

**RSU 16**  
**GIFTED AND TALENTED EDUCATION**  
**HANDBOOK**

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# Gifted and Talented Academic Program Philosophy:

The Gifted and Talented program in RSU 16 will provide opportunities that celebrate and cultivate the individual needs of the gifted and talented learner. The program will engage identified students in services designed to support their unique academic, social and emotional needs. Students will be encouraged to develop their abilities to the fullest level possible and develop a strong and healthy self esteem that will further their success in life.

## Definition of Giftedness:

RSU 16 defines gifted and talented students as those who show evidence of a realized or potential exceptional ability or aptitude, skill, or creativity that is beyond that of their age peers. RSU 16 complies with [Chapter 104](#), which is the state rule in the education of gifted and talented students.

## Program Goals:

- To provide educational experiences and services appropriate to the learner's individual academic, intellectual, social, creative, and motivational potential. This can also include social and emotional support.
- To develop advanced and abstract understanding of knowledge beyond regular course and grade level expectations.
- To develop skills of critical thinking, creativity, problem solving, logic, and application of concepts while enhancing the gifted student's quest for knowledge.
- To develop in each gifted student awareness, acceptance, and positive self-image in regard to their giftedness.
- Where possible, to integrate the gifted and talented program into the regular education curriculum.
- To provide information and resources to parents, teachers, and students about the special needs of gifted students. (In the scope of this document, the term "parent" will be used to mean a parent or legal guardian.)
- To implement an annual screening and identification process beginning at the end of 3rd grade through 6th grade that is thorough and equitable. Students will be reassessed annually for continuation in the program.
- To provide opportunities for academic accomplishments beyond the regular educational setting.
- To provide enrichment opportunities, resources, and services throughout the school community.

## Gifted and Talented Academic Services Provided:

The Gifted and Talented program consists of components such as advanced learning plans, small group instruction, acceleration, and consultation. All GaTE instruction is in lieu of the regular curriculum, for the identified area(s), and is aligned with the Common Core State Standards. The components work together to integrate activities/services with the regular education program. Components are described below.

- An **Advanced Learning Plan (ALP)** will be written for each identified student to delineate their specific needs and how those needs will be met within the program.
- **Small group instruction** is planned by the GaTE teacher to provide educational experiences for gifted and talented students. It can connect with or be an extension of the regular curriculum, or it can be a program that is an in-depth, student designed research project that utilizes a variety of resources, including those

outside of the school. It could also include seminars on topics that link concepts from multiple disciplines, resulting in greater understanding and knowledge of the interrelationships among student interests.

- **Curriculum compacting** is a component of the small group instruction activities. Curriculum compacting involves determining learning goals based on pre-assessment and helping students meet the learning goals in a shorter period of time than in the regular classroom. This permits the student to meet course learning goals while participating in advanced learning activities in the GaTE Program.
- **Acceleration** is when a student is moved on a case-by-case basis to a course that is at a higher level of material. If a student tops out the program, they may receive instruction from the GaTE consultant or a mentor, or may go to a different building or grade level to receive the higher level.
- **Consultation** involves collaboration with the GaTE teacher and school staff. The consulting teacher will meet with other faculty to assist with cluster grouping, honors challenge projects, differentiation in the classroom, and other activities that will help meet the needs of the identified students.

## Grade Level Services Description:

### Grades K-3:

Students in grades K-3 are not formally identified for GaTE services. When evidence of extraordinary ability is provided, the student will be placed on monitor status and progress in primary classes will be monitored. In addition, the GaTE teacher will consult with the classroom teacher in differentiating, according to the students' needs/abilities. K-3 students may be referred for this monitor status by a parent recommendation, teacher recommendation, or observations by the consulting teacher.

Students in grades K-3 will be tested using the SAGES (Screening Assessment for Gifted Elementary Students) and, based on testing results as well as teacher referrals (and other evidence of ability), students may be placed in *Enrichment*.

### Grades 4-8:

The GaTE program will identify the top 3-5% of the student population to receive appropriate differentiated instruction in pull-out or push-in environments. Students in grades 4-8 are identified through the RSU 16 GaTE identification process. Services may include:

- **Advanced Learning Plan (ALP):** An ALP will be made for each student to delineate services appropriate to each student's needs.
- **Small Group Instruction:** Gifted and talented students may be grouped for the purpose of intellectual peer grouping and meeting the needs of different learning styles through differentiated instruction. Groups may be flexible and change depending on the course, the material being studied and the students' strengths and needs.
- **Acceleration:** Acceleration may occur in any or all of the content areas.
- **Consultation:** The consulting teacher will work with the regular classroom teachers to assist in differentiating curricula appropriately.
- **Social and Emotional Needs:** Social and emotional needs can be addressed on an as-needed basis through informal meetings of identified students to touch base, discuss challenges, needs, etc. of social-emotional aspects of giftedness. These meetings are led by the consulting teacher and may involve the guidance counselor and appropriate staff.

### Grades 9-12:

The goal of the GaTE program 9-12 is to serve identified students by providing enrichment opportunities through online courses, virtual high school, community service, etc. Students in grades 9-12 are identified through the RSU 16 GaTE identification process. Services may include:

- **Advanced Learning Plan (ALP):** An ALP will be made for each student to delineate services appropriate to each student's needs.
- **Acceleration:** Acceleration will occur as needed for individuals. It is recommended that classroom instruction begin with pre-assessment and students will have the opportunity to demonstrate mastery in a content area in order to advance to the next level. In the case of a student needing instruction beyond the expertise of available school faculty, tutoring and/or mentoring in the topic could be considered and the student may be encouraged to enroll in appropriate college and online course options. Students may accelerate through courses or through portions of courses via Honors Challenge activities. It is an expectation that identified students will participate in Honors Challenge in the areas in which they are identified. Students in grades 9-10 receive services during academic support through Honors Challenge curricula. In grades 11-12 the Honors Challenge curricula occurs during regular class sessions through differentiated instruction.
- **Social and Emotional Needs:** Social and emotional needs can be addressed on an as-needed basis through informal meetings of identified students to touch base, discuss challenges, needs, etc. of social-emotional aspects of giftedness. The meetings are led by the consulting teacher and may involve guidance counselor and appropriate staff.

## Program Staffing:

The GaTE Program will be overseen by the Assistant Superintendent/Curriculum Director. They will maintain a cohesive program across all district schools by coordinating activities and facilitating communication among the teachers of the gifted. It is highly recommended that each building (Elm Street School, Minot Consolidated School, Poland Community School, and Bruce M. Whittier Middle School) will have a *minimum* of one half-time consulting teacher for the gifted and talented program. It is critical to recognize that a fully comprehensive and effective program depends on the presence of a full-time teacher in each building. Each building's consulting teacher will assist regular education classroom teachers with implementation of differentiation within their classrooms. Each GaTE teacher may run pull-out programs or seminars for the gifted students in the building. Identification of gifted and talented students will be organized and implemented by the GaTE teacher.

### RSU 16 GaTE Teaching Staff:

- Elm Street School - Jill Mathieu, [jmathieu@rsu16.org](mailto:jmathieu@rsu16.org)
- Minot Consolidated School - Jill Mathieu, [jmathieu@rsu16.org](mailto:jmathieu@rsu16.org)
- Poland Community School - Eil Fanus, [efanus@rsu16.org](mailto:efanus@rsu16.org)
- Bruce M. Whittier Middle School - Eil Fanus, [efanus@rsu16.org](mailto:efanus@rsu16.org)
- Poland Regional High School - Eil Fanus and Jill Mathieu can provide consultation as needed, [efanus@rsu16.org](mailto:efanus@rsu16.org) or [jmathieu@rsu16.org](mailto:jmathieu@rsu16.org)

## Staff Development:

The RSU 16 Assistant Superintendent/Curriculum Director is expected to oversee the organization and planning of the gifted and talented program including staff development for the faculties in each school in RSU 16 and be responsible for overseeing the completion of state reports.

### Classroom teachers:

All teachers will be provided with staff development and resources regarding characteristics of gifted and talented students on a consistent basis.

**Teachers of the gifted and talented:**

RSU 16 teachers for the gifted and talented program will be expected annually to attend at least one professional development activity directly related to gifted and talented education. The GaTE teachers will share their knowledge with the building faculty(ies) when applicable.

## **Gifted & Talented Student Identification Process**

**Screening Process:**

The formal nomination process occurs in the Spring when a **screening form** will be distributed to classroom teachers and specialists across the district. Teachers will be provided **GaTE nomination forms** and asked to consider their whole population. Teachers will be provided referral forms to complete for those students who they believe *may* qualify for the GaTE program. GaTE teachers will collect forms and create a “talent pool” from which to proceed to the selection process. The evaluation data for each nominee will consist of current classroom performance, ability and achievement assessment scores (MEA, NWEA, the SAGES (Screening Assessment for Gifted Elementary and Middle School Students), Fountas and Pinnell), and student samples of work. Third and Sixth graders scoring in the 90th (top 10% of grade level) percentile and higher on these measures will be tested using the INVIEW cognitive abilities assessment.

Grades K-3: Grades K-3 may be nominated in the spring of each academic year on an individual basis based on SAGES results and reading and math ability test scores, as well as any of the subjective measures listed below. Students in grades K-3 are not formally identified for GaTE services.

Grades 4-12: Nomination may occur when any one of the following objective measures is produced. Following nomination, screening will begin and will consist of consideration of all of the objective criteria, parent referral, teacher referral, and if submitted, examples of the student’s work.

**Objective Measures:**

Grades 3-8: Students who score in the 90<sup>th</sup> percentile or higher on any section or sections of the NWEA or MEA may be considered. In addition, data from the SAGES tests may be used to determine if services are appropriate.

**Subjective Measures:**

Parent Referrals:

- A description of the GaTE program will be included in each school’s handbook. A parent referral form will be given to parents upon request (Appendix A.1).
- If evidence other than the parent referral leads to student nomination, the “Identifying Student Strength and Abilities” description (Appendix A2.1) and checklist (Appendix A.2.2) will be mailed home to parents along with information regarding the program (Appendix A.3.1) and a permission form for any further testing (Appendix A.3.2).

Teacher Referrals:

- In grades K-8, teachers will be given a K-8 Spring Screening Form (Appendix B.1). Upon completion, teachers will be given a Teacher referral form with which to nominate students (Appendix B.2).
- If evidence other than teacher referral leads to student nomination, a teacher will be asked to complete a Teacher Referral Form on the student in question.
- Upon teacher nomination, a parent referral form (Appendix A.2.2) will be mailed home to parents.

#### Student Work:

- Multiple examples of student work that demonstrate advanced thinking or performance that is significantly above and beyond that of same-age peers may be utilized.
- For identification in the arts, student work will be required for nomination.

#### Student Referrals:

- A Student Referral Form will be given to students upon request. A student may refer him/herself (Appendix C.1a, C.1b, C.1c) or a peer (Appendix C.2a, Appendix C.2b). Once a referral is made, the parent referral checklist and the teacher referral checklist will be distributed for completion.

### **Selection Process**

GaTE teachers will collect forms and create a “talent pool” from which to proceed to the selection process. Students in the talent pool will be assessed using the InView assessment of the SAGES-2 assessment. A GaTE Identification Committee will consist of at least three qualified professionals including an administrator, a teacher, and a gifted and talented endorsed faculty member. The selection team will review the measures for students who have met the screening criteria and collect additional information when appropriate ([Chapter 104.08](#)). Selection will result when a combination of high achievement and/or ability test scores, strong referrals, and (when relevant) exceptional student work are present. The GaTE program will identify the top 3-5%. The screening process will be a blind process, in that names will be taken off and multiple screening data points will be reviewed. In less-common circumstances, in which the data does not support placement but professional referrals and/or samples of work are compelling evidence of giftedness, names may be revealed in the process. Inconsistent student performance for one of the measures will not prevent a student from being considered for identification as gifted and talented.

The GaTE Identification teams will review the selection process annually to assure that it is equitable and appropriate. Parents/Guardians will be notified of their child’s eligibility and they must provide written permission for GaTE services.

#### **Notification**

Parents/Guardians will be notified of their child’s eligibility (Appendix A.4.1, Appendix A.4.2) and they must provide written permission for placement of their child in the program.

Parents will also be notified if their child qualifies for Enrichment or no longer qualifies for continuation in the GaTE Program (Appendix A5).

#### **Placement Process**

Specific areas of need will be identified and addressed for each identified student and an ALP (Appendix F.1) will be developed based on individual strengths, needs and interests. The ALP may involve input from teachers, parents, and the student, and an ALP Acknowledgement Form (Appendix F.2) will be signed by each of the student’s teachers. It is not assumed that any student will be designated as gifted in all areas. Student identification for the program will be reviewed annually.

### ***Process for transfer students:***

Students new to the district will be reviewed on arrival if gifted services have been received in the past. Among review criteria, GaTE personnel will review past testing results, classroom performance and any other applicable data. If a transfer student had been identified for gifted services in a prior district, information will be reviewed using local screening/selection/placement tools before student is eligible for RSU 16 GaTE services. If the student was not identified in their prior district, information will be reviewed and students progress will be monitored by the teacher in the regular classroom. Student eligibility will be checked during the next GaTE screening process in the fall.

## **Exit Procedure**

With parental permission, a student may exit the program at any time. Parents must submit a written request to the GaTE teacher with rationale for exiting the program. The GaTE teacher will notify administration and the appropriate teachers of the request. A GaTE teacher may request, in rare circumstances, that a student's inclusion in the program be reconsidered. The student's classroom teacher(s), the GaTE teacher, parents/guardian, the student, superintendent (if necessary) and a building administrator (when appropriate) will meet to determine whether the student will exit the program.

## **Appeal Process**

A teacher and/or parent may appeal the screening committee's decision within 20 school days to the superintendent. They may do so by completing the RSU 16 GaTE Appeal Form (Appendix E.1). The district Appeals Committee (consisting of at least three qualified professionals, including an administrator, a teacher, and a gifted and talented endorsed faculty member) will review data gathered as a result of the appeal. Data will include GaTE nomination forms, documents completed during the appeals process, and any new standardized test results, as well as new samples of student work. After consideration of the appeal, the decision of the team is final for that school year. The student may be reconsidered the following year under the standard screening process. If deemed necessary, the following information may be collected: previous teachers may be interviewed in order to obtain further information regarding indicators of giftedness; current teachers will be asked to complete the Student Information Form for Appeals (Appendix E.2) and further testing may be provided, as necessary, to determine the nature of giftedness of the student. Following review of the data, all relevant information will be brought to a meeting with the Appeals Committee and the parent/guardian. At this meeting, the information will be reviewed and explained. Efforts will be made to develop a plan to meet each student's needs and support his/her growth and development whether or not the student is deemed eligible for GaTE services.

## **Annual Program Evaluation**

The purpose of program evaluation is to report the strengths and weaknesses found in the program as well as identify critical issues that might influence program services. There are several components to program evaluation:

- Assist in identification of the program's strengths and weaknesses and determine actions to improve the program as necessary.
- Evaluate the effectiveness of the program as currently described including logistics, funding, scheduling, space, and staffing.
- Report to the state in the annual application how RSU 16 is addressing the needs of its GaTE students.

### **Methods:**

**Compilation of data:** The following data will be compiled:

Questionnaires completed by GaTE students (Appendix G.1a, G.1b), their parents (Appendix G.2) and school personnel (Appendix G.3).

The written report from GaTE staff regarding program goals and implementation.

Annual student ALP review that evaluates each student's progress toward his/her goals.

**Reflection on data:** There will be an annual analysis of the program by GaTE staff.

**Recommendations:** There will be an annual meeting of GaTE staff and administrators to review and discuss recommendations for the upcoming year.

### **Superintendent Notification**

Maine law requires the superintendent to be notified of the children selected for the program. Maine law also requires the superintendent to be provided with a description of the programs that will be provided.

## **RSU 16 Music and Visual Arts Program**

### **Gifted & Talented Music Program Philosophy:**

The GaTE Music Program acknowledges, values, and nurtures the diverse musical talents of highly motivated students who show exceptional abilities in music. The program offers students the opportunity to develop a rich musical identity through exploration of many genres and concepts as well as reflection on their own practices. Differentiation for musically gifted students happens in the classroom setting, with the music teacher assisting the student to focus on interest and skill areas of music performance and reflection on performance and ability.

### **Gifted & Talented Visual Arts Program Philosophy:**

The GaTE Visual Arts program identifies and supports the learning of students who demonstrate exceptional abilities or potential in the Visual Arts. Students receive high quality programming which allows them to both succeed and to reach their highest potential. The programming is both highly engaging and academically challenging. The programming supplements the differentiated learning that takes place in the general education setting. Students are briefly pulled-out of their regular classroom in order to receive individual and small group instruction in the Visual Arts. Programming provides students with an accelerated pace of learning, greater depth of exploration, increased choice in what they learn and an opportunity to interact with other gifted peers. GaTE students are provided with opportunities to both exhibit their art work and to demonstrate their learning.

### **Gifted & Talented Music/Visual Arts Program Goals:**

- To implement an annual screening and identification process that is thorough and equitable
- To provide enrichment opportunities, resources, and services throughout the school community.

### **Objectives:**

- To continually assess tools in the screening process
- To develop the strengths in students identified as gifted performers. This will be accomplished with program offerings that emphasize content and complexity in process and product-oriented activities and performances. Students will use higher-level thinking skills, problem solving, and self-evaluation to explore content.

# Gifted & Talented Music/Visual Arts Program Identification Process

## Screening:

Gifted and Talented Music: Music teachers will consider all students of the school population when completing GaTE Music nomination forms. Those students who perform at a level of ability and interest far above that of their peers will be referred for GaTE music services. The referred students will form the “talent pool” that the GaTE Music ID Committee will review.

Gifted and Talented Visual Arts: Visual Arts teachers will consider all students of the school population when completing GaTE Art nomination forms. Those students who perform at a level of ability and interest far above that of their peers will be referred for GaTE Art services. The referred students will form the “talent pool” that the GaTE Art ID Committee will review.

## Selection:

A GaTE Music/Art identification committee consisting of at least three qualified professionals, including an administrator, a visual arts teacher/music teacher, and a gifted and talented endorsed faculty member will meet to consider those students referred for GaTE Music/Art services. Student work ethic, artistic/musical ability, and student product or performance will all be considered during the selection process. The student, parent/guardian, and building administrators will be notified once a student has been identified as eligible for inclusion in the GaTE Music/Arts program. Students may also nominate themselves using the GaTE Visual Music/Arts self-nomination form. Student nominations will be considered during the referral review period in the spring/fall. Student self-nomination forms will carry the same weight as teacher nomination forms and each will be accepted for consideration.

## Placement:

- Specific areas of interest and ability will be identified and addressed for each student receiving GaTE Music/Art services. Student progress will be monitored by the music/visual arts teacher providing instruction. Student identification for the program will be reviewed at the end of each academic year.

Note: The GaTE Music/Visual Arts processes for transfer students, exit procedure, and appeals process will follow that of the GaTE Academic Program.

## Review and Additions

It is understood this handbook is a “living” document. The GaTE teachers may make edits to provide greater clarity. Substantive changes will be referred to the Assistant Superintendent/Curriculum Director for approval prior to publication.

# Appendix

A.1	K-8 Teacher Spring Screening
A.2	Teacher and Parent Referral Cover Sheet
A.3	Parent Referral
A.4	Possible Student Enrollment
A.5	Parent Permission to Gather Information
A.6	Eligibility Notification and Parent Permission to Enroll
A.7	Enrichment Eligibility
A.8	Student Does Not Qualify
A.9	Enrichment Eligibility Grades 2/3
A.10	Exit Form
A.11	K-3 Self-Referral
A.12	4-8 Self-Referral
A.13	Request for Appeal
A.14	Teacher Information for Appeal
A.15	Advanced Learning Plan
A.16	K-3 Program Evaluation
A.17	4-8 Program Evaluation
A.18	Parent Program Evaluation
A.19	Faculty Program Evaluation

## References

**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

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\_\_\_\_ 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

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Student Name, printed

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Date

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Parent/Guardian signature

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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

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\_\_\_ 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:

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Reason for exit:

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\_\_\_\_\_ 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 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?

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Please attach any samples of student work if applicable.

**RSU 16 GaTE  
GaTE Advanced Learning Plan**

<b>Student:</b>	<b>Birthdate:</b>	<b>Today's Date:</b>
<b>School:</b>	<b>Grade:</b>	<b>School Year Identified:</b>

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

<b>Area(s) of Strength</b>	
<b>Area(s) of Interest</b>	
<b>Type of Intelligence* &amp; Learning Style</b>	

*\*See Howard Gardner's Multiple Intelligences*

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

**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* (2<sup>nd</sup> 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](http://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, 2<sup>nd</sup>. 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](http://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, 3<sup>rd</sup> Ed. Washington: NEA.

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