

QUEST

QUESTION, UNDERSTAND, EXPLORE, SEEK, THINK

**Grades K-5
Enrichment/Gifted & Talented Program
Bernards Township School District
School Year 2019-20**

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Today's Objectives

- To provide an overview of recommended changes to The Bernards Township Enrichment/Gifted & Talented Program
- To provide an overview of *QUEST: Question, Understand, Explore, Seek & Think*
 - *Program Opportunities*
 - *Identification Procedures and Timeline*
- Q & A

RATIONALE FOR PROGRAM REVISIONS

To expand programming to a wider range of students across a broader range of disciplines.

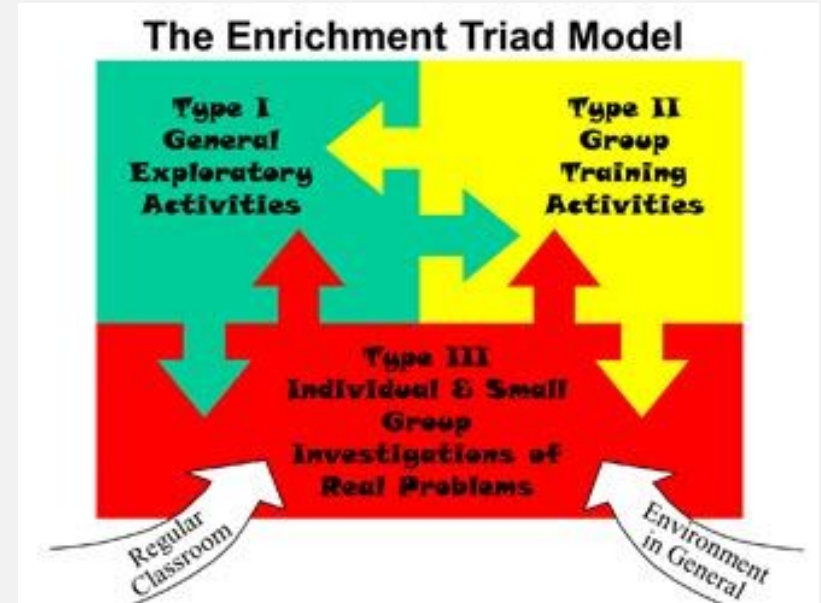
ELEMENTARY ENRICHMENT/GIFTED & TALENTED REVIEW COMMITTEE

- Committee met throughout the Fall of 2018
- Contracted with Dr. Lenore Cortina, Faculty Coordinator of the Gifted Education Graduate Certificate Program, Rutgers University
- Drafted recommendations to expand programming, while continuing to meet the needs of students across all ranges of abilities and interests

Program Changes for School Year 2019-20

Schoolwide Enrichment (SEM) Model

- **Type I** *Expose* students to topics through “Interest Building” activities not normally covered in the curriculum/Whole class or building
- **Type II** *How To* skills needed to develop proficiency in an area of interest/Smaller groups.
- **Type III** *Investigative activities*, extension provisions included to address the needs of high ability, highly motivated, and/or highly creative students/Independent work.



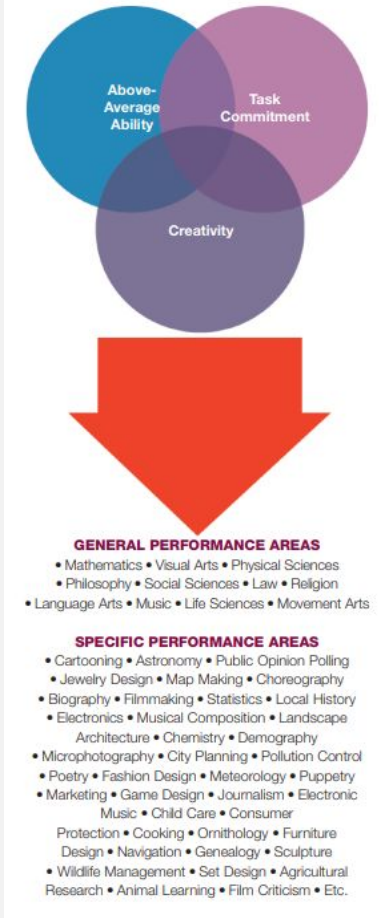
Additional changes

- Eliminate Grade 3 Telescoping Mathematics
- Revised Identification Process in Grades K-5
 - ◆ Identification Profile
 - ◆ Renzulli Profiler
- Develop QUEST Programming, Summer 2019
- Consider implications to math program due to changes in elementary programming
 - ◆ *Grades 6-12 Mathematics Program Evaluation, Summer of 2019 and 2020*

New Jersey Administrative Code 6A: 8-3.1

Gifted and talented 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 district***, and who ***require modification*** in their educational program if they are to achieve in accordance with their capabilities.”

FIG. 2.
A Graphic Definition of Giftedness



PROGRAMMING

SCHOOLWIDE ENRICHMENT PROGRAMMING OPTIONS

Types I and II

Enrichment opportunities for all students will be provided as agreed upon by the classroom teacher and the QUEST teacher in the form of:

Special Topics: Special topics or enrichment seminars will be arranged by the QUEST teacher.

Students will be invited to participate in enrichment presentations based on interest and teacher referral. These enrichment seminars provide opportunities for interaction with professionals to develop career awareness in students and to identify and clarify student interests.

School-sponsored opportunities for all students may be made available for participation in contests, clubs and competitions.

Enrichment experiences within the classroom will be offered to provide thinking skills and creativity instruction within the grade level curriculum areas or in other related disciplines as required to enhance instruction and develop thinking/creativity skills in all students.

In-depth Independent Investigations: The QUEST teacher will work to support the classroom teacher in the facilitation of in-depth investigations for students working independently, with small groups or as a whole class.

PROGRAMMING OPTIONS FOR IDENTIFIED STUDENTS

Type III

Accelerated Math Grades 4 and 5

Students identified for Accelerated Mathematics work with a QUEST teacher and their classroom teacher to learn the standards of fourth through sixth grade mathematics during their fourth and fifth grade school years.

Out-of-Classroom Opportunities

Identified students may be given opportunities to participate in higher level thinking activities/units/projects with academic peers outside of the regular classroom. These learning experiences will address the academic and affective needs of students with a variety of learning styles beyond classroom instruction. Students may be placed in these groups based on ability, talent, and interests as determined by the selection committee and QUEST teacher.

In-Classroom Enrichment Opportunities

The QUEST teacher may act as facilitator for in-class enrichment experiences for students who require enrichment beyond the regular classroom offerings, regardless of their identification status. Students who are not identified can be referred by their classroom teacher to the QUEST teacher to pursue in-class enrichment opportunities such as independent research or activities that foster critical thinking. Additionally, the QUEST teacher may provide whole-class enrichment lessons at the discretion of the classroom teacher.

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Welcome, Kristin Fox!



Inbox

Thank you for completing your Renzulli Learning Profile! The system has selected hundreds of enrichment activities and other resources that match your interests, learning styles and expression styles.

From this page you may:

- [SURF](#) the **Enrichment Activities** selected just for you.
- [SEARCH](#) for **Enrichment Activities by keyword**.

There are currently no inbox messages.

IDENTIFICATION

NOMINATION

- Students can be nominated by teachers, parents and test scores for consideration for identification. Nomination Letter is linked [HERE](#).
- Nominations will be requested formally in the fall each year for Grades K-2 and in the spring of each school year for Grades 3-5.
- Once a child is nominated, a permission slip for further testing (Grade 3 only) and parent rating scale (all grades) will be sent home to the parents for completion.

GRADES K-2: Fall

Student scores must fall within the minimum score range on ***two of the three*** quantitative criteria and ***eleven of the fourteen*** qualitative criteria in order to be identified for specialized learning opportunities.

- *Quantitative Criteria - (Local Assessments)*
- *Qualitative Criteria (SIGs Parent and Teacher Rating Scales)*

Grade 2 (Rising Grade 3): Spring

Student scores must fall within the minimum score range on ***five of seven*** of the quantitative criteria and ***eleven of the fourteen*** qualitative criteria to be identified for specialized learning opportunities.

- *Quantitative criteria (COGATs, MAP, Local Assessments)*
- *Qualitative criteria (SIGs Parent and Teacher Rating Scales)*

Grades 3-4 (Rising Grades 4-5): Spring

- Student scores must fall within the minimum score range on ***six of the eight*** quantitative criteria and ***eleven of the fourteen*** qualitative criteria to be identified for specialized learning opportunities.
 - *Quantitative criteria (COGATs, MAP, Local Assessments, CTP-5 Grade 3 only for Type III identification)*
 - *Qualitative criteria (SIGs Parent and Teacher Rating Scales)*

Selection Committee

- A selection committee will meet to evaluate assessment data profiles from each nominated student. The membership of the committee will include a QUEST teacher, an administrator, the counselor or school psychologist, and the student's current and previous year's classroom teacher.
- The committee will make the final decision based on the evaluation of each student profile.
- The student self-reflection will provide supplemental information to the selection committee.
- Parents will receive written notification of the selection committee's decision during the first week of November (For Grades K-2) and first week of July (for Grades 3-5).
- Students will be reevaluated for continued services annually.

OPPORTUNITY FOR ACCELERATED MATHEMATICS FOR CURRENT STUDENTS IN GRADES 3-5

For School Year 2019-2020

- Rising 4th grade students can be on-ramped into Accelerated Math 4 based on the following criteria:
 - MAP Mathematics
 - CogATs
 - Grade 3 Telescope Mathematics End of Year Assessment
- Rising 5th grade students are not eligible to on-ramp into Grade 5 Accelerated Math.
- Rising 6th grade students can be on-ramped into Accelerated Math 6 based on the following criteria:
 - MAP Mathematics
 - Grade 5 Telescope Mathematics End of Year Assessment

PHASE-IN FOR CURRENT STUDENTS GRADES 3-5

For School Year 2019-2020

Students in Grades 4 and 5 and currently identified and participating in the Accelerated Mathematics program will continue in the program through Accelerated Math Grade 6.

All other students in Grades 4-5 will be eligible for programming based on the results of the new identification process.

For School Year 2020-2021

Students in Grade 5 and currently identified and participating in the Accelerated Mathematics program will continue in the program through Accelerated Math Grade 6.

All other students in Grade 5 will be eligible for programming based on the results of the new identification process.

EXIT PROCEDURES FOR ACCELERATED MATHEMATICS:

Students are re-evaluated annually for continued participation in differentiated services for enrichment programming.

- Recommendation for exit from the program may be initiated at any time by the classroom teacher, the QUEST teacher, a counselor/school psychologist, the parent, or the student.
- The recommendation should be made to the QUEST teacher who will then hold a meeting to discuss the concerns. Those invited to the meeting will include the parent, the classroom teacher(s), an administrator, and a counselor/school psychologist.
- If a plan has been developed to support the student's continued participation, a second meeting will be held to evaluate the student's progress and determine continued participation or withdrawal from the program.
- Criteria that will be considered will include, but will not be limited to: demonstrates of classroom participation and motivation, demonstrates proficiency within the accelerated mathematics curriculum.
- Final decisions about continued participation of accelerated mathematics will be determined by the administration.

APPEALS:

- Parents or students may appeal the selection committee's decision.
- A written request, including the rationale for the appeal, must be given to the building administrator.
- A meeting may be scheduled with the parent, the Quest teacher, an administrator, and/or the school psychologist or counselor to discuss the appeal.
- Final decisions about appeals will be determined by the administration.

A Bright Student	A Gifted Student
1. Knows the answers	1. Asks the questions
2. Works hard	2. Plays around, yet tests well
3. Top group	3. Beyond the group
4. 6-8 repetitions for mastery	4. 1-2 repetitions for mastery
5. Understands ideas	5. Constructs abstractions
6. Enjoys peers	6. Prefers adults
7. Grasps the meaning	7. Draws inferences
8. Completes assignments	8. Initiates projects
9. Technician	9. Inventor
10. Enjoys things that are straight forward	10. Thrives on complexity
11. Is alert	11. Is keenly observant