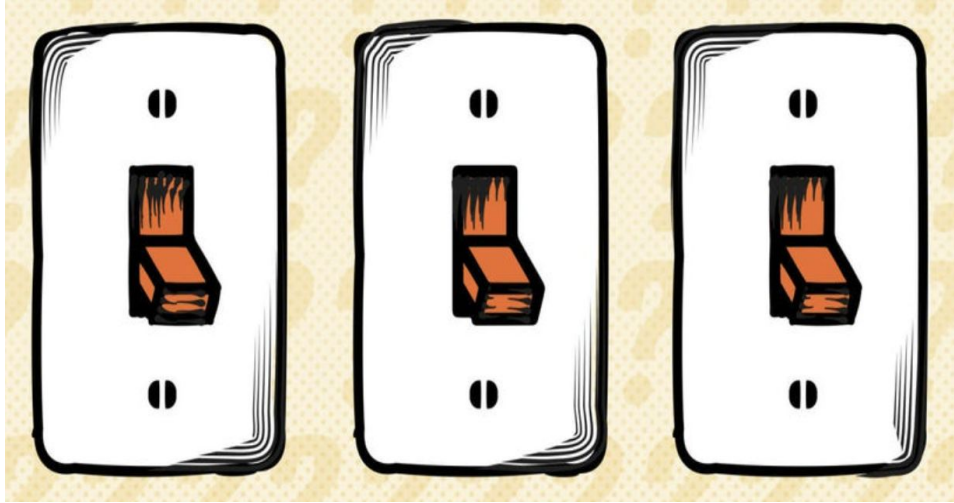


Gifted/Talented School Committee Presentation

Erik Benham (K-4)
Chambree Kumka (5-12)



Warm Up Problem



In a room behind a closed door there is a light. You cannot see into the room from the outside. Just outside of the door are these three switches. You may only open the door to check the light one time. You know that the lamp is currently off. Can you come up with a plan to figure out without any doubt which of the switches controls the light?



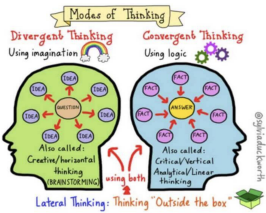
Identification/Screening Process

- All children are open to the screening and selection process annually to identify for services by the selection committee (April/May).
- District screening begins for all 2nd graders using a combination of Cognitive Abilities Test scores, NWEA achievement history, and teacher rating scales to create a GT Pool for grades 3&4.
- Each year an annual review of pooled students as well as new referrals is conducted.
- The annual review of 4th and 8th grade students includes updated designated aptitude testing (CogAT).
- Students may be screened for GT services at any grade level based on referrals or scores on achievement tests.
- Multiple pieces of data are used for the identification/screening process:
 - NWEA
 - CogAT
 - Teacher Ratings/Feedback



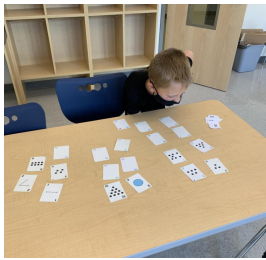
General Role of the GT Coordinator (all grades)

- Coordinate with school counselors for course placement and servicing social-emotional needs of identified students.
- Collaborate with teachers in servicing gifted and high ability students.
- Work with students either individually or in groups based on needs.
- Introduce contests and extracurricular opportunities. (Math Olympiads, Scholastic Essay Contests, 3M Science, etc.)
- Identify and monitor students for services.

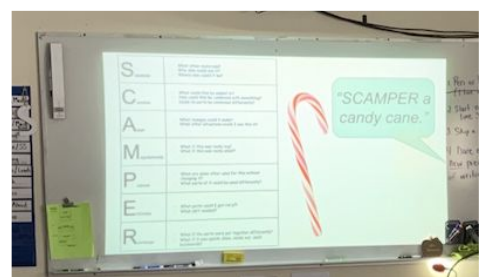


Grade-Specific Roles of the GT Coordinator

- Grades K-2: Serve as a resource for teachers. Collaborate with classroom teachers to provide support with differentiation and enrichment opportunities. Provide pull-out or push-in services on a case-by-case basis.
- Grades 3-4: Work directly with students identified for the GT Pool through push in and pull out enrichment. Provide academic challenges as well as creative and critical thinking skills to promote lifelong learning.
- Occasionally provide whole class enrichment on topics such as growth mindset, perseverance in problem solving, and creative and critical thinking.



Edward Herrick-Gleason
Planetarium Director



Grade-Specific Roles of the GT Coordinator



- Grades 5-8: Serve as a resource for teachers (differentiation, push-ins, etc.) and work directly with students identified as gifted or high ability (tutorials, pull-outs, etc.). Utilize tutorial time for SEL lessons, independent projects, enrichment activities, etc.
- Grades 9-12: Serve as resource/student advocate for identified students. Assist with course pathways and social emotional needs. Utilize Spartan Time for student meetings.



YAHOO!
Interview PUZZLE

- You want to transport 3000 bananas to market (1000 km away)
- Camel can carry max. 1000 bananas at a time
- Camel eats one banana for every kilometer

What's the maximum number of bananas that can be delivered to the market ?





2021-2022 Numbers (Includes GT & High Ability)

The Maine Department of Education says this number will usually “comprise five percent of the school population.” (Chapter 104)

- K-2nd Grade: 2 students
- 3rd Grade: 19 students
- 4th Grade: 21 students
- 5th Grade: 7 students
- 6th Grade: 11 students
- 7th Grade: 12 students
- 8th Grade: 14 students
- 9-12th Grade: 41 students

Thank you!

