Maine Indian Education

Talented and Gifted Services



This document is based largely on the work of the Choctaw Tribal Schools.

Approved by IIS School Committee 2/26/2024

Introduction

Maine Indian Education is developing and providing talented and gifted educational services based on the belief that all students should have the opportunity to develop to their fullest extent. A certain percentage of Maine Indian Education's students has a very advanced set of skills that need to be acknowledged and cultivated. Such skills may fall into one or more categories: intellectual ability, creativity, academic achievement, leadership and visual and performing arts. In order to provide educational services to address these unique skill sets, Maine Indian Education is in the process of developing services for students in grades 3 through 8. These services are often referred to by an acronym – TaG (talented and gifted).

Students in grades Pre-K through grade 2 are monitored through universal screenings, administered three times annually. Students who demonstrate advanced skill sets, (in comparison to their peers), will be provided with enrichment or advanced programming in the regular classroom setting, whenever possible.

Purpose and Services Objectives

The primary objectives of Maine Indian Education's Talented and Gifted services include:



- The identification of students who demonstrate a capacity for excellence far exceeding their peers through a process that begins in second grade.
- Development of intellect and creativity, visual and performing arts, support of student interests,

and guidance in leadership skills and positive self-concepts.

- The provision of appropriately differentiated services and services options which meet the specific academic, social, and emotional needs of our talented and gifted students.
- Helping parents nurture their children's gifts and talents in the home and community in collaboration with our schools and the District.

Mission Statement of Talented and Gifted Services

The mission of Maine Indian Education's Talented and Gifted Services is to challenge students with differentiated interdisciplinary opportunities designed to provide:

A support mechanism and an extension of the regular services of instruction.

Flexible and innovative programming, which promotes self-esteem, productivity, creativity, visual and performing arts, and leadership.

The development of individual talents and special abilities to each student's fullest potential.

A commitment to excellence.

Characteristics of Students Involved in Talented and Gifted services

The term talented and gifted means students, children, or youth who:

a) Give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in a specific academic field; and

b) Need services or activities not ordinarily provided by the general school program in order to fully develop those capabilities.

The following charts list some of the many characteristics associated with creative and divergent thinking, leadership, and excelling in the visual and performing arts. These are only some of the many characteristics associated with talented and gifted students. The screening, nomination and eligibility processes look into the characteristics in a more in-depth manner.

Creative/Divergent Thinking Characteristics
Often offers unusual and unique responses to problems and questions.
Puts unrelated ideas together in new and different ways.
Is a high-risk taker.
is adventurous and speculative.
Possesses a "let's try" approach at school, home and community.
May be non-conforming.
Accepts disorder.
is not interested in details.
is individualistic.
does not fear being different.
Displays a keen sense of humor.
Demonstrates exceptional ability in written expression (writes stories, poetry, plays)

Leadership Characteristics
Accepts and carries responsibility well.
can be counted on to do what he/she promises and usually does it well.
Adapts readily to new situations.
is flexible in thought and action and does not seem disturbed when normal routine is changed.
Is self-confident with children of own age as well as with adults.
Frequently assumes a leadership role.
Can express self well.
has good verbal faculty and is usually well understood.
Is cooperative.
tends to avoid bickering and is generally easy to get along with.
Tends to dominate others.
generally directs the activity in which he/she is involved. (May be seen as "bossy" by other children.
Organizes material in a way that is meaningful.
Expresses little fear of the unknown or of the difficulty of a task.
Likes to organize and brings structure to things, people, and situations.
Is able to predict from present information.
Invents new ways to work with common materials.
Volunteers new information and ideas or presents new information about cultural differences or similarities or about materials learned outside of class.

Visual and Performing Arts Characteristics
Think and express themselves in creative and original ways.
They are driven by ideas, imagination, and humor. May think something is funny when others do not.
They have the ability to interpret music with accuracy and sensitivity.
They are eager to participate in classroom plays or skits.
They may challenge the tasks assigned in class.
They can command and hold the attention of a group when speaking or performing –

this may not always be at the "right" time.
They can imitate others, the way people speak, gesture, etc.
They show a sustained interest in music activities, often in lieu of other activities.
They can make up original plays or stories.
They exhibit skill and creativity in individual and/or classroom art projects.
Talent is evidenced at an early age, often through drawing or pretending.
They become absorbed in art tasks.
They spend their free time involved in artistic work.
They may doodle, sculpt, and/or draw cartoons while listening.
They are interested in detail; more inventive in their artwork than peers.
They are extremely curious and ask questions about art and artists.
They create original artistic products.
They may be known as an "artist" by peers.
They have a desire to critique art works, their own and others – may not always be in kind ways.
They enjoy exhibiting and displaying their own artwork.

Source: Adapted from characteristic listing in Lee County Schools AIG (Academically and Gifted Education) Plan, North Carolina – 2013

Maine Indian Education
Talented and Gifted Eligibility Criteria

In order to participate in the TaG services a student must qualify in <u>at least one</u> of the categories below <u>and</u> have parent/guardian permission for involvement in the services.

The qualifying areas include:



Intellectual Ability –One indicator must include scoring in the top 5% on a statistically valid and reliable measurement tool of intellectual ability.

Creative/Divergent Thinking –One indicator must include scoring in the top 5% of performance on a statistically valid and reliable measurement tool of creative/divergent thinking.





Academic Achievement–One indicator must include scoring in the top 15% of academic performance in a total subject area score on a statistically valid and reliable measurement tool of academic achievement, or a standardized assessment, such as a norm-referenced or criterion-referenced test, e.g., NWEA MAP's or STAR

Leadership – means the student is recognized as possessing the ability to lead, guide, or influence the actions of others as measured by objective standards that most adults of the community and school would believe demonstrates that the student possesses leadership skills. Up to 15% of students may be identified as Talented and Gifted under the leadership category. Consideration for leadership giftedness includes a review of evidence from items such as: teacher observation checklist, portfolios of supportive documentation, and rating scales.





Visual and Performing Arts – means outstanding ability to excel in any imaginative art form; including, but not limited to, drawing, painting, sculpture, jewelry making, music, dance, speech, debate, or drama. This area of giftedness is determined by a team review of items such as: supportive documentation, teacher ratings for visual arts, music and/or performing arts, portfolios, and awards from judged or juried competitions. Schools can identify up to 15% of students as eligible for TaG services.

Given these 5 eligibility categories for identifying students as talented and gifted opens the door for "twice exceptionality". It is possible for students to be identified as special education students as well as talented and gifted students.

Quick Reference Chart for TaG Identification, Program Review, and Reevaluation

Category of TaG	Intellectual Ability	Creative/ Divergent Thinking	Academic Achievement	Leadership	Visual and Performing Arts
Assessment	Kaufman Brief Intelligence Test (K-BIT2)	Torrance Test of Creative Thinking	NWEA MAPs, STAR	Observation Checklist, Rating Scales	Observation Checklist, Rating Scales
Review of TaG PLP	Annual	Annual	Annual	Annual	Annual
Reevaluation Timeline	Every three years	Every three years	Every three years	Every year	Every year
Maximum % of Students Identified by School	5%	5%	15%	15%	15%

Steps in the TaG Services Identification and Program Planning Process:

The following 11 step process outlines Maine Indian Education's TaG services inclusive of the critical components of nomination, evaluation and services development and implementation.

Step One: Staff development and parent training.

Step Two: Existing school-wide testing data review.

Step Three: Nominations/Referral (two ways these occur)

- As a result of data review and/or screening, OR
- Parent/guardians, teachers, and students themselves may refer at any time throughout the school year for students in grades 3 – 8th.

Step Four: School's TaG Team (consisting of at least an administrator, a general education representative, MTSS representative, referral area representative) review of referral and decisions regarding next steps.

Step Five: Parent/guardian permission is obtained to collect student TaG

portfolio information/assessment.

Step Six: Portfolio development and/or Assessment/Evaluation.

Step Eight: Eligibility determination meeting.

Step Nine: PLP development, implementation (including general education support for the TaG student) and on-going progress monitoring.

Step Ten: Annual yearly evaluation of progress, a review of the student's PLP and updating as appropriate.

Step Eleven: Reevaluation in the areas of intellectual ability, creative/divergent thinking, and academic achievement will be conducted annually. Leadership and visual and performing arts will be reevaluated annually.

Step One: Staff Development and Parent/Guardian Training

All school staff are trained in the following areas:

- Talented and gifted student characteristics.
- Types of support needed by TaG students within the general education environment.
- The TaG process – from nomination, evaluation to programming.
- Programming options available for TaG students at MIE schools.
- Staff responsibilities regarding the TaG services.
- The development and implementation of the student's personalized learning plans (PLP).

Parents/guardians are made aware of the TaG services with the provision of a TaG brochure, information about talented and gifted characteristics, the nomination/referral process, the various types of programming options at MIE, etc. This information is sent home to all parents/guardians and placed on MIE's schools websites.

Step Two: Existing School-Wide Testing Data Review

MTSS coordinators and classroom teachers review existing data to identify students entering grades 3-8, who may be talented and gifted. Based on the data collected, students may be referred for TaG services consideration. Any students scoring in the top 15% of academic performance in a total subject area on schoolwide testing data will be referred for TaG consideration. A portfolio, as described in the "portfolio guidance" section of this document must also be developed.

Step Three: Nomination/Referral

Nominations/referral for TaG consideration can occur in two ways.

1. Students are referred as a result of the existing school-wide testing data review
2. At any time, school staff members, parents/guardians and the student (him/herself) may submit a referral for TaG services consideration. Referrals will be considered from any grade 3 – 8.
3. One of two nomination forms will be completed depending on the person who is nominating. The forms are:
    - TaG Referral/Nomination Form (for school staff members and parents/guardians).
    - Student Self-Nomination for TaG (Considered for students grade 7 and 8)



Step Four: TaG Review of Referral and Decisions Regarding Next Steps

The school TaG team meets to review all referrals/nominations. Meetings regarding referral review must be documented with team member signatures. Decisions are then made regarding the type of data that should be collected and/or developed as part of the student's comprehensive TaG portfolio. The development and collection of materials for the portfolio is a collaborative process requiring efforts on the part of school staff and TaG staff. Decisions regarding needed testing/evaluations will also be made at this time. The TaG Assessment Plan form must be completed by the local school TaG team and parent/guardian permission must be obtained prior to testing and data collection (25 CFR 39.115).

Step Five: Parent/Guardian Permission to Gather Additional Data

Prior to gathering data for a student's portfolio, the local school TaG Team must obtain parent/guardian consent for assessment. TaG portfolio information is used in the eligibility determination as well as the development of the Personalized Learning Plan (PLP).

Step Six: TaG Referral Process

Each student referred/nominated for TaG services consideration must have a TaG referral form and accompanying documents completed on their behalf. General guidelines for the contents of the referral are noted in the following chart. Developing/gathering information and products for the referral is a collaborative process involving staff members, parents/guardians, and the student him/herself. The school MTSS coordinator(s) facilitate the process. The portfolio not only helps in the eligibility decision, it is also very helpful in assuring that the student's PLP is meaningful and individualized.

Portfolio Guidance

Academic Achievement

Nomination Types and Times	Components of Portfolio	Components of Student's Confidential TaG File
Students being considered for possible nomination in the area of Academic Achievement based on results of school-wide achievement test data – **(Review student plan annually and reevaluate every three years.)** **NOTE:** Students can be nominated in this category at any time throughout their school career.	1. School wide achievement data indicating that the student scored in the top 15% 2. TaG Referral/Nomination Form completed by student's general education teacher 3. Parent/guardian input (optional) 4. Student input (optional) 5. Student Grades 6. 2 work samples reflecting student's strengths 7. Observation and interview summaries (optional) 8. Letter(s) of recommendation (optional)	1. Nomination/Referral Form 2. Parent/guardian permission to gather additional data 3. Parent/guardian permission to conduct assessment/ evaluate 4. Qualifying Assessment Data 5. Multi-Disciplinary Team Determination of Eligibility 6. Parent/guardian permission to participate in TaG 7. PLP & Progress Monitoring Forms 8. Revaluation forms – when applicable

Intellectual Ability

Nomination Types and Times	Components of Portfolio	Components of Student's Confidential TaG File
Students nominated in the area of Intellectual Ability **(Review student plan annually and reevaluate every three years.)**	1. Evaluator's report summarizing intelligence test results (Kaufman Brief Intelligence Test, 2nd Edition [K-BIT2]) 2. TaG Referral/Nomination Form completed by student's general education teacher 3. Parent/guardian input (optional) 4. Student input (optional) 5. Student Grades 6. Observation and interview summaries (optional) 7. 2 work samples reflecting student's strengths 8. Letter(s) of recommendation (optional)	1. Nomination/Referral Form 2. Parent/guardian permission to gather additional data 3. Parent/guardian permission to conduct assessment/evaluate 4. Qualifying Assessment Data 5. Multi-Disciplinary Team Determination of Eligibility 6. Parent/guardian permission to participate in TaG 7. PLP & Progress Monitoring Forms 8. Review forms – when applicable

Creative/Divergent Thinking

Nomination Types and Times	Components of Portfolio	Components of Student's Confidential TaG File
Students nominated in the area of Creative/ Divergent Thinking **(Review student plan annually and reevaluate every three years.)**	1. Results from a creativity evaluation (Torrance Tests of Creative Thinking) 2. TaG Referral/Nomination Form completed by student's general education teacher 3. Creative ability checklist completed by student's general education teacher 4. Parent/guardian input (optional) 5. Student input (optional) 6. Student Grades 7. Observation and interview summaries (optional) 8. 2 work samples reflecting student's strengths 9. Letters of recommendation (optional)	1. Nomination/Referral Form 2. Parent/guardian permission to gather additional data 3. Parent/guardian permission to conduct assessment/evaluate 4. Qualifying Assessment Data 5. Multi-Disciplinary Team Determination of Eligibility 6. Parent/guardian permission to participate in TaG 7. PLP & Progress Monitoring Forms 8. Review forms – when applicable

Leadership

Nomination Types and Times	Components of Portfolio	Components of Student's Confidential TaG File
Students nominated in the area of Leadership **(Review of student plan and reevaluation conducted every year.)**	1. Leadership Observation Checklist 2. Parent/guardian input (optional) 3. Student Grades 4. Observation and interview summaries (optional) 5. 2 artifacts reflecting student's leadership strength, e.g., lists of positions held, awards related reflecting leadership 6. Letter(s) of recommendation (optional)	1. Nomination/Referral Form 2. Parent/guardian permission to gather additional data 3. Parent/guardian permission to conduct assessment/evaluate 4. Parent/guardian permission to participate in TaG 5. Qualifying Assessment Data 6. Multi-Disciplinary Team Determination of Eligibility 7. PLP & Progress Monitoring Forms 8. Review forms – when applicable

Visual and Performing Arts

Nomination Types and Times	Components of Portfolio	Components of Student's Confidential TaG File
Students nominated in the area of Visual and Performing Arts **(Review of student plan and reevaluation conducted every year.)**	1. Music, Visual Arts, and/or Performing Arts teacher nomination form 2. Parent/guardian input (optional) 3. Student input (optional) 4. Student Grades 5. Observation and interview summaries (optional) 6. Visual Arts - Artifacts demonstrating high interest, high product quality, original ideas 7. Performing Arts– 5 – 10 minute tapes of performances (optional) 8. Listings of awards and/or positive reviews of performances or artwork 9. Letter(s) of recommendation (optional)	1. Nomination/Referral Form 2. Parent/guardian permission to gather additional data 3. Parent/guardian permission to conduct assessment/evaluate 4. Qualifying Assessment Data 5. Multi-Disciplinary Team Determination of Eligibility 6. Parent/guardian permission to participate in TaG 7. PLP & Progress Monitoring Forms 8. Review forms – when applicable

Step Seven: Portfolio Development and/or Assessment/Evaluation

The MTSS Team reviews all referrals and is considered a component of the assessment for which parent/guardian permission must be obtained.

When is testing/evaluation required?

- If the student is nominated in the area of intellectual ability, or creative/divergent thinking, additional testing/evaluation is required.
- If nominated in any of the other areas (academic aptitude/achievement, leadership and/or visual and performing arts), additional testing/evaluation may be needed.

The decision regarding additional testing/evaluation is made on an individual basis by the MTSS Team. The TaG Assessment Plan is developed by the MTSS Team and parent/guardian permission obtained.

Step Eight: Eligibility Determination Meeting

The TaG Eligibility Determination team is made up of at least 3 of the following.

- The nominator
- Classroom teacher (required)
- Professional who conducted formal testing/evaluation (if one was completed)
- TaG service provider
- Local experts as applicable (especially if being considered in the area of leadership, and/or visual and performing arts)
- Principal
- MTSS coordinator
- Instructional coach
- Special education personnel (twice exceptional)
- Counselor
- Parent/guardian



The team meets to determine whether or not a student meets the criteria for receiving Talented and Gifted services. The Team completes the TaG Identification Meeting template.

Step Nine: PLP Development, Implementation (Including General Education Supports for the TaG Student) and On-Going Process Monitoring

The TaG team develops the Personal Learning Plan, which includes the following components:

1. Student's name and birthdate.
2. Student's current grade and teacher(s).
3. Student's school.
4. Student's address and parents/guardian's name & contact information.
5. The date of TaG placement. 25 CFR §39.117 (c)(1)
6. The date of when services will begin. 25 CFR §39.117 (c)(2)
7. The area of TaG eligibility.
8. Measurable annual goals and objectives. 25 CFR §39.117 (c)(4)
9. How progress will be monitored.
10. A statement regarding whether behavior or social/emotional concerns impact the student's progress in the regular school program or TaG services. If there is a possible impact, there **must** be an identified and noted plan to meet these needs, e.g., counseling, behavior plan, contracting, etc.
11. Appropriate support for the regular education setting.
12. The date of annual review.
13. Staff Providing Services and Time, 25 CFR §39.117 (c)(5), §39.120 (b) & 25 CFR §39.117 (c)(5), §39.120 (b)3
14. Date of Next Evaluation 25 CFR §39.118

Students who are eligible for TaG services must have parent/guardian permission to participate and must have a personal learning plan (PLP) based on their identified talents and gifts.

Development and implementation of the PLP and on-going progress monitoring

PLP development and implementation requires collaboration among general education and TaG staff. All staff should be working toward enhancing and improving the student's particular areas of giftedness. TaG students will also benefit from support provided in the general education classroom – such as allowing the student to progress at a faster pace, compacting the curriculum in certain subject areas, varied grouping, etc.

If grades or school behavior are areas of concern, these issues should be discussed and goals, objectives and/or interventions made a part of the PLP pertaining to these particular needs.

TaG services will be rendered through enriching, accelerating, or compacting subject matter during or in addition to regular content area classes depending on individual student needs. For students that have a PEP for leadership or creative/divergent thinking, programming should be provided outside of content area instruction.

In the event a student has difficulty keeping up with the regular classroom work, a conference will be held with the parent(s)/guardians, classroom teacher(s), talented and gifted services provider, and the student to discuss the problem and to determine an appropriate course of action. The conference and plan of action will be documented and follow- up conferences will be held as needed.

TaG staff must provide parents/guardians with periodic updates regarding the student's progress related to the goals and objectives in the PLP. These progress updates should be sent home at the same time and intervals as general education report cards.

Step Ten: End of the Year PLP Review and Updating Plan as Necessary

The schools' TaG staff must meet with the general education staff annually to review and update, as appropriate, all TaG student personal learning plans. It is critical to review with the student's teacher for the upcoming year, the supports and suggested strategies for meeting the needs of the student in the general education setting. If goals and objectives have been met or are no longer appropriate, the PLP should be updated with new goals and objectives noted.

If student performance indicates that he/she is no longer meeting program expectations or demonstrating characteristics of a talented and gifted student, then an eligibility review may be conducted.

Step Eleven: Eligibility Review

In the event that an eligibility review is necessary, a TaG team will be formed consisting of, at a minimum, the TaG service provider, general education teacher(s), parent/guardian, and if appropriate, the student. Others, such as the school counselor, special educator, artist, musician and tribal member, might also be a member of the team. Decisions regarding team membership should be made on an individual basis. The TaG team will determine the appropriate assessments, portfolio documents, and any additional data to be reviewed.

Since participation in TaG services is an entitlement under law, the student should remain in TaG services as long as they are being successful. **Grades and/or success in the regular classroom should not be considered as a reason for removal from TaG services.**

If the local school TaG Team recommends that a student be dismissed from TaG services, the student's parents/guardians must be notified and given an opportunity to discuss the decision before the student is removed.

Exiting Procedures (if applicable)

Based on 25 CFR § 39.119, a student must leave the gifted and talented program when either:

(a) The student has received all of the available services that can meet the student's needs;

(b) The student no longer meets the criteria that have qualified him or her for the program; or

(c) The parent or guardian removes the student from the program.

Other Responsibilities and Requirements of Maine Indian Education's TaG Services

- Provide the type and duration of services identified in each student's TaG PLP (personal learning plan).
- Provide individualized services based on each student's identified areas of talents and gifts.
- Conduct an annual progress review and update the PLP based on all progress monitoring data.
- Maintain individual student files and provide documentation of eligibility criteria, referral data, parent consent, services provided and other appropriate information.
- Maintain confidentiality of student records under the Family Educational Rights and Privacy Act (FERPA).
- Conduct required reviews and appropriate reevaluations.
- Compile all data requested from the Bureau of Indian Education (BIE) related to compliance and ISEP funding for TaG services.

Maine Indian Education's– TaG Services and Service Options

The following chart provides a listing of TaG services and opportunities at the primary, elementary, and middle school grade spans.

School Level	TaG Services and Opportunities
Primary School (Grades K-2)	Students in grades Pre-K through grade 2 are monitored through universal screenings, administered three times annually. Students who demonstrate advanced skill sets, in comparison to their peers, will be provided with enrichment or advanced programming in the regular classroom setting. Additional programming will be developed on a case by case basis.
Elementary School (Grade 3-5)	Students, who qualify as intellectually, academically, creatively talented, or have exceptional talents in the area of leadership and/or visual and performing arts have the option of being part of the TaG services. The services may consist of one or more of the following: • A separate class for a portion of the day or week • Differentiation within the general education setting • Interventions within the general classroom • Participation in a science fair, robotics competition, or other similar activities • Subject or grade acceleration • Mentorships (specific to area of giftedness) • Advanced placement in grade or subject area • Academic competitions/clubs • Counseling

School Level	TaG Services and Opportunities
Middle School	Students, who qualify as intellectually, academically, creatively talented, or have exceptional talents in the area of leadership and/or visual and performing arts have the option of being part of the TaG services. This services may consist of one or more of the following: • An advanced English and reading class. • Differentiation within the general education setting • Interventions within the general classroom • Participation in the science fairs, robotics competitions, etc. • Subject or grade acceleration • Mentorships (specific to area of giftedness) • Advanced placement in grade or subject area. • Other academic competitions/clubs. • Counseling.
All Levels	• All TaG students are given opportunities to take field trips, take part in writing contests, drama, cultural activities, and other varied activities that are not typically offered to regular classroom students. These activities are designed to further challenge the students, enrich their educational experiences, and develop respect for Wabanaki culture, language and traditions.