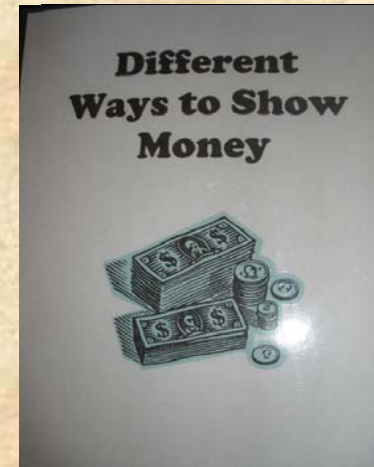


HONOR THE PAST



**1994 JANE ROMER
CENTER BOXES**



LEARN FOR THE FUTURE

1994



1995

ONE SIZE DOES NOT FIT ALL

**Curriculum Council proposes summer
staff development and
curriculum review**

**IF all students
can achieve
their potential
given
appropriate
expectations,
high standards,
motivation,
instruction and
recognition of
abilities in a
wide range of
areas**

**EXTRA EXTRA
EXTRA!**

**Gifted and Talented
Mission Statement
Released 1995**

**G/T MISSION STATEMENT
Raising Expectations
Making Connections!**

**THEN implement a curriculum that recognizes
individual differences, adheres to high standards and
makes connections to interdisciplinary programs.**



Children are those who are capable of high academic and/or artistic performance, as evidenced by general intelligence, to include creative-productive thinking, special academic aptitude, leadership, ethical sensitivity and social responsibility, or special talent in one or more of the arts, and/or with exceptional motor ability.

Dr. Renzulli states:

1996: RESEARCH BASED, INTEGRATED, MULTI-TIERED APPROACH

IN CLASS INSTRUCTION

Curriculum Compacting
Learning Centers
Independent Study
Challenge Learning
Opportunities

Staff Development

Demonstration lessons by
differentiation specialists

Clustering of gifted students

1997-1998: Addition of a *collaborative* teacher – staff development provided. Demonstration *lessons, teams of teachers working together on curriculum compacting*

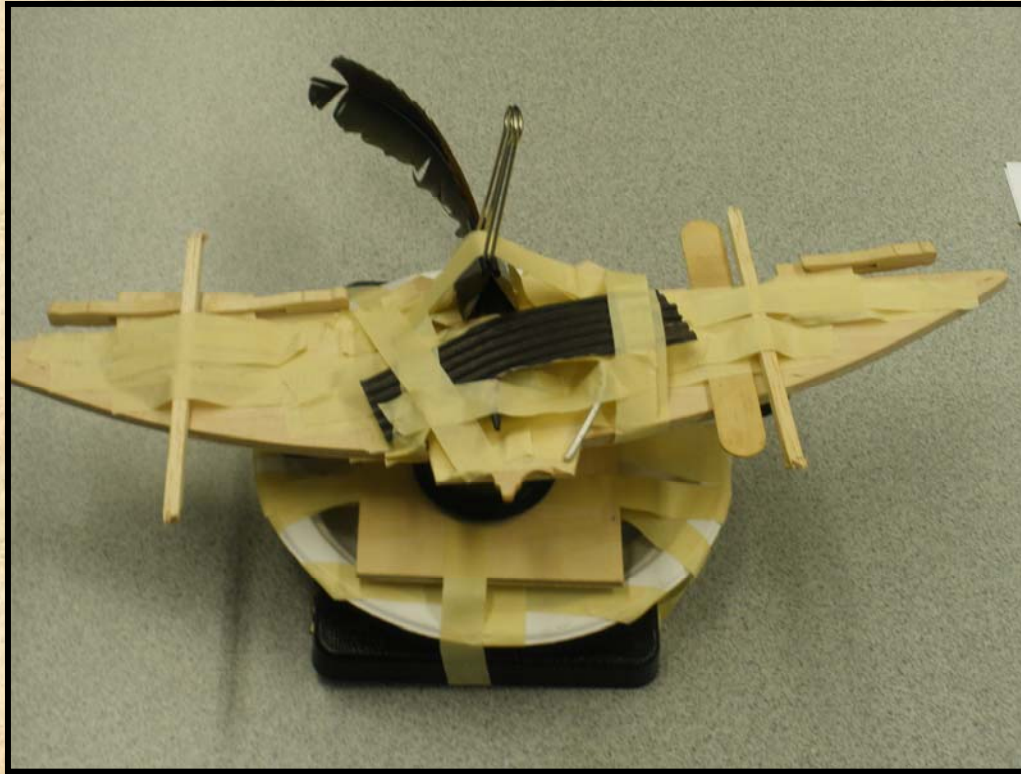
Gifted Specialist joins SOCSD staff

Building the Foundation

BREAKING THE GLASS CEILING

GOAL #1

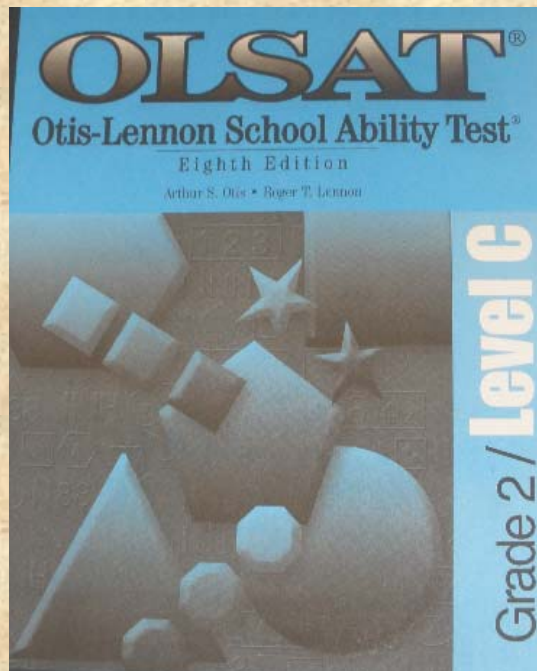
To ensure all our students have the opportunity to achieve their full academic, creative and artistic potential.



Student created airplane from scrap materials

GOAL #2

To identify high potential students and include the entire school community in providing a meaningful and rigorous educational experience.



OLSAT TEST used for G/T identification



Student creates instruments from various materials as portfolio work

GOAL #3

To enrich the curriculum for the full range of our students' abilities, through interdisciplinary curricula, developing the writing process, project-based learning alternate assessments, and other best practices available in schools today.

Students discover artifacts in an Inuit Archaeological dig as part of our study of the Inuit way of life.



**Girl's Finger Fan
Mukluk charm
Soapstone bird
Girl's wooden
"coming of age" story
knife**

GOAL #4

To provide staff development and resources so our teachers are prepared to use effective strategies and provide challenging learning opportunities for our gifted and talented students



Students made stick puppets to support district wide Character Education read aloud, [Three Cups of Tea](#) by Greg Mortenson.

Universal Screening

- Universal screening tool required as part of RTI
- WOS uses the [Dial](#) Readiness Record and Kindergarten screener
- Grades 3-8 implement the [CTPIV](#)
- Assessment provides data on achievement in reading, listening, vocabulary, writing and math.
- Verbal and quantitative reasoning skills assessed
- Data reported using national and suburban norms
- Data from screening tool and student work/grades assist in considering additional students for G/T program

Kindergarten Screening

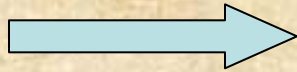
- All Kindergarten students screened using [DIAL](#) Readiness Record and Kindergarten Language Screener
- Research shows verbal language abilities as one of the best indicators of Kindergarten success.
- Data obtained from screening tools will assist in better grouping and placement of incoming kindergarten students
- Data obtained will assist in identifying children in the upper percentiles and those with potential delays

Grade 1 Enrichment

- 2010-2011 intervention block, providing time to enhance differentiation in the classroom, using the nine instructional and management strategies for differentiation that we recommend we adopt as a district.
- Enrichment activities currently implemented by the specials teachers, with rotating sessions that address students' interests, needs and wants.
- 2010-2011 K-2 partnership for staff development:
G/T specialist and teachers provide staff development to enhance services for our younger high ability learners.
G/T specialist will provide presentations on the characteristics of gifted children, differentiated strategies for the classroom and research on twice exceptional students.

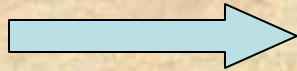
Identification Process TZE

Students receive push-in lessons from G/T specialist at grade two



Some pull-out enrichment services provided based on student needs/interests

OLSAT test implemented in Grade 2



Students with 140+ score are automatic admission to G/T

Students below 140 may portfolio



Portfolios reviewed by G/T team. Classroom teacher recommendations and input essential to process

If a student is not accepted into the program via the portfolio process, a parent may ask for their child to be reviewed the following year.

Cottage Lane

- Students identified from TZE are placed in cluster classes at CLE.
- All students new to the district are screened using the [CTPIV](#). Student information is shared with the building principal and special area teachers for consideration of services.
- Additional nominations can be made by parent and/or teachers. All information is reviewed and evaluated by the G/T committee.

GLE

•During the 2010-2011 school year a Gifted Specialist will support G/T students in grades 4 and 5 four days per week providing:

- Push-in services to cluster classes – Problem Based Learning and 21st Century Skills
- Staff development for cluster teachers – See page 20
- Pull-out services during intervention block - 4th Grade Transformations: Investigating Change, 5th Grade – Changing Perspectives: Convictions and Actions
- Additional Opportunities – WordMasters, Math Olympiads, Voyager Learning, Book Blogs, Robotics, Bridge Design, Challenges (vMath, Sudoku, Valentine)

SOMS

Gifted/Talented Specialist assigned 1/day per week at SOMS: Staff development work with [cluster teachers](#) in sixth Grade ELA and [Social Studies](#), providing resources, planning and modeling to help teachers understand and develop best practices of differentiation

- Support will be provided to cluster classes utilizing push-in / pull-out services. [Letter to Families of Gifted Students.](#)
- Creation of online virtual mini courses for the Gifted and Talented students via the [Rockland County Virtual Campus.](#)

SOMS

- [Virtual High School](#) courses available to SOMS students
- Eighth grade course offerings include:
 - Earth Science
 - Integrated Algebra
 - Design and Drawing
 - Studio Art
 - [Rosetta Stone](#) licenses provided to all Foreign Language students
- Additional FLAP grant resources will provide introductory Chinese language instruction
- [Challenge Lab creation](#)

अ	आ	इ	ई	उ	ऊ	ऋ	ॠ	ऌ	ॡ	ऋ	ॠ	ऌ	ॡ	।	ॐ	ॐ
a	ā	e	ē	i	ī	o	ō	ō	ō	u	ū	ū	ū	ai	au	.
ग	क	ख	घ	ङ	च	ज	झ	ञ	ट	ठ	ड	ढ	ण	त	थ	द
ga	ka	nja	ca	ja	ña	da	ta	na	ba	pa	ma	ya	ra	va	la	ša
अ	क	ख				अ			अ			अ		अ	अ	अ
ag	ak	anj				ad			an			am		ar	al	aś

TZ High School

Tappan Zee High School implements a
Rigorous Academic Program including:

COURSE CATALOG

- Parent Information Bulletin
- Placement Explanation
- Honors courses
- World History 9 Rubric
- English 9 Honors Rubric
- Advanced Studies in Biology Rubric
- AP courses
- Chinese Program

RECOMMENDATION: CLUSTER CLASS STAFF DEVELOPMENT

-

Gifted/Talented specialist will provide staff development for G/T cluster teachers across the district, addressing best practices in gifted education:

- Curriculum Compacting
- Project Based Learning Experiences
- Independent Study / Projects
- Differentiated Lessons



RECOMMENDATION: CLUSTER CLASS STAFF DEVELOPMENT

- Staff development will be provided during faculty meetings to support general education teachers in recognizing and understanding the needs of twice-exceptional students.
- Cluster Class teachers will support students in developing self-reflection, monitoring and metacognition. For example, in Grade 3 we will utilize the “Plot yourself as a Learner” format developed as part of Design for Differentiation
- Explored and participated in multiple building staff development using Webinars, for example differentiation with Susan Weinbrenner, Problem-based learning with David Grant and use of cell phones in the classroom.

TWICE EXCEPTIONAL

Here is an example of the type of information that will be shared with all staff members each year, to enhance the understanding of the Twice Exceptional student.

Defining characteristics of the twice-exceptional learner are: Evidence of high performance or potential in a gift, talent or ability, combined with a disability that suppresses the student's ability to achieve according to his/her potential.

Disabilities may include dyslexia, auditory processing problems, visual processing deficits, emotional behavior disabilities, ADD or ADHD, and autism. This information will be incorporated into our [RTI program information](#).

Click here to view [Characteristics of Twice Exceptional Students](#)

Acceleration

- **Acceleration of students may be content area based or grade level acceleration.**
- **Acceleration is implemented when it is determined to be in the best interest of the student's academic needs. That is, the student's data has clearly shown mastery of current grade/subject expectations.**
- **Careful consideration of the student's social/emotional appropriateness for the acceleration must be considered.**
- **Recommendation or request for acceleration may come from a parent or a teacher. However, it is essential that a clear process for acceleration procedures be in place.**

RECOMMENDATIONS FOR 2010-2011

1. We recognize that at this time there is not a formal, district-wide acceleration process. One of our goals is to research and recommend an appropriate process for content area or grade level acceleration.
2. Increase Innovative Designs (IDE) in Education/ Project-base learning across the district.
3. Using existing staff, including psychologists, TSP personnel, Gifted specialists will provide direct instruction K-12 on twice-exceptional students.
4. Pilot implementation of the CTPIV testing in Grades 3-8
5. Review progress of identified students using the RTI model.

Professional Development for Professionals

[AGATE](#) – Association for Gifted and Talented Education
(local / national chapter)

[NAGC](#) – National Association for Gifted Children

[ASCD](#) – Association for Supervision and Curriculum
Development

[CEC](#) – Council for Exceptional Children

[SENG](#)- Supporting Emotional Needs of the Gifted

[South Orangetown Central School District Gifted and Talented](#) teachers, as well as General Education teachers regularly [present](#) and/or participate in these key conferences in order to stay up-to-date on best practices in order to extend their learning.



Gifted / Talented Survey Results

As part of our Gifted and Talented review process, we implemented four distinct surveys in the areas of:

Parents – awareness of the SOCSD Gifted/Talented programs and services / the impact of those services on children.

37 parents completed the [survey](#)

The responses we received showed strengths in:

- *Program has a positive influence on child's attitude toward school*
- *Awareness of the SOCSD Gifted/Talented program*
- *Awareness of how students are selected for the Gifted/ Talented program*

- ***Gifted/Talented services have been overall very beneficial***
- ***Gifted/Talented services provide learning opportunities that are challenging to my child***
- ***My child's grades reflect their real potential***

The areas which were rated as needing clarification or improvement were:

- ***Gifted/Talented program has clearly defined expectations my child***
- ***The Gifted/Talented selection process and results are Clearly communicated***
- ***My child's teacher communicates and collaborates with me about my child's needs.***
- ***Gifted/Talented program provides many opportunities for my child to pursue their passions and develop new topics of his/her personal Interest through independent learning.***

Information Resources

SOCSD G/T [Report Card](#)

[Final Curriculum Council questions](#)

[Benefits of Technology](#)

[Final GT Q and A](#)

New York State Data

- [Comprehensive Information Report](#)

- [Accountability and Overview](#)

Regents Data

AP Data

Survey Information: [Teachers](#), [Parents](#),
[Students 3-5](#), [Middle School](#)

PROJECTS 2009-2010

- [National History Day Projects](#)
- [Documentary: Media on Society](#)
- [Mystery Websites](#)
- [Survivor 20 Glogsters](#)
- [Motivational Glogsters](#)
- [Chalk for Poetry](#)
- [Decades Research & Decades Day](#)
- [Mystery Wiki](#)
- [Science Fiction Voicethreads](#)
- [Holocaust Voicethreads](#)
- [Pennies for Peace](#)
- [Civil Rights Ning](#)
- [Terrific Tours](#)

PROJECTS 2009-2010

- [Unity Proposals Animating History](#)
- [Irrigation Systems](#)
- [Colonial Coins](#)
- [Fair Trade Website](#)
- [Why Copyright Matters](#)
- [Rock The Point](#)
- [Guest Speakers](#)
- [Holocaust Speaker](#)
- [Blogs](#)
- [Webquests](#)
- [Video Conferences](#)