



## **WEST WINDSOR-PLAINSBORO REGIONAL SCHOOL DISTRICT**

### **Gifted and Talented Program**

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#### **Gifted and Talented Mission Statement**

In keeping with the District Mission Statement, the West Windsor-Plainsboro Regional District is dedicated to developing all students through appropriate educational experiences. The District also recognizes that some have the capacity for extraordinary learning ability and/or outstanding talent as defined by the U.S. Department of Education (1993) and accepted by the National Association for Gifted Children (2004):

*Gifted learners are children and youth with outstanding talent who perform or who have the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment.*

Recognizing that these students come from all socioeconomic, cultural and ethnic backgrounds, the mission of the gifted and talented program, based on research and curriculum development by leading experts in the field of gifted education, particularly Dr. Joseph Renzulli, is to provide opportunities for students to explore their intellectual, creative and artistic gifts and talents within the classroom and with beyond-the-classroom experiences. It is essential to provide diverse,

appropriate, and ongoing learning experiences and environments that incorporate the academic, psychological, and social needs of students. It is our responsibility to provide students with educational alternatives that teach, challenge, and expand their knowledge, while simultaneously stressing the development of independent and self-directed learners who continuously generate questions, analyze, synthesize, and evaluate information and ideas.

## **Gifted and Talented Program Philosophy and Rationale**

### **Definition of Gifted and Talented**

West Windsor-Plainsboro School District, through study of theories of intelligence and giftedness, understands the U.S. Department of Education definition of giftedness in light of the three components of Joseph Renzulli's "Three Rings Theory of Gifted Behavior": high ability (*outstanding talent; remarkably high levels of accomplishment as compared to age or grade level peers*), creativity (*remarkably high levels of accomplishment*) and task commitment (*to perform or potential to perform, which is intrinsically motivated.*).

*Gifted behavior reflects an interaction among three basic clusters of human traits — these clusters being above average general and/or specific abilities, high levels of task commitment, and high levels of creativity. Individuals capable of developing gifted behavior are those possessing or capable of developing this composite set of traits and applying them to any potentially valuable area of human performance. Persons who manifest or are capable of developing an interaction among the three clusters require a wide variety of educational opportunities and services that are not ordinarily provided through regular instructional programs.*

Renzulli (1986)

WW-P further accepts the Theory of Multiple Intelligences as advanced by Howard Gardner (1983) that recognizes multiple ways to “be smart,” including intrapersonal, interpersonal ability, musical, and bodily kinesthetic abilities. The District is dedicated to providing a rich array of opportunities for students to explore leadership, music, performance, athletic and other beyond-academic gifts and talents. Music, art, athletics, student government and many more classroom and extracurricular activities are considered worthwhile opportunities for gifted and talented WW-P students. However, specific GT programming is dedicated to academic/creative talents in the areas of verbal-linguistic, math-logical, naturalist and spatial “intelligences.”