

**AOS #92 – Vassalboro, Waterville, Winslow  
25 Messalonskee Avenue  
Waterville, ME 04901**

**STATE OF MAINE DEPARTMENT OF EDUCATION  
ACADEMIC PLAN FOR GIFTED AND TALENTED  
2009-2010  
For all newly reorganized RSUs**

**In Accordance with Maine Department of Education Regulation 104**

ADMINISTRATIVE UNIT: AOS 92

PERSON RESPONSIBLE FOR G/T PROGRAM: Peter Thiboutot - TEL. NO.: 872-1960

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ADDRESS: 20 Dean Street  
Winslow, ME 04901

The Academic Plan for the Gifted and Talented Program shall be submitted electronically to Debbie Violette at [GT.DOE@maine.gov](mailto:GT.DOE@maine.gov) by December 11, 2009. Upon obtaining approval by the Commissioner, the school unit shall be entitled to operate an approved Gifted and Talented program and to receive State subsidy. The plan must be complete in order to be approved.

**Certification:**

I hereby certify that the attached plan represents the locally approved Gifted and Talented academic program that will be fully implemented by 2009-2010 and that the program is aligned with the system of *Maine's Learning Results: Parameters for Essential Instruction* and meets State standards and procedures governing the establishment, implementation, and approval of educational programs for the gifted and talented as outlined in Maine Department of Education Regulation 104. The statements made herein are correct to the best of my knowledge and belief.

Date:

Signature:

For Information Contact:  
Clifford McHatten  
Gifted and Talented Education  
(207) 624-6654

Return To:  
Debbie Violette  
[GT.DOE@maine.gov](mailto:GT.DOE@maine.gov)

**GT Academic Plan  
August 31, 2009**

**Due Date: December 11, 2009**

The following information shall be required and must describe the complete plan for identification, programming, and evaluation of the gifted and talented academic program (please refer to the guidelines as you develop your responses at [www.maine.gov/education/gt/index.html](http://www.maine.gov/education/gt/index.html)).

**1. The school unit's philosophy for the gifted and talented academic program:**

We acknowledge diversity among students. Our goal is to match students' strengths and needs with appropriate programming. We are committed to providing a range of services in the arts and academics to meet the individual needs of our gifted and talented students. These services will vary based on the developmental level of the students being served. Ideally, at all levels, the classroom provides the best setting for students to develop their talents. To the extent that the students' needs cannot be provided for in the classroom setting, alternatives will be identified and implemented.

**2. A program abstract that describes the children to be served and the gifted and talented academic program(s) to be implemented in the school(s) of the unit:**

The gifted and talented program in AOS 92 is designed to serve students in grades K-12 who excel, or have the potential to excel, beyond their age peers in the regular school program, to the extent that they need and can benefit from programs for the gifted and talented. These students may demonstrate this across all academic areas or in one or more academic area. The population identified in academic areas typically comprises about five percent of the population.

A continuum of options, in lieu of the regular curriculum, that are aligned with the Maine Learning Results, will provide the basis of program planning for gifted and talented students in language arts, math, science and social studies.

Grades K – 2: Program services in all academic areas at the primary level focus substantially on methods that support the classroom teacher in differentiating instruction for students who are developmentally or academically advanced. In addition, program staff may plan and implement lessons and activities that allow further observation of students who may be considered for future program services. In instances where student needs are so significant that typical differentiation opportunities are not sufficient, additional services are considered.

Grades 3-5: A variety of program options are available for consideration at this level, including, but not limited to, consultation with classroom teachers regarding differentiated instruction, regularly scheduled small group meetings for specialized instruction in a particular subject, accelerated classes, independent study, and out-of-grade placement.

Grades 6-8: A variety of program options are available for consideration at this level, including, but not limited to, consultation with classroom teachers regarding differentiated instruction, regularly scheduled small group meetings for specialized instruction in a particular subject, accelerated classes, independent study, and out-of-grade placement.

Grades 9-12: Program options available for consideration at this level include, but are not limited to, regional programs, cross-registration for specific courses at area schools, online courses, AP courses, college courses, mentorships, college and career planning, and independent study.

**3. The goals, objectives, and activities aligned with *Maine's Learning Results: Parameters for Essential Instruction* for each gifted and talented academic program component, K-12 (provide an example for each academic area at each grade span):**

Note: Examples below relate most closely to MLR Guiding Principles. However, they are tied to specific MLR content area performance indicators, since all curriculum is aligned to MLR.

Goal #1: Develop academic opportunities for gifted and talented students that accommodate their strengths and needs. *(MLR: Applies knowledge to set goals and make informed decisions; applies knowledge in new contexts; demonstrates initiative and independence. Sees opportunities, finds resources, and seeks results; perseveres in challenging situations; accepts responsibility for personal decisions and actions)*

Objective #1: To provide instruction that is appropriately paced to suit the learning needs of identified students

Grade Span	ELA	Math	Science	Social Studies
K- 2	Differentiation of grade level material	Differentiation of grade level material	Differentiation of grade level material	Differentiation of grade level material
3-5	Daily language arts class with GT teacher	Curriculum compacting	Differentiation of grade level material	Differentiation of grade level material
6-8	Accelerated GT language arts class	Out-of grade placement	Daily science class with GT teacher	Differentiation of grade level material
9-12	Independent study	Enrollment in multiple math courses concurrently	Electives within district (cross-registration)	Online coursework

Objective #2: To provide for individual student interests in content areas in which students are identified.

Grade Span	ELA	Math	Science	Social Studies
K- 2	Independent reading	Learning centers	Student selected topics	Student selected topics
3-5	Student-selected book groups	Enrichment sessions with math specialist	Student selected research project with GT teacher	Quarterly summits with guest presenters
6-8	Participation in elective pull-outs on different aspects of language arts (e.g., journalism, Jr. Great Books)	Options for independent study or acceleration into high school courses	Differentiation within accelerated science course with GT teacher	Participation in elective pull-outs
9-12	Cross-registration for coursework	Online coursework, college courses, electives	Online coursework, college courses, and electives	Online coursework, college course, and electives

Goal #2: Develop academic opportunities for gifted and talented students that are developmentally appropriate. *(MLR: Understands and respects diversity; demonstrates initiative and independence; sees opportunities, finds resources, and seeks results.)*

Objective #1: Provide differentiated instruction in the regular classroom, with professional development support for teachers.

Objective #2: Provide opportunities for academic exploration beyond the regular classroom for older students.

Grade Span	ELA	Math	Science	Social Studies
K- 2	Independent reading materials at appropriate levels	Differentiation within existing classroom framework	Teacher support for student interest with nonfiction texts	Teacher support for student interest with nonfiction texts
3-5	Daily language arts class with GT teacher	Curriculum compacting	Consulting with classroom teacher for differentiation	Quarterly summit on selected topic
6-8	Weekly book groups	Acceleration – out-of-grade placement	Daily science class with GT teacher	Weekly pull-outs on selected topics
9-12	Online chat book groups	Online coursework	Participation in collaborations with scientists	Original, primary research projects

Goal #3: Develop academic opportunities for students that emphasize inquiry and application of learning. *(MLR: Gains and applies knowledge across disciplines and learning contexts and to real life situations with and without technology; recognizes the need for information and locates and evaluates resources; applies knowledge to set goals and make informed decisions; applies knowledge in new contexts; demonstrates initiative and independence; demonstrates flexibility including the ability to learn, unlearn, and relearn; demonstrates reliability and concern for quality; observes and evaluates situations to define problems; frames questions, makes predictions, and designs data/information collection and analysis strategies; Identifies patterns, trends, and relationships that apply to solutions; generates a variety of solutions, builds a case for a best response and critically evaluates the effectiveness of the response; sees opportunities, finds resources, and seeks results; uses information and technology to solve problems; and perseveres in challenging situations.)*

Objective #1: Provide opportunities for independent inquiry.

Objective #2: Provide opportunities for research on student-selected topics.

Grade Span	ELA	Math	Science	Social Studies
K- 2	Writing workshop	Learning centers	Student-selected projects	Service-learning projects
3-5	Research project	Math investigations	Weekly experiments	Research to prepare for participation in summit
6-8	Pull-out sessions to focus on specific tasks, like creating an online magazine	Performance tasks, such as box project (graphing, proportionality, area, volume)	Original research in weekly pull-out sessions (e.g., conducting sensation and perception experiments)	Simulations
9-12	Multi-genre project	Electives	Participation in collaborations with scientists	Original, primary research projects

4. **A description of the specific gifted and talented identification process for the academic areas (English/Language Arts, Math, Science, Social Studies):**

**Screening**

The screening process is used to identify potential candidates for gifted and talented services. At least one tool will be objective, one tool will be subjective, and at least three tools will be used to screen all students. Any student who meets the criteria on any one of these will be moved to the pool to be considered for identification.

Screening measures for grades 3-8 may include:

ELA: OLSAT, Naglieri, DRA 2, NWEA for reading, local writing prompts, NECAP results for reading, student classroom performance, teacher referrals, student (self) referrals, parent referrals.

Math: OLSAT, Naglieri, NWEA for math, NECAP results for math, local assessments, student classroom performance, teacher referrals, student (self) referrals, parent referrals.

Science: OLSAT, Naglieri, NECAP for science, NWEA for math and reading, NECAP for math and reading, student classroom performance assessments, interest inventories, teacher referrals, student (self) referrals, parent referrals.

Social Studies: OLSAT, Naglieri, NWEA for math and reading, NECAP for math and reading, student classroom performance assessments, interest inventories, teacher referrals, student (self) referrals, parent referrals.

Screening measures for 9-12 may include:

ELA : NWEA for reading, local writing prompts, PSAT and SAT reading/writing results, student classroom performance, teacher referrals, student (self) referrals, parent referrals.

Math: NWEA for math, PSAT and SAT math results, student classroom performance, teacher referrals, student (self) referrals, parent referrals.

Science: NWEA for math and reading, all PSAT and SAT results, student classroom performance, interest inventories, teacher referrals, student (self) referrals, parent referrals.

Social Studies: NWEA for math and reading, all PSAT and SAT results, student classroom performance, interest inventories, teacher referrals, student (self) referrals, parent referrals.

**Selection**

Once a pool of students has been screened and identified as potential candidates for GT services, a GT Identification or Oversight Committee meets to identify specific students for GT services. This committee is comprised of the GT teacher, a classroom teacher, and a building administrator. Additional members may also include classroom teachers from other grades in the span and a guidance counselor and a parent.

The responsibilities of the committee in relation to selection are:

- Review the information collected on students who have met the screening criteria;
- Collect additional information when appropriate;
- Select children for placement in the gifted and talented program based upon an in-depth assessment of the collected information;
- Oversee the annual review of the selection process;
- Assure that the selection is equitable;
- Ensure that students will be allowed to bring in outside information, if available, to demonstrate that they would benefit from the gifted program.

### **Placement**

After the GT Identification Committee has determined the academic areas for which each student is identified, the gt teacher, in conjunction with parents, students and teachers, will develop a personal learning plan for each student. The plan will outline how programming options will be implemented in order to address the strengths and needs of the student. The GT Identification Committee will also:

- Notify the superintendent of children selected for the program;
- Provide the superintendent with a description of the program that will be provided;
- Notify parents of the eligibility of their child for participation in the program, provide them with a description of the program and obtain written parental permission to place the child in the program;
- Maintain records on each child's participation in the program.

### **5. A description of the general gifted and talented identification process for the academic areas (not specific to each academic area):**

#### **Process for reviewing identification procedures and services**

The GT Identification Committee meets annually to review program services for students. The committee reviews all publicity information and correspondence/feedback from parents and teachers to determine if adjustments to the identification process should be made.

#### **Exiting procedures**

At the screening points outlined above, if screening information does not support the conclusion that a student excels or has the potential to excel beyond their age peers in the regular school program, to the extent that they need and can benefit from programs for the gifted and talented, parents will be notified and the student will be exited from the program. Additionally, a student and/or his or her parent may request that the student be allowed to exit the program. A student may request to exit the program with parent permission. If parents do not give permission for the child to exit the program, a meeting of the identification team, the parent and the student will take place to determine appropriate action. A parent may request that a child be exited from the program.

#### **Appeals process**

An appeal may be requested by a student, parent, teacher, school administrator or counselor by submitting a written GT Appeal form to the Assistant Superintendent of Schools. The Assistant Superintendent will review the GT Appeal form with the GT Identification

Committee, and make a recommendation to the Superintendent of Schools for his/her action. As per school system policy, any appeals made in respect to actions of the Superintendent may be directed to the School Board for further review and/or action.

### **Consideration of eligibility of transfer students**

Records of all transfer students are screened. Those whose record indicates consideration by the Identification Committee are placed on monitor status until additional screening information is gathered and the Committee next meets.

#### **6. A description of professional training and development that takes place in order to implement the gifted and talented academic program(s):**

Teachers employed as teachers of gifted and talented students hold endorsement 690 (gifted and talented) or are working towards that certification. In addition, these teachers are encouraged to attend ongoing professional development in the field. Staff routinely attend MEGAT conferences and regional meetings.

Teachers in the gifted and talented program also provide or support ongoing professional development to teachers in their respective buildings. Professional development includes such topics as differentiation, identification, social and emotional needs of gifted students, to name a few.

#### **7. A description of the staffing, roles, and responsibilities pertaining to the management of the gifted and talented academic program(s):**

The AOS 92 Assistant Superintendent will be responsible for overseeing and supervising the GT program and staff. The GT program's policies and procedures will be reviewed yearly to ensure they are in compliance with state rules and regulations, and the identification procedures are fair and provide for the nomination and selection of students from all populations of students.

#### **8. A description of the annual gifted and talented academic program evaluation process in each academic area, including tools and/or criteria to evaluate program effectiveness:**

The program is evaluated each spring by GT staff and AOS administration using a variety of information that may include teacher surveys, parent surveys, student surveys and/or reflections, GT staff reflections, student achievement information, review of the identification process and review of progress towards program goals. Information is used to set annual program goals.

November 16, 2011