



Little Egg Harbor

STudent Enrichment Program

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Director of Curriculum & Instruction
June 5, 2018

Agenda

- ★ Welcome
- ★ District Advisory Committee and Process
- ★ State Statute and Regulations
- ★ Current G&T/Enrichment Program
- ★ Our New G&T/Enrichment Program
- ★ Instructional Goals and Format
- ★ Program Criteria (Matrices)

Gifted and Talented Advisory Committee

- ★ Keith DeWitt, 4th/5th Bridge Teacher
- ★ Regina Nielsen, STEAM Teacher
- ★ Sharon Serviss, School Psychologist
- ★ Tracy Simoncini, BSI Teacher
- ★ Janine Fitzpatrick, 3rd Grade Teacher (LEEP Cluster)
- ★ Corey Morgan, 2nd Grade Teacher (LEEP Cluster)
- ★ Laura Gilly, 1st Grade Teacher
- ★ Paul Nazarok, Elementary Supervisor



Thank You

Committee Process

- ★ Conducted a Needs-Assessment (LEEP)
- ★ Interpreted and Unpack Giftedness
- ★ Identified New Program Type and Focus
- ★ Developed Program Criteria
- ★ Developed Instructional Goals and Format

New Jersey's Definition

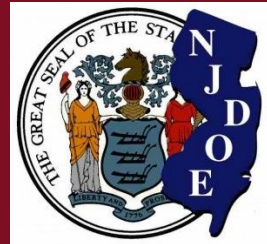
N.J.A.C. 6A:8-1.3: "Gifted and talented students" means students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the local school district and who require modifications of their educational program if they are to achieve in accordance with their capabilities.

What Does the State of NJ Require?

- In order to classify a student as Gifted and Talented (G&T) the school must have a board-approved G&T identification process that uses multiple measures.
- All students from grades K-12 should be considered for G&T.
- Once in the G&T program, modifications, instructional adaptations, and services must be provided in the student's educational program.
- Schools must review and make continuous improvements of the G&T program based on best practices and available technology.

What Does the State Recommend?

- ★ While NJ has not adopted standards, standards are available for use through the National Association for Gifted Children (NAGC) and also National Standards.
- ★ Teachers should be trained using teacher preparation programs



What Does the Research say?

- ★ Typically 2-5% of the population
- ★ Students should be identified beginning in Kindergarten
- ★ Identification process should have multiple measures
 - Including an cognitive abilities assessment (IQ Score)
- ★ K-2 clustering with in-class differentiation is an effective model
- ★ Pull-Out instruction has shown more gains in 3rd Grade and above
- ★ Elementary teachers can eliminate from 24%-70% of high-ability students' curriculum by compacting without any negative effect on test scores or performance.
- ★ "Compacting" what students already know allows time for acceleration or enrichment beyond the basic curriculum, usually interest-based.



Current LEEP Program

- Students were tested in Kindergarten and 3rd grade using the Cognitive Abilities Test (CogAT).
- Student Performance (Matrices utilized)
- All students who are accepted into the program are grouped into the “LEEP Classroom”.
- Classroom teachers (1-6) provides enrichment and differentiation to challenge the needs of gifted learners.
- LEEP students enter the “Bridge Class” for grades 4-5 (FPE only).

Little Egg Harbor
STudent Enrichment Program



Quotes to Ponder...

“ Creativity is contagious... Pass it on.”

-Albert Einstein

“Creative Thinking is not a talent; it is a skill that must be learned.”

- Edward de Bono

“The world is but a canvas to our imaginations.”

-Henry David Thoreau

Overview

Little Egg Harbor's STEP is a discussion and activity based enrichment program that will begin in grade 2.

The program will incorporate a variety of differentiated learning experiences that focus on developing grade appropriate thinking skills.

STudent Enrichment Program

The mission of STEP is to:

- ★ provide learning experiences focused on thinking skills
- ★ motivate and challenge all students
- ★ build the essential foundation for thinking and understanding
- ★ foster a love for learning
- ★ learn to examine our thinking and identify metacognitive strategies

Seven Elements of the Thinking Framework

Element 1- Metacognition

Element 2- Imagination and Curiosity

Element 3- Observing, Describing, Patterning & Sequence

Element 4- Comparing, Connecting, & Categorizing

Element 5- Predicting, Reasoning, Deducting, Inferring, Problem-Solving

Element 6- Design, Planning, Adaptability

Element 7- How do we apply these skills?

Failure



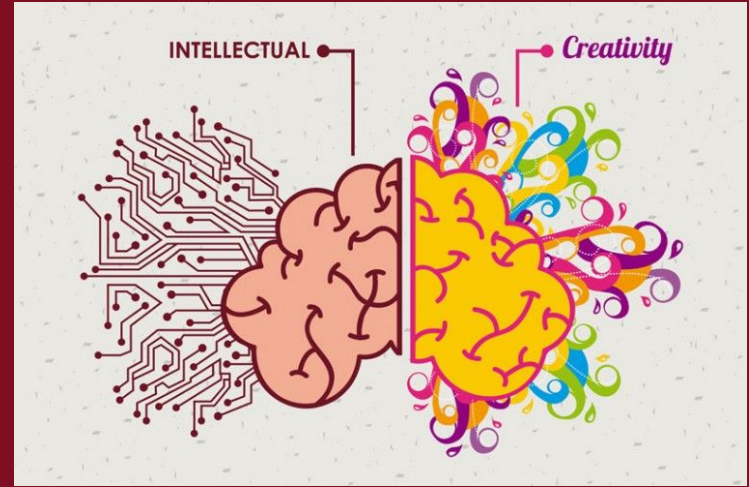
Self-Awareness



Perseverance

21st Century Skills

- Collaboration
- Communication
- Creativity
- Critical Thinking



Skills and Common Language

Creative Thinking:

a mental and social process involving the generation of *new* ideas, connections or meanings between existing concepts. It is an assumption-breaking process that occurs when one meets new opportunities, challenges or concerns, and then searches for meaningful, new connections by generating *divergent thinking* for additional possibilities

Critical Thinking:

a mental process of discernment, analysis, and evaluation. It involves *reflecting* upon ideas, decisions or tasks with judgments, possibilities and consequences, fairly and constructively, and then focusing thoughts and actions to use *convergent thinking*.

Skills Addressed

- ★ Imagination
- ★ Curiosity
- ★ Observation
- ★ Comparing
- ★ Connecting
- ★ Categorizing
- ★ Reasoning
- ★ Prediction
- ★ Designing
- ★ Planning
- ★ Problem Solving
- ★ Questioning
- ★ Engineering
- ★ Deduction
- ★ Inference
- ★ Adaptability
- ★ Flexibility
- ★ Creativity
- ★ Collaboration
- ★ Self-Awareness
- ★ Perseverance

Program Format

- ★ Kindergarten: Heterogeneous grouping and differentiation in all classrooms
- ★ First Grade: Identified students will be clustered in 2 homerooms
- ★ Second Grade: Identified students will be clustered in 2 homerooms
 - Pull Out Instruction (2 times a week; 40 minute periods)
- ★ Third-Sixth Grade: Identified students will be clustered in 2 homerooms
 - Pull Out Instruction (3 times a week; 40 minute periods)

In-Class Differentiation (K-1st Grade)

- ★ Activities will be differentiated and utilize various instructional techniques that develop critical thinking, problem solving, and focused discussion
- ★ Will be accessible to all K and 1 students (1st Grade will be clustered)
- ★ Promotes individuality of response, encourages personal application, broadens the learning experience for all children, and promotes a higher level of thinking for all
- ★ Enables skills to be transferred to other areas (cross curricular)
- ★ Introduces all students to the Engineering Design Process: Ask Questions, Imagine, Plan, Create, and Improve (STEAM)

Pull-Out Model (2nd-6th Grade)

- ★ Small group enrichment for identified students
 - 2nd Grade; 2x a week (40 minute periods)
 - 3rd-6th Grade; 3x week (40 minute period)
- ★ Current LEEP students must meet phase one (academic) program requirements to remain in the program
- ★ Interest and theme-based
- ★ Cross-Curricular
- ★ Enhance and Supplement the work done in their classroom
- ★ Emphasis on the Engineering Design Process

Program Eligibility

- ★ Phase One: Academic Performance
 - NWEA Reading
 - NWEA Math
 - Independent Reading Level
- ★ Teacher Overall Academic Rating
- ★ Gifted Rating Scale (Completed by Teacher)
- ★ Phase Two: Intellectual Potential (Grade One and New Recommendations only)

STEP Teachers




★ Lisa Wentzell ~2nd/3rd




★ Regina Nielsen ~ 4th-6th

Our STEP Criteria

 Little Egg Harbor School District Student Enrichment Program Student Matrix Form Kindergarten						
Student Name:						
Teacher:		School:				
Phase 1: Academic Performance						
NWEA- Reading RIT Levels (Norm RIT for EOY 158)					Reading RIT Score	Points
Very High 178 and + 4 points	Above Average 177 - 168 3 points	Average 167 - 158 2 points	Below Average 157-142 1 point	Low 141-0 0 points	_____	_____
NWEA- Math RIT Levels (Norm RIT for EOY 159)					Math RIT Score	Points
Very High 180 and + 4 points	Above Average 179 - 170 3 points	Average 169 - 159 2 points	Below Average 158 - 141 1 point	Low 140 - 0 0 points	_____	_____
Fountas and Pinnell Independent Reading					Level	Points
Above Grade Level D or Above 3 points	On Grade Level C 2 points	Below Grade Level B 1 point	RTM A or below 0 points		_____	_____
Teacher Rating of Student's Academic Performance						
High 3 points	Mid-High Avg 2 points	Mid-Low 1 point	Low 0 points	Points _____		
Gifted Rating Scale						
60-45 3 points	44-30 2 points	29-16 1 point	15 and below 0 points	Points _____		
Has the child met the minimum program requirements?						

★ Kindergarten Matrix

 Little Egg Harbor School District Student Enrichment Program Student Matrix Form Grade One						
Student Name:		School:				
Teacher:		Current LEEP: Yes No				
Phase 1: Academic Performance						
NWEA- Reading RIT Levels (Norm RIT for EOY 178)					Reading RIT Score	Points
Very High 198 and + 4 points	Above Average 197-188 3 points	Average 187-177 2 points	Below Average 176-158 1 point	Low 157-0 0 points	_____	_____
NWEA- Math RIT Levels (Norm RIT for EOY 181)					Math RIT Score	Points
Very High 203 and + 4 points	Above Average 202 - 192 3 points	Average 191 - 180 2 points	Below Average 179-159 1 point	Low 158 - 0 0 points	_____	_____
Fountas and Pinnell Independent Reading					Level	Points
Above Grade Level J or Above 3 points	On Grade Level I 2 points	Below Grade Level H 1 point	RTM G or below 0 points		_____	_____
Teacher Rating of Student's Academic Performance						
High 3 points	Mid-High Avg 2 points	Mid-Low 1 point	Low 0 points	Points _____		
Gifted Rating Scale						
60-45 3 points	44-30 2 points	29-16 1 point	15 and below 0 points	Points _____		
Has the child met the minimum program requirements?						

★ First Grade Matrix

Questions?



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