

# A Profile of Warren Township District Gifted & Talented Programs

**1. How many elementary schools and Middle Schools are in your district?**

*4 elementary, 1 middle school*

**2. How many students are in your K-8 district?**

*805 middle, 1,395 in elementary Total: Approximately 2,200*

**3. How many dedicated staff members are in your G&T program?**

*Total: six  
1.6 middle, 4 elementary*

**4. How is the G&T staff distributed among the schools?**

- one teacher per elementary school*
- 1.6 - per middle school.*

**5. Please explain the G&T services provided to your students.**

**Kindergarten:** *resource for classroom teachers, whole class enrichment lessons, and enrichment resources for high ability students*

**Grade 1:** *enrichment lessons for entire grade level, math compacting, and self-selection activities*

**Grade 2:** *enrichment lessons for the entire grade level, math compacting, and self-selection activities*

**Grade 3:** *enrichment lessons for the entire grade level, Reach, Too!, math compacting, and self-selection activities*

**Grade 4:** *enrichment lessons for the entire grade level, Reach, Too!, math compacting, and self-selection activities*

**Grade 5:** *enrichment lessons for the entire grade level, Reach, Too!, math compacting, and self-selection activities*

**Grade 6:** *E2, math compacting, and self-selection activities*

**Grade 7:** *E2, and self-selection activities*

Grade 8: E2, and self-selection activities

**G&T teachers serve as resource personnel for classroom teachers and students on a regular basis.**

**6. What are the seminal works that form the foundation of your program?**

*In order to benefit the students of Warren Township, we have adhered to an eclectic approach to shape our program. Our math compacting strategies are implemented in the district due to the works of Drs. Sally M. Reis, Deborah E. Burns, and Joseph Renzulli. Additionally, the works of Dr. Renzulli have had a profound influence upon the identification of gifted students. His model of the three-ring conception of giftedness includes the interlocking characteristics of ability, creativity, and task commitment. The Reach team relies heavily upon the works of Harvard Professor, Dr. Howard Gardner. His definition of the 8 Multiple Intelligences is a significant resource in the planning, writing, and execution of curriculum.*

**7. What is the general structure of your program?**

*Reach/E2 is Warren Township's gifted and talented/enrichment program. This program is designed to develop higher level thinking and problem solving skills for all students. Reach/E2 consists of several components including:*

- *Reach provides enrichment for all students.*
- *Reach, Too!/E2 is a classroom pull-out program which begins in grade 3 and continues through grade 8. It helps meet the needs of identified, academically-talented students.*
- *Math Compacting is a pull-out program that is based upon the student's mastery of curriculum designed math units.*
- *Self-Selection Activities refer to extra classes, contests, trips, lectures, and projects provided for the students by the Gifted and Talented teachers. These structured activities are optional and dependent upon the individual student's needs and interest.*
- *The Gifted and Talented teaching staff works in consultation with classroom teachers, providing enrichment resources for teachers and/ or teaching time with specified students.*

**8. What are your hours of contact with each grade?**

## REACH

<u>GRADE</u>	<u>REACH</u>	<u>REACH, TOO!</u> (Pull-out program for identified students)	<u>MATH COMPACTING</u>
Kindergarten	Three 4 week units 1 X per week 25 minutes	X	X
1	Three 4 week units 1 X per week 50 minutes	X	2 X per week 25 minutes each
2	Three 4 week units 1 X per week 50 minutes	X	2 X per week 25 minutes each
3	Three 4 week units 1 X per week 50 minutes	Identification 2 X per week (1 X 55 minutes 1 X 25 minutes)	2 X per week 25 minutes each
4	Three 4 week units 1 X per week 50 minutes	2 X per week 55 minutes each	2 X per week 25 minutes each
5	Three 4 week units 1 X per week 50 minutes	2 X per week 55 minutes each	3 X per week 25 minutes each

## E2 Program

<u>GRADE</u>	<u>E2 Enrichment</u>	<u>E2</u> (Pull-out program for identified students)	<u>MATH COMPACTING</u>
6	Self-selection activities	Re-identify all students Five cycles of four elective units of 6 weeks each 1 X per week/elective	As needed + In-class enrichment
7	Self-selection activities	3-5 periods per week Self-selection Topics - elective	X
8	Self-selection activities	3-5 periods per week Self-selection Topics - elective	X

### 9. What are the goals of your program?

*The Reach and E2 programs, through a variety of methods and modalities, strive to enhance and develop higher level thinking skills for all children attending Warren Township Schools. The Gifted and Talented teaching staff offers appropriate and challenging activities that provide extracurricular challenges that are not contained within the traditional classroom. When called upon, Reach teachers work with classroom teachers to extend and expand classroom lesson. The teachers dedicated to gifted education are able to identify those students that demonstrate superior academic abilities and distinguish such students from those who are gifted, not just bright. Enrichment activities are established at all levels to assist students in developing and maximizing their unique interests and talents.*

*Giftedness is an elusive entity with many shades and definitions. While theorists recognize the existence of giftedness, leaders in the field do not agree upon the definition. To complicate matters, giftedness is defined by cultural and societal norms and has changed through the years. It is important to clarify that as individuals we each have gifts and assets. Children are in the process of developing their strengths. Through the Reach and E2 programs we strive to encourage all children to maximize their full potential.*

## 10. How do you evaluate your students for admission to the G&T programs?

Students are officially identified in grades three through five by use of the Reach, Too! Matrix. This weighted matrix includes the following data:

- SAGES-2: ( a standardized test to determine reasoning skills)
- Teacher Evaluations (grades 2 and 3)
- Assessment of Classroom Performance(grades 2 and 3)
- Problem Solving: Language Arts and Mathematics

Students are evaluated in grade six with the E2 Matrix. This weighted matrix includes the following data:

- New Jersey ASK:
  - Total Math
  - Total Language Arts
  - Math Cluster
  - Language Arts Cluster
- 6<sup>th</sup> Grade Math Placement
- Traits/Aptitude/Behaviors
  - Grade 5
  - Grade 6
- 6<sup>th</sup> Grade Writing Sample
- Grades:
  - Math Average Grade 5
  - Math Average Grade 6
  - Reading Average Grade 5
  - Reading Average Grade 6
- Small Group Interview
- In-class Observation

Students are evaluated in grades seven and eight with the E2 Matrix. This weighted matrix includes the following data:

- New Jersey ASK
  - Total Math
  - Total Language Arts
  - Problem Solving
- Reading
- Math Placement
- Traits/Aptitudes/Behaviors
- Math Average
- Reading Average

**11. Do you and how do you service Twice Exceptional students?**

*Twice exceptional students are children or adolescents with both talents and specific disabilities. At the elementary level gifted and talented services are offered to all students, regardless of a diagnosed disability. In the Middle School, all students are invited to apply to the programs and/or referred by their teachers. The same holds true for the twice exceptional child; however, some are referred to us by their case managers.*

**12. Is your program push-in or pull-out?**

*Push-in programs are enrichment lessons offered by the G&T specialist to all students. Pull-out programs are offered to students who are identified or those who have demonstrated mastery in a specific discipline (Refer to matrices and compacting criteria). Warren Township schools offer both push-in and pull-out programs.*

**13. Do the programs offer enrichment or advancement?**

*Warren Township Schools offer both enrichment and advancement. Acceleration refers to moving at a faster pace through academic content. Enrichment is the enhancement and depth of the curricular program with additional opportunities for learning. Reach, Reach, Too! E2, Compacting in grades one through four, and Self-Selection activities are all opportunities for enrichment. Math Compacting in grades five through eight offers acceleration to students.*

**14. What is your evaluation process once in the program?**

*Students in grades four through eight receive written narrative evaluations twice a year which are shared with parents. Additionally, informal assessments are given in all activities dependant upon the specific lesson being taught.*

**15. Cost of Program: \$358,000 (elementary for salaries and benefits)  
\$158,000 (middle for salaries and benefits)**

Number of Students  
Elementary

	ALT	Central	Mt. Horeb	Woodland
Reach Enrichment (K-5)	350	350	340	376
Reach, Too!/E2 Pull-out	21	31	38	30
Math Compacting	86	102	100	95
Continental Math League	174	163	130	107
Problem of Week/ Geography Masters	100 +	many students participate approx. 250	many students participate approx. 225	many students participate approx. 200
Extra for Experts	45	63	150	
Enrichment Support for Teachers (meeting individual student needs not met through other programs)	6	2	3 math co- teaching grade 5	
OTHER Programs				

Reach and E2 personnel initiate and/or facilitate numerous special programs, such as: Central -- Pi Day, Science Day, Doodle for Google contest, NJAGC writing and art contests, bringing Shakespeare plays to school and incorporating units to support student learning

Mount Horeb---Pi Day, Science Fair, Philosophy Slam, NJAGC writing and art contests, Elk's Club writing contests, Home-School Connection , bringing Shakespeare plays to school and incorporating units to support student learning

ALT - National Geography Challenge (123 students), ALT Spelling Championship (77 students),  
Read to Succeed (99 students)

<b><u>Program / Activity</u></b>	<b><u>Middle</u></b>			<b><u>TOTAL</u></b>
	<b><u>6th</u></b>	<b><u>7th</u></b>	<b><u>8th</u></b>	
E2 Students (A & Q)	<b>51</b>	<b>66</b>	<b>70</b>	<b>187</b>
E2 Math Club Participants (SS)	<b>3</b>	<b>13</b>	<b>14</b>	<b>30</b>
Continental Math 2010-2011 (SS)	<b>69</b>	<b>30</b>	<b>29</b>	<b>128</b>
Word Masters (SS)	<b>165</b>	<b>140</b>	<b>85</b>	<b>390</b>
Peer Leaders Program (SS, A, & Q)	<b>n/a</b>	<b>n/a</b>	<b>22</b>	<b>22</b>
WMS News (SS)	<b>n/a</b>	<b>50+/-</b>	<b>25+/-</b>	<b>75+/-</b>
6th Grade Math Compacting (Q)	<b>30+/-</b>	<b>n/a</b>	<b>n/a</b>	<b>30+/-</b>
Algebra J in 8th grade (Q)	<b>n/a</b>	<b>8</b>	<b>n/a</b>	<b>8</b>
Geometry H at WHRHS (Q)	<b>n/a</b>	<b>n/a</b>	<b>10</b>	<b>10</b>
LEGO Robotics Program (Q)	<b>n/a</b>	<b>12 +/-</b>	<b>12+/-</b>	<b>24+/-</b>
Solar Car Program (E2 & SS for grade 8)	<b>n/a</b>	<b>35+/-</b>	<b>35+/-</b>	<b>70+/-</b>
Academic Tournament Team (Q)	<b>n/a</b>	<b>5+/-</b>	<b>15+/-</b>	<b>20+/-</b>
Brain Scratch	<b>100</b>	<b>100</b>	<b>100</b>	<b>300</b>

**KEY**

SS - Self Selection Activity

A - Application Process

Q - Must Qualify

E2 - Pull Out Program Activity

Comparative Data

District	Total students K-8	G&T staff K-5	G&T staff 6-8	Program Frequency	Other Staff	G&T Services
Berkeley Heights	1,500-2,000	.5 shared	.5 shared	Varies	CT*  Subject area Coordinator	CTD*  Clubs/electives  Honors programs
Chester	1,000-1,500	.5 shared	.5 shared	Daily	CT*  Director of Special Services	Arts programs POI*  CTD*  Clubs/electives  Honors programs
Clinton Township	1,500-2,000	Three	One	Varies	CT*	Arts programs School wide enrichment model
Long Hill Township	750-1,000	.5	None	Gr. 2 Feb.-March  Gr. 3 & 4 Nov.-May	Superintendent, Principal of Millington School	Pull out POI*  No specific model
Mendham Township	150-1,000	1 full time  .75  .25	4	Elementary : Daily  MS: three times per week	CT* CT*  Math Specialist  Curriculum Coordinator	POI*  CTD*  Clubs/electives

						Honors programs
Mountainside	750-1,000	.5	.5	K-1 once every other week Gr. 2 once/week Gr. 3-6 2x's/week Gr. 7-8 once/ week	CT* Building principal	Arts programs POI*
Somerset Hills	1,000-1,500	One	One	Once per Week	CT* Math Specialist	HG POI*
Watchung Borough	750-1,000	.5	.5	It varies	CT* Principal	CTD* POI* CTD*
Woodruff	Fewer than 750	.5	None	90 minute period in grades 4/5	CT* Principal	Clubs/electives POI*

**\*Key:** POI= Pull Out for Identified Students  
 CTD=Classroom Teacher Directed Differentiation  
 HG= Homogeneous Grouping  
 CT= Classroom Teacher

**Additional Comments:**

**Long Hill Township:** Our curriculum is called Horizon and can be found at [http://www.longhill.org/filestorage/166/118/Microsoft\\_Word\\_-\\_Horizon\\_Selection\\_Criteria\\_2010-2011Complete.pdf](http://www.longhill.org/filestorage/166/118/Microsoft_Word_-_Horizon_Selection_Criteria_2010-2011Complete.pdf)

**Mendham Township:**

We have been building our program over the past two years. We are currently adding opportunities. We offer services four ways in elementary school (Quest, Gateways, M#3, and Mastery Enrichment. In K-2, all students receive Quest projects that enhance critical and creative thinking. 3-6 Quest is for identified students only (1-3 days per week), 7-8 Quest is for identified and self-nominated students (1-3 days per week), Gateways is

subject specific (math offered at different grade levels for identified students, pull out through social studies, 3 days per week for identified reading and writing).

Mastery enrichment for all covers a variety of interests and topics (self selected) 1 day per week for 6-8 week sessions (art, music, drama, math, chess, poetry etc.).

Mentoring Mathematical Minds (M3) includes math enrichment 1 day per week for advanced math students not ready to skip a grade level in math.

**Somerset Hills:**

We use Schoolwide Enrichment Model. All students in our K-4 school receive enrichment services: enrichment is a “special” that students come to regularly. Students whose academic needs cannot be met in the regular classroom receive pullout services 1-2 times a week to pursue topics of high personal interest. Students who enjoy additional challenges in math or literacy can come to before school enrichment. We have a Brown Bag Lunch program which matches students and presenters who share common interests 2-3 times per week. Students who need additional challenge within the realm of the regular curriculum have enrichment activities designed for them by the gifted education specialist.

## Recommendations for Evolution of the Reach/E2 Program

- Individualized enrichment in Kindergarten through second grade

Rationale: We are seeing a greater need for challenging the high ability learners in the younger grades. Based upon our experience and knowledge of gifted learners, formal identification of giftedness will continue to take place in third grade. However, in collaboration with the classroom teacher, Reach teachers would provide instruction, as agreed upon, to meet the needs of these students.

- Expand 5<sup>th</sup> grade Math Compacting replacement program to 5 days per week – one math period per day

Rationale: This would serve as advanced replacement math for those students who need greater mathematical challenges. A more rigorous math program would better prepare highly able students for possible math acceleration, as appropriate, in middle and high school.

- Bring Math Compacting replacement program down to begin in 4<sup>th</sup> grade – one period per day

Rationale: See above

- Facilitating cross grade programming for students who have demonstrated excellence in a particular subject area

Rationale: This would focus on modeling and mentoring students across grade levels, group students around shared interests, and focus on rich and rigorous content. For example, gifted writers would work with other gifted writers in classes or clubs that would cross grade lines.

- Meeting the needs of “third tier” students through a formalized enrichment plan

Rationale: Over the years we have seen a select small group of students with extremely strong academic gifts. These students may demonstrate difficulty adapting to a classroom environment which fails to meet their learning needs. A formalized enrichment program between such a student and the Gifted and Talented teacher would best serve the need of this small yet important student population. (In the past, such interaction took place on an informal basis.)

- Possible gradual phase-out of Reach Enrichment (full class enrichment) over time; from 3 units per year down to 2 units per year and down to 1 unit per year

Rationale: As much as we believe that our Reach units are integral to promoting critical thinking, creative problem solving and global awareness in Warren's students, the Board may feel that our time can be more effectively used elsewhere.

- Fine-tune Reach/E2 units to correspond with the **Partnership for 21<sup>st</sup> Century Skills** of critical thinking, problem solving, communication and collaboration, creativity and innovation

Rationale: In order to best serve the students of Warren Township, gifted education must be at the forefront of our nation's best curriculum practices.

- Assist classroom teachers in administering all beginning and end of year assessments such as DRAs (Developmental Reading Assessment) and DSAs (Developmental Spelling Analysis).

Rationale: This would enable Reach teachers to get to know students' abilities in the younger grades better, and facilitate Reach teachers' ability to serve high ability learners. Also, this would help classroom teachers complete the assessments more easily and efficiently.

### Recommendations for the Middle School E2 Program

- Increase E2 eligibility requirements as per the current E2 matrix.

RATIONALE: This will result in fewer E2 pull-out students, but a more rigorous program where students engage in activities of a higher learning caliber.

- Re-evaluate E2 students annually for continued participation in the E2 Program.

RATIONALE: Student traits, aptitudes, behaviors, and interests change over time. A re-evaluation completed on all E2 students at the beginning of each school year will maintain the integrity of the E2 Program and best serve the needs of the students.

- Modify E2 elective offerings to focus more on electives that offer challenges, competitions, projects, and higher level curricular activities aligned with the Partnership for 21<sup>st</sup> Century Skills.

RATIONALE: Enrichment electives offered by the Unified Arts Program are designed for all. E2 challenges are geared to serve those students who truly exemplify academic strength and giftedness and will help fine tune the rigor of the E2 program.

- Permit the E2 program to be partially financially subsidized by parents not only with transportation costs, but with entrance fees, materials, and workshop costs.

RATIONALE: Currently, approximately \$3,000 (above school budget) per year is subsidized through educational grants. The grant process is time consuming, laborious, and very unpredictable.

- Increase support for the 5<sup>th</sup> and 6<sup>th</sup> grade math placement and advancement programs.

RATIONALE: These programs have evolved into colossal undertakings where additional staff assistance and refinement is needed. This includes modifying assessments, evaluations, and services for advanced math students.