

MSAD # 33

GIFTED AND  
TALENTED  
HANDBOOK

REVISED FEBRUARY 2011

By Lisa Bernier, GT Administrator

# Table of Contents

I. Program Philosophy (Chapter 104.04)	Page 1
II. Program Description/Abstract	
Academic	Page 2
Visual and Performing Arts	Page 3
III. Needs Assessment	Page 4
IV. Program Goals	
Academic	Page 5
Visual and Performing Arts	Page 6
V. Identification	
Academic Screening	Page 7
Visual and Performing Arts	Page 8
VI. Selection (Chapter 104.08)	
Academic	Page 8
Visual and Performing Arts	Page 8
VII. Placement (Chapter 104.09)	
Academic	Page 9
Visual and Performing Arts	Page 9
VIII. Review of Identification (Chapter 104.10)	Pages 10-13
Review, Exiting, Appeals, and Transfer Students	
IX. Professional Training	Page 13
Staffing, Roles, Responsibilities	Page 13
X. Program Evaluation (Chapter 104.16)	Page 14
XI. Appendix	Pages 15-39

## Program Philosophy

MSAD #33 is committed to providing educational programs that meet the needs of an academically diverse student population. Within this population are students who demonstrate unusually high levels of general intellectual ability, and/or specific academic aptitude in one or more areas of the core curriculum, including visual and performing arts.

MSAD #33 recognizes that academically precocious students need to move at their own pace, need diversity in their educational experiences, and must be challenged to develop their abilities and potential. Meeting these needs requires specialized curricula that are advanced, conceptually complex, and clearly differentiated from the regular curriculum.

MSAD #33 also recognizes that the needs of identified gifted students vary as they progress through the elementary and secondary grades and that instructional settings must exist to accommodate these changes.

With this awareness in mind, MSAD #33 is committed to the development and implementation of an educational program that addresses the special needs of identified gifted and talented students. In doing so, MSAD #33 has considered the requirements of the Maine Statutes, Title 20-A, § 8104 and the recommendations of Pre-K-Grade 12 Gifted Program Standards from the National Association of Gifted and Talented Children.

## Academic Program Abstract

The program at the K-8 level is to provide a differentiated curriculum for identified students in the areas of reading/writing, math, social studies, science, art, music, and performing arts. We will target approximately 5% of the total population and provide services in a variety of settings including pull out, acceleration/enrichment, and instructional strategies in the regular classroom. The program delivery format and structure may vary from subject to subject.

At the high school level students will be provided with the opportunity to participate in advanced placement classes. Students who exhaust the courses at Wisdom High School will be encouraged to take courses at the University of Maine at Fort Kent through an agreement between UMFK and the district.

Students will also be allowed to participate in mentorships with experts in the community in their specific academic aptitude. In addition students are able to participate in a self-directed independent study designed to address interests and supervised by the appropriate faculty. Students who have exhausted courses in a content area such as math may attend the high school for an accelerated math class while being enrolled as a middle school student.

## Visual and Performing Arts Abstract

The program at the K-8 level is to provide a differentiated curriculum for identified students in the areas of Visual and Performing Arts. We will target approximately 5% of the total population and provide services in a variety of settings. The program delivery format and structure may vary from subject to subject.

At the high school level, students will be provided with the opportunity to participate in studio art classes, band, and independent studies. Students, who have exhausted the resources available at the high school level, may work with profession artists, musicians, or attend classes at the University of Maine at Fort Kent.



## Needs Assessment (Chapter 104.5)

MSAD # 33 is not unlike other school systems in Maine and across the country in that it too provides regular educational services to students who may qualify for special programming for identified gifted students.

One of the first needs addressed was the creation of a committee to oversee GT program activities. Our GT committee is comprised of the GT administrator, the art teacher, the music teacher, and the grade 6 teacher. All members will be endorsed at the beginning of the 2011-2012 school year. During the 2010 – 2011 school year, a community member will be added to the committee.

To date, an identification process has been developed. The identification process includes an initial screening of the entire student population to create an initial GT student talent pool. Referred students will further be screened, and appropriate services will be provided through the development of an Individualized Learning Plan (ILP) for each identified student. These plans will focus on addressing student needs in the areas of specific academic aptitude and general intellectual and artistic abilities.

Because one component of MSAD #33's GT program involves differentiated learning opportunities in the regular classroom, professional staff will have opportunities to be trained so this goal can be effectively met. Training in differentiated learning began in the fall of 2004 through a program sponsored by our ECO 2000 consortium and has been on-going. An SDE speaker was contracted during the 2010 – 2011 school year to work with the K-12 staff for two in-service days. A second component is a pull out program. Finally, a process for conducting annual reviews and evaluation of the program's operation has been developed.

### Examples of Academic Program Goals

Subject	Goal	K-5	6-8	9-12
ELA	To use skills and strategies of the reading process at advanced levels	By understanding stories from a social and cultural context	By identifying and evaluating persuasive techniques used to influence the reader	By analyzing philosophical assumptions and basic beliefs underlying advanced texts
Math	To understand that mathematics is the science of patterns, relationships and functions	By using patterns and multiple representations to solve multiple step word problems.	By creating a graph to represent a real- life problem using symbolic language with known and unknown variables	By creating situations explained by the same type of function
Science	To use a systematic process to create a technological design and produce a solution or product to meet a need.	By conducting investigations to support a reasonable explanation.	By designing a conducting scientific investigations with control variables	By designing and conducting scientific investigations guided by a testable hypothesis
Social Studies	To understand that there are major historic themes in the history of the community, ME, US and the World.	By identifying major enduring themes in the community, Maine, the United States and the World	By analyzing major enduring themes in the community, Maine, the United States and the World	By critiquing major enduring themes in the community, Maine, the United States and the World

### Examples of Visual and Performing Arts Program Goals

Goal	K-5	6-8	9-12
To provide the opportunity for the understanding of history as Visual and Performing Arts	Produce art or music according to the historical time period.	Develop a teaching aid that will reflect knowledge gained about the historical time period.	Perform or exhibit unique forms of art/music work inspired by the specific time period.
To provide the opportunity to explore and develop styles in the Visual and Performing Arts	To explore materials learned in order to enhance personal style.	Continue working on products that will provide opportunities for growth with in their personal style.	Create a unique body of work.
To provide the opportunity to express and communicate unique talents through the Visual and Performing Arts	Analyzing and critiquing one's portfolio.	Create and lead display of student works.	Create an exhibition or recital.
To provide the opportunity of concepts, terminology and the process of The Visual and Performing Arts.	By producing a portfolio of various art and music pieces consisting of a variety of elements of art and the principles of design.	By comparing the elements and principles of art and music.	By evaluating all the features of composition.

## Identification (Chapter 104.06-07)

### Academic Screening

The purpose of the screening is to ensure that all students are assessed equitably for possible exceptional abilities and to locate students who clearly need the program or students who need further assessment in order to determine if there is a need for services. All the tools used in the screening process target the students' achievement. At least three tools will be used as part of the selection process.

Reading: Star Reading scores, DIBELS scores, NECAP scores, NWEA scores, teacher nominations, self-nominations, parent nominations, and peer nominations.

Math: Star Math scores, AIMSweb scores, NECAP scores, NWEA scores, teacher nominations, self-nominations, parent nominations, and peer nominations

Social Studies: Teacher nominations, self-nominations, parent nominations, and peer nominations, alternate checklists, scales for rating the behavioral characteristics of superior students.

Science: Teacher nominations, self-nominations, parent nominations, and peer nominations, NECAP and NWEA scores, alternate checklist

## Visual and Performing Arts Screening

The purpose of screening is to ensure that all students are assessed equitably for possible exceptional abilities and to locate students who either clearly need the program or students who need further assessment in order to determine if there is a need for services. All the tools used in the screening process target the student's achievement. At least two tools will be used as part of the selection process:

Visual Arts: teacher nominations, student nominations and parent nominations

Performance Arts: teacher nominations, parent nominations

### Selection

#### Academics:

All tools used in the selection process target the student's reasoning ability. Once a pool of students is identified in the screening pool, each student will be assessed using at least one of the following

components: CogAT, SAGES, or SIGS

Reading: CogAT, SAGES, or SIGS

Math: CogAT, SAGES, or SIGS

Science: CogAT, SAGES, or SIGS

Social Studies: CogAT, SAGES, or SIGS

#### Visual and Performing Arts:

Once a pool of students is identified, in the screening pool, each student will be assessed using one of the following components:

Visual Arts: Portfolio assessment with rubric

Performing Arts: Portfolio assessment with rubric and grade

## Placement

### Academic:

The qualifying test scores are based on the top 5% of the local population. No student will be eliminated from the talent pool based on one test score. The committee will meet and consider all of the collected information.

### Visual and Performing Arts:

The qualifying test scores are based on the top 5% of the local population. No student will be eliminated from the talent pool based on one test score. The committee will meet and consider all of the collected information.



## Review of Identification Procedures and Services

The GT administrator, in collaboration with the GT Student Identification Committee, will annually review all existing student identification screening records, screen any new students, and consider any new teacher nominations. They will oversee the annual review process. The GT Student Identification Committee will include the school Principal (committee chair) and at least two classroom teachers who have had documented formal training in the education of gifted and talented students. When appropriate as determined by the Principal, a parent/guardian may be added to the committee when considering that parent/guardian's child's status relative to the school's GT program. This review process will be conducted at the end of each school year.

The primary function of the GT Student Identification Committee in the identification review process is to:

- Reconsider the eligibility of a student's inclusion in the gifted and talented student program.
- Review the appropriateness of a student's placement within the GT program.
- Consider possible removal of a student from the GT program
  - Exiting procedures
  - Possible exiting situations
  - Inability to function in a group
  - Emotional readiness
  - Emotional trauma
  - Attendance issues
  - Disruptive to others
  - Unwilling to participate
  - Low performance
  - Missing work
  - Anxiety regarding regular classroom work

Frustration  
Teacher request  
Student request  
Parent/guardian request

Exiting Procedures:

1. Students participating in the K-5 program will be reevaluated going into grade 6. In the event the student no longer qualifies for services, this will not be considered exiting the program. The GT services will be defined in duration in terms of grades K-5 and grades 6-12.
2. Qualified students are eligible to continue in the GT program from one year to another unless there is a written request for a student to exit the program from the GT teacher, the parent/guardian, counselors, or administrators.
3. Exiting of students from GT services is based upon multiple criteria including performance in the program and psychological or personal reasons and is finalized by a consultation with parents and teachers.
4. Prior to formal exit from the program, the following steps will be followed.
  - a.) Document and review student progress
  - b.) Conference with student, parent, and other appropriate professional educators.
  - c.) Formal notification of parent.

### Appeals process

The parents, guardian, or teacher of any denied student inclusion into the GT program may appeal the identification committee's decision as follows:

a.) a parent/guardian or teacher expresses concern regarding the exclusion of the student into the program. The GT teacher will review results of testing and information collected with the concerned person. The GT teacher will compare results and let the concerned person know why the decision was made according to the criteria of the program.

b.) The concerned person initiates an appeal in writing to the GT teacher. The GT teacher will conduct an alternate test. If an achievement test was low an alternate achievement test will be administered. If an ability test score was low an alternate ability test will be administered.

c.) The GT Advisory Board or Identification Committee will meet to reconsider eligibility in terms of new test results, additional data, and/or student products.

d.) The GT teacher will notify the parent, guardian, and teacher of the decision made by the Advisory or Identification Committee.

e.) In the event the student does not qualify for services, the student may be reevaluated in a year at the request of the parent, guardian, and/or teacher.

Consideration of eligibility of transfer students

In the event a student transfers from a different district and was previously identified and serviced in that district, MSAD #33 will review the identification documentation and compare it to the local identification system. If the student does qualify for services in MSAD #33 under their local identification criteria, then the student will automatically be eligible for services. If the student does not qualify for services in MSAD #33, then the previous school district will serve as a referral, and the student will have the option of going through MSAD#33's identification process. If the student does qualify, based on the newly acquired data, then the student will be placed in the program.

#### Professional Training / Staffing Roles and Responsibilities

MSAD # 33 will support professional training and development in terms of financial support and release time in order to encourage the teacher's professional growth. This will include courses, conferences, workshops, and webinars as well as associated costs.

#### The GT committee will:

- collect nominations each spring
- schedule testing for students in the pool each fall
- write letters to parents for testing permission
- collect test scores to review and compare

#### The administrator will:

- Schedule a parent informational meeting where parents will provide written permission for services
- Create schedules for service
- Serve on the GT Committee

To maintain program approval status for MSAD #33's program for gifted and talented students, the following is required annually:

Provide to the Commissioner any information that represents an alteration, addition, or deletion to any program category (Chapter 104.14, 1-9) as reported and approved in the original Program Approval Application.

Provide/have available for review results of the annual self-evaluation process.

Conduct and document an objective analysis of the progress made toward reaching the goals established in section A. Program Goals, of this document.

Conduct and document an objective analysis of GT program student achievement.

The following procedure will be used to evaluate the program and student progress:

- a.) distribute a teacher survey each fall
- b.) distribute a student survey each fall
- c.) distribute a parent survey each fall
- d.) receive input from the advisory team
- e.) review student performance on targeted assessment
- f.) a comprehensive review of data used to inform the future direction of the programming.

<b>Form 1</b>	<b>Teacher Student Nomination Form</b>
<b>Form 2</b>	<b>Difference Between Bright and Gifted Learners</b>
<b>Form 3</b>	<b>Parent Gifted and Talented Student Nomination Form</b>
<b>Form 4</b>	<b>Individualized Learning Plan</b>
<b>Form 5</b>	<b>Notification Letter to Parents</b>
<b>Form 6</b>	<b>Notification Letter of Testing Request</b>
<b>Form 7</b>	<b>Conference Form for Exit from GT Program</b>
<b>Form 8</b>	<b>Conference Form for Furlough/Re-entry from G/T</b>
<b>Form 9</b>	<b>GT Quarterly Progress Report</b>
<b>Form 10</b>	<b>Frequently Used Gifted and Talented Definitions of Terms</b>
<b>Form 11</b>	<b>Maddening Myths</b>

# Teacher Gifted and Talented Student Nomination Form

Please complete the following information when nominating a student for Gifted and Talented Eligibility. **This form must be completed by classroom teacher.**

Student Name \_\_\_\_\_ Grade \_\_\_\_\_

Date \_\_\_\_\_

School \_\_\_\_\_

Please attach copies of reports from each category below. (ie. Copy of NECAP, SAT, DIBELS, AIMSWEB, etc)

Achievement Score Data:

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Universal Screening

Data: \_\_\_\_\_

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Grades: \_\_\_\_\_

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**Check current differentiation/instructional strategies utilized:**

- Review of achievement data and testing results**
- Pre-assessment to inform instruction**
- Flexible grouping**
- Open-ended tasks that require higher- order thinking**
- Emphasis on choice of content, activity, and product**
- Use of various materials (more challenging reading level, supplemental content, etc)**

## CHECKLIST OF CHARACTERISTICS FOR AREAS OF GIFTEDNESS

**Directions:** Please look carefully at the following descriptions and assess to what extent they describe this student. Place a check mark in the box, which matches your assessment.

**Please place comments below the checklist area.**

**GIFTED AREA**

## **CHARACTERISTICS**

### **General Intellectual**

#### **Ability**

- understands complex concepts
- draws inferences between content areas
- sees beyond the obvious
- thrives on new or complex ideas
- enjoys hypothesizing
- intuitively knows before taught
- uses an extensive vocabulary
- does in-depth investigations
- learns rapidly in comparison to peers
- needs only 1 – 2 repetitions for mastery
- easily manipulates information

### **Specific Academic**

#### **Ability**

- exhibits advanced comprehension – 1-2 repetitions for mastery
- has an intense interest in a specific academic area
- exhibits high academic capacity in special-interest area
- pursues a higher level of abstraction than peers
- asks poignant questions
- discusses and elaborates in detail

### **Creative Thinking**

- is an independent and/or flexible thinker
- exhibits original thinking in oral and/or written expression
- generates many ideas to solve a given problem
- possesses a keen sense of humor
- is intrigued by creative tasks
- improvises and sees unique possibilities
- is a risk taker and resists conformity

### **Artistic:**

#### **Art**

#### **Drama**

#### **Music**

- communicates personal vision in visual/performing arts
- exhibits an unusual ability for aesthetic expression
- is compelled to perform/produce
- exhibits creative expression
- has a desire to create original products
- is keenly observant
- excels in demonstrating the visual/performing arts

### **Leadership**

- takes an active role in decision-making
- has high expectations for self and others
- expresses self with confidence

- foresees consequences and implications of decisions
- appears to be well liked by peers
- expresses ideas accepted by others
- is sought out by others to accomplish a task

**Comments are needed to support your recommendation.**

Please check below which area(s) may apply to the student, and give specific examples of behavior which support this area nomination. For example;

- A) What indicators of giftedness do you see in the student?
- B) What products, activities, or behaviors suggest to you that this student is gifted?

**General Intellectual Ability**

Processes new information quickly, uses advanced vocabulary, sees connections in concepts, focuses for long periods of time on special interests, or enjoys solving puzzles and problems.

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**Specific Academic Ability**

Shows unusual/advanced ability in:  reading  math  writing  science  
 social studies

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**Creative Ability**

Has a vivid imagination, a keen aesthetic sense, unique ideas in problem solving situations, may be a risk-taker, adventurous, non-conforming, often asks “why?”, or sees the unusual.

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**Leadership Ability**

Organizes and leads groups, carries responsibility well, tolerant and flexible with peers, possesses good self-confidence, or may be overbearing at times.

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**Artistic Ability**

Selects art media for free time or classroom projects, shows originality and creativity in the use of art media, keenly observes his/her environment, sees the unusual, easily remembers melodies and can produce them accurately, enjoys performing for others.

Shows a heightened interest in: \_\_\_ music \_\_\_ drama \_\_\_ art

Has an exceptional sense of: \_\_\_ rhythm \_\_\_ pitch \_\_\_ creativity

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Please give any other information, which you believe, is relevant and would assist in getting to know this student's interests and abilities. Submit to building principal.

Signature \_\_\_\_\_ Date \_\_\_\_\_

## **Difference Between Bright and Gifted Learners**

Children who are considered gifted have an exceptional ability. The bright child has excellent educational strengths, which can be supported and enhanced within the classroom environment. Additionally, with current innovative teaching practices, and teachers who extend curriculum to meet learner needs, some of our gifted learners' needs can be met within the classroom environment. The information following can help when discussing with parents and teachers the difference between bright and gifted children.

### **BRIGHT CHILD**

1. Knows the answers
2. Is interested
3. Is attentive
4. Has good ideas
5. Works hard
6. Answers the questions
7. Top group
8. Listens with interest
9. Learns with ease
10. 6-8 repetitions for mastery
11. Understands ideas
12. Enjoys peers
13. Grasps the meaning
14. Completes assignments

15. Is receptive
16. Copies accurately
17. Enjoys school
18. Absorbs information
19. Technician
20. Good memorizer
21. Prefers straightforward tasks
22. Is alert
23. Is pleased with own learning

### **GIFTED LEARNER**

1. Asks the questions
2. Is highly curious
3. Is mentally and physically involved
4. Has wild silly ideas
5. Plays around, yet tests well
6. Discusses in detail; elaborates
7. Beyond the group
8. Shows strong feelings and opinions
9. Already knows
10. 1-2 repetitions for mastery
11. Constructs abstractions
12. Prefers adults
13. Draws inferences
14. Initiates projects
15. Is intense
16. Creates new designs
17. Enjoys learning
18. Manipulates information
19. Inventor
20. Good guesser
21. Thrives on complexity
22. Is keenly observant
23. Is highly self-critical

Janice Szabos

*-Gifted Child Quarterly*

### **High Achievers vs. Gifted**

Good memorizer vs. Good, informed guesser  
Loves to memorize vs. Loves to think and ponder  
Loves rules vs. Wants only basic guidelines

Works hard vs. Plays around, yet tests well  
 A top group student vs. Is beyond the group  
 6-8 Repetitions for mastery vs. 1-2 Repetitions for mastery  
 “What do I need to do to get an A?” vs. “What is the purpose of this assignment?”  
 Is focused on the destination or end product vs. Is focused on the journey or process

**Behaviors Seen In Intellectually Gifted/Talented Students**

<b>Characteristics</b>	<b>Positive Behavior</b>	<b>Negative Behavior</b>
Learns rapidly and easily	Memorizes and masters basic facts quickly	Gets bored easily, resists drill, disturbs others, day dreams
Advanced vocabulary	Communicates ideas well	Shows off, invokes peer resentment
Curious, has a variety of interests	Asks questions, gets excited about ideas	Goes on tangents, no follow-through
Alert and observant	Recognizes problems	Impolitely corrects adults
Works independently	Creates and invents beyond assigned tasks	Refuses to work with others

(Adapted from J. Juntune, PhD., 1997)

**Parental Gifted and Talented Student Nomination Form**

(Submit completed form to the school principal)

Student \_\_\_\_\_ Name \_\_\_\_\_ Grade \_\_\_\_\_  
 Date \_\_\_\_\_

School \_\_\_\_\_

Person Nominating the Student \_\_\_\_\_  
 Relationship to Student \_\_\_\_\_

**PARENT/GUARDIAN INVENTORY CHECKLIST**

Please check the frequency descriptor for each of the following statements

When have you observed this characteristic?	Seldom or Never	Occasionally	Most of the time	All the time
1. Displays a good deal of intellectual playfulness, fantasizes, imagines, and manipulates ideas				
2. Has self-stimulated curiosity; shows independence in trying to learn more about something.				
3. Chooses difficult problems over simple ones.				
4. Is selected by peers for positions of leadership.				
5. Adapts readily to new situations; flexible in thought and action; is not disturbed if the normal routine is changed.				
6. Organizes and brings structure to things, people, and situations.				
7. Uses unique and unusual ways to solve problems.				
8. Displays a great deal of curiosity about many things, often going beyond conventional limits.				
9. Possesses a large storehouse of information about a variety of topics beyond the usual interests of this age.				
10. Reasons things out, thinks clearly, comprehends meaning.				
11. Expresses interest in understanding self and others.				
12. Has interest of older children or adults in games and reading.				
13. Is alert and keenly observant and responds quickly.				
14. Strives toward perfection, is self-critical, not easily satisfied with own speed or products.				
15. Excels in coordination and agility.				
16. Can perform more difficult mental tasks than peers.				
17. Seems to sense what others want and helps accomplish it.				
18. Tends to direct others in activities.				
19. Sticks to a project or idea once it is started, not easily distracted or discouraged.				
20. Sees flaws in things, including own work and can suggest better ways to do				

job or reach an objective.				
21. Has many different ways of solving problems.				
22. Challenges authority when sense of justice is offended, structures alternative approaches.				
23. Displays a keen sense of humor in situations that may not appear to be humorous to others.				
24. Enjoys and responds to beauty.				
25. Has unusually advanced vocabulary for age level, uses terms in a meaningful way.				

### Creative Ability

Has a vivid imagination, a keen aesthetic sense, unique ideas in problem solving situations, may be risk-taker, adventurous, non-conforming, often asks "why?", or sees the unusual.

Examples: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### Leadership Ability

Organizes and leads groups, carries responsibility well, tolerant and flexible with peers, possesses good self-confidence, or may be overbearing at times.

Examples: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Artistic Ability

Selects art media for free time or classroom projects, shows originality and creativity in the use of art media, keenly observes his/her environment, sees the unusual, easily remembers melodies and can produce them accurately; enjoys performing for others.

Shows a heightened interest in: \_\_\_ music \_\_\_ drama \_\_\_ art  
Has an exceptional sense of: \_\_\_ rhythm \_\_\_ pitch \_\_\_ creativity

Examples: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please attach any additional information, which you believe to be relevant and would assist us in getting to know your child's interests and abilities.

Signature \_\_\_\_\_

Date \_\_\_\_\_

**MSAD#33  
Individualized Learning Plan (ILP)**

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Grade: \_\_\_\_\_

Date Identified: \_\_\_\_\_

School Name: \_\_\_\_\_

ILP Participants/Relationship to Student:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Student Interests:*

*Student Strengths:*

*Student Learning Style:*

*Area of Concern if Applicable:*

*Educational Need:*

\_\_\_\_\_ *Academic*

\_\_\_\_\_ *Social/Emotional*

\_\_\_\_\_ *Performing Arts*

\_\_\_\_\_ *Dual Exceptionality*

*Related Services: (OT, PT, Speech, Counseling, Other)*

*Annual Goal #1*

*Strategies:*

*Frequency & Grouping:*

*Method of Measurement:*

*Differentiated Objectives:*

*Person Responsible:*

*Evidence of Progress:*

<i>Comments:</i>

<i>Annual Goal #2</i>
<i>Strategies:</i>
<i>Frequency &amp; Grouping:</i>
<i>Method of Measurement:</i>
<i>Differentiated Objectives:</i>
<i>Person Responsible:</i>
<i>Evidence of Progress:</i>
<i>Comments:</i>

*(Copy and paste above charts if more than two goals.)*

*Signatures:*

\_\_\_\_\_  
*Parent/Guardian*

\_\_\_\_\_  
*Classroom Teacher*

\_\_\_\_\_  
*Administrative Signature*

\_\_\_\_\_  
*GT Teacher*

\_\_\_\_\_  
*Student Signature*

\_\_\_\_\_  
*Other*

MSAD 33 GT Program

Dear Parent / Guardian:

I am pleased to inform you that \_\_\_\_\_ has been identified as being gifted and talented due to his/her ability in \_\_\_\_\_ and will be placed on our, Gifted and Talented Program **for this academic year.**

As all students develop and progress at different rates, students will be reviewed at the end of each academic year. At this time, students may be moved either in or out of the program to ensure that it continues to reflect the top 5% of our school population. Please also be aware that if your child transfers to a new school, he/she will not automatically be included in their Gifted and Talented Program.

If you wish for your child to be included in our District's Gifted and Talented Program for this year, please sign and return the cut off slip at the bottom of this letter and include any comments you wish to make.

Please do not hesitate to get in touch with our Gifted and Talented Team if you have any questions.

Sincerely,

Lisa Bernier

Amy Bouchard

Theresa Cerceo

Lynn Ouellette

Gifted and Talented Team

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I wish for my son/daughter \_\_\_\_\_ to be placed in the, Gifted and Talented Program for 2010/2011.

Any comments:

Signature : \_\_\_\_\_  
Parent/Guardian

\_\_\_\_\_  
Date

MSAD#33 Permission for Additional Testing for Gifted and Talented Services

Dear Parent or Guardian:

In an effort to better assess and address the needs of your child for our District's Gifted and Talented Program, we would like to administer the following gifted and talented assessments:

1. (Screening Assessment Name)

Please sign below if you give permission for us to test your child and return it to (principal's name) or (teacher's name).

If you should have any questions regarding testing, please contact me or any gifted and talented resource person at (school phone number).

Thank you,

Lisa Bernier  
MSAD#33 GT Administrator

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Student Name:

---

Parent/Guardian Name:

---

Parent/Guardian Signature:

---

Date:

MSAD#33  
Conference Form for Exit from G/T

Name of Student \_\_\_\_\_

Campus \_\_\_\_\_

Grade \_\_\_\_\_ Classroom Teacher: \_\_\_\_\_

Date of Conference \_\_\_\_\_

Conference Initiated by \_\_\_\_ Parent/Guardian

\_\_\_\_ School Personnel

Area(s) of Concern:

\_\_\_\_ Unsatisfactory Academic Performance

\_\_\_\_ Behavior that jeopardizes self or others

\_\_\_\_ Undue stress

\_\_\_\_ Other \_\_\_\_\_

Relevant Information:

Committee Decision:

\_\_\_\_ Furlough granted until \_\_\_\_\_ (not to exceed 1 semester)

\_\_\_\_ Exit from G/T Program

\_\_\_\_ Remain in G/T Program with modifications

\_\_\_\_ Remain in G/T) Program without modifications

Signatures of Campus G/T Committee Members:

\_\_\_\_\_ Agree \_\_\_\_ Disagree  
G/T Teacher

\_\_\_\_\_ Agree \_\_\_\_ Disagree  
Classroom Teacher

\_\_\_\_\_ Agree \_\_\_\_ Disagree  
Administrator

\_\_\_\_\_ Agree \_\_\_\_ Disagree \_\_\_\_ Did not attend  
Parent

### Conference Form for Furlough/Re-entry into G/T

Name of Student \_\_\_\_\_

Campus \_\_\_\_\_

Grade \_\_\_\_\_ Classroom Teacher:

\_\_\_\_\_  
Date of Conference \_\_\_\_\_

Conference Initiated by \_\_\_\_ Parent/Guardian

\_\_\_\_ School Personnel

Area(s) of Concern:

\_\_\_\_ Unsatisfactory Academic Performance

\_\_\_\_ Behavior that jeopardizes self or others

\_\_\_\_ undue stress

\_\_\_\_ Other \_\_\_\_\_

Relevant Information:

Committee Decision:

\_\_\_\_ Re-entry Granted Until \_\_\_\_\_

\_\_\_\_ Re-entry in G/T program as scheduled

\_\_\_\_ Re-entry in G/T program with revised scheduled

Signatures of Furlough Committee Members:

\_\_\_\_\_ Agree \_\_\_\_\_ Disagree

G/T Teacher

\_\_\_\_\_ Agree \_\_\_\_\_ Disagree

Classroom Teacher

\_\_\_\_\_ Agree \_\_\_\_\_ Disagree

Administrator

\_\_\_\_\_ Agree \_\_\_\_\_ Disagree \_\_\_\_\_ Did not Attend

Parent

\_\_\_\_\_  
Date Re-entered (G/T) \_\_\_\_\_

Signatures of Re-entry Committee Members:

\_\_\_\_\_ Agree \_\_\_\_\_ Disagree

G/T Teacher

\_\_\_\_\_ Agree \_\_\_\_\_ Disagree

Classroom Teacher

\_\_\_\_\_ Agree \_\_\_\_\_ Disagree

Administrator

\_\_\_\_\_ Agree \_\_\_\_\_ Disagree \_\_\_\_\_ Did not Attend

Parent

M.S.A.D. #33  
DR. LEVESQUE SCHOOL  
2010-2011  
GIFTED AND TALENTED PROGRESS REPORT TO PARENTS

To Parent(s)/Guardian(s) of: \_\_\_\_\_  
Student's Name

Grade: \_\_\_\_\_ GT Teacher: \_\_\_\_\_

SUBJECT(S): \_\_\_\_\_

Quarter:	<input type="checkbox"/> 1 <sup>st</sup>	<input type="checkbox"/> 2 <sup>nd</sup>	<input type="checkbox"/> 3 <sup>rd</sup>	<input type="checkbox"/> 4 <sup>th</sup>
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Describe Goals and Progress for each area indicated above

Goals:

Progress:

\_\_\_\_\_  
GT Teacher's Signature

\_\_\_\_\_  
Date

## Frequently Used Gifted and Talented Definitions of Terms

ABILITY GROUPING -small group or whole class grouping of students based on similar abilities.

ACADEMIC COMPETITIONS -competitions which might include, but not limited to, Destination Imagination, Future Problem Solving, Math Olympiad, Math Counts, Quiz Bowl, Invent America, Westinghouse Science Talent Search, Academic Decathlon.

ACCELERATION -grade level or subject level advancement to meet the

learner's needs.

ACCESS -an opportunity to study through school district course offerings, independent study, cooperative educational service agencies, or cooperative arrangements between school district boards and post-secondary education institutions.

ADVANCED CLASSES -advanced classes offered in any discipline at the middle or high school level. Student participation is based on five criteria including teacher recommendation, academic history, high-standardized test scores, strong learning and motivational characteristics and a desire to participate.

AP (ADVANCED PLACEMENT) CLASSES -a nationally recognized program which consists of college-level courses and examinations for high school students.

APEX -a technological support for advanced placement courses.

APPRENTICE -a mentor - protégé relationship.

APPROPRIATE PROGRAM -a systematic and continuous set of instructional activities or learning experiences, which expand the development of the pupils identified as gifted and talented.

AUTONOMOUS LEARNER -a self directed student; a learner who makes positive educational decisions which further his/her learning

CLUSTER GROUPING -.an arrangement in which a group of students with similar talents are assigned to a classroom teacher in order to facilitate modifications of their curriculum

COLLEGE/CORRESPONDENCE COURSES/YOUTH OPTIONS -college courses, offered to high school (or younger) students via correspondence, on site at the college campus or on the high school campus site. Usually, these courses are granted both college and high school credit.

COMPACTED COURSES -a programming strategy which compresses two or more courses in a given subject area into one course or a one-

course (or shorter) time frame.

CONTINUOUS PROGRESS CURRICULUM -curriculum that provides appropriate instruction to students daily and allows for students to move ahead as they master content and skills.

CONTRACTING -allows students to contract for grades and/or choose from a variety of available project/product options. This strategy allows students an option to eliminate repetition of material already mastered, moving at their own pace, while insuring mastery of content, through enrichment and/or acceleration.

COOPERATIVE LEARNING -a teaching strategy utilizing the concept of cooperative group effort in achieving a goal or purpose. Each participant has a determined role in helping the group reach their goal. Not synonymous with group work.

COURSE WAIVER -provides appropriate educational alternatives for students who participate in pre-approved summer courses and who are able to successfully demonstrate mastery of specific course content to advance through the traditional pre-requisite course sequence.

CREDIT BY EXAM (TESTING OUT) -a method where a student is allowed to "test out" of a course and receive academic credit for the course if mastery is demonstrated.

CURRICULUM COMPACTING -modifying or "stream-lining" the regular curriculum in order to eliminate repetition of previously mastered material and to provide time for appropriate enrichment and/or acceleration activities while ensuring mastery of basic skills.

DIFFERENTIATED CURRICULUM -curriculum that is qualitatively changed to better match the learning characteristics and needs of talented students.

DUAL ENROLLMENT -students at any grade level, who are allowed to simultaneously take courses at the next school level.

EARLY GRADUATION -when all high school requirements have been met and the student is allowed to graduate before the end of her/his senior year.

EARLY ENTRANCE -an acceleration strategy whereby students enter kindergarten or first grade earlier than the age usually prescribed.

ENRICHMENT -provides students with opportunities to be challenged with more complex, higher level thinking and/or broader based activities instead of regular classroom work (different - not more).

FLEXIBLE GROUPING -the grouping of students based on similar interests or abilities. Student groups change regularly according to purpose or topic.

GIFTED AND TALENTED -pupils enrolled in public schools who give evidence of high performance capability in intellectual, creative, artistic, leadership, or specific academic areas and who need services or activities not ordinarily provided in a regular school program in order to fully develop such capabilities.

GRADE LEVEL ACCELERATION -a method whereby students move ahead one or more years beyond the next level in the normal sequence of promotion.

GUIDANCE GROUP FOR GIFTED/TALENTED ISSUES -a counseling program, which provides small groups of talented students the opportunity to interact and discuss issues which specifically pertain to giftedness/talents.

ILP (INDIVIDUAL LEARNING PLAN) -an individualized plan for ensuring assessment, placement, curriculum, and instruction of a talented student.

INDEPENDENT STUDY FOR CREDIT -a program that allows a student to pursue an area of study of interest for school credit.

INDEPENDENT PROJECTS -a programming option, which allows a student or small group of students to pursue an area of interest related to a specific curricular area or an individual area of interest.

INTEGRATED INSTRUCTION -combining aspects of two or more traditionally separate areas of interest; e.g. coordinating the study of

Rome in a history class with the study of mythology in an English class.

INTERNSHIP -similar to apprenticeship, may involve more independence.

MENTORSHIPS -a programming option, which provides an opportunity for students to be paired with a teacher, parent, or community volunteer in an area of expertise or interest. It is usually done on a one child-one adult basis for a fair length of time to enable a student to develop her/his knowledge in the specific area and, perhaps, to develop a product from the experience.

METACOGNITION -thinking about one's own thinking and learning; knowing how one learns best.

MULTIPLE INTELLIGENCES -Gardner's theory, which addresses different intelligences, (such as interpersonal, intrapersonal, musical, bodily-kinesthetic, logical-mathematical, visual-spatial) and how they impact instructional methods and product development.

PERFORMANCE-ORIENTED COMPETITIONS -competitions that would include the artistic (visual/performing arts) areas (i.e., art, music, drama, dance).

PROJECT/PRODUCT OPTIONS -allowing student choices in the way they demonstrate acquired knowledge through their personal strengths and interests.

SIMULATION -participatory units of study where students learn curricular content by imitating or living it in real life.

SUBJECT/CONTENT ACCELERATION -a student takes the next level of a particular subject at an earlier age/grade level than normal.

## Maddening Myths

There are many misconceptions about what it means to be gifted. Here are ten of the most common myths we've encountered over the years:

Myth #1: Gifted kids have it made and will succeed in life no matter what. They don't need any special help in school or anywhere else.

Fact: Everyone needs encouragement- and help- to make the most of their abilities and succeed in life.

(Research shows that 25% of gifted are underachievers and quit trying because nothing they do leads to any measurable success

or satisfaction.)

Myth #2: Gifted kids should love school, get high grades, and greet each new school day with enthusiasm.

Fact: Most schools are geared for average learners, not gifted learners, which makes it hard for gifted students to get excited about going. Some of the most talented students in the United States actually choose to drop out of school altogether.

Myth #3: Gifted students come from white middle- and upper class families.

Fact: They come from all cultural, ethnic, and socioeconomic groups.

Myth #4: Gifted kids are good at everything they do.

Fact: Some gifted students are good at many things; others are exceptionally able at only a few things. Some gifted students are also learning disabled, which means that they might not be very good at schoolwork.

Myth #5: Teachers love to have gifted students in their classes.

Fact: Some do; some don't. Certain teachers feel uncomfortable with gifted students and get defensive when they suspect that their students know more than they do.

Myth #6: If gifted students are grouped together, they will become snobbish and elitist.

Fact: Some will; some won't. What's especially pernicious about this myth is that some adults use it to rationalize decisions about *not* allowing gifted students to work or study together or *not* providing them with opportunities that meet their learning needs.

Myth #7: All gifted kids have trouble adjusting to school and forming friendships.

Fact: Some do; some don't- just like other kids.

Myth #8: Gifted students don't know that they're "different" unless someone tells them.

Fact: Most gifted kids don't need to be identified or labeled before they know that they're not quite like their age peers.

Myth #9: Gifted students must constantly be challenged and kept busy or they will get lazy.

Fact: They might get bored, but they won't necessarily get lazy.

Myth #10: Gifted kids are equally mature in all areas-academic, physical, social, and emotional.

Fact: That would be convenient, but it is not a reasonable expectation. (The Columbus Group in 1991 found that gifted kids tended to be asynchronous in their development. They are way above their age peers in cognitive development, are highly sensitive for their age, but may lag behind in physical development and socially they prefer younger kids or adults as companions.)

Adapted from: *The Gifted Kids' Survival Guide: A Teen Handbook* by Judy Galbraith, M.A. and Jim Delisle, Ph.D.