

Springfield Township Elementary School Enrichment Services

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Springfield Township Enrichment Services

Springfield Township Elementary School is committed to providing a rich, comprehensive, and challenging educational program for each student in the district. In order to address the unique needs of our gifted learners, the district has developed a program that integrates differentiated strategies within the classroom, expanded enrichment opportunities, and pull-out exploratory experiences. Our program encourages the development of independent learning, critical thinking, and creativity which allows for personal growth in moral/ethical responsibility, academic achievement, and increased productivity as citizens of our community.

Definition of Gifted and Talented:

National Association for Gifted Children (NAGC)

Gifted individuals are those who demonstrate outstanding levels of aptitude (defined as an exceptional ability to reason and learn) or competence (documented performance or achievement in top 10% or rarer) in one or more domains. Domains include any structured area of activity with its own symbol system (e.g., mathematics, music, language) and/or set of sensorimotor skills (e.g., painting, dance, sports).

Federal Definition

This definition is taken from the Javits Act:

“The term gifted and talented student means children and youths who give evidence of higher performance capability in such areas as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who require services or activities not ordinarily provided by the schools in order to develop such capabilities fully.”

State of New Jersey

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

(N.J.A.C. 6A: 8, Standards and Assessment for Student Achievement, 2005, p.6)

Goals for the Gifted and Talented Student:

1. **Abstract Thinking and Inquiry Skills:** Enrichment students will have an opportunity to engage in higher level, complex thinking skills (including critical, creative, divergent, and productive thinking) as a regular part of their school experience.
2. **Subject Matter Knowledge and Skills:** Enrichment students will have an opportunity to interact with academic content, concepts, skills, and processes of specific disciplines commensurate with their ability and with like-minded peers.
3. **Research and Independent Study Skills:** Enrichment students will have an opportunity to conduct independent studies and research projects that extend beyond the regular curriculum and result in advanced-level products.
4. **Self-Concept and Leadership:** Enrichment students will gain an understanding and respect for each other’s abilities, recognizing that diversity is a vital ingredient to a healthy society. This can be accomplished through activities that rely upon the interdependence of learners with varying abilities, talents, and skills.
5. **Social and Collaboration Skills:** Enrichment students are expected to develop strong interpersonal skills through sustained interactions with the broader school community.

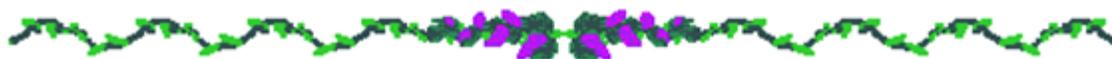


BRIGHT CHILD



GIFTED LEARNER

1. Knows the answers.	1. Asks the questions.
2. Is interested.	2. Is highly curious.
3. Is attentive.	3. Is mentally and physically involved.
4. Has good ideas.	4. Has wild, silly ideas.
5. Works hard.	5. Plays around, yet tests well.
6. Answers the questions.	6. Discusses in detail, elaborates.
7. Top group.	7. Beyond the group.
8. Listens with interest.	8. Shows strong feelings and opinions.
9. Learns with ease.	9. Already knows.
10. 6-8 repetitions for mastery.	10. 1-2 repetitions for mastery.
11. Understands ideas.	11. Constructs abstractions.
12. Enjoys peers.	12. Prefers adults.
13. Grasps the meaning.	13. Draws inferences.
14. Completes assignments.	14. Initiates projects.
15. Is receptive.	15. Is intense.
16. Copies accurately.	16. Creates a new design.
17. Enjoys school.	17. Enjoys learning.
18. Absorbs information.	18. Manipulates information.
19. Technician.	19. Inventor.
20. Good memorizer.	20. Good guesser.
21. Enjoys straight forward sequential presentation.	21. Thrives on complexity.
22. Is alert.	22. Is keenly observant.
23. Is pleased with own learning.	23. Is highly self-critical.



Beginning the 2016-2017 school year, Springfield Township Elementary School will be implementing a school-wide enrichment program for all students. This will be achieved through weekly push-in technology instruction, which will support project-based learning and further equip our students with necessary 21st century skills. Furthermore, our district will be moving forward with implementing a Makerspace for the 2016-2017 school year. A Makerspace will afford our students with an opportunity to explore new and exciting concepts, driven by their own curiosity. In turn, as a school community, we can foster and enrich student learning, by providing them with a safe space to create, make, and innovate.

In addition to providing the aforementioned services for our students, identified fifth and sixth grade students will continue to receive pull-out enrichment once a week. These are students who currently receive pull-out enrichment services and qualified through multiple measures, including teacher recommendation and IQ scores. Below you will find the criteria for fifth and sixth grade enrichment.

Grade 5 and 6 Enrichment Criteria:

Identification Criteria	Score
Fountas and Pinnell Reading Benchmark	Students must perform above the “meets expectations” instructional level for their grade at the time of Enrichment screening.
Narrative Writing Benchmark	Student must obtain a score of 33.5 or higher grade at the time of Enrichment screening.
Math Benchmark	Student must obtain a score of 90% or higher grade at the time of Enrichment screening.
IQ Score	Students must attain a score of 130 or above.
Report Card Grades	Proficiency level indicators must only consist of 3’s and 4’s in all areas.
Teacher Recommendation	Teacher recommendation must only consist of 3’s and 4’s in all areas.

Identification Phase:

A comprehensive and cohesive process for student identification is designed to determine eligibility for enrichment education services. Both quantitative and qualitative instruments will be used to measure students’ abilities, talents, and strengths.

Screening Phase:

Screening for our enrichment program will be ongoing, utilizing multiples measures identified below. Potentially gifted students will be tracked across several years. At the end of 4th grade, a determination will be made based on the gathered information and criteria below to see if these students are eligible for pull-out enrichment for 5th and 6th grade.

Screening Process for Students Entering:	Selection Criteria
Kindergarten, Grades 1 and 2	In Kindergarten, Grades 1 and 2 all students will benefit from whole class enrichment. The Kindergarten screening, additional assessments, input from the Enrichment and classroom teachers will be used to identify students.
Grades 3-4	<ul style="list-style-type: none"> • MAP Assessment • F&P Reading Benchmark • Writing Benchmark • Report Card Grades • IQ Score • Teacher Recommendation

Identification and Placement Phase:

Administrators and the Enrichment teacher will meet to compile and organize the data in order to make an informed decision regarding selection. The multiple measure criteria are assigned point values. Please see the chart for complete criteria.

Differentiation within the General Education Classroom

The consultation model provides an opportunity for the classroom and the Enrichment teacher to collaborate in order to modify specific assignments or units of study for the gifted student within the regular instruction. Students may receive leveled and tiered curricular materials and assignments and also participate in differentiated classroom experiences such as: curriculum compacting, learning centers, and flexible groupings.

Kindergarten - 4th grade

Services Offered	Population Served	Responsibility
Differentiated Instruction	All students	Classroom teacher w/ consultation from Enrichment teacher
Whole Class Enrichment (Push-in) individualized educational opportunities within classroom	All students	Classroom teacher and Enrichment Teacher

5th - 6th grade

Services Offered	Population Served	Responsibility
Enrichment opportunities provided in the classroom	All students	Classroom teachers w/ consultation from Enrichment teacher
Small group enrichment outside of the classroom (pull out)	Identified students	Enrichment teacher

Appeal Process

The parents or guardians of any student denied inclusion into the program may appeal the decision. The initiation of the appeals process begins by contacting the Enrichment teacher. The screening committee will meet to review the child's information to determine if further screening or consideration of the student is appropriate. The committee will issue a decision on the appeal. The appealing party may also make a final appeal to the Superintendent. The decision of the Superintendent is final.

Enrichment Contract

Student Name _____

School _____

Grade _____

Teacher _____

Date _____

We have chosen to have _____ receive Enrichment services during the _____ school year.

My child and I understand that:

- Enrichment services may differ from one student to another depending upon student needs.
- If the student experiences academic difficulty in regular studies, he/she will be temporarily withdrawn from Enrichment class for a period of time.
- All required assignments must be turned in on time in both the regular classroom and pull out environment.
- He/she must meet academic and behavioral grade-level expectations in all classroom settings in order to maintain eligibility in our Enrichment program.
- He/she will actively participate in a small group setting.

Student's Signature

Date

Parent's Signature

Date

We have chosen NOT to receive Enrichment services at this time.

Student's Signature

Parent's Signature

Please return within 10 days.

Enrichment Parent Assessment

“Things My Child Likes to Do”

Your Name _____

Today's Date _____

Your Child's Name _____

Child's Age _____

Child's School _____

	Seldom or Never	Sometimes	Quite Often	Almost Always	Examples From Your Child's Life
1. My child will spend more time and energy than his/her age-mates on a topic of his/her interest. (For example: Joan is learning to sew and spends every free minute designing new dress patterns and trying to sew them herself.)					
2. My child is a “self-started” who works well alone, needing few directions and little supervision. (For example: After watching a film about musical instruments, Gary began to make his own guitar from materials he found around the garage.)					
3. My child sets high personal goals and expects to see results from his/her work. (For example: Marcy insisted on building a robot from spare machine parts even though she new nothing about engines or construction.)					
4. My child gets so involved with a project that he/she gives up other pleasures in order to work on it. (For example: Doug is writing a book about his town's history and spends each night examining historical records and documents – even though he's missing his favorite TV show.)					
5. My child continues to work on a project even when faced with temporary defeats and slow results. . (For example: After building a model rocket, Sally continued to try to launch it, despite several failures and “crash landings”.)					
6. While working on a project (and when it's finished) my child knows which parts are good and which parts need improvement. . (For example: After building a scale model of a lunar city, Kenny realized that there weren't enough solar collectors to heat all the homes he had built.)					
7. My child is a “doer” who begins a project and shows finished products of his/her work. . (For example: Mary began working on a puppet show four months ago, and has since built a stage and puppets and has written a script. Tomorrow she's presenting her play to her Girl Scout Troop!)					
8. My child suggests imaginative ways of doing things, even if the suggestions are sometimes impractical. . (For example: “If you really want to clean the refrigerator, why don't we move it outside and I'll hose it down – that will defrost it too.”)					

	Seldom or Never	Sometimes	Quite Often	Almost Always	Examples From Your Child's Life
9. When my child tells about something that is very unusual, he/she expresses him/herself by elaborate gestures, pictures, or words. (For example: "The only way I can show how the ballet dancer spun around is if I stand on my tiptoes on the record player and put the speed on 78.")					
10. My child uses common materials in ways not typically expected. (For example: "I'll bring a deck of cards when we go camping. If it rains, we can use them to start a fire and if it's dry, we can play <i>Go Fish</i> around the campfire.")					
11. My child avoids typical ways of doing things, choosing instead to find new ways to approach a problem or topic. (For example: I had trouble moving this box to the other side of the garbage so I used these four broom handles as rollers and just pushed it along.")					
12. My child likes to "play with ideas," often making up situation which probably will not occur. (For example: "I wonder what would happen if a scientist found a way to kill all insects, then went ahead and did it.")					
13. My child often finds humor in situations or events that are not obviously funny to most children his/her age. (For example: "It was really funny that after our coach showed us a movie on playground safety, he sprained his ankle while lining us up to go back to class.")					
14. My child prefers working or playing alone rather than doing something "just to go along with the gang." (For example: "I always misspell the first word in s spelling bee; then I get to sit down and do something I like.")					

* If your child scores in either of these two columns, it would be helpful if you would write a specific example in the last column, using the reverse side of the page if necessary.

**Springfield Township School District
Enrichment
Student Self-Assessment**

This nomination form is provided to students to submit:

Name of Student _____

Date of Birth _____

Teacher _____

Grade _____

Please read the following characteristics and indicate if they describe you. Mark “Sometimes” or “Most of the Time” for each characteristic.

Characteristics	Sometimes	Most of the Time
1. I learn things quickly and easily		
2. I like to create and invent new ideas / projects		
3. I like to work independently		
4. I easily remember what I hear / read		
5. I ask questions		
6. I prefer to be a leader of a group		
7. I prefer to work with older friends and adults		
8. I have a wide range of interests		
9. I use advanced vocabulary words		

1. Describe your three best characteristics as a learner:

2. Describe what you like to do in your spare time:

3. Reflect on areas that you need to improve:

Signature of Parent/Guardian

Date