a robust method of identifying potential students for the Gifted and Talented Program involving various assessments.

These showcase student academic ability compared to the grade level standards and their cognitive ability in multiple intelligences.

In accordance with state guidelines, identification of potential Gifted and Talented students occurs at every grade level. Teachers will be alert to students exhibiting characteristics of a gifted and talented student. A review of the students cumulative records and assessment data will be completed before moving into the formal

selection process.

Elementary Grades K-1

The identification process for Kindergarten and grade one students is completed through review of the functional assessment data used within the classroom to support the instruction of all children. All potential candidates participate as part of an early elementary talent pool receiving curricular enrichment within the classroom.

Elementary Grades 2-4

Teachers will recommend students based on beginning of the year benchmarks, initial math and language arts assessments, and classroom performance. Students recommended for gifted math will be screened using the LinkIT Diagnostic.

Grades 5-8

As part of EHC School District's district philosophy and in alignment with current state and federal

assessment trends, standardized assessments are used to identify Gifted and Talented students before the start of fifth grade. This assessment process includes the results from statewide testing, measures of achievement, creativity, and aptitude. Students are initially identified through performance on district LinkIt Benchmark Assessments and the New Jersey Student Learning Assessment (NJSLA).

Professional Development

To effectively support teachers, educational services staff, and school leaders in understanding and addressing the needs of gifted and talented students, Egg Harbor CIty School District will invest in specialized professional development opportunities. Organizing in-house workshops and seminars led by experts in gifted education will provide educators with essential knowledge about the characteristics, needs, and effective strategies for nurturing all learners. These sessions focus on practical techniques for differentiating

instruction and developing advanced curricula that challenge and engage these Students. Our school also utilizes Stockton’s SRI&ETTC services to provide modernized PD sessions that help teachers enhance their learning environments.

Targeted training sessions help educators develop and refine their skills in areas such as advanced instructional methods and curriculum design tailored to supporting all students. Providing opportunities for peer learning through observations, open collaboration discussion groups, and professional learning communities allows educators to share best practices and learn from one another's experiences. This collaborative approach ensures that teachers are equipped with innovative strategies and insights to better support gifted learners.

Promoting ongoing education and access to resources is crucial for maintaining up-to-date knowledge in gifted education. Encouraging participation in conferences, advanced courses, and certifications helps educators stay informed about the latest research and developments. Equipping them with toolkits and continuous support further aids in the effective implementation of strategies, ultimately enhancing the educational experience for gifted and talented students.

To ensure that students receive an appropriately challenging and rigorous education, teachers will be actively involved in updating and refining the curriculum. Collaborative efforts among educators can focus on integrating advanced concepts and materials that align with the latest research and best practices in education. By regularly reviewing and enhancing the curriculum, teachers can ensure it remains relevant and rigorous, providing opportunities for deeper exploration and critical thinking. This

ongoing process involves incorporating feedback from students, analyzing their progress, and adjusting instructional methods to meet their evolving needs. Engaging teachers in curriculum development not only helps in tailoring the educational experience for gifted learners but also fosters a dynamic and responsive learning environment.

GA TE

Teacher Recommendation Form

Teacher: Date:

Student:

Grade: H.R. Teacher:

Check all that apply:

_____ **Humor**: exceptionally keen sense of the comical, the bizarre, and the absurd.

_____ **Motivation**: intense desires to know, do, feel, create or understand.

_____ **Interests**: ardent, sometimes unusual, passionate, sometimes fleeting.

_____ **Communication/Expressiveness**: extraordinary ability to convey meaning or emotion through words, actions, symbols, sounds, or media.

_____ **Inqury**: probing exploration, observation or experimentation with

events, objects, ideas, feelings, sounds, symbols, or media

_____ **Problem-solving**: outstanding ability to bring order to chaos Ithrough the invention and monitoring of paths to a goal; enjoyment of challenge. _____ **Sensitivity**: unusually open, perceptive, or responsive to experiences, feelings and to others.

_____ **Intuition**: sudden recognition of corrections or deeper meanings without conscious awareness, reasoning or thought.Outstanding ability to think things through and consider the implications and alternatives; rich, highly iconscious and goal oriented thought.

_____ **Imagination/Creativity**: extraordinary capacity for ingenious, flexible use of ideas, processes, or materials. Memory/Knowledge Understanding: unusual capacity to acquire, integrate, retain and retrieve information or skills. Learning: ability to acquire sophisticated understandings with amazing speed and apparent ease.

_____ **Grades**: high grades in the the following subjects

_____ _____ **Skill Areas**:

_____

Recognizing Giftedness In Students From Underrepresented Groups:

The recognition and valuing of gifted students may not occur evenly across all groups in society. Students from some societal groupings are at risk of failing to be identified as gifted. These groups include students with physical and/or learning disabilities, students from non-English-speaking backgrounds, students from minority cultural groups, isolated students and students from a low socioeconomic background.

Taking a very broad approach to identification of giftedness among students from such groupings will reduce the number of students who may otherwise slip through the process. A multifaceted approach, using a range of sources of information, will assist in identifying giftedness among students from groups generally under-represented in the population at large. Identifying giftedness among students from under-represented groups requires processes that are inclusive of the group norms.

Multiple Intelligences Assessment

Teacher Survey

Please circle the number for each item which best describes your child:

5 — possesses this characteristic to a high degree
4 — often demonstrates this characteristic
3 — sometimes demonstrates this characteristic
2 — rarely demonstrates this characteristic
1 — has not been observed to demonstrate this characteristic

THINKING SKILLS

Learns quickly

Thinks quickly

Has a long attention span and shows perseverance

Has an exceptional memory

Is able to follow complex lines of reasoning

Uses abstract thinking and reasoning

Has a highly active imagination

Asks questions relentlessly; has an avid curiosity

Total Score:

VERBAL LINGUISTIC BEHAVIORS

Has an advanced vocabulary

Is an avid reader

Has a wide general knowledge

Follows complex directions

Understands and enjoys plays on words and word games

I Is highly articulate

Total Score:

LOGICAL AND MATHEMATICAL BEHAVIORS

Can recognize and extend patterns

Is quick at solving a variety of problems

Likes to sort things into categories

Wants to know how things work

Enjoys and creates complicated games

Counts any items available

Total Score:

VISUAL SPATIAL BEHAVIORS

Shows advanced skills in pencil control

I Has a good sense of direction

Demonstrates advanced artistic skills

Uses materials creatively

Total Score:

PHYSICAL BEHAVIORS

Is often fidgety and restless

Uses body gestures to enhance expression

Is well coordinated

[Shows awareness of self in space

Likes to put things together and take them apart

Total Score:

MUSICAL-RHYTHMICAL BEHAVIORS

Can remember songs and rhymes

Often hums/taps/sings to self

Has a good ear for music

Incorporates music into non-musical situations

Total Score:

INTERPERSONAL BEHAVIORS

Sensitive to the moods and feelings of others

Is good at listening and communicating

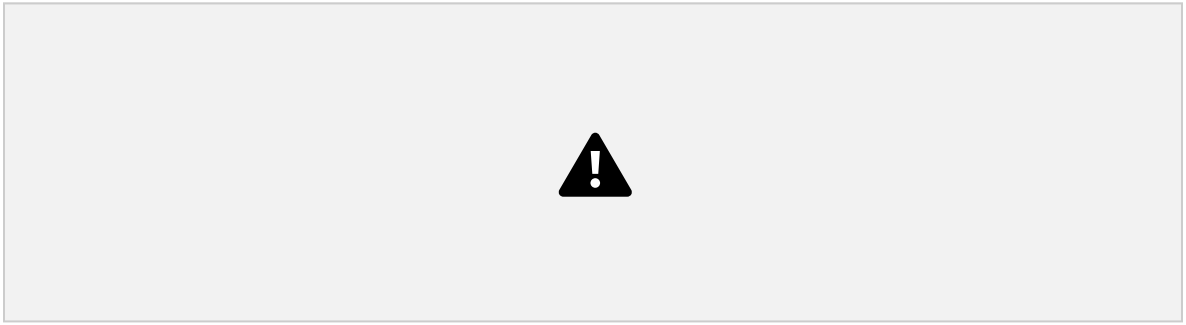
Shows leadership qualities

14

Interacts well in a group

Total Score:

INTRA-PERSONAL BEHAVIORS



Total Score:

Multiple Intelligences Assessment Results:

The student has highly developed intelligence(s) in -the following areas:

Check INTELLIGENCES SCORE ____ VERBAL LINGUISTIC BEHAVIORS ____

_____ LOGICAL AND MATHEMATICAL BEHAVIORS ____

_____ VISUAL SPATIAL BEHAVIORS ____

PHYSICAL BEHAVIORS

_____

_____ MUSICAL-RHYTHMICAL BEHAVIORS

_____

_____ INTERPERSONAL BEHAVIORS

_____

_____ INTRA-PERSONAL BEHAVIORS

_____

Student Survey

Name:_____ Date:_____

This inventory is designed to help you identify your inborn talents and naturally developed intelligence(s). Please circle the number to the left when the answer most closely identifies your interest. Circle the first answer that comes to mind. Do not change the answer.

PART l. SCHOOL SUBJECTS PART ll. CURRENT ACTIVITIES

School subjects/activities in which you Choose activities in which you performed well in the past or enjoy now. frequently participate.

1 English 1 . Reading
2 Science 2. Puzzles
3. Geometry 3. Photography
4. Choir 4. Singing
5. Group Activities 5. Community projects
6. Psychology 6. Person growth seminars 7. Sports 7. Drama
1 . Literature 1 . Writing
2 Algebra 2. Computers
3. Art 3. Crafts
4. Band 4. Listening to music
5. History 5. Clubs
6. Philosophy Self-help boots
7. Mechanics/Wood Shop 7. Sports
1 Language 1 . Writing Poetry
2 Statistics 2. Astronomy
3 3. Building things
4. Music lessons 4. Playing musical instruments 5. Clubs 5. Volunteer organizations 6. Religion 6. Meditation
7. Home economics 7. Dancing
1 Spelling 1 . Word processing

2 Calculus 2. Collecting things

3. Graphic design 3. Art museum
4. Singing lessons 4. Concerts
5. Team projects 5. Support groups
6. Nature studies 6. Attending church
7. Dance 7. Outdoor activities
1 . Speech/debate 1 . Keeping a journal
2. Computers 2. Card games
3. Photography 3. Drawing or painting
4. Music appreciation 4. Sing-alongs
5. Pep squad 5. Discussion groups
6. Organizing activities 6. Motivational tapes
7. Drama 7, Woodworking

PART Ill. CURRENT ACTIVITIES PART IV. CHARACTERISTICS Circle the activity in which you would like Choose the number to the statements to participate in the future. that most closely describe you.

1 . Teaching reading I find it easy to make my point 2. Reading science magazines 2. I often ask myself "what if?" 3. Redecorating a house 3. (easily read a m map and seldom get lost 4. Teaching music 4. I often sing to myself 5. Participating in a support group 5. I am good at teaching and coaching 6. Learning to meditate 6. I find it easy to set goals and attain them 7. I enjoy learning about things I can touch 1 Writing a book 1 I enjoy telling jokes 2. Math or science projects 2. I easily see a logical sequence in things 3. Looking at magazines 3. I can recall detailed images easily 4. Singing in a choir 4. I can remember musical pieces easily 5. School or work reunions 5. I enjoy meeting new people 6. Going to self-esteem workshops 6. I enjoy time alone for quiet reflection 7. Sports 7. I often touch others when I talk to them 1 . Joining a book club I remember words easily 2 Learning more about computers 2. I often wonder how things work 3. Building models 3. I have a vivid imagination 4. Taking musical lessons 4. I frequently sing to myself 5. Brainstorming with others 5. I make friends easily 6. Planning & organizing a project 6. I have interests different from most people 7. Taking an acting class 7. I find it difficult to sit for a long time 1 . Going to the library I participate in storytelling 2 Watching science shows on TV 2. I find it easy to stick to a budget 3. Studying how to make movies 3. I like wearing beautiful clothes 4. Going to concerts 4. I listen to music when doing things 5. Going to a couple retreats 5. I enjoy observing how people interact 6. Going to family counseling 6. I often create my own projects 7. Joining a health club 7. I enjoy thrilling amusement rides 1 Using a word processor 1 . I am very talkative 2 Reading business magazines 2 I find it easy to add figures in my head 3. Painting or drawing 3, I have a vivid imagination 4. Playing a musical instrument 4. Music is an important part of my life 5. Tutoring others 5. People come to me with their problems 6. Reading books about leaders 6. My opinions are different from others 7. Dancing 7. I enjoy tools

SCORE

VerbalLinguisti	LogicalMathematic	VisualSpatia			personal

c	al	l			net
1	2	3	4	5	6

7

Count the total I's circled and enter into the first column under 1 ; then count the total 2's and enter it under 2, etc. Add all the totals and divide by 7 to get your Mean Score. All answers equal to or above your mean score are dominant intelligences.

Psychological Assessment Summary (CONFIDENTIAL)

PERSONAL DETAILS

PERFORMANCE IQ	
VERBAL IQ	
FULL SCALE IQ	

CHILD'S NAME
DATE OF BIRTH
NAME OF PARENT/GUARDIAN(S)
ADDRESS
PHONE NUMBER (S)
FAX/EMAIL CONTACT
DESIRED SCHOOL

TEST RESULTS

WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE

TEST PROFILE:

PERFORMANCE SUB TESTS	(10 is average)	VERBAL SUB-TESTS	average)
Picture Completion Visual alertness		Information General knowledge	
Geometric Design Fine motor and visual copying		Similarities Abstract reasoning	
Mazes Spatial awareness, pencil control		Arithmetic Mathematical reasoning	
Block Design Perceptual reasoning		Vocabulary Word knowledge	
Object Assembly Spatial awareness		Comprehension Social judgment	
(Animal Pegs) New task learning		(Sentences) Auditory short-term memory	

Comments: (use additional sheets if necessary)

Psychologist's name: _____ Signature:

_____ Date:_____

Educational Assessment Summary

(CONFIDENTIAL)

PERSONAL DETAILS

CHILD'S NAME

DATE OF BIRTH
NAME OF PARENT/GUARDIAN(S)
ADDRESS
PHONE NUMBER S
FAX/EMAIL CONTACT
DESIRED SCHOOL

TEST PROFILE and RESULTS

WECHSLER INDIVIDUAL ACHIEVEMENT TEST

SUBTEST	STANDARD SCORE	PERCENTILE	EQUIVALENCY	GRADE EQUIVALENCY
Word Reading				
Reading Comp.				
Numerical Operations				
Math Reasoning				
Written Expression				

Comments: (use additional sheets if necessary)

Learning Consultant's name: _____

Signature: _____ Date:_____

GATE Formal Results Form

Student: Date:

Grade: H.R. Teacher:

Administrator:

GATE Assessments:

Psychological Assessment (FSIQ) Date:

Educational Assessment
Date:
Math Score
Reading Score
Writing Score

Combined Assessment Results:

Additional Components to Consider:

Multiple Intelligence Assessment Date:

GATE Teacher Recommendation

District Assessment Date:

(Administrative Use Only)

Student has qualified for the GATE Program.

Student has not qualified for the GATE Program.

Comments:

GATE Formal Results Scoring Criteria Form

Student: Date:

Grade: H.R. Teacher:

Administrator:

Psychological Assessment _ _ 125 or above Full Scale IQ (Verbal IQ and Performance IQ Average)

Educational Assessment _ _ 125 Reading Standard Score Average (Word Reading and Reading Comprehension)

_ 125 Math Standard Score Average (Numerical Operations and Math Reasoning) 125 Written _ Expression Standard Score

Combined Assessment Minimum Results to Qualify for GATE in all academic areas (FSIQ plus all academic standard scores) Combined Assessment Minimum Results

_ _ 500 _ _ 375

Combined Assessment Minimum Results to qualify for GATE in two academic areas (FSIQ plus two academic standard score)

to qualify for GATE in one academic area _ _ 250 (FSIQ plus one academic standard score

PROGRAM GUIDE

All students in our schools, including those who are gifted, deserve the best education we are capable of providing. On the one hand, education reform efforts reflect those approaches deemed necessary to accomplish that goal. On the other hand, gifted education has frequently been perceived as being the best in education provided only for "the best." If the aim of education reform is that all students should experience "gifted teaching," then the expertise and support of educators of the gifted should be a part of those efforts. Concurrently, all educators need to acknowledge that "gifted teaching" does not necessarily-mean effectively "teaching the gifted." Knowing the difference depends upon understanding the nature of a student's gifts and talents. It also means placing greater value on each student's strengths.

A particular challenge for teachers is being able to differentiate or adapt instruction to respond to the diverse student needs found in inclusive, mixedability classrooms.

What Is Differentiated Instruction?

Differentiated instruction is not a new phenomenon in education. The one-room schoolhouses of the past offered teachers the challenge of finding ways to work with students with wide-ranging needs. The contemporary approach to differentiating has bean shaped by the growing research on learning drawing from the best practices in special education, gifted education, and multi-age classrooms, as well as recent research on the brain and multiple intelligences, developments in authentic assessment, constructivism, and so on.

Essentially, the aim of differentiating instruction is to maximize each student's growth by meeting each student where he or she is and helping the student to progress. In practice, it involves offering several different learning experiences in response to students' varied needs.

Learning activities and materials may be varied by difficulty to challenge students at different readiness levels, by topic in response to students' interests, and by students' preferred ways of learning or expressing themselves.

This is not the individual education program IEP approach where there are different experiences for all 20-30 students in the class. Typically, two to four different learning experiences are offered by the teacher or students are given opportunities to make their own choices.

Characteristics of Differentiated Instruction

As a teacher, you can use numerous strategies and tools to differentiate instruction. Regardless of the specific combination of techniques you might choose, there are several key characteristics or elements that form the foundation of effective differentiated learning environments:

- Teachers and students accept and respect one another's similarities and differences.
- Assessment is an ongoing diagnostic activity that guides instruction. Learning tasks are planned and adjusted based on assessment data.
- All students participate in respectful work work that is challenging, meaningful, interesting, and engaging.
- The teacher is primarily a coordinator of time, space, and activities rather than a provider of information. The aim is to help students become self reliant learners.
- Students and teachers collaborate in setting class and individual goals.

Students work in a variety of group configurations, as well as independently. Flexible grouping is evident.

- Time is used flexibly in the sense that pacing is varied based on student needs.
- Students often have choices about topics they wish to study, ways they want to work, and how they want to demonstrate their learning. The teacher uses a variety of instructional strategies to help target instruction to student needs.
- Students are assessed in multiple ways, and each students progress is measured at least in part from where that student begins.

Benefits

Teachers report a variety of benefits they have seen after shifting from the traditional "one size-fits-all" approach to a differentiated one.

Elementary School Example

Stepping into Mary Hooper's multi-age class, you are struck by the wide range of activities

that engross students as they work at a variety of learning centers. Her students are working all around the room some work alone, some with a partner they've chosen, some in small groups that randomly formed — reading a book they've selected from the reference cart, filled with books on plants and insects written for different reading levels. They learn about garden insects of their choice and write and illustrate an adventure story about an insect hero. They also sort and position pictures of various seeds based on how they travel, calculate how much it will cost to buy the seeds and materials to plant a garden of their own design, and examine the parts of different insects and plants under a microscope, sketching and writing a description of them,, As an extension activity, students can:

- Write a story from the perspective of a small insect that fits beneath a microscope slide.
- Design, draw, and write a description of a new plant that would inhibit weed growth, building it from materials in the arts and scraps bag.
- Dissect lima beans and examine them under a magnifying glass to identify seed parts.
- Design an illustration of bean parts in their science journal and create riddles about them.
- Identify and color plant parts on a worksheet, then "dissect" silk flowers to identify parts or create a rap song using a poem about plant parts,

All the activities are framed around the plant unit Mary's students are studying. Every student doesn't do every center activitYd This week, all students must do a few required activities identified by the teacher, a writing activity and a science activity of their choice,

and other activities of their choice. Some activities are differentiated on the basis of student readiness; for example, writing the adventure story was created for more advanced readers and writers in Mary's class. However, if a less advanced reader wants to try the activity, she may do so after completing required activities. Many activities are designed toward the multiple intelligences; for example, the rap song activity may interest students with a strong musical intelligence, while calculating garden costs might intrigue those with sharp logical
mathematical intelligence. Students work at their own pace, can choose to work alone or with partners, and manage their own movement among the centers.

As students work in the centers, Mary monitors their progress, answers questions their classmates couldn't help with, and reviews student work in one

on-one conferences. If she notices from reviewing students' work a need for direct instruction on a particular skill or understanding, she calls those students together for a brief lesson while the remainder of the class continues their center work. Of course, Mary regularly provides small-group instruction in language arts and math, with students working in different readiness-based groups. The membership in these groups changes based on students' progress. As a result, students work in a variety of different groups throughout a typical week.

Independent Study

Independent study is an opportunity for students to pursue areas of personal interest or to individually investigate course topics. Components of an independent study include:

- Identifying and developing a focus
- Developing skills in creative and critical thinking
- Using problem solving and decision making strategies
- Learning research skills
- Developing project management strategies
- Keeping learning logs
- Evaluating the process and product
- Sharing the product with an intended audience from beyond the classroom, and
- Keeping a portfolio of results.

Independent study is another tool that Mary uses to challenge students and respond to their interests. During each unit, each student selects a topic of interest, conducts research, and develops a product that shows what they have learned. Students select what type of product they will create -- whether it is a journal, story, video, or live performance. Mary provides the amount of guidance and structure each student needs to ensure a successful outcome. These projects allow students to project their own personality into the work -- to make it their own — and the experience can often lead to a long-term endeavor. For example, during her 1st grade year in Mary's class, a student did an independent study on birds. Her research generated an even greater interest in birds, and in her 2nd grade year with Mary, the interest continues. At home, the girl has set up her own bird-watching system with a log and a journal, charting days and times and making comparisons among visiting habits of different species.

Whole-Class, Small Group, and Individual Work

Mary uses a mix of whole-class, small-group, and individual work during a unit. The typical pattern for each unit is as follows:

Days 1 - 2 Whole-class instruction on key concepts and terminology.

Days 3 - 4 Class moves apart to work individually and in small groups on new material through tiered lessons.

Day 5 — Class shares information as a whole group to clarify and refine ideas, Days 6 - 7 — Tiered lessons.

Day 8 — Class moves together to share and clarify.

Days 9 - 12 - Explore and extend knowledge through tiered lessons, centers, independent research, and contracts. Skill development through flexible grouping, tiered lessons, centers, or contracts.

Days 13 14 — Students share what they're learning. New information is given to complete the unit and begin work on products.

Days 15-19 — Students complete work on differentiated activities and work on products.

Days 20-24 Final review of material, final assessment, sharing of student products.

Managing a Differentiated Classroom

Among instructional strategies that can help teachers manage differentiation and help students find a good learning "fit" are the following:

use of multiple texts and supplementary materials; use of computer programs; interest centers; learning contracts; compacting; tiered sense-making activities and tiered products; tasks and products designed with a multiple intelligence orientation; independent learning contracts; complex instruction; group investigation; product criteria negotiated jointly by student and teacher; graduated task- and product rubrics.

Six guidelines to use when considering grouping options

1 . Students who are academically or intellectually gifted and talented should spend the majority of their school day with others of similar abilities and interests.

2 Cluster grouping of students within an otherwise heterogeneously grouped classroom can be considered when schools cannot support a full-time gifted program.

3. In the absence of full-time gifted program enrollment, students might be offered specific group instruction across grade levels, according to their individual knowledge acquisition in school subjects.

4. Gifted students should be given experiences involving a variety of appropriate acceleration-based options, which may be offered to gifted students as a group or on an individual basis.

5. Students should be given experiences which involve various forms of enrichment that extend the regular school curriculum, leading to the more complete development of concepts, principles, and generalizations.

6. Mixed-ability cooperative learning groups should be used sparingly, perhaps only for social skills development programs.

Conclusion

Teachers moving toward differentiated instruction in an inclusive, integrated middle school classroom find greater success if they (1) have a clear rationale for differentiation, (2)

prepare students and parents for a differentiated classroom, (3) attend to issues of classroom structure and management as they move toward more student-centered learning, (4) move toward differentiation at a pace comfortable to both teacher and learners, and (5) plan with team members and other colleagues interested in differentiation (Tomlinson, 1995b).

Parent Brochure

How Can I Support My Gifted Child?

Raising and nurturing a gifted child can be an exciting yet daunting challenge. This brochure defines giftedness and offers some insight into what parents can do to act as their child's best advocate throughout the school years.

Perceptions of giftedness vary even among gifted-education specialists. Today, giftedness generally includes a wide range of attributes, from traditional intellectual measures to interpersonal abilities. Giftedness can be found in children from all cultural, linguistic, and economic groups.

The U.S. Department of Education (1995) defines giftedness as "children or youth who give evidence of high performance capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities." Many states and localities use this definition or a variation. School districts use a wide variety of methods or tests to decide which children qualify for gifted programs or services. Some school districts use a definition from a specific model, such as Renzulli's Schoolwide Enrichment Model or

How Can I Tell If My Child Might Be Gifted?

Some early signs of giftedness include:

- Abstract reasoning and problem-solving skills
- Advanced progression through developmental milestones
- Curiosity
- Early and extensive language development
- Early recognition of caretakers (for example, smiling)
- Enjoyment and speed of learning
- Excellent sense of humor
- Extraordinary memory
- High activity level
- Intense reactions to noise, pain, or frustration
- Less need for sleep in infancy
- Long attention span
- Sensitivity and compassion
- Unusual alertness in infancy
- Vivid imagination (for example, imaginary companions)

If a child exhibits several of these characteristics, parents may wish to have the child assessed by a child development professional with experience in evaluating young gifted children. Firstborn children tend to be recognized more often than their siblings; however, when one child in the family is gifted, there is an increased possibility that others may also be. Early identification of gifted children (ages 3 years through 8 years) permits early intervention, which is as important for gifted children as for any other children with special needs.

Gifted children develop cognitively at a much faster rate than that which is considered normal for their age. They require modifications in parenting, teaching, and counseling to develop optimally. At the same time, their physical and emotional development may occur at an average rate, posing some interesting problems. For example, ideas forged by 8-year-old minds may be difficult to produce with 5-year-old hands. Gifted children typically tend to experience all aspects of life with greater intensity, making them emotionally complex. The brighter the child is, the greater is his or her emotional complexity and potential vulnerability. Parents should prepare themselves to act as their child's advocates.

How Can I Encourage My Gifted Child?

Children learn first from their parents and families. Parents who spend time with their gifted child are more able to tune into their child's interests and can respond by offering appropriate enrichment opportunities. If you are the parent of a gifted child, you should:

Read aloud to your child. It is important that parents read to their gifted child often, even if the child is already capable of reading.

Help your child discover personal interests. Stimulation and support of interests are vital to the development of talents. Parents should expose their child to their own interests and encourage the child to learn about a wide variety of subjects, such as art, nature, music, and sports, in addition to traditional academic subjects such as math, reading, and science.

Encourage the support of extended family and friends. As an infant, a gifted child can exhaust new parents because he or she often sleeps less than other babies and requires extra stimulation when awake. It can be helpful to have extended family in the home, grandparents who live nearby, or close friends in the neighborhood who can spend some time with the child so the primary caretakers can get some rest and to give the infant added or different — stimulation.

Speak and listen to your child with consideration and respect. From the time he or she can talk, a gifted child is constantly asking questions and will often challenge authority. "Do it because I said so" doesn't work. Generally, a gifted child will cooperate more with parents who take the time to explain requests than with more authoritarian parents.

Conclusion

Parents of gifted children need opportunities to share parenting experiences with one another. It takes the persistence of large groups of parents to ensure that provisions for gifted children are kept firmly in place. It is important for parents of children with any special needs to meet with teachers early in the school year, work regularly with teachers, and stay both involved in their child's education and informed about gifted education in general.

The key to raising gifted children is to respect their uniqueness, their opinions and ideas, and their dreams. It can be painful for parents when their children feel out of sync with others, but it is unwise to put too much emphasis on the importance of fitting in; children get enough of that message in the outside world. At home, children need to know that they are appreciated for being themselves, Where Can I Get More Information?

The following organizations offer information on the topic of gifted education:

The American Association for Gifted Children
1 121 West Main Street, Suite 100
Durham, NC 27701
Phone: 919-683-1400 E
mail: megayle@ao-l-ggm
Web:

ERIC Clearinghouse on Disabilities and Gifted Education The Council for Exceptional Children
1920 Association Drive
Reston, VA 20191-1589
Toll free: 800-328-0272
Phone: 703-264-9474 TTY:
703-264-9449 E-mail:

Web: http://ericec.org

Sources

References identified with EJ or ED are abstracted in the ERIC database. EJ references are journal articles available at most research libraries. ED references are documents available in microfiche collections at more than 900 locations or in paper copy from the ERIC Document Reproduction Service at 1-800-443-ERIC (3742). Call 1-800-LET-ERIC (538-3742) for more details.

Alvino, J. 1995. Considerations and Strategies for Parenting the Gifted Child. Storrs, CT: National Research Center on the Gifted and Talented.

Feldhusen, J. F. 1992 "Early Admission and Grade Advancement for Young Gifted Learners." The Gifted Child Today 15 45-49. EJ 445 888. Gardner, H. 1996. "Multiple Intelligences: Myths and Messages." International Schools Journal 15 8-22. EJ 522 81 1.

Renzulli, J. S. 1994. "New Directions for the School-wide Enrichment Model." Gifted Education International 10 33-36. EJ 496 249.

Silverman, L. K. , and La P. Leviton. 1991, "Advice to Parents in Search of the Perfect Program." The Gifted Child Today 14 (6): 31-340

U.S. Department of Education. 1995. The Improving America's Schools Act of 1994. Reauthorization of the Elementary and Secondary Education Act Washington, DC. ED 399 649.

Webb, J. T. 1994. Nurturing Social-Emotional Development of Gifted Children. ERIC Digest #E527. Reston, VA: The ERIC Clearinghouse on Disabilities and Gifted Education. ED 372 554.

Gardner's Theory of Multiple Intelligences

Gardner defines intelligence as 'the capacity to solve problems or to fashion products that are valued jn one or more cultural setting" (Gardner & Hatch, 1989).Using biological as well as cultural research, he formulated a list of seven intelligences. This new outlook on intelligence differs greatly from the traditional view, which usually recognizes only two intelligences, verbal and computational.

The seven intelligences Gardner defines are:

Logical-Mathematical Intelligence—consists of the ability to detect patterns, reason deductively and think logically. This intelligence is most often associated with scientific and mathematical thinking.

Linguistic Intelligence—involves having a mastery of language. This intelligence includes the ability to effectively manipulate language to express oneself rhetorically or poetically. It also allows one to use language as a means to remember information.

Spatial Intelligence—gives one the ability to manipulate and create mental images in order to solve problems. This intelligence is not limited to visual domains— Gardner notes that spatial intelligence is also formed in blind children. Musical Intelligence—encompasses the capability to recognize and compose musical pitches, tones, and rhythms. (Auditory functions are required for a person to develop this intelligence in relation to pitch and tone, but it is not needed for the knowledge of rhythm.)

Bodily-Kinesthetic Intelligence--is the ability to use one's mental abilities to coordinate one's own bodily movements. This intelligence challenges the popular belief that mental and physical activity are unrelated.

The Personal Intelligences—includes interpersonal feelings and intentions of others—and intrapersonal intelligence—the ability to understand one's own feelings and motivations. These two intelligences are separate from each other. Nevertheless, because of their close association in most cultures, they are often linked together.

Although the intelligences are anatomically separated from each other, Gardner claims that the seven intelligences very rarely operate independently. Rather, the intelligences are used concurrently and typically complement each other as individuals develop skills or solve problems. For example, a dancer can excel in his art only if he has 1) strong musical intelligence to understand the rhythm and variations of the music, 2) interpersonal intelligence to understand how he can inspire or emotionally move his audience through his movements, as well as 3) bodily-kinesthetic intelligence to provide him with the agility and coordination to complete the movements successfully.

BASIS FOR INTELLIGENCE

Gardner argues that there is both a biological and cultural basis for the multiple intelligences. Neurobiological research indicates that learning is an outcome of the modifications in the synaptic connections between cells. Primary elements of different types of learning are found in particular areas of the brain where corresponding transformations have occurred. Thus, various types of learning result in synaptic connections in different areas of the brain. For example, injury to the Broca[t]s area of the brain will result in the loss of one's ability to verbally

communicate using proper syntax. Nevertheless, this injury will not remove the patient's understanding of correct grammar and word usage.

In addition to biology, Gardner (1983) argues that culture also plays a large role in the development of the intelligences. All societies value different types of intelligences. The cultural value placed upon the ability to perform certain tasks provides the motivation to become skilled in those areas. Thus, while particular intelligences might be highly evolved in many people of one culture, those same intelligences might not be as developed in the individuals of another.

USING MULTIPLE INTELLIGENCES IN THE CLASSROOM

Accepting Gardner's Theory of Multiple Intelligences has several implications for teachers in terms of classroom instruction. The theory states that all seven intelligences

are needed to productively" function in society. Teachers, therefore, should think of atl intelligences as equally important. This is in great contrast to traditional education systems which typically place a strong emphasis on the development and use of verbal and mathematical intelligences. Thus, the Theory of Multiple Intelligences implies that educators should recognize and teach to a broader range of talents and skills.

Another implication is that teachers should structure the presentation of material in a style which engages most or all of the intelligences. For example, when teaching about the revolutionary war, a teacher can show students battle maps, play revolutionary war songs, organize a role play of the signing of the Declaration of Independence, and have the students read a novel about life during that period. This kind of presentation not only excites students about learning, but it also allows a teacher to reinforce the same material in a variety of ways. By activating a wide assortment of intelligences, teaching in this manner can facilitate a deeper understanding of the subject material.

Everyone is born possessing the seven intelligences. Nevertheless, all students will come into the classroom with different sets of developed intelligences. This means that each child will have his own unique set of intellectual strengths and weaknesses. These sets determine how easy (or difficult) it is for a student to learn information when it is presented in a particular manner. This is commonly referred to as a learning style. Many learning styles can be found within one classroom. Therefore, it is impossible, as well as impractical, for a teacher to accommodate every lesson to all of the learning styles found within the classroom. Nevertheless the teacher can show students how to use their more developed intelligences to assist in the understanding of a subject which normally employs their weaker intelligences (Lazear, 1992). For example, the teacher can suggest that an especially musically intelligent child learn about the revolutionary war by making up a song about what happened.

TOWARDS A MORE AUTHENTIC ASSESSMENT

As the education system has stressed the importance of developing mathematical and linguistic intelligences, it often bases student success only on the measured skills in those two intelligences. Supporters of Gardner's Theory of Multiple Intelligences believe that this emphasis is unfair. Children whose musical intelligences are highly developed, for example, may be overlooked for gifted programs or may be placed in a special education class because they do not have the required math or language scores, Teachers must seek to assess their students' learning in ways which will give an accurate overview of the their strengths and weaknesses„

As children do not learn in the same way, they cannot be assessed in a uniform fashion. Therefore, it is important that a teacher create an "intelligence profiles" for each student. Knowing how each student learns will allow the teacher to properly assess the child's progress (Lazear, 1992). This individualized evaluation practice will allow a teacher to make more informed decisions on what to teach and how to present information.

Traditional tests (e.g., multiple choice, short answer, essay...) require students to show their knowledge in a predetermined manner. Supporters of Gardner's theory claim that a better approach to assessment is to allow students to explain the material in their own ways using the different intelligences. Preferred assessment methods include student portfolios, independent projects, student journals, and assigning creative tasks. An excellent source for a more in-depth discussion on these different evaluation practices is Lazear (1992).

CONCLUSION

Schools have often sought to help students develop a sense of accomplishment and self-confidence. Gardner's Theory of Multiple Intelligences provides a theoretical foundation for recognizing the different abilities and talents of students. This theory acknowledges that while all students may not be verbally or mathematically gifted, children may have an expertise in other areas, such as music, spatial relations, or interpersonal knowledge. Approaching and assessing learning in this manner allows a wider range of students to successfully participate in classroom learning.

ADDITIONAL READING

Blythe, T., & Gardner H. (1990). A school for all Intelligences. Educational Leadership. 47(7), 33-37.

Fogarty, FR. , & Stoehr, J. (1995). Integrating curricula with multiple intelligences. Teams, themes, and threads. K-college. Palatine, IL: IRI Skylight Publishing Inc. (ED 383 435)

Gardner, H. (1983). Frames of Mind. New York: Basic Books Inc.

Gardner, H. (1991) The unschooled mind: how children think and how schools should teach. New York: Basic Books Inc.

Gardner, H., & Hatch, T. (1989). Multiple intelligences go to school: Educational implications of the theory of multiple intelligences. Educational Researcher, 18(8), 4-9.

Kornhaber, M., & Gardner, H. (1993, March). Varieties of excellence: identifying and assessing children's talents. A series on authentic assessment and accountability. New York: Columbia University, Teachers College, National Center for Restructuring Education, Schools, and Teaching. (ED 363 396)

Lazear, David. (1991). Seven ways of teaching: The artistry of teaching with multiple intelligences. Palatine, IL: IRI Skylight Publishing Inc. (ED 382 374) (highly recommended)

Lazear, David (1992). Teaching for Multiple Intelligences. Fastback 342 Bloomington, IN: Phi Delta Kappan Educational Foundation, (ED 356 227) (highly recommended)

Martin, W.C. (1995, March). Assessing multiple intelligences. Paper presented at the meeting of the International Conference on Educational Assessment, Ponce, PR. (ED 385 368)

EGG HARBOR CITY PUBLIC SCHOOLS

SPECIAL PROJECTS DEPARTMENT

CHILD STUDY TEAM

C.I.. SPRAGG SCHOOL/EGG HARBOR CITY COMMUNITY SCHOOL

EGG HARBOR CITY, NEW JERSEY 08215

GIFTED EVALUATION DETERMINATION PLAN

STUDENT NAME DATE

The disfrict proposes to conduct an evaluation of this student.

1. EVALUATION DETERMINATION

The student shall be evaluated because

On April 5, 2000, the State Board of Education adopted N.J.A.C. 6A: 8. Standards and Assessment for Student Achievement which includes expanded requirements for gifted and talented programs. The regulations define gifted and talented students as: Those exceptionally able 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.

At this time, this student is now considered to be identified as potentially in need ofgifted & talented programming

11. INFORMATION ALREADY AVAILABLE (EXISTING DATA):

Summary statement:

m. EVALUATION PLAN (ADDITIONAL INFORMATION TO BE OBTAINED):

A. The evaluation plan shall include the following evaluations checked below:

C] EDUCATIONAL ASSESSMENT

PSYCHOLOGICAL ASSESSMENT

Analysis of student's academic performance Analysis of student's cognitive skills Analysis of student's learning characteristics

B. The evaluation plan shall include the following procedures checked below:

Review of Classroom Intervention Strategies Interview with referring teacher(s) Structured Observation in non-testing setting One or more informal measures

Review of developmental/education history Analysis of work; trial teaching; self-report; Standardized test results criterion referenced test (e.g. Edutest);

Interview with parent curriculum-based assessment; rating scales. Interview with student

IV. NO ADDITIONAL DATA NECESSARY

A deterrnination has been made that no additional information is necessary to determine eligibility for gifted education and related services for this student, Therefore, an evaluation is not warranted at this time and the reasons are as follows:

Parents have the right to consider this decision for 15 calendar days and also have the right to request a full assessment to determine eligibility. If additional assessments are desired, the child's case manager should be contacted at9651034.

agree with this decision that an evaluation is not needed at this time to determine eligibility for gifted education and related services for my child.

DATE SIGNATURE OF PARENT/GUAR_DIAN

V. PARTICIPANTS

The above plan was developed by the following participants at a meeting on this date:

PARTICIPANT TITLE SIGNATURE

Parent

Teacher

Mrs. Macchione LDT-C and GATE Case Manager

Mrs. Cabral School Psychologist

VI. PARENTAL CONSENT AND ACKNOWLEDGEMENT

Since this student has been identified as potentially in need of gifted and talented programming, an evaluation has been determined to be warranted. The district requests parental consent to conduct the evaluation as described in these pages. Parents have a right to consider the proposed action as described above for 15 days.

Please check one box:

DATE

I hereby give permission for the evaluation as described above, ☐ I wish to wait 15 calendar days to consider this action. ☐ I do not wish to have my child evaluated at this time.

SIGNATURE OF PARENT/GUARDIAN

EGG HARBOR CITY PUBLIC SCHOOLS

SPECIAL PROJECTS DEPARTMENT

CHILD STUDY TEAM

C.I.. SPRAGG SCHOOL/EGG HARBOR CITY COMMUNITY SCHOOL

EGG HARBOR CITY, NEW JERSEY 08215

ELIGIBILITY DETERMINATION

STUDENT NAME ELIGIBILITY MEETING DATE

CONFERENCETYPE,

This meeting was held due to:
Check appropriate box:

Initial Evaluation Eligibility Determination
Re-evaluation (Continuing) Eligibility Determination
Other (Specify):

CONFERENCE :PARTICIPANTS		
Name	-Title	Signature

ELIGIBILITIE

The following evaluation data and reports were used in making this determination:

-EValuatiori:	Dåte: Of Report	Evaluator (Name;.Title)

Collaborative Summary:

GATE

PARENT CONSENT SECTION

Please check all that apply and sign and date below

_____ I have received written notice of this meeting
_____ I have received a copy of the evaluation report(s)

_____ I agree with the eligibility determination
_____ I disagree with the eligiblity determination

PARENT SIGNATUREDATE _____

EGG HARBOR CITY PUBLIC SCHOOLS

SPECIAL PROJECTS DEPARTMENT
CHILD STUDY TEAM
C.I.. SPRAGG SCHOOL/EGG HARBOR CITY COMMUNITY SCHOOL
EGG HARBOR CITY, NEW JERSEY 08215

Conference Type Initial Annual Review Re-Eval Revision

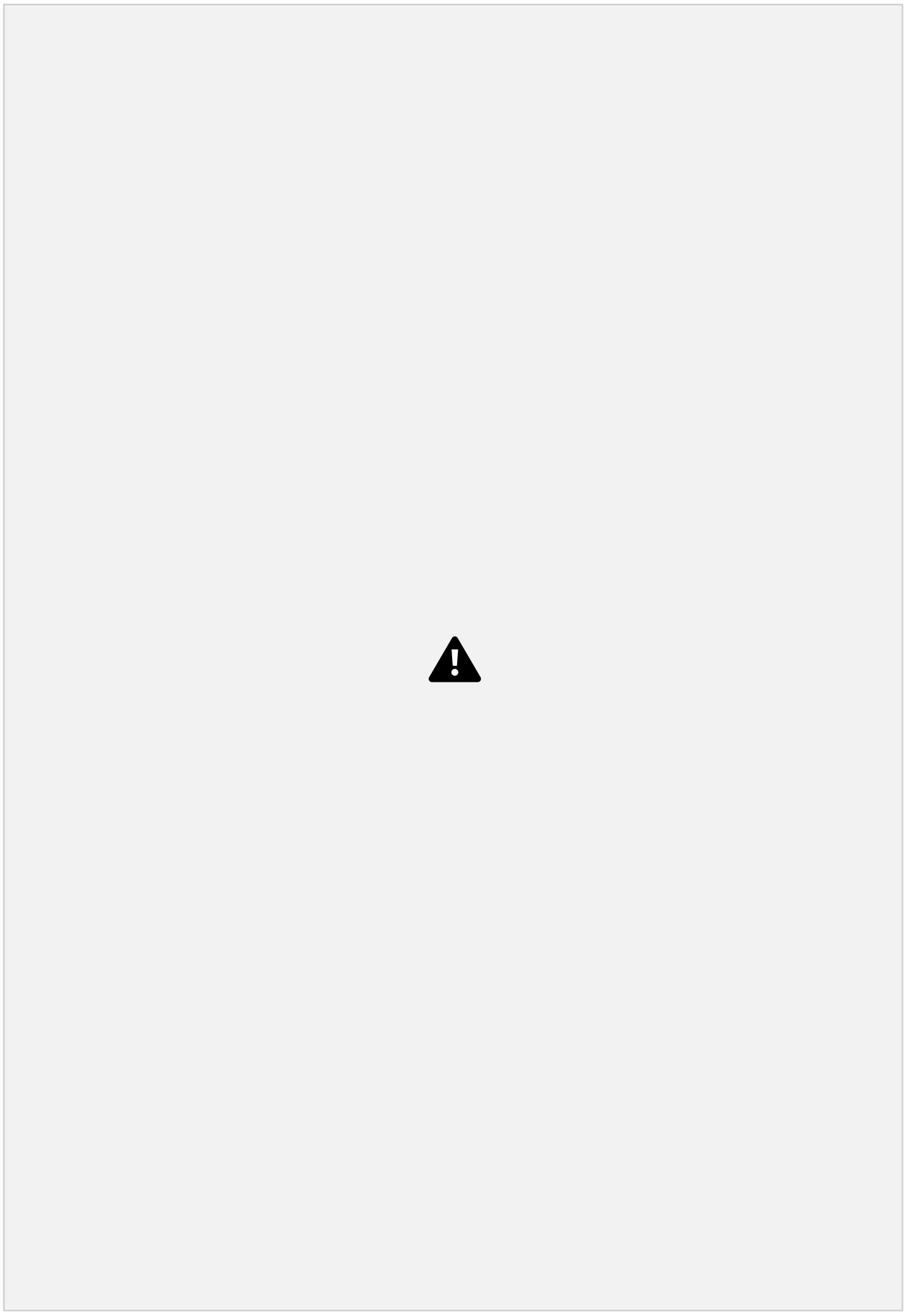
STUDENT INFORMATION	
STUDENT NAME:	DATE OF BIRTH:
ADDRESS:	AGE:
	PHONE:
	TEACHER:
SCHOOL:	ELIGIBILITY CATEGORY:
GRADE (2002-2003)	Enrichment Services through GATE Program
TRANSPORTATION:	FEDERAL CLASSIFICATION:
NATIVE LANGUAGE:	Eligible for Gifted and Talented Services
[2 PUBLIC NON-PUBLIC a PRIVATE	PROGRAM: Re ular Class with Supplementa Aids and Services
CASE MANAGER:	

Parent/Guardian	Current Eligibility Conference Date	Laet IEP Conference Date	Current lEP Conference Date	Implementati on. Date

IEPPARTICIPANTS

Please sign in the appropriate space. A signature in this section of the IEP documents participation in the meeting and does not mean agreement with the IEP.		
Student, if appropriate or required		Date
Parent/Guardian		Date
Regular Education Teacher		Date
Special Education Teacher or Provider		Date
Child Study Team Member		Date
Case Manager (Maybe the CST member above.)		Date
School Representative (May be the CST member or other appropriate school personnel.)		Date

Specialist		Date
Other:		Date



Include other educational needs that result from the student's disability. [N.J.A.C 6A: 14- 3.7(d)

Student needs (basis for IEP Goals and objectives):

In addition, consider each special factor identified in N.J.A.C 6A: 14-3.7(c). If in considering the special factors, the IEP team determines that the Student needs a particular device or service (including an intervention, accommodation or other program modification) to receive a free, appropriate public education, the IEP must include a statement to that effect in the appropriate section. If a factor is not applicable, note as such.

None identified

ANNUAL MEASURABLE GOAL:

BENCHMARKS OR SHORT TERM OBJECTIVES	CRITERIA	EVALUATION PROCEDURES	PROGRESS S- Satisfactory M-Mastered U-Unsatisfacto
			Comment:
			Comment:
			Comment:

			Comment:

			Comment:
			Comment:
			Comment:
			Comment:
			Comment:
			Comment:
			Comment:

ANNUAL MEASURABLE GOAL:			
BENCHMARKS OR SHORT TERM OBJECTIVES	CRITERIA	EVALUATION PROCEDURES	PROGRESS S- Satisfactory M-Mastered U-Unsatisfactory
			Comment:

			Comment:			
			Comment:			
			Comment:			
			Comment:			
			Comment:			
			Comment:			
			Comment:			
			Comment:			
			Comment:			
			Comment:			
			Comment:			

Comment:

ANNUAL MEASURABLE GOAL:

BENCHMARKS OR SHORT TERM OBJECTIVES	CRITERIA	EVALUATION PROCEDURES		isfact Maste -Unsa o	GRES	

				mm:		
				nme		
				mm:		
				mm:		
				mm:		
				mm:		
				mm:		
				mm:		
				mm:		
				mm:		
				mm:		

				mm :		
ANNUAL MEASURABLE GOAL:						
BENCHMARKS OR SHORT TERM OBJECTIVES	CRITERIA	EVALUATION PROCEDURES	PROGRESS S- Satisfactory M-Mastered U-Unsatisfacto			
			Comment:			
			Comment:			

			Comment:			
				nme		
				nme		
			Comment:			
			Comment:			
			Comment:			
			Comment:			

				nme		
			Comment:			
			Comment:			

ANNUAL MEASURABLE GOAL:

BENCHMARKS OR SHORT TERM OBJECTIVES	CRITERIA	EVALUATION PROCEDURES	PROGRESS S- Satisfactory M-Mastered U-Unsatisfacto
			Comment:
			Comment:
			Comment:
			Comment:
			Comment:
			Comment:
			Comment:
			Comment:
			Comment:
			Comment:
			Comment:
			Comment:

ANNUAL MEASURABLE GOAL:			
BENCHMARKS OR SHORT TERM OBJECTIVES	CRITERIA	EVALUATION PROCEDURES	PROGRESS S- Satisfactory M-Mastered U-Unsatisfacto
			Comment:
			Comment:
			Comment:

			Comment:
			Comment:
			Comment:
			Comment:
			Comment:
			Comment:
			Comment:

			Comment:
			Comment:

ANNUAL MEASURABLE GOAL:

BENCHMARKS OR SHORT TERM OBJECTIVES	CRITERIA	EVALUATION PROCEDURES	PROGRESS S- Satisfactory M-Mastered U-Unsatisfactory
			Comment:
			Comment:
			Comment:
			Comment:
			Comment:
			Comment:
			Comment:
			Comment:
			Comment:

			Comment:
			Comment:
			Comment:

ANNUAL MEASURABLE GOAL:			
BENCHMARKS OR SHORT TERM OBJECTIVES	CRITERIA	EVALUATION PROCEDURES	PROGRESS S- Satisfactory M Mastered U-Unsatisfacto
			Comment:
			Comment:
			Comment:
			Comment:
			Comment:
			Comment:
			Comment:

			Comment:
			Comment:
			Comment:
			Comment:
			Comment:

ANNUAL MEASURABLE GOAL:			
BENCHMARKS OR SHORT TERM OBJECTIVES	CRITERIA	EVALUATION PROCEDURES	PROGRESS S- Satisfactory M-Mastered U-Unsatisfacto

			Comment:
			Comment:
			Comment:
			Comment:
			Comment:

			Comment:
			Comment:
			Comment:
			Comment:
			Comment:
			Comment:
			Comment:

MODIFICATIONS AND SUPPLEMENTARY AIDS AND SERVICES IN THE REGULAR EDUCATIONCLASSROOM

State the modifications for the student to be involved and progress in the general education curriculum, and be educated with nondisabled students. State the supplementary aids and services that will be provided to the student or on behalf of the student [N.J.A.C. 6A:14-3.7(d)3]. Identify any assistive technology devices and services to be provided. Attach additional pages as necessary.

State the modifications to enable the student to participate in the general education curriculum (e.g., Content, Instructional Presentation, Instructional Support, lñstructional Materials/Equipment, Response Format, and Positive Behavioral Interventions)	State the supplementary aids and services. Curricular or instructional modifications or specialized instructional strategies; Supplementary instruction; Assistive technology devices and services as defined in N.J.A.C. 6A:141.3. Teacher aides; and related services. Could include, but is not limited to: Cassette Tapes, Calculator, Large Print Materials, Computer, Rewards, Special Furniture, Video, Positive Reinforcement, Parent Contact, Structure, Daily Parent Report, Time-out Area, Contracts, Assignment book, Behavior Modification, Assistive technology, Supportive Study Skills, other).

SUPPORTS FOR SCHOOL PERSONNEL

State the supports for school personnel that will be provided for the student [N.J.A.Cz 6A:14-

On site in-service training
Opportunities to attend off site trainings
Consultation with Child Study Team members and related services specialists in order to address the student's specialized needs

PROGRESSREPORTING

State how the parents will be regularly informed of their student's progress toward the annual goals [N.J.A.C.

	METHOD SCHEDULE
Report cards	Quarterly
Progress reports	Quarterly
IEP Meetings	Annually
Parent-teacher conferences	Biannually
Evaluation planning meetings	Every three years

DECISION-MAKING FOR -REMOVAL FROM GENERAL EDUCATIONCLASSES

Explain the extent, if any, to which the student will not participate with nondisabled peers in the general education class and in extracurricular and nonacademic activities:

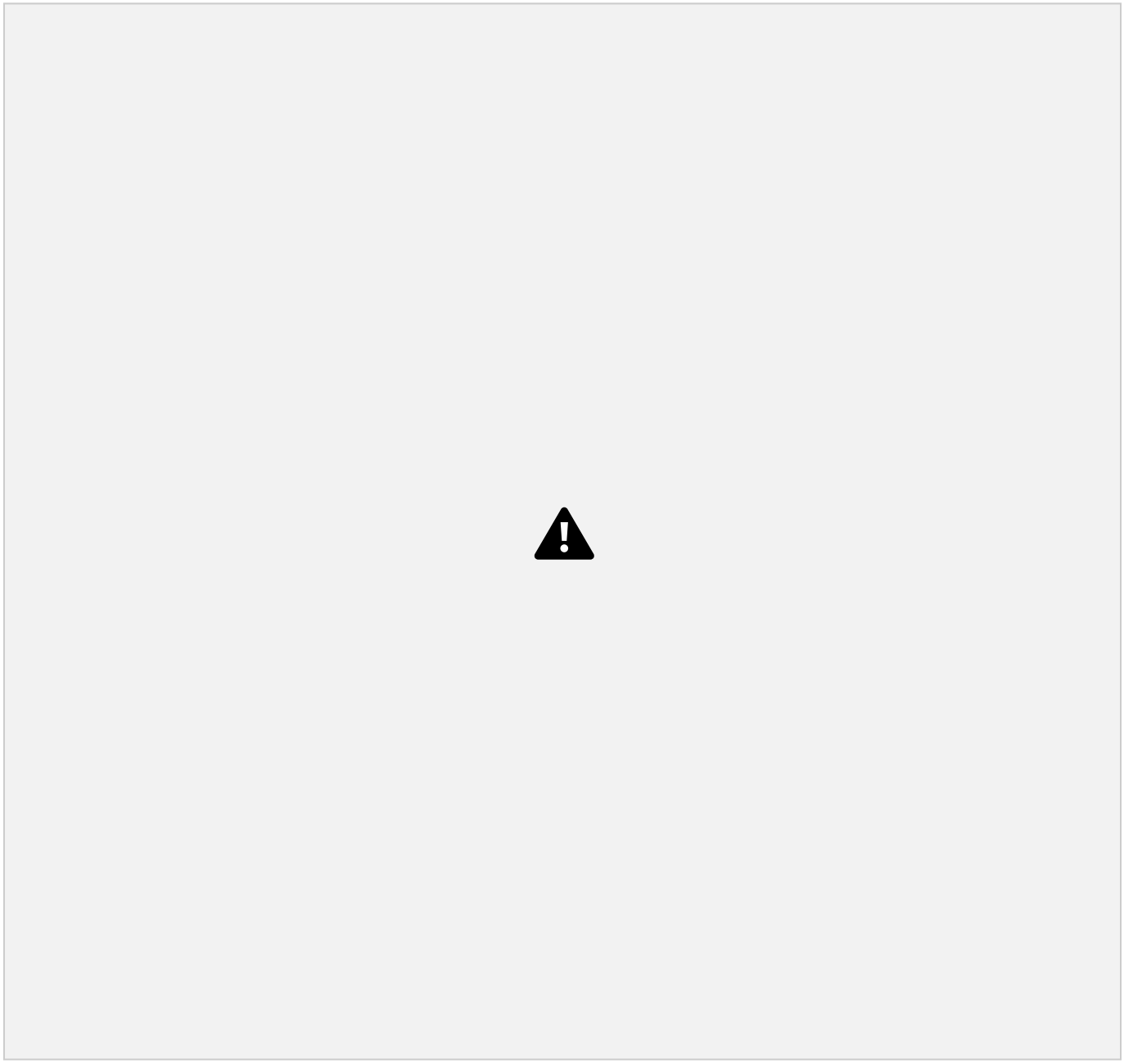
l . Document the supplementary aids and services that were considered and rejected [N.J.A.C. 6A:14-42.(a)8i]. Explain why they are not appropriate to meet the student's needs in the general education class:

2. Document the comparison of the benefits provided in the regular class and the benefits provided in the special education class [N.J.A.C. 6A:144.2(a)8ii]:

3. Document the potentially beneficial or harmful effects which a placement may have on the student with disabilities or the other students in the class [N.J.A.C.

4. Explain the extent, if any, to which the student will not participate with nondisabled peers in extracurricular activities and nonacademic activities [N.J.A.C.

PLACEMENT DECISION



14

1 IEP services are delivered in accordance with the regular school year schedule, unless otherwise noted,

2 Duration listed is based on full-day schedule. Total minutes will vary on abbreviated days,

NOTICE REQUIREMENTS FOR THE IEP AND: PLACEMENT

This form describes the information required in each of the components of written notice for an IEP meeting. The written notice includes the IEP as a description of the proposed

action and a description of the procedures and factors used in determining the proposed action.

Describe the proposed action [N.J.A.C. 6A:14-2.3(e)1] and explain why the district has taken such action [N.J.A.C.

The attached IEP describes the proposed program and placement and was developed:

[2 as a result of an initial evaluation and determination of eligibility. as a result of an annual review.

[2 as a result of a reevaluation.

[2 in response to a parental request. to propose a change in placement.

C] to review the behavioral intervention plan.

Other:

Describe any options considered and the reasons those options were rejected [N.J.A.C. :

Describe the procedures, tests, records or reports and factors used in determining the proposed action [N.J.AC. 6A:14-2.3(e)4]:

If applicable, describe any other factors that are relevant to the proposed action [N.J.AC.

As the parent of a student who is or may be determined eligible for special education services or as an adult student who is or may be determined eligible for special education, you have rights regarding identification, evaluation, classification, the

development of an IEP, placement and the provision of a free, appropriate public education under the New Jersey Administrative Code for Special Education, N.J.A.CS 6A:14. A description of these rights, which are called procedural safeguards, is contained in the document, Parental Rights in Special Education (PRISE). This document is published by the New Jersey Department of Education.

A copy of PRISE is provided to you upon referral for an initial evaluation, upon each notification of an IEP meeting, upon reevaluation and when a due process hearing is requested, In addition, a copy will be provided to you at your request

To obtain a copy of PRISE, please contact:

Mrs. Darlene Martin

School District Office or Personnel

Phone Number

For help in understanding your rights, you may contact any of the following:

Dr.Gina Forester, Director of Special Projects

School District Representative Phone Number 609-965-1034 x 136

Statewide Parent Advocacy Network (SPAN) at (800) 654 - 7726.

Protection and Advocacy, Inc., at (800) 922 - 7233.

County Offices 609-625-0004 County Supervisor of Child Study Phone Number

CONSENT FOR INITIAL: IEP- IMPLEMENTATION:-

Your signature is required to give consent before the proposed IEP services can start

You have the right to consider the attached IEP for up to 15 calendar days before giving consent. But, you may sign at any time during the 15 calendar days to have the IEP services start.

l, we have received a copy of the proposed IEP and give consent for the IEP services to start

Signature Date

To assure that parents understand the:' notice options: for an: tEP± review; the -schOol{ district ust choose: the appropriate: statement rega rd ing notice : and includeit. as partof the -IEPŽ

IEPREVIEW OPTION*I : -This -form w usedNhen_ the proposed IEP is intended to be implemented: before the 15 day notice -period has •The parent's signature is required todocument startThe services sooner.

You have the right to consider the proposed IEP for up to 15 calendar days. To have the IEP services start before the 15 days expire, you must sign below.

If you disagree with the IEP and you do not inform the district in writing of your disagreement, the IEP will be implemented without your signature after the 15 days have expired.

l, we have received a copy of the proposed IEP and agree to have the IEP services start before the 15 calendar days have expired.

Signature Date

IEP REVIEWOPTION #2:' This form- is used When. the proposed IEP is intended to be implemented after the. 15 days have expired

You have the right to consider the proposed IEP for up to 15 calendar days.

Your signature is not required to implement a proposed IEP, after the 15 calendar days have expired.

If you disagree with the attached IEP and do not inform the district in writing of your disagreement before the 15 calendar days have expired, the IEP services will start on

EGG HARBOR CITY PUBLIC SCHOOLS

GATE

Curriculum Link:

https://www.ehcs.k12.nj.us/

GATE

ONLINE

RESOURCES

Egg Harbor City School District

Gifted and Talented -Line Resources Lesson Plans Activities

Suggested Online Activities

The following online activities can be found on the District Website. Please refer to our curriculum page to search for the following links:

Lessons Category - Elementary

Ma nets—Polarit (elementary,Science) posted by Constance

Tootsie Pop Pull Probability (elementary,Mathematics) posted by Shawn Parkhurst

A Concrete Approach to Relative Frequency (elementary,Mathematics) posted by David Spangler

Skittles Math (elementary,Mathematics) posted by Mara Sloan

, A Character Education Pu et Show in Three Skits (elementary,other) posted by Margene Versace

The Lost Works of Vincent van Go h (elementary,other) posted by Kyle Yamnitz

ExplQ1jn.g..Rj.ng.M.agnÊts (elementary,science) posted by Kyle Yamnitz

Home4\flade Clouds (elementary,Science) posted by Kyle Yamnitz

Costa Rica Lessons (elementary,Social Studies) posted by Kyle Yamnitz

Egg Harbor City School District

Gifted and Talented On-Line Resources
Lesson Plans and Activities

Math AgtlyjtLEjle (elementary,Mathematics) posted by Kyle Yamnitz

EZ Fractions (elementary,Mathematics) posted by Kyle Yamnitz Beethoven's S m hon Number 9 (elementary,other) posted by Kyle Yamnitz

Music Resource File (elementary,other) posted by Kyle Yamnitz

Ex lorin the Rain Forest Throu h Print Gra hics and Sound (elementary,English/Grammar/Reading) posted by Kyle Yamnitz

On
and

Weather Thematic Unit (elementary,English/Grammar/Reading) posted by Kyle Yamnitz

Music-Rhytbmllem.po (elementary,other) posted by Kyle Yamnitz

Stor Wheels (elementary, Literature) posted by Angela Ackley Cha ter Books (elementary,Literature) posted by Angela Ackley Colorful Parts of S eech (elementary,Grammar) posted by Angela Ackley lettec.ge.Q,gr.ap.hY (elementary,Reading/Writing) posted by Becky

HumenþQ4y„sklt (Elementary,Science) posted by Susan Smith •
posted by Rosemary T.

Lego Dacta Lesson Plans on Gears (Elementary,Science) posted by Jim Cornish

MjnLRage-T.en2.ap.e1 (Elementary, Reading/writing) posted

by Helen Venosdel

Egg Harbor City School District

Gifted and Talented -Line Resources Lesson Plans Activities

(Elementary,Reading/Writing) posted by Susan Smith Fun Science and Math Lessons (Elementary,Science) posted by Mark Hellen

Literature Lo s (Elementary,Reading/Writing) posted by Joanie

Personal Coat of Arms (Elementary,other) posted by Elizabeth Hoffman

Measurement with water (Elementary,Science) posted by Deanne Azbell

FIRST AID for phonics (Elementary,Reading/Writing) posted by Candy Carlile, EdD Sight-UQId—S.gup (Elementary, Reading/Writing) posted by candy Carlile, EdD

Le •eu de inces (Elementary,Language) posted by CarolAnne Dickie

posted by Paul Grey

Social Studies:Conflict and Coo eration (Elementary,Social Studies) posted by Julianne Miles

fairytales/4th grade (Elementary,other) posted by Susan Smith Mapping the constellations (Elementary,Science) posted by Susan A. Smith

Lessons on rocks and minerals (Elementary,Science) posted by Kitty Swan

Landforms for Second Graders (Elementary,Geography) posted by Cheryl Herrera

Constellations for Second Grade (Elementary, Science) posted by McCarthy and Yaun

Rainforest (Elementary,Science) posted by Wendy L. Sternagle

2nd arade nutrition lesson plans (Elementary,other) posted by Susan Smith

Planetary Rotation, Latitude and Seasons

Gifted and Talented On-Line Resources
Lesson Plans and Activities

(Elementary,Science) posted by Eric Waldman

, (Elementary, Science) posted by Lauren Mellone

'Invent-A-Sandwich" (Elementary,other) posted by Judy Pilcher

Come Fl with Me (Elementary,Language) posted by Susan Wright

Native American Units (Elementary,Social Studies) posted by Susan

Human Bod Lessons (Elementary,Science) posted by Susan

Pro'ects for USA units (Elementary,Geography) posted by Susan Smith

Seed dis ersal (Elementary,Science) posted by Gerry Kelly

Chicka Chicka Boom Boom (Elementary,Reading/Writing) posted by Jodi Forte

To Parade (Elementary,Reading/Writing) posted by Paul Fortin

Coin Poems (Elementary,Mathematics) posted by Addie Gaines

Wonderful Watermelon Unit (Elementary, other) posted by Addie Gaines

Multicultural COWs (Elementary,Mathematics) posted by Craig Yager

Gifted and Talented On-Line Resources
Lesson Plans and Activities

Our School Famil oem (Elementary, Language) posted by Sherri

Calendar/Birthda Poem (Elementary,Language) posted by Sherri

Unit On China (Elementary,Literature) posted by Susan Silverman Games that teach (Elementary,Games) posted by Janice Harrison

Air: You Can't See It But ICs There!
(Elementary,Science) posted by Susan Mays

Wonderful Waves (Elementary,Science) posted by Jessica Harden

GLQWjngUp (Elementary,Science) posted by Kathi Jones

Does Static Electricit Affect Water Flow?

(Elementary,Science) posted by Virginia Ferguson

Rainbow in a Jar (Elementary,other) posted by Shelley Williams

Weather/Clouds (Elementary,Science) posted by Jannie Sneed (Elementary,Science) posted by Kimberly Fort

Balloon Blow U (Elementary,Science) posted by Kathy P each er

, Take our ick of "bear " fun activities (Elementary,other) posted by Addie Gaines

Love S iders (Elementary,other) posted by Addie Gaines

RUDPkiLE.QtPQUIJ.j (Elementary,other) posted by Addie Gaines

Sim le Machines (Elementary,Science) posted by julie 3/CO

Fruit Place Value (Elementary,Mathematics) posted by Sally_Smith

Breaking Light (Elementary,Science) posted by Nikki Ray

Shock. Them Ail (Elementary,Science) posted by Kern L. Kieth

Egg Harbor City School District

Gifted and Talented On-Line Resources
Lesson Plans and Activities

(Elementary, Literature) posted by Sherri

Native American poem (Elementary,Literature) posted by Sherri

'Go Fish" card ame for reco nition of vocabular words (Elementary, Reading/Writing) posted by Janice Letter Slide (Elementary,Reading/Writing) posted by Janice Harrison

Chicken Foot paragraph planner (Elementary, Reading/Writing) posted by Janice Harrison

Contractions: mani ulative and coo erative learnin activiti (Elementary, Reading/Writing) posted by Janice

Contractions mani ulative (Elementary,Reading/Writing) posted

by Janice

Ke boardin Instruction for Elementar Students (Elementary,Reading/Writing) posted by John Stoecker

Letter reco nition (Elementary,Language) posted by Sheila Slater

Eat Your Fractions (Elementary,Mathematics) posted by Rose Ferrigno

Fun At The White House (Elementary,other) posted by Al Andrew

O era for and b Elementar Students (Elementary,Music) posted by Jolie Shushansky

Fishing for words game (Elementary, Reading/Writing) posted by patty larios

Taste Zones (Elementary,Science) posted by Krystal

Wadsworth care for teeth (Elementary, other) posted by kitty van keulen Feliz Navidad A Mexican Christmas Unit (Elementary,other)

posted by Addie Gaines

Multipljça.tj.Qn.Ea$ (Elementary,Mathematics) posted by Kim Egg Harbor City School District

Gifted and Talented On -Line Resources
Lesson Plans and Activities

Kane

Qeep„Lthe-Tooþsot-Egyp.t (Elementary, History) posted by Lin Donn

Teachin fractions & ratios with M&Ms (Elementary,Mathematics) posted by Laura Vasiloff

famgusbistQLjgaLpxe.Q.ple (Elementary,Social Studies) posted by Barb Ackerman

Pa ama Part (Elementary,other) posted by Jennifer Starcke

Space (Elementary,Science) posted by Ginny Slusher Space (Elementary,Science) posted by Ginny Slusher, Tanya Bullock, Michele Morgan| Leslie Bennett

Sea Pollution (Elementary,Social Studies) posted by Marsha PaVia

Spanish-Aphaþet-3QQK (Elementary,other) posted by Debbie Neuhaus

Mice are Nice (Elementary,other) posted by Addie Gaines multiplication facts (Elementary,Mathematics) posted by devona Yar„jgusS2elljngßemes (Elementary,other) posted by Francie Workman

Silent-Spell.jnq:AS2eJJ.jng-G.am.e (Elementary, other) posted by Francie Workman

Rin Toss Math (Elementary,Mathematics) posted by Jacqueline C. Miller

Tooth Poem (Elementary,Literature) posted by Teresa Clark the three's in fairytales (Elementary,other) posted by Nancy Crewdson Smith

Rainforest—Elementary, (Elementary,other) posted by Audrey Fun wa s to teach fractions (Elementary,Mathematics) posted by Darja Milidragovic

Egg Harbor City School District

Gifted and Talented On-Line Resources
Lesson Plans and Activities

Follow-u for elem sch music lesson -strin s (Elementary,other) posted by Jerry W. Murkerson

The Creation of Craters (Elementary,Science) posted by Jennifer Wise

St. Patricks Da Activities (Elementary,Language) posted by Sue Goodman PO -A-To Math Game (Elementary,Mathematics) posted by Janet Hill

Observation skills (Elementary,Science) posted by Tanya

Gero e Washin ton Scaven er Hunt (Elementary,Social Studies) posted by Susan Silverman

Literature Activities (Elementary, Reading/Writing) posted by Amanda

Thematic Units (Elementary,other) posted by Amanda Three Little Pi s (Elementary, Language) posted by Zarina Venturi

Weather (Elementary,Science) posted by Andrea Simms

Egg Harbor City School District

Gifted and Talented On -Line Resources
Lesson Plans and Activities

Natural Disaster Blooms Taxonomy (Elementary,other) posted by Andrea Simms

(Elementary,Phys Ed) posted by Lenore Lewis

Acid Rain Go Away (Elementary,Science) posted by Janel Ballew Patterson , Acid Rain Go Away (Elementary,Science) posted by Janel Ballew Patterson social studies (Elementary,History) posted by natalie gorsuch Elag.Sgng, (Elementary,Social Studies) posted by Linda Trobaugh

Colorin Lan ua e w/ adverbs and ad'ectives (Elementary, Reading/Writing) posted by Stephen Tamargo

Cities (Elementary,Social Studies) posted by Paula Powell

CQlxQ„ßLSE.llj.ncS.Q.ng (Elementary,Language) posted by Tara Osborne

Valentine-Yillage (Elementary,Geography) posted by Darlene Diehl

Bulbs and Seeds (Elementary,Science) posted by liane Nusse Formation of Mountains in Landform Study (Elementary,Science) posted by Sheri in Utah

Dinosaur Tra s (Elementary,Art) posted by Jenifer Kelly

M Favorite To -descri tive writin (Elementary, Reading/Writing) posted by Dean

Perimeter Area and the S readsheet (Elementary,Mathematics) posted by Joe Seagle

, geography (Elementary,SociaI Studies) posted by Lourdes Introducing money (Elementary,Mathematics) posted by Karen Around the Water Cyc\e4 Reader's Theater (Elementary,Science) posted by Sarah Wood

Earth_Qay (Elementary,Reading/Writing) posted by Sandy/K/Mo

Egg Harbor City School District

Gifted and Talented On -Line Resources
Lesson Plans and Activities

Mr. Notes Unit Plan (Elementary,Music) posted by Jeffrey S. Brenan

Lincoln lo cabin (Elementary,Art) posted by Paul

Fractions unit introduction (Elementary,Mathematics) posted by Mr. Blaine Scott

Social Studies (Elementary,Social Studies) posted by OLIVIA HUTCHINSON

Worm Song (Elementary,other) posted by Angel Herring

Herman the Worm (Elementary,other) posted by Angel Herring

Kinder arten Island Fever Mother*s Da (Elementary,other) posted by Patricia Schar

Vowel/Phono ram Match (Elementary,Reading/Writing) posted by Susan Sauer

Getting.ugppyujth-?-lage-y.alue (Elementary, Mathematics) posted by Christy Bush

Quackin Mice (Elementary,other) posted by Lydia Laird

Animals of Asia (Elementary,Science) posted by Heather Wolfe

Animals of Africa (Elementary,Science) posted by Heather Wolfe

Re.Uj.tjn.A-E.e.jLLTa!es (Elementary,Reading/Writing) posted by Heather

Pancake Day (Elementary,other) posted by Elaine Magud

Buggy-Actjyjtjes (Elementary,Science) posted by Elaine Magud

Watermelon One Da Theme (Elementary,other) posted by Elaine Magud

Makin Ice Cream! (Elementary,Science) posted by Early Childhood Mailring Subscribers

Gifted and Talented On -Line Resources
Lesson Plans and Activities

(Elementary,Science) posted by Elizabeth Roche

Coo erative Learnin Sci.. Tech. Lan (Elementary,other) posted by Elizabeth M. Roche

(Elementary,Language) posted by Becky Titanic A Great Coo erative Game (Elementary,Phys Ed) posted by Jason Chan, student teacher

Camping Day (Elementary,other) posted by Mary Lou Davison (Elementary,Science) posted by Janet Bowland

How To Thrive and Survive An t where (Elementary,Science) posted by Patti Lorenzen & Michael Schaffner

Hi hs / Lows of States (Elementary,Social Studies) posted by Marlys Buddenhagen

What Animal Am I? (Elementary,Science) posted by Barb Walker and Carolyn Roberts

How Much is That Do ie in the 'Window? (Elementary,Science) posted by Connie Courbat Delicious Descri tive Ad•ectives (Elementary,Reading/Writing) posted by Teresa Strayer

Literac Centers (Elementary, Reading/Writing) posted by Lori V

Journal Writin first rade/ osts from the rimar board (Elementary, Reading/Writing) posted by Djinn

(Elementary,other) posted by Gail Blaesing

(Elementary,Reading/Writing) posted by Becky Ellison

Egg Harbor City School District

Gifted and Talented On -Line Resources
Lesson Plans and Activities

(Elementary,Science) posted by Joseph

Ch.em.js-tIY—EL.Qj-eg.t (Elementary,Science) posted by Joseph Blouin

Take Home Back ack Ideas-from chatboard and mailrin (Elementary,other) posted by All contributors

Lesson tans for ke sta es 1 and 2

(Elementary,Reading/Writing) posted by Katie Marl

First Contact (Elementary,Science) posted by Donnie Bradshaw

Primar Science Centers (Elementary,Science) posted by LuAnn Lawhon

Makin Tracks Into First Grade (Elementary,Art) posted by Jill Wood

Valuin Differences (Elementary, Reading/Writing) posted by Bonnie Provo

Making Tracks Into First Grade (Elementary,other) posted by Jill Wood

Cloud Watchin (Elementary,Science) posted by Jill Wood

RQ.2QQLSP.e.l.lj-n.g (Elementary,Language) posted by Jill Wood

Doctor Doctor! (Elementary, Language) posted by Julie Vickery

Pancakes, Pancakes (Elementary,Science) posted by Elaine Magud

Egg Harbor City School District

Gifted and Talented On-Line Resources
Lesson Plans and Activities

Multi lication names (Elementary,Mathematics) posted by Tonya Roberts

Chicka„ChickæBoom-Boom/ Chicka Challen e (Elementary,Literature) posted by Djinn and the Lit. Chatboard

(Elementary,Literature) posted by Literature Chatboard

Dan-the-Elyjng-Man:: (ElementalY,Literature) posted by Literature Chatboard

It Looked Like S ilt Milk (Elementary,Literature) posted by Literature Chatboard

For Sale (Elementary, Literature) posted by Literature Chat board

Best School Year Ever (EKementary,Literature) posted by Literature Chatboardm Shelley and Amy

(Elementary, Literature) posted by Literature Chatboard Peachy and Djinn

Have You Seen M Cat? (Elementary,Literature) posted by

Literature Chatboard/ SJ and Tina

Math is in the cards! (Elementary,Mathematics) posted by Melinda T.

birthda cake fractions(Elementary, Mathematics) posted by Miss Jen

Random Acts of Kindness (Elementary,other) posted by Bob Gunsolley

American West Theme Ideas (Elementary,Social Studies) posted by Djinn - and contributors on the board Friendshi Salad (Elementary,Mathematics) posted by Misha

MATH (Elementary,Mathematics) posted by Primary Chatboard (Summer 1998)

Egg Harbor City School District

Gifted and Talented On-Line Resources
Lesson Plans and Activities

Marshmellow Math (Elementary,Mathematics) posted by Karen Derby

Differences Between Fiction and Non-Fiction In the Librar (Elementary, Literature) posted by Shirley Thomas

(Elementary,other) posted by LuAnn Lawhon

Brown Bear, Brown Bear (Elementary,Literature) posted by Literature chatboard and Early-childhood mailring

Measurment (Elementary,Mathematics) posted by Miss Jen A New Twist on the Keyboard (Elementary,other) posted by Kelly J. Owens

Reci es for kids -Elementar Chatboard Surnmer 98 (Elementary,other) posted by Abby

Re: Chicka Challen e (Elementary,Literature) posted by Beverly

Remote Access Online Real-time Science Experiment (Elementary,Science) posted by Diana Foster

I Can Choose (Elementary,Social Studies) posted by Georgia Hedrick

Open House one or more weeks into school year (Elementary,other) posted by Kathleen Carpenter

"Continent Stor (Elementary,Geography) posted by Jen

Paschal

(Elementary,Games) posted by Betsy Burton tjp-íQL.ggngßjYjsjQl) (Elementary,Mathematics) posted by Barbara DO

Pa er Plate Activities (Elementary,Art) posted by compiled by Addie Gaines from T.net posts

The Kissin Hand (Elementary, Literature) posted by Lit Board and early_childhood mailring

Place Value Game (Elementary,Mathematics) posted by Janet/AR

posted by

Egg Harbor City School District

Gifted and Talented -Line Resources Lesson Plans Activities

Beainning Phonics Software Game (Elementary,Reading/Writing) posted by Margaret Taylor

Make a Farm (Elementary,Social Studies) posted by Margaret Taylor

Cheap Rewards (Elementary,other) posted by Mary K&l

US States (Elementary,Geography) posted by Margaret Taylor

World Map—Walk through the Continents! (Elementary,Geography) Margaret Taylor

On

and

School or Classroom Trivia (Elementary,Social Studies) posted by Mary K&l

Go to the Head of the Class (Elementary,other) posted by Mary K&l

How Do You Do? (Elementary,Games) posted by Mary K&l

Venn Dia rams (Elementary,other) posted by Lynn Mitchell (Pogo/MS)

A is for..„ (Elementary,other) posted by Lynn Mitchell

(Pogo/MS)

ABC's and 1 2 3[1] s (Elementary,other) posted by Lynn Mitchell (Pogo/MS)

Creatin Bookmarks (Elementary,other) posted by Lynn Mitchell (Pogo/MS)

Powermac Christmas (Elementary,other) posted by Lynn Mitchell (Pogo/MS)

Kittens (Elementary,other) posted by Lynn Mitchell (Pogo/MS)

add to Corduro #529 (Elementary, Literature) posted by Susan Nixon

Egg Harbor City School District

Gifted and Talented On-Line Resources
Lesson Plans and Activities

Button Sort Cross Reference #607 Literature (Elementary,Mathematics) posted by Susan Nixon

Gila Monsters Meet You at the Airport (Elementary, Geography) posted by Susan Nixon

Chicka-Chicka -Boom-Boom (Elementary,Science) posted by Beth Davis

Author Stud of Don and Audre Wood (Elementary, Reading/Writing) posted by Natasha Dixon

(Elementary,other) posted by Kimberlee Woodward

Teaching erjr,ur sounds (Elementary,Reading/Writing) posted by Tina Shaplin

Four Kinds of Sentences Fun Review (Elementary,Language) posted by Shelley/4/OK

Build a Medieval Castle (Elementary,History) posted by Margaret Taylor

Chicka Challenge!!!!!! (Elementary, Reading/Writing) posted by Chris Williams

Granoparents_Qay (Elementary,other) posted by Cheryl H.

posted by

Egg Harbor City School District

Gifted and Talented -Line Resources Lesson Plans Activities On and

Shoe Sort (Elementary,Mathematics) posted by Monica Stephenson

Your Name (Elementary, Reading/Writing) posted by Mrs. Alphabet

(Elementary, History) posted by jennifer

Using-an-Q.nljne-Magazjn.e (Elementary,social Studies) posted by Jill Giordano

Lesson5 (Elementary, Reading/Writing) posted by Mrs.A. Barker

Glyphs (Elementary,Mathematics) posted by Mel Fred The Fish (Elementary,Science) posted by Sharon Cottle Pizza Math (Elementary, Mathematics) posted by Melissa Farrell Discussion Questions for Readin and Prom ts for Writin (Elementary, Reading/Writing) posted by Jack Lawrence

Puppet. Cheap and Easy (Elementary,other) posted by Hal Pederson

Brine Shrim (Elementary,Science) posted by S.J.
RumpKiLlnyeŽtiA@tþns (Elementary,Science) posted by S.J.
Hundred Board Activities (Elementary,Mathematics) posted by S.J.

Rh me Famil Contest (Elementary, Language) posted by LuAnn Lawhon

A-BC Music Book (Elementary,Music) posted by Peter Stiepleman ïë Your Vote Counts!" Election Activit Earl Childhood/Prim (Elementary,other) posted by Kathleen Carpenter

13 colonies (Elementary,Social Studies) posted by Kari Brown

posted by

Egg Harbor City School District

Gifted and Talented On-Line Resources
Lesson Plans and Activities

Math (Elementary, Mathematics) posted by kari brown How to start a Writer's Worksho (Elementary,Reading/Writing) posted by Jeanne Morris word honics (Elementary,Reading/Writing) posted by gary Cohen

(Elementary,Mathematics) posted by Krystn Palmer

, The M&M Brand Chocolate Countin Book Curriculum Web

(Elementary,other) Sara l. Register

The Mitten Curriculum Web (Elementary,other) posted by Sara I. Register

50 States (Elementary,Social Studies) posted by Shari Frost

- Scratch Art (Elementary,Art) posted by Danielle

, Pattern Books (Elementary, Reading/Writing) posted by Raymond Bennett

- "The True Stor of the 3 Little Pi s b AD Wolf & The 3 Pi s (Elementary,Reading/Writing) posted by Renee K. Weinstein

(Elementary,Art) posted by Susanne Daley

Fractions and Drummin (Elementary,Mathematics) posted by chris byron

Health foods for our teeth. (Elementary,Phys Ed) posted by Tracie Sims

• Consonant Blends Interactive Bulletin Board (Elementary,Reading/Writing) posted by Marie Rice • Count down chain for Christmas (Elementary,Art) posted by Nancy

• Who Lives in the Sea? A class book (Elementary,Science) posted by Emmy

• On Market Street (Elementary,other) posted by Kay Hoffpauir

Nutrition (Elementary, Phys Ed) posted by Janna Elder bright smiles (Elementary,Phys Ed) posted by bill jones Christmas Tree

posted by