



NORTH CALDWELL SCHOOL DISTRICT

K-6

SCHOOLWIDE ENRICHMENT PROGRAM

Mission Statement

The mission of the North Caldwell School District's gifted and talented program is to challenge each child to reach his/her potential, to prepare each child to succeed in society and to provide educational excellence through instruction that establishes high expectations for all students while recognizing the unique needs of each learner.

Vision

The North Caldwell School District believes that schools are places for talent development. This is based on the belief that everyone has an important role to play in societal improvement and that everyone's role can be enhanced if educators provide all students with opportunities, resources and encouragement to aspire to the highest levels of talent development.

Philosophy

The North Caldwell School District believes that giftedness occurs when above average ability, creativity and task commitment converge to result in the creation of an original product or service. Recent research in the areas of giftedness, intelligence and brain-based learning indicate that children do not reach a state of "being gifted", rather children exhibit gifted behaviors throughout their development.

To meet the needs of all students, the North Caldwell School District has adopted Renzulli's Schoolwide Enrichment Model. The Schoolwide Enrichment Model provides opportunities to promote challenging learning for all students through the infusion of high-end learning into the total school program, as well as through the infusion of opportunities for independent study and participation in enrichment clusters.

The Renzulli Schoolwide Enrichment model is based on a "Three Ring Concept of Giftedness" which states that giftedness consists of an interaction among three basic clusters of human traits-above average general abilities, high levels of task commitment and high levels of creativity. Gifted and talented children are those possessing or capable of developing this composite set of traits and applying them to any potentially valuable area of human performance. Additionally, the enrichment program developed and implemented by the North Caldwell School District is based on the following scientifically based research results:

- All students are gifted at some time and in some way
- Giftedness is not necessarily synonymous with high achievement
- Multiple intelligences and learning styles theory are an integral part of understanding, identifying and addressing giftedness
- Instruction for gifted/talented students should build on student strengths
- Instruction for gifted/talented students can occur in a number of environments including individualized, small group and large-group learning
- Giftedness is not a static concept
- Gifted/talented behaviors can be developed through systematic enrichment opportunities

Schoolwide Enrichment Program

In the Schoolwide Enrichment Program, enrichment opportunities that focus upon critical and creative problem solving are available to all students. There are three components to this program:

Type 1: General Exploratory Activities

Type 1 activities are designed to stimulate students' interests by exposing them to a wide variety of topics, issues, ideas and concepts that may extend or be in addition to the regular school curriculum. Type 1 activities can occur in the regular classroom or as an interest based activity (e.g. special programs/assemblies, enrichment modules, field trips, after school programs, school-wide contests, etc.) and are open to the whole school population.

Type II: How To Skills:

Type II activities extend the curriculum delivered within the classroom. Type II activities foster decision making, research and investigative skill development and are designed to introduce students to more advanced kinds of studies. Specifically, Type II activities are designed to enhance the development of:

- Creative thinking, problem solving and critical thinking skills
- Specific learning of "how-to-learn" skills
- Skills in the use of advanced level reference materials
- Written, oral and visual communication skills
- Specific, methodological instruction in an area of student interest

Type II activities meets the needs of gifted/talented students through in-depth training which defines and delivers differentiated services based on students' individual abilities, interests and learning styles.

Taxonomy of Type II Process Skills

I. Cognitive Training

Analysis Skills	Organization Skills	Critical Skills	Creativity Skills
<ul style="list-style-type: none"> Identifying characteristics Recognizing attributes Making an observation Discriminating between same and different Comparing and contrasting Categorizing Classifying Criteria setting Ranking, prioritizing and sequencing Determining cause and effect Pattern finding Making analogies 	<ul style="list-style-type: none"> Memorizing Summarizing Met cognition Goal setting Formulating question Developing hypothesis Generalizing Problem solving Decision making Planning 	<ul style="list-style-type: none"> Inductive thinking Deductive thinking Determining reality and fantasy Determining benefits and drawbacks Identifying value statements Identifying points of view Determining bias Identifying fact and opinion Determine the accuracy of presented information Judging the credibility of a source Determining warranted and unwarranted claims Recognizing assumptions Recognizing fallacies Detecting inconsistencies in an argument Identifying ambiguity Identifying exaggeration Determining the strength of an argument 	<ul style="list-style-type: none"> Fluent thinking Flexible thinking Original thinking Elaborational thinking Developing imagery Attribute listing Random input Brainstorming Creative problem solving

II. Learning How to Learn Skills

Listening, Observing and Perceiving Skills	Notetaking and Outlining Skills	Interviewing and Surveying Developing and Practicing Use of:	Analyzing and Organizing Data Developing and Practicing the Use of:
<ul style="list-style-type: none"> Following Directions Noting specific details Understanding main points, themes and sequences Separating relevant from irrelevant points Paying attention to whole-part relationships Scanning for the big picture Focusing on specifics Asking for clarification Asking appropriate questions Making inferences Noting subtleties Predicting outcomes Evaluating a speaker's point of view 	<ul style="list-style-type: none"> Selecting key terms, concepts and ideas Disregarding unimportant information Noting what needs to be remembered Recording words, dates and figures to aid in recall Reviewing notes and highlighting important facts Categorizing notes in logical order Organizing notes so that information from various sources can be added later Using outlining skills to write materials that have unity and coherence Stating each topic or point clearly Developing each topic sufficiently 	<ul style="list-style-type: none"> Identifying information being sought Deciding on appropriate instruments Identifying sources of existing instruments Designing instruments Developing question working skills Sequencing questions Identifying representative samples Field testing and revising instruments Preparing a data gathering matrix and schedule 	<ul style="list-style-type: none"> Identifying types and sources of data Identifying and developing data gathering instruments and techniques Identifying appropriate sampling techniques Developing data recording and coding techniques Classifying and tabulating data Preparing descriptive summaries of data (percentages, means, modes...) Analyzing data with inferential statistics Preparing tables, graphs, diagrams Drawing conclusions and making generalization Writing up and reporting results.

III. Affective Training

Intrapersonal skills <ul style="list-style-type: none"> Analyzing strengths Developing a sense of humor, an ethical framework, moral reasoning, responsibility, self-efficacy, self-esteem, self-reliance and task commitment Understanding self management, image management and learning styles 	Interpersonal Skills <ul style="list-style-type: none"> Developing environmental awareness, etiquette and courtesy, multicultural awareness and social skills Understanding assertiveness, leadership skills, conflict resolution, cooperation and collaboration, nonverbal communication, stereotypes, tolerance, empathy and compassion 	Dealing with Critical Life Incidents <ul style="list-style-type: none"> Dealing with change, dependency, failure, stress and success Making choices Planning for the future Understanding perfectionism Understanding risk-taking 	
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IV. Using Advanced Research and Reference Skills

Preparing for Type III Investigations <ul style="list-style-type: none"> Developing problem finding and focusing skills Identifying variables Starting hypothesis and research quotations Identifying human and material resources Developing a management plan Developing time management skills Selecting appropriate product formats Obtaining feedback and making revisions Identifying appropriate outlets and audiences Developing an assessment plan 	Library Skills <ul style="list-style-type: none"> Understanding library organizational systems Understanding information retrieval systems Understanding interlibrary loan procedures Understanding specialized types of information in reference books Understanding specific types of information in non-book reference materials 	Community Resources <ul style="list-style-type: none"> Identifying community resources 	
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V. Developing Written, Oral and Visual Communication Techniques

Visual Communication Developing Skills in the Preparation of: <ul style="list-style-type: none"> Audio tape recordings Video tape recordings Slide series Multimedia images Overhead transparencies Photographs 	Oral Communication- Developing and Practicing the Use of: <ul style="list-style-type: none"> Organizing material for an oral presentation Vocal delivery Appropriate gestures, eye movement, facial expression Acceptance of ideas and feelings Appropriate words, quotations, anecdotes, personal experiences Appropriate use of the latest technology Obtaining and evaluating feedback 	Written Communication <ul style="list-style-type: none"> Planning the written document Choosing appropriate and imaginative words Developing paragraphs with unity, coherence and emphasis Developing technique Writing powerful introductions and conclusions Practicing the four basic forms of writing (exposition, persuasion, description and narration) Applying basic forms to a variety of genre Developing technical and process skills 	
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Type III Enrichment – Independent Investigations

Type III enrichment is designed to provide individual or groups of students the opportunity to assume the role of first hand inquirer. Students participating in this type of enrichment engage in a process in which they select and participate in advanced level investigations focusing on real problems or self-selected topics. Type III experiences are extremely challenging and may extend over months or years. The overall goal of Type III enrichment is to create situations in which young people are experiencing what professionals do in the delivery and creation of a product or service.

Type III enrichment opportunities are designed to achieve the following objectives:

- The learner will develop an advanced understanding of a particular discipline
- The learner will develop an authentic product or service designed to address a need or needs of a specific audience
- The learner will develop self-directed learning skills in areas of planning, problem identification, organization, resource utilization, time management, cooperativeness, decision-making and self-evaluation
- The learner will develop task commitment, self-confidence, feelings of creative accomplishment and the ability to interact effectively with other students and adults who share common interests and goals

Type III enrichment are advanced opportunities in which students are required to process and apply everything from basic skills to advanced content to develop a product or service. When participating in this type of enrichment, students are expected to assume the role of first hand inquirer. During this type of enrichment experience, the teacher assumes the role of coach, facilitator, resource procurer and mentor.

Identification of Gifted and Talented Students

On April 5, 2000 the State Board of Education adopted a new chapter of administrative code, N.J.A.C. 6A:8, Standards and Assessment for Student Achievement. 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:

- Students are compared to their chronological peers in the local school district. New Jersey does not have state-level criteria such as mandated tests or assessment, grade point averages or IQ scores.
- Multiple measures must be employed to identify gifted and talented students.

To identify gifted and talented students the North Caldwell School District uses multiple measures which include:

- Achievement test scores
- Scores on Measures of Academic Progress (MAP)
- Grades on report cards
- Student performance/products
- Input from teachers
- Input from parent(s)
- Demonstrated interest/motivation

Programs that Provide Opportunities for Enrichment

The North Caldwell School District addresses the needs of gifted/talented students through their participation in the following programs/activities:

- Departmentalization (Grades 4-6)
- Visually and Artistically Talented Program (Grades 3-6)
- Foreign Language Instruction (Grades K-6)
- Instrumental Music Instruction (Grades 3-6)
- Poet in Residence (Grade 3)
- NCPE sponsored Cultural Arts program (Grades K-6)
- NCPE sponsored Art Renaissance program (Grades K-6)
- Strings and Advanced Band
- Chorus
- Honor Choir
- Technology Instruction (Grades K-6)
- Junior Great Books: (K-6)

The Great Books program uses the Shared Inquiry method of learning, which combines high-quality literature, a leader's consistent use of open-ended questions and a strong focus on interpretation. Activities are designed to promote: reading comprehension, critical thinking, writing, and listening and speaking.

- Higher Order Thinking Skills Program

Competitions

All students who express an interest are eligible to sign up for the competitions offered by the Essex County Steering Committee for the Gifted and Talented, as well as nationally sponsored competitions. Interested students participate in 4-6 weeks of preparation prior to the competitions. The students chosen to participate in the competitions are selected from the pool of students who expressed an interest and participated in the 4-6 week preparation classes. The following competitions are offered throughout the school year:

- Math Olympiad
- Forensics
- Debate
- Tech Day
- Totally Global
- Academically Speaking
- Poetry Alive
- Problem Solving
- Team Chess
- Challenge 24
- Stock Market Game

Differential Instruction Days

Targeted skill based instruction based upon data analysis in literacy and mathematics is provided to all students. Instruction is provided not only to remediate areas of skill deficits, but also to enrich and expand instruction for students who demonstrate advanced proficiency in target academic areas.

Bibliography

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- Renzulli, Joseph and Sally Reis. Identification of Students for Gifted and Talented Programs. California: Corwin, Press, 2004.
- VanTassel-Baska, Joyce. Curriculum for Gifted and Talented Students. California: Corwin Press, 2004.

Complaint Procedure:

Any 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 as per Board Policy 2464 – Gifted and Talented Students.