

Appendix

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**RSU 16 GaTE
K-8 Teacher Spring Screening**

Teacher: _____

Date: _____

Please check off any possible areas of strength that you have seen in your students throughout this year. This checklist will help determine the giftedness of your class as they move onto the next grade. Thank you for taking the time to complete this checklist.

MA	MATH
LA	LANGUAGE ARTS
SCI	SCIENCE
SS	SOCIAL STUDIES
Mus	MUSIC
Art	ART
PA	PERFORMING ARTS

Possible Referrals	MA	LA	SCI	SS	Mus	Art	PA

RSU 16 K-12**Referral to GaTE Program**

(Form may be completed by one or more teachers, or a parent or others who have observed the student's performance.) Please include samples of student work.

Person making referral:
Relationship to student:
Length of time you have known the student:
Student's area(s) of strength: 1.) 2.) 3.)

Student Name:
Birth Date: Grade:
School: Current School Year:
Parent(s): Address:

Please list any factors to consider that could make it difficult for the student to display high ability (such as: English as a second language, disability, limited opportunities, cultural diversity).

Reason(s) for referring the student:

Teacher: For each area of strength listed, please describe a class occurrence (or a response to a work assignment or something produced outside school) that displayed performance at a level significantly above and beyond that of the average student at this grade level. Use extra pages if necessary. **Please include examples of student work.** For each area of strength listed, please describe a behavior that you have seen or something that the child has produced that appears to be more advanced and complex than is usually seen in students of his/her age. Use additional pages if necessary

Parent: For each area of strength listed, please describe a behavior that you have seen or something that the child has produced that appears to you to be more advanced and complex than is usually seen in students of his/her age. Use additional pages if necessary. **Please include examples of student work.**

Signature of person making referral: _____

Date: _____

**RSU #16 Parent Referral Form
“Identifying Student Strengths and Abilities”**

Dear _____,

One of the major goals of our overall school program at RSU 16 is to provide each student with an opportunity to develop their individual strengths and creative thinking abilities. We also would like to provide your child with an opportunity to do some work in an area of study that is of personal interest to him or her. In other words, we would like to supplement our basic curriculum with experiences that are interesting, challenging, and enjoyable to individual children.

Although the work your child does in school gives us many opportunities to observe his or her strengths and interests, the activities that your child pursues at home can also help us to find ways for enriching his or her school program. For this reason, we are asking you to complete the attached questionnaire and return it to us at your earliest convenience.

The purpose of the attached questionnaire is to help identify characteristics that you may or may not have seen in your child. You may have made these observations as a result of school assignments, extracurricular and/or club activities. It will, of course, be very helpful if you can write down specific examples of your child's interests or activities at the bottom of the questionnaire.

If you should have any questions about this questionnaire, please contact the Gifted and Talented Instructor at your school. We very much appreciate your assistance in helping us to provide the best possible educational program for your child. Please return this questionnaire by: _____.

Sincerely,

“Identifying Student Strengths and Abilities”

Student Name: _____

Your Name: _____

Student’s Age: _____

School: _____

Today’s Date: _____

1=Seldom/Never

2=Sometimes

3=Quite Often*

4=Almost Always

*If your child or student scores in either of these columns, please write specific example in the box, using an additional page if necessary.

_____ Student will spend more time and energy than his/her age mates on a topic of his/her interest.
(For example: Joan is learning to sew and spends every free minute designing new dress patterns and trying to sew them herself.)

Comments:

_____ Student is a “self-starter” who works well alone, needing few directions and little supervision.
(For example: After watching a film about musical instruments, Gary began to make his own guitar from materials he found around the garage.)

Comments:

_____ Student sets high personal goals and expects to see results from their work. (For example: Marcy insisted on building a robot from spare machine parts even though she knew nothing about engines or construction.)

Comments:

_____ Student gets so involved with a project that they give up other pleasures in order to work on it. (For example: Don is writing a book about his town's history and spends each night examining historical records and documents- even when he knows he's missing his favorite TV show.)

Comments:

_____ Student continues to work on a project even when faced with temporary defeats and slow results. (For example: After building a model rocket, Sally continued to try to launch it, despite several failures and "crash landings.")

Comments:

_____ While working on a project (and when it's finished) student knows which parts are good and which parts need improvement. (For example: After building a scale model of a lunar city, Kenny realized that there weren't enough solar collectors to heat all the homes he had built.)

Comments:

_____ Student is a "doer" who begins a project and shows finished products of their work. (For example: Mary began working on a puppet show four months ago, and has since built a stage and puppets and has written a script. Tomorrow she's presenting her play to the PTA!)

Comments:

_____ Student suggests imaginative ways of doing things, even if the suggestions are sometimes impractical. (For example: “If you really want to clean the refrigerator, why don’t we move it outside and I’ll hose it down- that will defrost it, too.”)

Comments:

_____ When student tells about something that is very unusual, they express themselves using elaborate gestures, pictures, or words. (For example: “The only way I can show you how the ballet dancer spun around is if I stand on my tiptoes on the record player and put the speed up to 78.”)

Comments:

_____ Student uses common materials in ways not typically expected. (For example: “I’ll bring a deck of cards when we go camping . If it rains, we can use them to start a fire and if it’s dry, we can play *Go Fish* around the campfire.”)

Comments:

_____ Student avoids typical ways of doing things, choosing instead to find new ways to approach a problem or topic. (For example: “I had trouble moving this box to the other side of the garage so I used these four broom handles as rollers and just pushed it along.”)

Comments:

_____ Student likes to “play with ideas,” often making up situations which will probably not occur. (For example: “I wonder what would happen if a scientist found a way to kill all insects, then went ahead and did it.”)

Comments:

_____ Student often finds humor in situations or events that are not obviously funny to most children their age. (For example: “It was really funny that after our coach showed us a movie on playground safety, he sprained his ankle while lining us up to go back to class.”)

Comments:

_____ Student prefers working or playing alone rather than doing something “just to go along with the gang.” (For example: “I always misspell the first word in a spelling bee; then I get to sit down and do something I like.”)

Comments:

**RSU 16 GaTE
Possible Student Enrollment**

Dear Parent/Guardian,

Your child, _____, has been referred for **possible** enrollment in the Gifted and Talented Education program. When students are referred, we review their school records, including performance on standardized tests, and we gather additional information about their classroom performance and their learning behaviors both at home and at school. Sometimes classroom teachers also submit examples of student work to demonstrate knowledge and skill that is beyond that of others of similar age and grade.

After reviewing the collection of information on each student, a steering committee makes a decision about the student's school program. There are three possible conclusions:

1. The student can be adequately challenged in the regular classroom and does not need any change. The classroom teacher and the GaTE teacher might still occasionally discuss ways of increasing challenges in the classroom but no routine change appears to be necessary. The student may also participate in enrichment activities available to all students.
2. Some students need modification of their regular classroom program. The classroom teacher and the GaTE teacher can work together to develop a curriculum that is presented more rapidly or in greater depth or complexity on a regular basis.
3. Some students may need to be served by a pullout Gifted and Talented Education program in addition to having classroom modifications. The program would provide instruction in advanced skills not typically taught to students of their grade level and discussion of concerns common to students who are highly capable. Your permission would be requested before your child could be enrolled in this program.

If you are willing for us to gather information about your child so he/she can be considered for inclusion in the Gifted and Talented Education program, please sign the enclosed permission slip and return it to the GaTE program teacher at school.

Sincerely,

**RSU 16 GaTE
Parent Permission to Gather Information**

Please initial the appropriate statement and sign below.

_____ I give my permission for teachers to gather information regarding my child's classroom performance as part of the process of considering them for the Gifted and Talented Education program. This may include collecting samples of student work and completing checklists regarding learning behaviors observed in my child, _____, in the classroom. I also give permission for further testing if necessary. I understand that information provided on checklists will be combined with existing test scores and examples of student work, and used to determine whether my child needs additional challenge in his/her educational program and whether they should be enrolled in the Gifted and Talented Education program.

_____ I do not give my permission for teachers to gather information or to complete checklists regarding learning behaviors observed in my child, _____, in the classroom. I understand that my child will not be considered for the program without written permission.

Parent/guardian signature _____

Date _____

**RSU 16 GaTE
Eligibility Notification**

Dear Parent/Guardian,

The Gifted and Talented Education (GaTE) Identification Committee has met to review the school records of students who have been nominated for this year's GaTE program. Based on both cognitive and subjective tests, teacher referrals, and samples of student work, we have found that your child has met the qualifications to participate.

Your child will be asked to leave the regular classroom at least once a week to work with the GaTE program teacher either individually or with a small group of students. The focus will be on developing independent learning skills and extending on topics being studied within the regular classroom. Your child's classroom teacher(s) and the GaTE teacher will work together on the schedule and academic planning.

Every year the GaTE selection committee will meet to review your child's performance and to discuss the appropriateness of his/her placement in the GaTE program.

If you are willing to have your child enrolled in the Gifted and Talented Education program, **please sign the permission slip and have your child return it to their classroom teacher, or the school's GaTE program teacher.**

Sincerely,

Gifted & Talented Education Teachers, RSU 16

____ I give permission for my child to be enrolled in the GaTE Program

____ I do not give permission for my child to be enrolled in the GaTE Program

Student Name, printed

Date

Parent/Guardian signature

Date

**RSU 16 GaTE
Enrichment Eligibility Notification**

Dear Parent/Guardian,

Based on achievement and ability test scores, teacher referrals, or samples of student work, we would like to maintain your child's involvement in GaTE in hopes that they will be identified when the identification committee next meets. While your child was not identified for this year's GaTE program, **we would like to extend an offer for enrichment services.** Students who are identified as qualifying for GaTE remain qualified until the end of 6th grade, with special exceptions. Students participating under enrichment eligibility receive much of the same instruction as identified students, but are assessed at the end of each trimester, to make sure the level of challenge and rigor in content and instruction is appropriate for the student. Enrichment-eligible students may participate in GaTE instruction and activities with classroom and GaTE teacher discretion.

With your permission, your child will receive enrichment services, which includes being pulled out of the regular classroom to work with the GaTE teacher either individually or with a small group of students. GaTE teachers and classroom teachers will work together to find an appropriate time during the week for at least one hour for enrichment instruction. If you have any questions, please contact the GaTE teacher at your child's school.

Sincerely,

Gifted & Talented Education Teachers, RSU 16

___ I give permission for _____ to be enrolled in GaTE Enrichment

___ I do not give permission for _____ to be enrolled in GaTE Enrichment

Parent/Guardian signature

Date

RSU 16 GaTE Notification

Dear Parent/Guardian,

The Gifted and Talented Education identification committee has met to review the school records of students who have been considered for the Gifted and Talented Education program. It is always a pleasure to learn more about the performance of such bright students.

We have found that your child's needs will best be met in the regular classroom. Although your child will not be receiving direct services from the GaTE program, we may invite your child to participate in enrichment activities when available and appropriate at classroom and GaTE teacher discretion.

If you have any questions or concerns, please contact the GaTE program teacher at your child's school.

Sincerely,

Gifted & Talented Education Teachers, RSU 16

**RSU 16 Gifted & Talented Education
Enrichment Eligibility Notification - Grade 2/3**

Dear Parent/Guardian,

Based on teacher referrals, or samples of student work, we would like to extend an invitation for enrichment services to your child. With your permission, your child will receive services which may include being invited out of the regular classroom to work with the gifted & talented teacher either individually or with a small group of students in higher-level academic learning and activities. GaTE teachers and classroom teachers will work together to find an appropriate time during the week for enrichment instruction.

Participation in enrichment this school year does not guarantee gifted identification in the future. Students are observed and evaluated by the GaTE teacher and classroom teacher to make sure that enrichment is a good fit for each child. Students will also be assessed at the end of grade 3 to provide data for the formal identification committee, which meets in the fall. Students identified in 4th grade will receive GaTE services and will be re-evaluated annually. Students who are not identified may still receive enrichment services on an academic-needs basis.

Please sign and return this permission form to your child's classroom teacher.
If you have any questions about the GaTE program, please feel free to contact me.

Sincerely,

Gifted & Talented Education Teachers, RSU 16

.....
___ I give permission for _____ to be enrolled in GaTE Enrichment

___ I DO NOT give permission for _____ to be enrolled in GaTE Enrichment

___ I give my permission for the GaTE teacher to assess my child

___ I DO NOT give my permission for the GaTE teacher to assess my child

Parent/Guardian signature

Date

**RSU 16 GaTE
Programming Student Exit Form**

Student Name: _____ Grade: _____

Meeting Date: _____

Summary of student's involvement with GaTE:

Reason for exit:

_____ will be exited from the Gifted and Talented Program as
(Student Name)

of _____
(Date)

Teacher signature _____

Parent/Guardian Signature _____

GaTE Teacher Signature _____

Administrator Signature _____

Appendix A.11

K-3 Self Referral for the GaTE Program

Student name: _____

Grade: _____

Teacher: _____

Date: _____

What do you like to do?

What do you like about your classroom?

Why do you want to be in the GaTE program?

4-8 Self Referral for the GaTE Program

Student name: _____

Grade: _____

Teacher: _____

Date: _____

Why do you think you should be in the GaTE program?

What do you like about your classroom and what would you like to change?

What are your interests/hobbies?

How will the GaTE program benefit you?

**RSU16 GaTE Program
Request for Appeal Form**

Student: _____

Person(s) Requesting Appeal: _____

Date: _____

I would like to appeal the decision made by the GaTE selection committee for the following reason(s):

**RSU16 Gifted and Talented Education
Teacher Information for Appeal**

Student: _____ Date: _____
Date and Time of Meeting: _____ Grade: _____
Completed by: _____ Subject: _____

Grades:

Assignments completed: _____ Homework performance: _____

Quiz/Test performance: _____ Current overall performance: _____

Is the student being appropriately challenged in your classroom?

Rating: Please rate the following on a scale of 1 (low)- 5 (high)

_____ Accuracy of work	_____ Ability to take criticism	_____ Work habits
_____ Motivation	_____ Consideration of others	_____ Attitude
_____ Organization	_____ Class participation	_____ Creativity

Do you have any further recommendations, concerns, or insights for the appeals committee?

Please attach any samples of student work if applicable.

**RSU 16 GaTE
GaTE Advanced Learning Plan**

Student:	Birthdate:	Today's Date:
School:	Grade:	School Year Identified:

Gifted Program Status:	GaTE Teacher:	Classroom Teacher:
Identified Enrichment		
Mathematics English/Language Arts		

Area(s) of Strength	
Area(s) of Interest	
Type of Intelligence* & Learning Style	

**See Howard Gardner's Multiple Intelligences*

Goals for school year:	Strategies to make progress toward goals:
1	
2	
3	
GaTE Program Teacher Responsibility:	Classroom Teacher Responsibility:

Description of Services:

- 60 minutes per week of gifted instruction, small homogeneous group: English/Language Arts
- 60 minutes per week of gifted instruction, small homogeneous group: Mathematics

Student signature _____

Parent signature _____

Classroom teacher signature _____

GaTE teacher signature _____

RSU 16 Grades K-3 Evaluation for the GaTE Program

Student name: _____

Grade: _____

Teacher: _____

Date: _____

What did you enjoy the most about GaTE?

What do you wish we would have done in GaTE?

Is there anything else that you want me to know?

RSU16 Grades 4-8 Evaluation for the GaTE Program

Student name: _____

Grade: _____

Teacher: _____

Date: _____

Dear Student,

This year you have participated in a program designed to meet the needs of gifted and talented students. Currently, we are evaluating this program in order to improve its effectiveness. You can help us by responding to the following statements.

1. What is one way you have benefited from being in the GaTE program?

2. To improve the GaTE program, I recommend:

3. Please feel free to add additional comments.

Parent Evaluation for the GaTE Program

Student name (optional): _____

Grade: _____

Date: _____

Dear Parent,

This year your child has participated in a program designed to meet the needs of gifted and talented students. Currently, we are evaluating this program in order to improve its effectiveness. You can help us by responding to the following statements.

1. How do you feel your child has benefited from being in the GaTE program?

2. To improve the GaTE program, I recommend:

3. Please feel free to add additional comments.

Signature (optional) _____

Contact number (optional) _____

Faculty Evaluation for the GaTE Program

Teacher: _____

School: _____

Date: _____

Dear Faculty member,

This year some of your students have participated in a program designed to meet the needs of gifted and talented students. Currently, we are evaluating this program in order to improve its effectiveness. You can help us by responding to the following statements.

1. How have your students benefited from being in the GaTE program?

2. To improve the GaTE program, I recommend:

3. Please feel free to add additional comments.

References for RSU 16 Gifted and Talented Program Documents

Philosophy and goals:

Plymouth Public Schools Gifted and Talented Program Goals; Spring Branch Independent School District Gifted and Talented Program Goals; Friendswood Independent School District Gifted and Talented Program; [Chapter 104](#)

Service delivery plan:

Macmillan, Alison. 2002. *Great Salt Bay Community School's Gifted and Talented Program: The Phoenix Program*. Draft of Program Guide as submitted for EDU 580. Used with permission from author.

Renzulli, J. Reis, S. 1997. *The Schoolwide Enrichment Model: A How-To Guide for Educational Excellence* (2nd ed.). Mansfield Center, CT: Creative Learning Press.

Nomination:

Dr. Helen Nevitt, Ph.D., Oxford Hills School District, SAD 17, Gifted and Talented

Selection plan:

Nomination/Appeal Process, Phoenix Program Great Salt Bay Community School Handbook: Special Talents Educational Program For Gifted and Talented Students, Jay School Department, Jay, Maine

Advanced Learning Plan:

Dr. Helen Nevitt, Ph.D., Oxford Hills School District, SAD 17, Gifted and Talented

Parent and Teacher Referral:

Content adopted from Oxford Hills School Department Oxford, ME. Also adapted from Renzulli et al. 1997. *Scales for Rating the Behavioral Characteristics of Superior Students*, Revised edition. Mansfield Center, Connecticut: Creative Learning Press, Inc.

Program Evaluation:

Modified from McCulloch, L. (2001). Gifted Education Program Evaluation. Montana Office Public Instruction. Helena, Montana. www.opi.state.mt.us

References for Philosophical Basis of RSU 16 Gifted and Talented Program

Coleman, L. (1994) Portfolio Assessment: A Key of Identifying Hidden Talent and Empowering Teachers of Young Children. *Gifted Child Quarterly*, 38 (2), 65-69.

Johnsen, S. (1997). Assessment Beyond Definitions, *Peabody Journal of Education*. 72 no. 3-4, 136-52, 1997.

Piirto, J. (1999) Talented Children and Adults: Their Development and Education, 2nd. Ed. New Jersey: Prentice Hall

Plucker, J., Callahan, C., Tomchin, E. (1996). Wherefore Art Thou, Multiple Intelligences? Alternative Assessment for Identifying Talent in Ethnically Diverse and Low Income Students. *Gifted Child Quarterly*. 40 (2), 81-92.

Powell, T., Del Siegle. "Teacher Bias in Identifying Gifted and Talented Students", NRCGT Spring 2000, <http://www.sp.uconn.edu/~nrcgt/news/spring00/spng005.html>

McCulloch, L. (2001). Gifted Education Program Evaluation. Montana Office Public Instruction. Helena, Montana. www.opi.state.mt.us

Renzulli, J., Reis, S. (1991) Building Advocacy Through Program Design, Student Productivity and Public Relations, *Gifted Child Quarterly*, 35 (4), 182-187.

Rotigel, J., Lupkowski-Shoplik, A. (1999). Using Talent Searches to Identify and Meet the Education Needs of Mathematically Talented Youngsters. *School Science and Mathematics*. 99 (6), 330-7.

Tuttle, F. B., Jr., Becker, L., Sousa, J. (1988) Program Design and Development for Gifted and Talented Students, 3rd Ed. Washington: NEA.

Tuttle, F. B., Jr., Becker, L., Sousa, J. (1988) Characteristics and Identification of Gifted and Talented Students, 3rd Ed. Washington: NEA.