

Washington Township School District

## ENRICHMENT PROGRAMMING

School-Wide Enrichment, Classroom Enrichment,  
Focused Enrichment & Gifted & Talented

Port Colden Elementary School  
Brass Castle Elementary School

Adopted April, 2000  
Revised August, 2003  
Revised January, 2009

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## INTRODUCTION

As per the guidelines of the State of New Jersey, the Washington Township School District provides an enriching academic experience for all students. Our curriculum is based on problem solving, communication, ethics, and global awareness. In addition, the curriculum is aligned with the New Jersey Core Curriculum Content Standards. The main goal of our enrichment program is to develop creative and critical-thinking skills. Students will experience many activities, including research and creative projects, competitions, technology-based tasks, simulations, creative writing, problem solving, and oral presentations.

## PHILOSOPHY

Our district believes that students learn in diverse ways and that all students have the right to an education that will help them develop to their potential. Our belief is that enriched curricula and activities will both challenge students and help them to develop their strengths. Activities to engender independence and responsibility are the focus of our programming for enrichment. All activities encourage students to practice decision making, time management, group process, higher order thinking skills and to foster a desire on the part of students to share their abilities as citizens and leaders in their world.

## NJDOE GIFTED AND TALENTED REQUIREMENTS

Adopted April 2000

The new regulations define gifted and talented students as: Those exceptionally able students who possess or demonstrate high levels of ability, in one or more content areas, when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

### Key Points

This definition requires that students be compared with their peers in the local school district.

The new regulations do not establish state-level criteria for giftedness nor do they require that specific tests or measures be used to identify exceptional students.

Local school districts should ensure that the identification methodology used is developmentally appropriate, non-discriminatory, and related to the programs and services offered.

N.J.A.C. 6A:8-3.1(a) 5 requires local district boards of education to identify gifted and talented students and provide them with appropriate instructional adaptations and services.

The identification process and appropriate educational challenges must begin in kindergarten and be reviewed annually through grade 12.

The new rules require district boards of education to develop appropriate curricular and instructional modifications for gifted students. Programs must address appropriate content, process, products, and learning environment.

## ENRICHMENT PROGRAM GOALS AND OBJECTIVES

### Goal 1

To develop the talent potentials of young people by (a) systematically assessing strengths, (b) providing enrichment opportunities, resources, and services to develop the strengths of all students, and (c) using a flexible approach to curricular differentiation and the use of school time.

#### OBJECTIVE:

Learners will:

- a. Demonstrate and apply skills in creative and critical thinking, problem solving strategies and effective communication.
- b. Develop independence, self-direction, and discipline in learning and assess their own strengths, interests, and abilities.

### Goal 2

To enhance the academic performance of all students in all areas of the regular curriculum and to extend the standard curriculum to include activities that will engage students in meaningful and enjoyable learning.

#### OBJECTIVE

Learners will:

- a. Value their unique abilities and talents
- b. Become producers of knowledge
- c. 3.Explore career opportunities related to their interests and abilities
- d. Investigate a wide variety of subject areas including but not limited to language application, problem solving, and social sciences

### Goal 3

To promote continuous, reflective, growth-oriented professionalism on the parts of all school personnel.

#### OBJECTIVE

School personnel will:

- a. Be flexible to match students' knowledge, abilities, needs and phases of learning
- b. Include a range of group and individual activities to accommodate different abilities, skills and learning rates
- c. Enable the development of generic skills and higher order thinking skills and strategies
- d. Allow negotiation of self-selected topics for learning within the established curriculum parameters
- e. Provide open-ended, encouraging questioning and tasks which allow students to construct knowledge
- f. Encourage students to help other students with their learning
- g. To provide an environment that fosters risk-taking and self-expression

#### Goal 4

To create a learning community that honors ethnic, gender and cultural diversity, mutual respect and caring attitudes toward one another, respect for democratic principles, and preservation of the Earth's resources.

#### OBJECTIVE

Learners will:

- a. Use their unique abilities and talents to make contributions to the global community
- b. Articulate and demonstrate an ethical awareness in relationship to the use of their talents
- c. Develop an awareness of multiple intelligences

#### Goal 5

To implement a democratic school governance procedure that includes appropriate decision-making opportunities for students, parents, teachers, and administrators.

#### OBJECTIVE

Learners will:

- a. Evaluate their own citizenship responsibilities and privileges at various levels
- b. Demonstrate specific principles of parliamentary procedure on conducting a meeting
- c. Participate in groups and learn basics of group interaction

## PROGRAMMING

Enrichment is provided in our school in four ways: 1) School-wide enrichment; 2) Classroom enrichment; 3) Focused enrichment; 4) Gifted and Talented program.

### 1. School-wide Enrichment

School-wide enrichment includes programs and activities such as After-School Clubs in which students may extend and enrich their school day and curriculum in areas of interest and need. Throughout the year, a variety of annual school-wide themes generate activities and programs in which all students participate and gain enriched experiences in areas such as diversity, communities of the world, our own town and environmental issues. In addition to these experiences, our PTA sponsors a host of cultural arts programs which further enhance our curriculum.

### 2. Classroom Enrichment

High-interest, curriculum-focused activities, unique to each grade level, are the cornerstone of our-grade-level classroom enrichment program. Many of our teachers compact their curriculum. Curriculum Compacting is a system designed to adapt the regular curriculum to meet the needs of above average students by either eliminating work that has been previously mastered or streamlining work that may be mastered at a pace commensurate with the student's ability. Differentiated instruction is implemented at all grade levels through strategies such as literature circles, writer's workshop, portfolio development and learning centers for all content areas. Collaborative planning among classroom teachers and specialists is an on-going process which both supports and enriches the curriculum for students at their individual levels and within their personal learning styles. Classroom projects and field trips extend learning beyond the walls of the room and school, allowing students to experience a richer and broader educational model.

### 3. Focused Enrichment

Focused enrichment activities are provided for students in pull-out format over the course of the school year in various areas of interest and ability. With parental consent, students and teachers devise a schedule so that minimal classroom work is missed.

#### Math, Science and Technology (Grades K-3)

Pupils are recommended for math and science standardized testing by classroom teachers. Pupil's standardized test scores, their previous year's report card grade (except Kindergarten) and parent/teacher recommendations are placed on a weighted matrix to determine eligibility in the program;

#### Humanities (Grades K-3)

Pupils are recommended for reading and language arts standardized testing by their classroom teachers. Pupil's standardized test scores, their previous year's reading and language arts report card grades (except Kindergarten) and parent/teacher recommendations are placed on a weighted matrix to determine eligibility in the program;

#### Science (Grades 4-6)

Pupil is recommended for standardized testing by their classroom teachers. Pupil's standardized test score, previous year's science report card grade, parent and teacher recommendations are placed on a weighted matrix to determine eligibility in the program;

#### Writing (Grades 4-6)

Pupil's standardized test scores, the previous year's language arts report card grade, teacher and parent recommendations are placed on a weighted matrix to determine eligibility in the program;

#### Reading (Grades 4-6)

Pupil's standardized test scores, the previous year's reading report card grade, teacher and parent recommendations are placed on a weighted matrix to determine eligibility in the program;

#### Math (Grades 4-6)

Pupil's standardized test scores, the previous year's math report card grade, teacher and parent recommendations are placed on a weighted matrix to determine eligibility in the program; and

#### Instrumental Music (Grades 4-6)

Pupils are eligible to participate in a full range of instrumental band activities including the "Panther Band", "Blue and White Band", and the very popular "Jazz Band".

### 4. Gifted and Talented

Identification of Gifted and Talented students is accomplished through the following process:

Students are identified through a multi-step process. At the close of the school year standardized testing results are closely reviewed. At the end of each grade level, classroom teachers may submit to the enrichment coordinator a list of students recommended for testing. The classroom teacher will forward a completed Referral Summary Sheet for each student referred.

Once recommended the student is given the Students in Academically Gifted Education (SAGE) test. The results of the SAGE are entered into a weighted matrix along with report card grades, standardized scores in math, reading and language. Then, based on a final score from the matrix, students are placed in the gifted and talented group. These students participate during the next academic year. Parents may nominate their child for the gifted program; and

Students must achieve the matrix standard each year in order to remain in the program. Therefore, students who are identified as gifted and talented for the school year will have their standardized test scores automatically reviewed at the end of that school year to determine eligibility for the following year.

Washington Township School District  
Gifted and Talented Teacher Referral Summary

Personal Data

Name: \_\_\_\_\_ Date of referral: \_\_\_\_\_

Birthdate: \_\_\_\_\_ Parents Name: \_\_\_\_\_

Grade: \_\_\_\_\_ Address: \_\_\_\_\_

School: \_\_\_\_\_

Teacher: \_\_\_\_\_ Home telephone: \_\_\_\_\_

Has this student been previously nominated or tested for a gifted program?    YES        NO

Supportive Data                      Date of Testing

1. Standardized Testing Scores:

READING	MATH	LANGUAGE

2. Rating the Behavioral Characteristics of Superior Students

Learning	
Motivational	
Creativity	
Leadership	
Communication – Precision	
Communication – Expressiveness	
Planning	

3. GATES Score:

WASHINGTON TOWNSHIP SCHOOL DISTRICT

Gifted & Talented Assessment Tool (Renzulli, Smith, White, Callahan & Hartman)  
Scales for Rating the Behavioral Characteristics of Superior Students

Name \_\_\_\_\_ Date \_\_\_\_\_  
School \_\_\_\_\_ Grade \_\_\_\_\_ Age \_\_\_\_\_

Teacher or person completing this form \_\_\_\_\_

How long have you known the child? \_\_\_\_\_ Months

Directions: These scales are designed to obtain teacher estimates of a student's characteristics in the areas of learning motivation, creativity, leadership, art, music, drama, communication and planning. The items are derived from the research literature dealing with characteristics of gifted and creative persons. It should be pointed out that a considerable amount of individual differences can be found within this population, and therefore, the profiles are likely to vary a great deal. Each item in the scales should be considered separately and should reflect the degree to which you have observed the presence or absence of each characteristic. Since the 10 dimensions of the instrument represent relatively different sets of behaviors, the scores obtained from the separate scales should not be summed to yield a total score. Please read the statements carefully and place an X in the appropriate place according to the following scale of values:

- If you have seldom or never observed this characteristic.
- If you have observed this characteristic occasionally.
- If you have observed this characteristic to a considerable degree.
- If you have observed this characteristic almost all of the time.

Please provide comments if further explanation is deemed necessary.

Scoring

Add the total number of X's in each column to obtain the "Column Total."  
Multiply the Column Total by the "Weight" for each column to obtain the "Weighted Column Total"  
Sum the Weighted Column Totals across to obtain the "Score" for each dimension of the scale.  
Enter the scores on the Teacher Referral Summary Page

Student Name

Grade

Part I: Learning Characteristics	Seldom or Never	Occasionally	Considerably	Almost Always
1. Has unusually advanced vocabulary for age or grade level; uses terms in meaningful way; has verbal behavior characterized by "richness" of expression, elaboration, and fluency				
2. Possesses a large storehouse of information about a variety of topics (beyond the usual interests of youngsters his/her age).				
3. Has quick mastery and recall of factual information.				
4. Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions; wants to know what makes things (or people) tick.				
5. Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people, or things; looks for similarities and differences in events, people, and things.				
6. Is a keen and alert observer, usually "sees more" or "gets more" out of a story, film, etc. than other students				
7. Reads a great deal on his/her own; usually prefers adult level books; does not avoid difficult material; may show a preference for biography, autobiography, encyclopedias, and atlases.				
8. Tries to understand complicated material by separating it into its respective parts; reasons things out for him/herself; sees logical and common sense answers.				

TALLY				
WEIGHT	X 1	X 2	X 3	X 4
SCORE				

Learning Characteristic Total Score:

Student Name

Grade

Part II: Motivational Characteristics	Seldom or Never	Occasionally	Considerably	Almost Always
1. Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion				
2. Is easily bored with routine tasks.				
3. Needs little external motivation to follow through in work that initially excites him/her.				
4. Strives toward perfection; is self critical; is not easily satisfied with his/her own speed or products.				
5. Prefers to work independently; requires little direction from teachers.				
6. Is interested in many "adult" problems such as religion, politics, sex, race – more than usual for age level.				
7. Often is self assertive (sometimes even aggressive); stubborn in his/her beliefs.				
8. Likes to organize and bring structure to things, people, and situations.				
9. Is quite concerned with right and wrong, good and bad; often evaluates and passes judgment on events, people and things.				

TALLY				
WEIGHT	X 1	X 2	X 3	X 4
SCORE				

Motivational Characteristic Total Score

Student Name

Grade

Part III: Creativity Characteristics	Seldom or Never	Occasionally	Considerably	Almost Always
1. Displays a great deal of curiosity about many things; is constantly asking questions about anything and everything.				
2. Generates a large number of ideas or solutions to problems and questions; often offers unusual, unique, clever responses.				
3. Is uninhibited in expression of opinion; is sometimes radical and spirited in disagreement; is tenacious.				
4. Is a high risk taker; is adventurous and speculative.				
5. Displays a good deal of intellectual playfulness; fantasizes; imagines; is often concerned with adapting, improving, and modifying.				
6. Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others.				
7. Is unusually aware of his/her impulses and more open to the irrational in him/herself; shows emotional sensitivity.				
8. Is sensitive to beauty; attends to aesthetic characteristics of things.				
9. Nonconforming, accepts disorder; is not interested in details, is individualistic; does not fear to be different.				
10. Criticizes constructively; is unwilling to accept authoritarian pronouncements without critical examination.				
TALLY				
WEIGHT	X 1	X 2	X 3	X 4
SCORE				

Creativity Characteristic Total Score

Student Name

Grade

Part IV: Leadership Characteristics	Seldom or Never	Occasionally	Considerably	Almost Always
1. Carries responsibility well; can be counted on to do what he/she has promised and usually does it well.				
2. Is self confident with children his/her own age as well as adults; seems comfortable when asked to show his work to the class.				
3. Seems to be well liked by his/her classmates.				
4. Is cooperative with teacher and classmates; tends to avoid bickering and is generally easy to get along with.				
5. Can express himself well; has good verbal facility and is usually well understood.				
6. Adapts readily to new situations, is flexible in thought and action and does not seem disturbed when the normal routine is changed.				
7. Seems to enjoy being around other people; is sociable and prefers not to be alone.				
8. Tends to dominate others when they are around; generally directs the activity in which he/she is involved.				
9. Participates in most social activities connected with the school; can be counted on to be there.				
10. Excels in athletic activities; is well coordinated and enjoys all sorts of athletic games.				

TALLY				
WEIGHT	X 1	X 2	X 3	X 4
SCORE				

Leadership Characteristic Total Score

Student Name

Grade

Part V: Communication Characteristics ~Precision~	Seldom or Never	Occasionally	Considerably	Almost Always
1. Speaks and writes directly and to the point.				
2. Modifies and adjusts expression of ideas for maximum reception.				
3. Is able to revise and edit in a way which is concise, yet retains essential ideas.				
4. Explains things precisely and clearly.				
5. Uses descriptive words to add color, emotion, and beauty.				
6. Expresses thoughts and needs clearly and concisely.				
7. Can find various ways of expressing ideas so others will understand.				
8. Can describe things in a few very appropriate words.				
9. Is able to express fine shades of meaning by use of a large stock of synonyms.				
10. Is able to express ideas in a variety of alternate ways.				
11. Knows and can use many words closely related in meaning.				

TALLY				
WEIGHT	X 1	X 2	X 3	X 4
SCORE				

Communication ~Precision~ Characteristic Total Score

Student Name

Grade

Part VI: Communication Characteristics ~Expressiveness~	Seldom or Never	Occasionally	Considerably	Almost Always
1. Uses voice expressively to convey or enhance meaning.				
2. Conveys information non-verbally through gestures, facial expressions, and "body language".				
3. Is an interesting storyteller				
4. Uses colorful and imaginative figures of speech such as puns and analogies.				

TALLY				
WEIGHT	X 1	X 2	X 3	X 4
SCORE				

Communication ~Expressiveness~ Characteristic Total Score

Student Name

Grade

PartVII: Planning Characteristics	Seldom or Never	Occasionally	Considerably	Almost Always
1. Determines what information or resources are necessary for accomplishing a task.				
2. Grasps the relationship of individual steps to the whole process.				
3. Allows time to execute all steps involved in a process.				
4. Foresees consequences or effects of actions.				
5. Organizes his/her work well.				
6. Takes into account the details necessary to anticipate a goal.				
7. Is good at games of strategy where it is necessary to anticipate several moves ahead.				
8. Recognizes the various alternative methods for accomplishing a goal.				
9. Can pinpoint where areas of difficulty might arise in a procedure or activity.				
10. Arranges steps of a project in a sensible order or time sequence.				
11. Is good at breaking down an activity into step by step procedures.				
12. Establishes priorities when organizing activities.				
13. Shows awareness of limitations relating to time, space, materials, and abilities in activities.				
14. Can provide details that contribute to the development of a plan or procedure.				
15. Sees alternate ways to distribute work or assign people to accomplish a task.				

TALLY				
WEIGHT	X 1	X 2	X 3	X 4
SCORE				

Planning Characteristic Total Score

WASHINGTON TOWNSHIP SCHOOL DISTRICT

PARENT NOMINATION FORM

Name \_\_\_\_\_ Grade \_\_\_\_\_ Age \_\_\_\_\_

Address \_\_\_\_\_

Parent's Name \_\_\_\_\_

Instructions: In relationship to the typical child in your neighborhood, please circle a number for each item which best describes your child.

- 5 – has this trait to a high degree
- 4 – has this trait more than the typical child
- 3 – compares with the typical child
- 2 – has this trait less than the typical child
- 1 – lacks this trait

Has advanced vocabulary, expresses him/herself well	5	4	3	2	1
Thinks quickly	5	4	3	2	1
Recalls facts easily	5	4	3	2	1
Wants to know how things work	5	4	3	2	1
Was reading before the start of kindergarten	5	4	3	2	1
Puts unrelated ideas together in new and different ways	5	4	3	2	1
Becomes bored easily	5	4	3	2	1
Asks reasons why – questions everything	5	4	3	2	1
Likes “grown-up” things and to be with older people	5	4	3	2	1
Has a great deal of curiosity	5	4	3	2	1
Is adventurous	5	4	3	2	1

- 5 – has this trait to a high degree
- 4 – has this trait more than the typical child
- 3 – compares with the typical child

2 – has this trait less than the typical child  
1 – lacks this trait

Has a good sense of humor	5	4	3	2	1
Is impulsive, acts before he/she thinks	5	4	3	2	1
Tends to dominate others if given the chance	5	4	3	2	1
Is persistent, sticks to a task	5	4	3	2	1
Has good physical coordination and body control	5	4	3	2	1
Is independent and self sufficient in looking after him/herself	5	4	3	2	1
Is aware of his/her surroundings and what is going on around him/her	5	4	3	2	1
Has a long attention span	5	4	3	2	1
Wanted to do things for him/herself early	5	4	3	2	1

The following questionnaire helps us understand and meet your child's needs. Please complete the following:

List ways your child spends his/her leisure time

What special talents or skills does your child have?

Explain a situation where your child has used a unique method to solve a problem:

Please feel free to supply us with any additional information you feel would provide an in-depth profile of your child.