Gifted & Talented/ Enrichment Services

THE SCHOOL DISTRICT OF
South Orange & Maplewood™
"MANY VOICES, TWO TOWNS, ONE DISTRICT"

The South Orange & Maplewood School District believes that lasting excellence begins with clarity and consistency. By strengthening the systems and structures that guide daily operations, we create the conditions for learning to flourish. These shared frameworks ensure that every student, teacher, and family experiences stability, transparency, and trust. This allows our community to focus on what matters most: nurturing each child's potential and preparing them to thrive in a changing world.

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Gifted & Talented/Enrichment Services

Gifted and Talented services are designed to recognize and nurture students whose abilities and potential extend beyond grade-level expectations. Using a fair, multi-measure identification process that is reviewed over time, the district ensures students are matched with learning experiences that truly meet their needs. Through the NJTSS framework and national gifted education guidance, enrichment and challenge are embedded into everyday classroom instruction and extended through targeted and individualized supports when needed.

The goal is simple and student-centered: identify gifted learners fairly, support their academic and social-emotional growth, and create learning environments where curiosity is encouraged, strengths are developed, and students are consistently challenged to grow.

Table *of* Contents

About

The School District of South Orange & Maplewood is a diverse community dedicated to reflection, growth, and fair education.

New Jersey State Mandate for Gifted and Talented

New Jersey law requires all public school districts to provide appropriate educational services for students identified as gifted and talented. In accordance with the ***Strengthening Gifted and Talented Education Act and N.J.A.C. 6A:8-3.1***, districts must establish a clear and equitable process for identifying gifted learners using multiple measures and ongoing evaluation. Identified students must receive instructional modifications and learning experiences that extend beyond grade-level expectations so that they are able to grow and perform in alignment with their demonstrated potential. These services may include **developmentally appropriate enrichment, acceleration, advanced coursework, and differentiated instructional planning** tailored to each student's academic, creative, and social-emotional needs.

The New Jersey Department of Education has not adopted standards for gifted and talented programs. However, there are standards that have been developed by the National Association for Gifted Children (NAGC). Districts may find them useful in developing curriculum and planning classroom instruction. National standards have been created for specialized programs and services. For teacher preparation in gifted education, knowledge and skills for all teachers and advanced standards in teacher preparation will help guide and improve teaching and deepen student learning.

Pre-K to Grade 12 Gifted Education Programming Standards

Statutes and Regulations

N.J.A.C. 6A:8-3.1

"Gifted and talented students" means students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the local school district and who require modifications of their educational program if they are to achieve in accordance with their capabilities.

"Instructional adaptation" means an adjustment or modification to instruction enabling students with disabilities, ELLs, or students in alternative education programs or who are gifted and talented to participate in, benefit from, and/or demonstrate knowledge and application of the NJSLS.

6A:8-3.1(a) Curriculum and instruction

District boards of education shall ensure that curriculum and instruction are designed and delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the NJSLS and shall ensure that appropriate instructional adaptations are designed and delivered for students with disabilities, for MLs, for students enrolled in alternative education programs, and for students who are gifted and talented.

6A:8-3.1(a)(5)

District boards of education shall be responsible for identifying gifted and talented students and shall provide them with appropriate instructional adaptations and services.

i. District boards of education shall make provisions for an ongoing K-12 identification process for gifted and talented students that includes multiple measures.

ii. District boards of education shall provide appropriate kindergarten through-grade-12 (K-12) educational services for gifted and talented students.

iii. District boards of education shall develop appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment.

iv. District boards of education shall take into consideration the Pre-K–Grade 12 Gifted Programming Standards of the National Association for Gifted Children in developing programs for gifted and talented students.

6A:8-3.1(c)

District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2.

1. District boards of education shall include interdisciplinary connections throughout the K-12 curriculum.
2. District boards of education shall integrate into the curriculum 21st century themes and skills.
3. District boards of education shall provide the time and resources to develop, review, and enhance inter-disciplinary connections, supportive curricula, and instructional tools for helping students acquire required knowledge and skills.

   The tools include, but are not limited to:

   i. A pacing guide;
   ii. A list of core instructional materials, including various levels of texts at each grade level;
   iii. Benchmark assessments; and
   iv. Modifications for special education students, for ELLs in accordance with N.J.A.C. 6A:15, for students at risk of school failure, and for gifted students.

6A:13-2.1(a) Standards-based instruction

All school districts shall implement a coherent curriculum for all students, including Multilingual learners (MLs), gifted and talented students and students with disabilities, that is content-rich and aligned to the most recent revision of the New Jersey Student Learning Standards (NJSLS). The curriculum shall guide instruction to ensure that every student masters the NJSLS. Instruction shall be designed to engage all students and modified based on student performance. Such curriculum shall include:

1. Interdisciplinary connections throughout;
2. Integration of 21st century skills;
3. A pacing guide;

4. A list of instructional materials, including various levels of text at each grade;
5. Benchmark assessments; and

6. Modifications for special education students, for multilingual learners in accordance with N.J.A.C. 6A:15, and for gifted students.

SOMSD Gifted Education – Mission Summary

We exist to elevate potential, challenge gifted thinkers, and ignite lifelong curiosity.
We nurture minds that question deeply, think differently, and lead creatively, today, and far into their future.

GOALS – SOMSD Gifted & Talented Services

The South Orange Maplewood School District Gifted & Talented Services aims to ensure that students with exceptional ability, talent, and potential receive instruction and learning experiences that challenge, inspire, and nurture growth. Our G&T services strive to support gifted learners in:

Academic & Cognitive Development

- Fostering advanced analytical, evaluative, and critical thinking skills aligned with NJSLS academic expectations.
- Developing creative, innovative, and divergent thinking through inquiry, problem-solving, and open-ended task design.
- Encouraging students to pursue depth, complexity, and abstraction on and beyond grade-level curriculum.
- Supporting accelerated or compacted learning within the classroom where mastery is demonstrated.
- Promoting independent research, scholarly inquiry, and authentic product development.

Social-Emotional Growth

- Supporting the social and emotional needs of gifted learners, including perfectionism, asynchronous development, sensitivity, and persistence.
- Encouraging students to take intellectual risks, embrace challenges, and build resilience through productive struggle.
- Cultivating student voice, autonomy, and confidence in academic identity and self-advocacy.

- Helping students understand and manage executive function demands, time management, and goal-setting.

Equity, Access & Representation

- Ensuring equitable identification of gifted learners across demographics, learning profiles, and cultural backgrounds.
- Valuing multilingual, creative, leadership, STEM, and artistic strengths, not only traditional academic measures.
- Providing learning opportunities that reflect and affirm students' identities, cultures, and personal interests.
- Reducing barriers to participation so that gifted education reflects the diversity of the SOMSD community.

Engagement, Motivation & Performance

- Deepening content knowledge while fostering curiosity, intrinsic motivation, and academic risk-taking.
- Encouraging perseverance through complex challenges, independent projects, and real-world problem-solving.
- Expanding student interests through choice-based learning pathways, advanced topics, and passion-driven goals.
- Supporting students in building ownership of their learning through reflection, metacognition, and self-directed progression.

Collaboration & Community

- Providing structured opportunities for students to interact with like-ability peers for dialogue, debate, and collaboration.
- Encouraging participation in rigorous academic, creative, or STEM competitions, clubs, and challenges.
- Strengthening home-school partnerships that support gifted learners through co-developed goals, transparency, and communication.

- Cultivating a district-wide culture where strengths are recognized, talents are nurtured, and excellence is celebrated.

District Policy: The School District Of South Orange And Maplewood, New Jersey

2464 - GIFTED AND TALENTED STUDENTS
Section: Program
Date Created: January 2004
Date Edited: August 2023

The Board of Education recognizes its responsibility to identify gifted and talented students within the school district and to provide these students with appropriate instructional adaptations and services. To that end, the Board directs that each such student in the school district be identified and offered an appropriate educational program and services.

For purposes of this policy, "gifted and talented students" means students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

For the purpose of this Policy, "instructional adaptation" means an adjustment or modification to instruction enabling a student who is gifted and talented to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards in one or more content areas at the instructional level of the student, not just the student's grade level.

The Superintendent of Schools or designee shall ensure that the appropriate instructional adaptations are designed for students who are gifted and talented.

The Superintendent or designee will develop procedures, for an on-going Kindergarten through grade twelve identification process for gifted and talented students that includes multiple measures in order to identify student strengths in intellectual ability, creativity, or a specific academic area. The identification process shall include consideration of all students, including those who are English language learners and those with Individualized Education Plans or 504 Plans.

The Superintendent or designee will develop and document appropriate curricular and instructional modifications used for gifted and talented students, indicating content, process, products, and learning environments, and including, but not limited to, additional education activities such as academic competitions, guest speakers, and lessons with a specialist.

The Superintendent or designee will take into consideration the Gifted Programming Standards, Position Statements, and White Papers of the National Association for Gifted Children in identifying and serving gifted and talented students.

The district will provide the time and resources to develop, review, and enhance instructional tools with modifications for helping gifted and talented students acquire and demonstrate mastery of the required knowledge and skills specified by the standards at the instructional level of the student.

The district will actively assist and support professional development for teachers, educational services staff, and school leaders in the area of gifted and talented instruction.

The district shall file with the New Jersey Department of Education Coordinator for Gifted and Talented Services a report by October 1, 2020 and thereafter on a schedule that coincides with the school district's New Jersey Quality Single Accountability Continuum (QSAC) review pursuant to N.J.S.A. 18A:7A-11. The report shall include, but not be limited to, the gifted and talented continuum of services, policies, and procedures implemented in the school district; the total number of students receiving gifted and talented services in each grade level Kindergarten through grade twelve disaggregated by race, gender, special education designation, and English language learner designation; the professional development opportunities provided for teachers, educational services staff, and school leaders about gifted and talented students, their needs, and educational development; and the number of staff employed by the school district whose job responsibilities include identification of and providing services to gifted and talented students. Programs for gifted and talented students will be periodically evaluated for their continuing efficacy and adjusted accordingly.

The parent or legal guardian of any student identified as gifted or talented shall be consulted regarding any program designed to address the student's particular needs.

An individual who believes that the district has not complied with the provisions of N.J.S.A. 18A:35-34 et seq. may file a complaint with the Board of Education. This policy for filing a complaint shall be linked to the homepage of the Board's Internet website. The Board shall issue a decision, in writing, to affirm, reject, or modify the district's action in the matter. 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 N.J.S.A. 18A:6-9 and the procedures set forth in State Board of Education regulations.

The district shall make detailed information available on its website regarding the policies and procedures used to identify students as gifted and talented and the continuum of services offered to gifted and talented students. The information shall include the criteria used for consideration for eligibility for the gifted and talented services, including the multiple measures used in the identification process to match a student's needs with services, and any applicable timelines in the identification process.

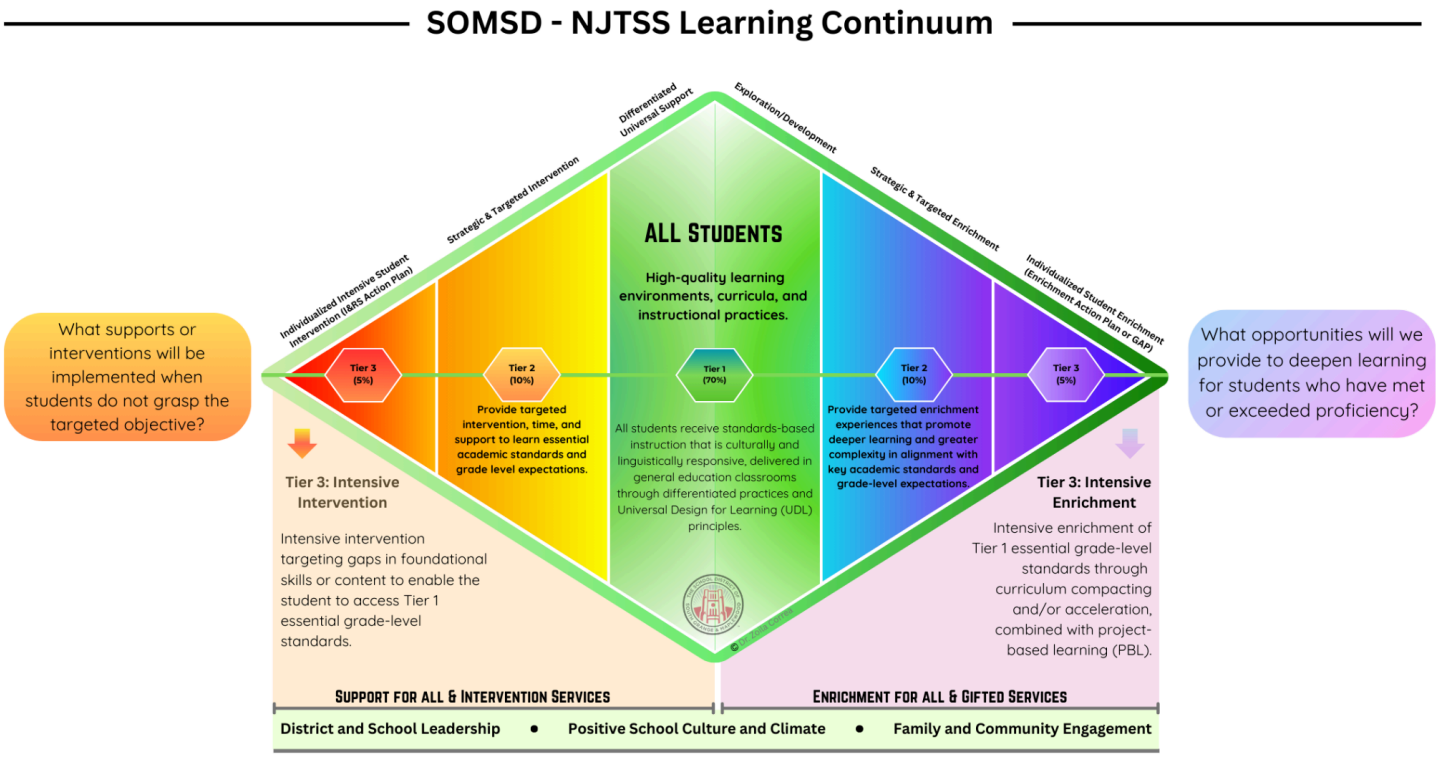
N.J.S.A. 18A:61A-2; 18A:35-4.16; 18A:35-34 through 39

N.J.A.C. 6A:8-1.3; 6A:8-3.1(a)5

P.L. 108-382, Sec. 10201 et seq.

Adopted: 5 January 2004

Revised: 24 August 2023



Supporting Advanced Learners Through a Whole-Child, Multi-Tiered System of Support

In South Orange–Maplewood, our approach to supporting students is grounded in the New Jersey Tiered System of Supports (NJTSS)—a comprehensive, evidence-based model that ensures *every* student is provided with the instruction, enrichment, and support they need to reach their full potential. While MTSS and NJTSS are often associated with interventions for students who are struggling, the framework is intentionally designed to address the needs of students ***across the entire learning continuum***, including those who have already met or exceeded grade-level expectations.

Modeling NJTSS as a diamond emphasizes that support is not one-directional; students may need *intensive intervention* at times and *intensive enrichment* at others. For advanced learners and students who demonstrate readiness for greater challenge, the system ensures that enrichment is not an add-on or isolated program, but part of a fluid, responsive structure that aligns resources and instructional strategies to the individual learner in the classroom setting.

A Whole-Child, Student-Centered Approach

Gifted and Talented Services within NJTSS are grounded in principles that benefit all students:

- Student-centered decision-making: Instruction and enrichment respond directly to each learner's readiness levels, interests, and strengths.

- High-quality, differentiated instruction: All students experience culturally and linguistically responsive teaching grounded in Universal Design for Learning (UDL) principles.

- Data-informed practices: Multiple measures, e.g., classroom performance, observational data, assessments, and student work, are used to monitor progress and determine the level of support or challenge needed.

- Flexible movement among tiers: Students may move fluidly between Tier 1 (core instruction), Tier 2 (targeted enrichment), and Tier 3 (intensive enrichment) based on ongoing data. This process is *not linear* and does not occur on a fixed timeline.

Enrichment as an Essential Part of the NJTSS Diamond

The right side of the NJTSS diamond highlights the continuum of enrichment services that elevate academic depth, complexity, creativity, and critical thinking:

- *Tier 1 Enrichment*
  Embedded opportunities for exploration, inquiry, and extension within the general education classroom for all students.

- *Tier 2 Targeted Enrichment*
  Strategic and targeted experiences designed to challenge students who have demonstrated proficiency and are ready for advanced content or accelerated thinking.

- Tier 3 Intensive Enrichment
  Individualized or small-group learning opportunities, such as curriculum compacting and personalized projects, for students showing sustained advanced readiness or exceptional ability.

Through this tiered structure, Gifted and Talented Services ensure that students who have already mastered grade-level content continue to grow academically, socially, and creatively. Our goal is to cultivate scholars who are engaged, empowered, and continuously challenged in ways that honor their potential and ignite their curiosity.

Indicators of Gifted Potential

In accordance with the New Jersey Strengthening Gifted and Talented Education Act (N.J.S.A. 18A:35-34, Gifted and Talented strategies will be provided for:

"… those exceptionally able pupils who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the district."

Students identified as obvious outliers will meet one or more of the following criteria:

Obvious Outliers

1. **Academic Performance**

Outlier Indicator	What Makes It Stand Out
Performs multiple grade levels above peers in one or more subjects	Demonstrates conceptual insight beyond procedural mastery; Recognizes patterns and underlying principles
Completes curriculum content rapidly with high accuracy	Finishes grade-level work quickly and seeks more
Uses advanced vocabulary or academic language naturally	Communicates like students several years older.
Transfers learning across subjects with ease	Makes deep interdisciplinary connections.

2. Learning & Cognition

Outlier Indicator	What Makes It Stand Out
Learns new concepts after 1–2 exposures instead of repeated practice	Quick uptake and retention, and applies knowledge flexibly and across domains
Demonstrates unusual reasoning ability or abstract thinking early	Solves problems creatively or non-traditionally, showing advanced analytical and abstract reasoning
Exceptional memory — recalls details long after initial exposure	Stores and retrieves information effortlessly

Produces work that displays depth, complexity, or novelty	Goes far beyond assignment expectations

3. Problem-Solving & Creativity

Outlier Indicator	What Makes It Stand Out
Generates unique ideas, solutions, or approaches	Thinks divergently / offers "never-thought-of" answers
Intensely curious — asks deep, probing questions	Engages in metacognitive thinking, often seeks to understand *why*, not just *what*
Plays with ideas, patterns, or systems instinctively	Self-initiates challenges or projects
Creates original work that surpasses age expectations	In writing, art, engineering, or invention

4. Motivation & Behavior in Learning

Outlier Indicator	What Makes It Stand Out
Shows intrinsic motivation to explore topics independently	Researches, builds, and creates outside of class time
May appear "restless" or disengaged when content is too easy	Under-performance due to a lack of challenge
Highly focused when interested — deep engagement/sustained attention	Works for long periods on self-chosen tasks
Assigns self-directed goals and challenges	Demonstrates autonomy in learning

5. Social-Emotional / Cognitive Profile

Outlier Indicator	What Makes It Stand Out
Highly perceptive or sensitive to fairness, equity, or global issues	Displays moral reasoning beyond age
Prefers intellectual peers or adults over same-age friends	Conversational and cognitive mismatch with peers
Advanced sense of humor — irony, satire, wordplay, early	Understands complexity in humor and nuance
Intense emotional response when work lacks challenge or meaning	Frustration tied to unmet intellectual need

Gifted & Talented Strategies

The South Orange Maplewood School District remains committed to providing appropriate, challenging, and equitable learning opportunities for all students. Our continuum of services is designed to address the needs of identified students by appropriately matching services with needs. Rather than offering a one-size-fits-all approach, SOMSD ensures that every student receives what they need to thrive academically, socially, and creatively. Utilizing a multi-faceted framework of gifted education, the district identifies and supports students at each grade level who demonstrate exceptionally high ability or potential across various domains compared to their in-district peers. Programming strategies are reviewed annually, research-aligned, and responsive to learner growth, cultural context, and evolving instructional practice. Our continuum of services is designed to address the needs of identified students by appropriately matching services with needs.

Acceleration & Advanced Learning Opportunities

- Advanced Placement (AP) and Dual Enrollment Partnerships offerings in the High School
- Single-subject acceleration within the classroom in Middle School (Math) and High School
- Early enrollment or dual-enrollment partnerships (college-level coursework – expanded option)
- Competency-based progression based on mastery rather than seat time

Differentiation and Curriculum Modification

- Differentiated curriculum within the classroom
- Performance tasks, product menus, and authentic assessments
- Modified assignments aligned to ability level and readiness
- Differentiated project-based learning with choice-driven outcomes
- STEAM +Design-Thinking + PBL - (Engineering challenges, real-world problem solving)
- Curriculum compacting / Pre-assess → skip mastered content → extend with depth ("instead of," not "in addition to")
- Strength-Based Instruction - Builds from ability rather than grade-level pacing (TED-style talks, prototypes, historical analysis)
- Culturally Responsive G&T Practices - Identity-affirming texts, multilingual gifted pathways
- Executive Function Support for High-Ability Learners -Goal-setting conferences, planners, reflection logs

Flexible Grouping and Placement Structures

- Flexible subject-specific ability groupings within the classroom
- Cluster grouping of gifted learners to strengthen rigor & peer collaboration
- Cross-grade cluster rotations to group like-minded learners for short-term intensives
- Gifted Action Plan (GAP) — Designed curriculum for **obvious outliers**

Independent Study, Enrichment, and Exploration

- Individual research project (to work during class when finished early)
- Student Initiated Modification (SIM) — student-designed extensions & alternative tasks
- Independent product-based learning with public presentation or exhibition
- High School: Electives, clubs, and extra-curricular activities aligned to passion & strength areas

- Participation in local, regional, and national competitions
  (Odyssey of the Mind, Math Olympiad, robotics, writing contests, coding challenges, etc.)

Digital Learning & Adaptive Technology

- Adaptive Learning Platforms (Online - e.g., IXL, iReady)
- Acceleration and enrichment through platforms such as IXL, i-Ready, and AI-assisted learning environments
- Personalized learning dashboards showing growth beyond grade-level benchmarks
- AI-Supported Research Skills - Use AI to generate research questions, analyze data, build models
- Online mentorships, virtual expert interviews, + digital portfolio creation

Research Spotlight: Why Differentiation Works

- Differentiated instruction is shown to increase academic growth and engagement for advanced learners when challenge is embedded in the daily classroom environment rather than offered through isolated pull-out programs.[1]
- Curriculum compacting and enrichment within the regular classroom improve achievement for gifted and high-ability students without causing gaps in core instruction.[2]
- Flexible grouping, tiered assignments, and interest-based learning lead to stronger motivation and deeper understanding for high-potential students.[3]
- Integrated models of gifted education promote equity by ensuring access to advanced learning opportunities for students from all backgrounds.[4]

Differentiated instruction is the most effective approach for meeting the diverse needs of all learners, including students with exceptional abilities. Decades of research demonstrate that students benefit most when advanced learning opportunities are integrated into the daily classroom environment rather than delivered through isolated, pull-out programs. Scholars such as **Carol Ann Tomlinson**, **Joseph Renzulli**, **Sally Reis**, and **Robert Sternberg** consistently find that high-quality differentiation within the general education classroom promotes deeper engagement, more equitable access to advanced learning, and stronger academic growth for gifted and high-potential learners.

Differentiated classroom practices—such as flexible grouping, curriculum compacting, tiered assignments, enrichment clusters, and open-ended tasks—allow students to work at an appropriately challenging level while

remaining connected to grade-level peers and core instruction. Research shows that these approaches foster long-term achievement and support the social-emotional needs of advanced learners more effectively than traditional pull-out gifted models, which often result in fragmented instruction, inconsistent pacing, and limited opportunities for sustained challenge.

Across all grade levels—Kindergarten through Grade 12—and in every subject area, teachers in South Orange–Maplewood are equipped with the strategies and resources needed to adapt instruction so that every student is appropriately challenged. Instructional Supervisors and Content Area Supervisors provide guidance and expertise to help teachers design rigorous classroom experiences and modify curriculum as needed.

We recognize that many students in our district demonstrate high levels of capability, and their needs are met through thoughtful differentiation and a wide range of instructional practices. Within this group, approximately 1–3% of students may exhibit abilities significantly above those of their chronological peers. Our responsibility as a district is to identify these exceptionally advanced learners, adjust curriculum and instruction to match their readiness levels, and encourage their participation in additional enrichment opportunities offered through curricular, co-curricular, and extracurricular programs.

References

[1] Tomlinson, C. A. *The Differentiated Classroom: Responding to the Needs of All Learners.*

[2] Reis, S. M., & Renzulli, J. S. *Curriculum Compacting: A Systematic Procedure for Modifying Curriculum for Above-Average Ability Students.*

[3] Sternberg, R. J. *Successful Intelligence: Developing the Skills You Need to Succeed.*

[4] Renzulli, J. S. *The Schoolwide Enrichment Model: A Comprehensive Plan for Developing Talent in All Children.*

Identification

The district maintains a transparent, equitable, and research-based process to identify students whose cognitive ability, academic performance, creativity, or problem-solving skills indicate a need for learning experiences beyond grade-level instruction. Identification is subject-specific and grounded in multiple measures to ensure a holistic understanding of student potential.

This process reflects research from:

- NAGC (National Association for Gifted Children)

- Joseph Renzulli – NRC/GT Model
- Gagné's Differentiated Model of Giftedness & Talent
- Heller's Munich Model of Giftedness

Identification Principles

1. **Multiple Measures, Not a Single Score**
    a. A single assessment or score cannot determine eligibility.
    b. Data points are reviewed in combination.

2. **Holistic Evaluation**
    a. Both quantitative (test-based) and qualitative (behavioral, performance-based) indicators are required.

3. **Equity + Access**
    a. Identification is inclusive of all student groups including ML (multilingual learner), 2E (twice-exceptional), underrepresented populations, and varying socioeconomic backgrounds.

4. **Evidence-Based Decisions**
    a. Decisions are data-driven, committee-validated, and reviewed annually.

Data Sources Used In Identification

Identification will include a combination of any number of the following methods:

A. Quantitative Measures

(At least two are recommended for consideration)

- **Naglieri General Abilities Test (NGAT)** – Verbal, Nonverbal, Quantitative
  Disclaimer: The Naglieri General Abilities Test (NGAT) is administered to all students in grades 1, 3, 5, and 7 as part of the district's universal screening process. Students in other grades are **not** excluded from consideration for Enrichment Plans or Gifted Action Plans. Referrals may be made at any time, and identification decisions are based on **multiple measures**, ensuring that all students have equitable access to gifted and enrichment opportunities.

- **Standardized Achievement Assessments** (e.g., NJSLA Adaptive)

- **Adaptive Growth Assessments** (e.g., IXL Analytics, i-Ready Diagnostics)

- Above-grade-level academic performance and rapid mastery of classroom content

B. Qualitative Measures

Evidence of advanced potential is gathered through:

- **Teacher Observation Checklist & Anecdotal Records**
    - Creativity, motivation, leadership, problem-solving, reasoning
- **Student Products & Portfolios**
    - Writing, math solutions, engineering builds, research projects, artistic submissions
- **Performance Tasks / Juried Evaluations**
    - Authentic tasks requiring transfer, originality, depth, or acceleration
- **Student / Parent / Teacher Interviews**
    - Insight into curiosity, interests, internal drive, learning behaviors, and emotional intensity

Note: A student does not need to excel in every category. Giftedness often appears unevenly, especially in 2E and creative thinkers.

The **NJTSS Committee** evaluates all evidence using a framework that reflects:

Domain	Examples of Supporting Data
Cognitive Ability	NGAT results, cognitive pattern outliers
Achievement	NJSLA performance, adaptive test growth
Creativity & Innovation	Work samples, originality in tasks, portfolio strength
Problem Solving & Reasoning	Performance assessments, non-traditional solutions
Motivation & Engagement	Teacher observation, self-driven inquiry

Eligibility is met when a preponderance of evidence indicates that the student **requires instructional adaptation and/or programming beyond the general curriculum.**

Families receive written documentation of the determination and next steps for services.

Identification Process — Step-By-Step

Phase	Actions	Data Collected
1. Referral / Request for Assistance (RFA)	Students may be referred by teachers, parents, or flagged automatically via assessment data.	Initial academic indicators, teacher Tier 1 Checklist, RFA, work samples
2. Screening Review	NJTSS Committee screens multiple data points for evidence of outlier performance or advanced potential.	Universal test data, teacher checklists, and classroom performance
3. Data Collection & Evaluation	Full quantitative + qualitative profile gathered. Outlier characteristics reviewed.	NGAT, NJSLA, I-Ready/IXL growth, portfolio review, interviews
4. Committee Determination	The NJTSS Committee analyzes all criteria and determines consensus.	Holistic student profile + decision outcome
5. Family Notification + Placement	Parents notified of identification decision and action plan.	Services begin, and progress is monitored.

Enrichment Plans vs. Gifted Action Plans (GAPs)

SOMSD recognizes that there is no one-size-fits-all approach to meeting the needs of high-ability and gifted learners. To provide more targeted support, two types of individualized planning are used: **Enrichment Plans** and **Gifted Action Plans (GAPs)**. Both guide classroom instruction but serve different purposes.

Enrichment Plans

- **Target Group:** High-achieving students who meet or exceed grade-level expectations
- **Purpose:** Provide additional challenges and opportunities for deeper engagement within the grade-level classroom curriculum
- **Focus:** Expanding knowledge, critical thinking, and creativity
- **Examples of Strategies:**
    - Choice-based projects or independent studies completed during class

  - Extension tasks in reading, math, or science
  - Problem-solving challenges, simulations, or inquiry-based activities
  - Student-selected tasks beyond standard classroom expectations

- **Implementation:** Embedded within daily classroom instruction; designed collaboratively between teacher and student

Gifted Action Plans (GAPs)

- **Target Group: Obvious outliers**—students identified as gifted who require significantly different pacing, content depth, or complexity than peers
- **Purpose:** Ensure individualized, appropriately challenging instruction within the classroom
- **Focus:** Advanced content, accelerated pacing, independent research, and personalized learning goals
- **Examples of Strategies:**
  - Negotiated curriculum compacting ("hardest first" approach)
  - Independent or student-initiated projects tailored to strengths
  - Advanced research opportunities or high-level classroom competitions
  - Acceleration of specific skills or topics within a subject area standard strand
- **Implementation:** Developed collaboratively by the classroom teacher, NJTSS committee members, student, and family; regularly reviewed and adjusted

Key Takeaways

- **Individualization is essential:** Both plans tailor instruction, but the level of differentiation, complexity, and pacing differs
- **Student-centered design:** Both plans help teachers and students co-create meaningful, challenging, and engaging learning experiences

- **Flexible and responsive:** Plans are dynamic and updated as students' abilities, interests, and readiness levels change

Bottom line: While Enrichment Plans extend learning for high achievers, GAPs provide a pathway for gifted outliers who need substantially different curriculum enrichment to reach their potential. Both ensure students receive instruction and challenge tailored to their needs.

Parent Requests for Gifted & Talented Provisions

The South Orange Maplewood School District values parent engagement and recognizes the important role families play in identifying and supporting students with exceptional abilities. Parents may request that their child be considered for gifted and talented services at any time. The following process ensures a collaborative, evidence-based approach aligned with NJAC 6A:8-1.3.

Step 1: Start with the Classroom Teacher

Parents should begin by discussing their child's interests, strengths, and observed abilities with the classroom teacher. Key points to share:

- Areas of interest, passion, or exceptional skill
- Observations of learning behaviors, creativity, or problem-solving skills
- Current academic achievement across subject areas

Step 2: Determine Current Level of Academic Achievement

- Teachers can help identify whether the student is performing at, above, or below grade-level expectations
- If your child's performance suggests they are "hitting the ceiling" of the curriculum, parents may request **above-level testing** to assess potential for advanced learning

Step 3: Provide Supporting Evidence

If classroom performance does not align with parent observations or prior test results:

- Share copies of prior testing, report cards, or assessment results
- Provide additional evidence of strengths, such as portfolios, awards, competitions, or other demonstrations of talent

- Note that some students may score well on standardized or external tests yet struggle to demonstrate mastery on classroom-based assessments; collaboration with the teacher can help bridge this gap

Step 4: Collaborate on Instructional Planning

- Teachers and parents work together to ensure that classroom instruction meets the student's needs
- Strategies may include differentiated assignments, extension projects, or curriculum compacting within the classroom
- For students with discrepancies between home and school performance, teachers may adjust instruction and monitor growth

Step 5: Request Further Assessment if Needed

If significant differences exist between parent observations and classroom performance, additional steps may be taken:

- Parents and teachers may complete an **NJTSS Request for Assistance (RFA)** form
- The NJTSS Committee may review the request, current achievement data, and previous assessments to determine next steps for evaluation or service provision

Best Practices for Parents

- Keep detailed records of your child's strengths, achievements, and interests
- Share evidence in a constructive, collaborative manner
- Maintain regular communication with the classroom teacher about progress and challenges
- Encourage your child to engage in self-reflection and goal-setting
- Understand that gifted programming is flexible; services are designed to be classroom-embedded, differentiated, and responsive to student growth

Criteria for specific provisions

CRITERIA:

- **AP Criteria**
  The English Department, the Fine Arts Department, the Mathematics Department, the Science Department, the Social Studies Department, and the World Languages Department offer Advanced Placement courses designed for students who are doing college-level work in a particular subject area. Criteria for specific AP courses are available in the CHS Course Program of Studies and in Board Policy 2314 and associated regulations on Academic Placement.

- **Single-subject acceleration**
  Accelerated Mathematics Grades 6 to 8
    - Grade 5 Evaluation for Advanced Math Placement:
      - South Orange–Maplewood uses a comprehensive, data-informed process to identify Grade 5 students who may be ready for accelerated mathematics, allowing a student to skip a grade level of math instruction. Students who are accelerated continue in the advanced course sequence as long as they maintain an average grade of B or higher.

      - To support transparent and equitable decision-making, each student receives a Math Academic Snapshot Card, which summarizes multiple measures of math performance gathered from classroom assessments, state assessments, and external diagnostic tools.

      - While the district provides data-based recommendations, families may always choose to proceed with acceleration in accordance with the district's Open Access policy.

- **Differentiated Curriculum Within the General Education Classroom**
  Differentiation ensures that gifted learners work at an appropriate challenge level while remaining in the classroom with their peers. In Math and ELA, this is accomplished through content, process, product, and learning environment modifications.

  - Open-ended tasks will be offered to all students, with no inclusion criteria necessary. All students will be given opportunities, through open-ended tasks, to explore topics and extend their thinking and writing to the extent to which they are truly capable.

  - Tiered assignments offering varying levels of complexity will be offered to students who demonstrate skills and abilities well in excess of grade level expectations. Based on regular unit assessments and reviews, the following criteria will apply for inclusion

    - *Math*

      - 95%+ on unit pre-tests
      - Strong knowledge and skills in basic number facts and operations
      - Strong conceptual understanding of the grade-level mathematics

    - *Reading*

      - Students testing three grade levels (or at least 5 reading levels) above grade expectation
      - Fluency, accuracy, and comprehension levels of 96%+ at the stated level

- **"Hardest first" approach (Curriculum compacting)**
  Many students who do not score 100% on unit pre-tests may, in fact, still have a strong understanding of concepts being introduced. In situations where students score 90% or higher on unit pre-tests, they may be offered the opportunity to use the "hardest first" system. If the 10 hardest examples can be completed with 100% accuracy, students will be allowed to move on immediately to enrichment activities related to the current topic, or to more general problem-solving and lateral thinking tasks.

- **Flexible subject-specific ability groupings**
  Criteria differ depending on the particular enrichment unit and the grade level at which it is being offered.
  Groupings are reviewed and changed for each unit based on teachers' specific criteria and professional judgment.
  Examples:
    - Examples of possible criteria:

      - Kindergarten Reading
        - Demonstrates reading proficiency at Lexile 250L+ (or district benchmark expectation)
        - Recognizes and applies at least 200 high-frequency words
        - Reads with developing expression, accuracy, and fluency
        - Participates actively and respectfully in group learning
        - Demonstrates the ability to discuss text and reflect on meaning

      - Grade 4 Mathematics
        - Scores ≥ 90% on the pre-assessment for the current unit
        - Demonstrates automatic recall of multiplication and division facts
        - Demonstrates efficient number-fact fluency
        - Applies strong strategies when approaching new or complex problems

Modifications and Differentiation

1. **Curriculum Compacting (Hardest First)**
   a. Curriculum compacting is easily implemented in math, where students complete the 10 hardest examples (to demonstrate competency) and then move on to enrichment or more challenging work.
   b. This can also be implemented in other subject areas, with students demonstrating competency on the most challenging tasks, or on one of each task, before being able to move on to enrichment activities

2. **Differentiation**
   a. Differentiated tasks can be provided in all subject areas, but may not always be appropriate. Some tasks simply need to be completed by the whole class in a standard manner

   b. When practical, students may be offered one of three varied assessment tasks:

      i. The first assessment task would be at GRADE LEVEL and marked accordingly

ii. The second task would be an ENRICHMENT task, with one additional level of marking criteria across the rubric. This additional marking criterion would be typical of expectations one grade level higher

iii. The third task would be a CHALLENGE task and would include two levels of additional marking criteria across the rubric. The additional marking criteria would be typical of higher expectations, one grade level up, or possibly typical of expectations two grade levels higher

c. In line with the district's access and equity policy, students would be free to choose any of the three differentiated tasks.

d. Assessments based on extended rubrics may indicate higher levels of achievement, but would still be recorded as grade level scores (e.g. the student may receive an A+, with comments indicating evidence of higher levels of achievement)

i. Within ***Math*** Classrooms, Differentiation May Look Like:

1. Flexible Pathways for conceptual insight and skill development

a. Compacting previously mastered skills to free time for higher-level work
b. Tiered assignments offering varying levels of complexity
c. Choice boards aligned to student readiness and interest
d. Pathways for enrichment instead of repetition.

2. Advanced Problem-Solving & Abstract Thinking

a. Multi-step, non-routine problems requiring reasoning and justification

b. Authentic, real-world mathematical applications (e.g., data analysis, budgeting, engineering challenges)

c. Opportunities to explore mathematical patterns, proofs, and logic

3. Extensions Beyond Grade-Level Standards

a. Independent/project-based inquiry into math concepts

b. Advanced number theory, algebraic reasoning, geometric relationships

c. Opportunities for students to create models, conjectures, and generalizations

d. Enrichment tasks that demonstrate advanced conceptual reasoning and insight beyond procedural skills

e. Engages in metacognitive thinking—explains *why* and *how*, not just *what*

4. Instructional Strategies That Support Depth
    a. Math workshop rotations based on readiness
    b. Guided math groups focused on enrichment, not remediation
    c. Open-ended learning tasks with multiple entry points and solutions
    d. Socratic questioning to deepen reasoning

ii. Within ***ELA*** Classrooms, Differentiation May Look Like:

1. Literacy Tasks That Promote Depth Over Coverage
    a. Reading assignments above grade-level complexity when appropriate
    b. Text sets for self-directed inquiry and research
    c. Alternative novels or literature circles with high-level themes and discourse
    d. Analyzing the author's technique, symbolism, structure, voice, and philosophical implications

2. Advanced Writing & Communication Opportunities
    a. Choice-based writing pathways (editorials, speeches, creative fiction, research papers)
    b. Integration of rhetorical analysis and literary criticism
    c. Opportunities to mentor peers or publish authentic writing
    d. Development of argumentation using evidence, counterclaims, and logical reasoning

3. Differentiated Reading Experiences
    a. Compacting decoding/fluency instruction when already mastered
    b. Independent reading levels based on complexity rather than grade-level band
    c. Socratic seminars, debates, and critical discussion groups
    d. Cross-text analysis, synthesis, and comparative writing tasks

4. Instructional Strategies to Promote Higher-Order Thinking
    a. Question stems that target evaluation, creation, synthesis, and interpretation
    b. Text-based inquiry, research extensions, and student-generated questions
    c. Performance-based assessments connected to real-world issues
    d. Opportunities for students to curate their own study themes or literary pathways

3. Modified Assignments

a. In situations where students have demonstrated competency at grade level, they may be provided with a modified assignment. This assignment may be modified in any of the following ways:
    i. The teacher may provide the student with a more challenging novel, or with two novels to compare and contrast, whilst still using the same class-based questions and prompts
    ii. The teacher may provide the student with a more challenging novel, and a set of more challenging questions, focusing on higher-order thinking skills such as analysis, synthesis, and evaluation
    iii. The teacher may invite the student to choose their own novel and use this with class-based questions and prompts
    iv. The teacher may substitute one or two of the easier questions with more challenging questions requiring greater depth of thought or greater investigation. This may apply in science, social studies, language arts or foreign language
    v. The teacher may invite the student to substitute one or two questions with questions of their own, which extend their thinking and investigation
    vi. The teacher may invite the student to extend an assignment by adding another element to the question, or by adding an additional tasks that may be of interest to the student
    vii. The student may make a request to modify an assignment in a way that will continue to demonstrate competency, but at the same time, challenge and interest the student (Student Initiated Modification – SIM)

4. Open-Ended Tasks

a. In many situations, teachers may provide the whole class with an open-ended assignment that allows for great challenge, choice and creativity.

b. As long as the set criteria and requirements are followed and met, students can enjoy a great deal of creative freedom and scope for enrichment and extension when they are working with open-ended tasks

5. Individual Research Projects

a. For students who consistently finish classwork early (meeting all high-level assessment criteria), an individual research project can provide an interesting and challenging opportunity to explore an area of interest and to demonstrate knowledge or skills

b. The research project needs to be of interest to the STUDENT. It must be something the student is passionate about

c. Students can select their own topic and use the research project template as a guide in undertaking their research and deciding how to present their information.

d. Students would generally work on a project over 4 – 6 weeks, keeping their information on a shelf or somewhere accessible, for the moments in class when they have finished early. In this way, they can simply go on with their research until the class is ready to move on to the next activity

e. Although these tasks are not graded, students generally enjoy an opportunity to share their finished products with their class.

6. Individual Research Assignments

a. Students with a particular passion or strength may enjoy undertaking an individual assignment in the classroom, in their own time.
b. A small section of the display board can be set aside for students to display their information for other class members to enjoy
c. Such assignments may include:
   i. Weather reports
   ii. Problem of the day challenge
   iii. Interesting historical facts
   iv. Daily quiz questions
   v. Word search or crosswords
   vi. Daily news
   vii. Interesting interviews
d. The teacher may invite or suggest that a student take on one of these roles, or students may volunteer themselves

Setting Up A Gifted Action Plan (GAP)

1. The student is identified as an outlier, and a Gifted Action Plan (GAP) is recommended or requested
   i. Teachers may identify obvious outliers in their class and recommend a GAP
   ii. Parents may consider their child to be an obvious outlier and request a GAP

2. Student's eligibility for a GAP is determined based on any of the following criteria:
   i. Consistently obtain 95% or higher on pre-test assessments in given subject area
   ii. Consistent reading assessments 5 or more levels above the standard grade range
   iii. Consistent written responses exceeding the 'grade level above' marking rubric
   iv. A standardized IQ assessment of 145+
   v. Perfect NJSLA scores

vi. Portfolio/evidence of exceptional achievements in a specific subject area

3. If a student is not considered eligible for a GAP, an Enrichment Plan will be created, arrangements for in-class differentiation and enrichment will be considered/discussed with the classroom teacher, and the student is encouraged to work on enrichment activities outside of school

4. For students eligible for a GAP, a meeting through the NJTSS committee will be arranged to discuss and document. The meeting will include the NJTSS committee and the parent/guardian.

5. During the meeting, the following issues are discussed and documented:
    i. Student's areas of exceptional strength
    ii. Student's areas of development needs
    iii. Recommended strategies and modifications (using district samples)

6. In September of each year, Principals or designees in every school contact teachers who have students with a GAP. These teachers are asked to review the GAP to ensure that all strategies will be implemented and are working effectively.
    a. Principal or designee asks teachers with GAP students to review by November
        i. Teachers will review:
            1. If all strategies are working effectively, a review note is made on the GAP
            2. If strategies need to be modified or implemented, these changes are made
    b. The GAP document is updated as "reviewed" in November and an updated copy sent to the Office of Curriculum & Instruction.

7. In May of each year, Principals or designees in every school contact teachers who have students with a GAP. These teachers are asked to arrange a GAP NJTSS MEETING with the committee and parents, to review the effectiveness of the GAP over the current school year and to make recommendations for continuation or change of strategies for the following school year.
    a. The GAP NJTSS MEETING is held with NJTSS committee teacher/s, parents, and the Principal or designee
    b. An updated GAP is written for the following school year and passed on to the teachers/school when the new school year begins
    c. An updated GAP is sent to the district office to keep on file

South Orange & Maplewood School District Gifted Action Plan (GAP)

*****SAMPLE*****

Student: Sample Student	**Student ID#:** 12345	**Grade:** Sample 4th Grade	**Content Area/s:** Math & ELA
School: Sample School		**Assistant Principal:** **Class Teacher/s:** **Parents:**	
Dates of past GAPs: None		Next Review Date: 3/20/26	
Strengths (With supporting evidence):		**Challenges (Areas for improvement):**	

• Advanced problem-solving and quantitative reasoning skills • Strong mathematical reasoning and abstract thinking • High reading comprehension with the ability to analyze complex texts • Strong metacognitive skills and the ability to reflect on learning • Demonstrates curiosity and engagement with challenging tasks • Independent and self-directed learner	• Verbal reasoning skills are within the average range; needs support in vocabulary development and expressive language • Math skills, while strong, show a need for deeper conceptual understanding in specific areas • Writing skills need enhancement, particularly in elaboration and structuring arguments • May benefit from differentiated instruction in reading to challenge comprehension and analytical thinking

Adaptive Assessment	General Abilities Assessment	Standardized Assessment
• IXL Diagnostic ○ Math - 710 ○ ELA - 910	• Naglieri ○ Quantitative - 99 (Very Much Above Average) ○ Non-Verbal - 84 (Above Average) ○ Verbal - 64 (Average)	• NJSLA ○ MAT3 - 835 (Exceeds Expectations) ○ ELA3 - 773 (Meets Expectations)

Needs:

- Opportunities to deepen understanding of mathematical concepts through real-world applications
- Enrichment in vocabulary and verbal reasoning to support verbal expression and writing
- Advanced literacy tasks that encourage synthesis, evaluation, and argument development
- Differentiated instruction in both ELA and Math to maintain engagement and challenge skills
- Small group or independent projects focused on higher-order thinking and problem-solving

Learning Priorities (GOALS):

- Strengthening verbal reasoning and vocabulary to improve expressive language and writing
- Enhancing conceptual understanding and application of math concepts beyond procedural fluency
- Providing enriched literacy experiences that challenge comprehension and analytical skills

GOAL	STRATEGY	GIFTED MODIFICATION	IMPLEMENTATION	EVALUATION
*By June 2026, the student will demonstrate increased mastery of advanced academic vocabulary and verbal reasoning by accurately applying Tier II/III vocabulary and related morphology in written and oral expression in at least **80%** of assessed tasks using a gifted writing rubric.*	Engage in accelerated morphology study (Greek/Latin roots, affixes) and structured academic discourse **3× weekly**	Provide accelerated vocabulary study that includes Greek/Latin roots, morphology patterns, academic tier II/III vocabulary, and domain-specific terminology Require justification of word choice and precision during discussions and written pieces Offer advanced mentor texts and exemplars representing sophisticated syntax and rhetorical structures	Analytical small-group text discussions using above-grade passages Weekly morphology application in extended written responses *Progress Monitoring:* ● Rubric-based writing evaluations ● Vocabulary application checks ● Self-monitoring reflection logs	Not Started
*By June 2026, the student will apply mathematical concepts to real-world, multi-step, and abstract problems by accurately solving advanced conceptual tasks at **80% proficiency** across project-based assessments measured by a gifted math rubric.*	Implement real-world problem-solving, mathematical modeling, and inquiry-based learning using above-level tasks	Provide open-ended, abstract mathematical investigations requiring reasoning beyond grade-level expectations Encourage multiple solution pathways and justification through mathematical discourse Increase task complexity by incorporating algebraic reasoning,	Bi-weekly STEM-based applied math investigations (engineering, coding, budgeting, etc.) Student-led problem explanations and solution presentations *Progress Monitoring:* ● Performance-based rubrics ● Pre/post conceptual tasks	Not Started

		coding, and STEM-based challenges	● Problem-solving reflections	
*By June 2026, the student will analyze complex texts and construct sustained written arguments citing evidence from multiple sources in at least **4 of 5** literature analysis tasks using a gifted literacy rubric.*	Literature circles, debate, and independent inquiry aligned to high-complexity text selections	Allow higher Lexile text bands and genre selection based on student interest Require synthesis and comparison across texts and perspectives Expect evidence-based argumentation with academic vocabulary and multi-paragraph structure	Interpretive discussion seminars Comparative/analytical essays Debate and perspective-based writing *<u>Progress Monitoring:</u>* ● Literary analysis rubric ● ● Oral academic discourse evaluation ● ● Portfolio of analytical writing samples.	Not Started

Recommendations:

ELA

- Implement literature circles with above-grade complex texts that require synthesis, inferential thinking, and analysis of multiple perspectives
- Assign independent inquiry or research projects based on student interests, allowing self-selected topics and presentation formats
- Use structured academic debate formats to deepen verbal reasoning, argumentative writing, and evidence-based discussion
- Incorporate advanced vocabulary development through morphology, Greek/Latin roots, and context-based analysis

Mathematics

- Integrate project-based learning with real-world applications (e.g., budgeting, data analytics, coding, statistics)
- Use inquiry-based problem exploration that requires mathematical modeling and strategic reasoning
- Provide opportunities for student-led solution presentations and mathematical discourse
- Offer enrichment tasks that include logic challenges, open-ended investigations, and math-competition problems (e.g., Math Olympiad-style tasks)

General Enrichment Strategies

- Incorporate choice-based pathways (choice boards, project menus) to support autonomy and depth of learning
- Encourage personal goal-setting, self-reflection, and metacognitive journaling to develop ownership of learning
- Provide opportunities for mentorship or collaborative work with older peers or advanced learners on shared projects
- Differentiate assessments by allowing advanced and alternative demonstrations of mastery (e.g., presentations, multimedia, debate, creative productions, digital storytelling, or extended research products)

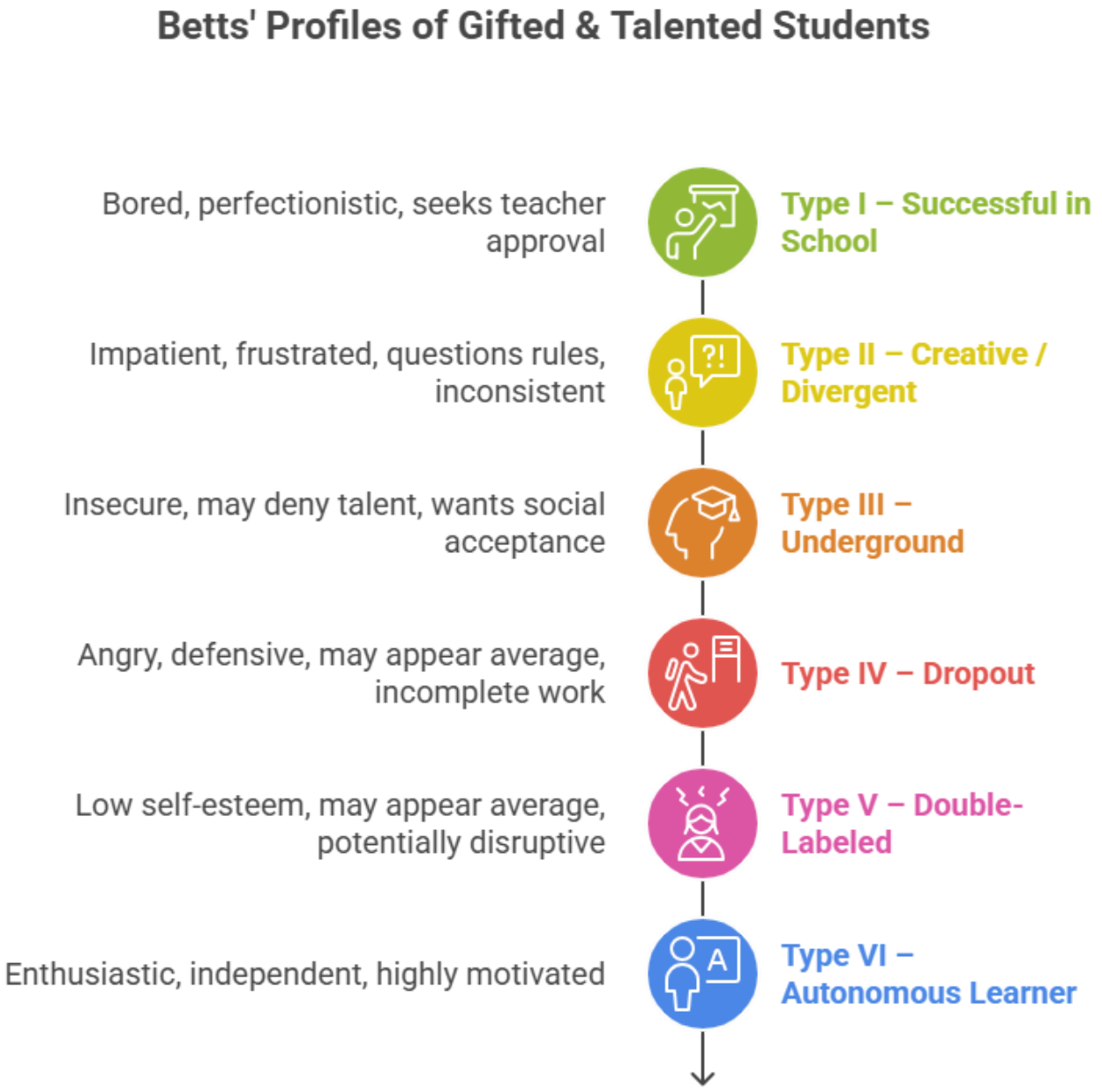
Gifted Action Plans are based on student needs and are reviewed annually. Multiple measures are considered for the continuation of services.A review of this GAP towards the end of the school year will provide an opportunity to assess the effectiveness of these initial strategies and a chance to add or remove modifications as needed.

This Gifted Action Plan has been agreed upon by:

Name	Signature	Title / Role	Date

Identification and Profiles of Gifted & Talented Students

This section outlines profiles of Gifted & Talented (G&T) students based on Betts' Typology and distinguishes bright children from gifted learners. The information informs instructional strategies, enrichment opportunities, and targeted support to foster academic and social-emotional growth.



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Bright Child vs. Gifted Learner

Characteristic	Bright Child	Gifted Learner
Knowledge	Knows the answers	Asks the questions
Interest	Interested	Highly curious
Involvement	Attentive	Mentally and physically involved
Ideas	Has good ideas	Has wild or unconventional ideas
Work Ethic	Works hard	Plays around yet performs well on assessments
Communication	Answers the questions	Discusses in detail and elaborates
Academic Standing	In the top group	Beyond the top group
Listening	Listens with interest	Shows strong feelings and opinions
Learning Speed	Learns with ease	Already knows
Repetition	Requires 6–8 repetitions for mastery	1–2 repetitions for mastery
Understanding	Understands ideas	Constructs abstractions
Social Preference	Enjoys peers	Prefers adults
Inference	Grasps meaning	Draws inferences
Initiative	Completes assignments	Initiates projects
Intensity	Receptive	Intense
Creativity	Copies accurately	Creates new designs
School Enjoyment	Enjoys school	Enjoys learning
Information Processing	Absorbs information	Manipulates information
Role	Technician	Inventor
Memory	Good memorizer	Good guesser
Thinking Style	Straightforward / sequential	Thrives on complexity
Observation	Alert	Keenly observant
Self-Perception	Pleased with own learning	Highly self-critical

Contacts and resources

STATE ORGANIZATION

New Jersey Association for Gifted Children (NJAGC)

P.O. Box 667

Mt. Laurel, NJ 08054

(856) 273-7530 (856) 829-5074 (fax)

www.njagc.org

njagcmail@gmail.com

NATIONAL ASSOCIATION FOR GIFTED CHILDREN

www.nagc.org

NORTHERN NJ MENSA

gcp@nnjmensa.org

SUMMER INSTITUTE FOR THE GIFTED (SIG)

Summer camps and programs for students
www.giftedstudy.com (203-399-5021)

MONTCLAIR STATE UNIVERSITY (973-655-7158)

Weekend gifted workshops for students
www.montclair.edu/gifted

JOHNS HOPKINS UNIVERSITY
www.cty.jhu.edu

HEROES (For Exceptional Scholars)

Rita Ostrager, Founder and President
732-690-7991

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