

## **Gifted/Talented Program**

### **PHILOSOPHY OF THE GIFTED AND TALENTED PROGRAM**

The RSU #22 is dedicated to providing an educational program designed to address the unique needs of each individual child. Programming for gifted and talented students is part of this dedication and shall be provided to the extent identified students need and can benefit from programs in such areas and for such a time as seems appropriate. The program shall allow gifted and talented children to develop their critical and creative thinking skills by offering diverse learning experiences through specialized curricula that are advanced, conceptually complex and carefully differentiated from regular curricula. Instructional settings shall be appropriate to satisfy individual changes as students progress through the elementary and secondary grades, enhancing growth to the fullest of each person's potential.

#### **GENERAL PRINCIPALS OF EDUCATION FOR GIFTED AND TALENTED STUDENTS**

Gifted and talented students need to move at their own rate, regardless of chronological age or grade placement. Therefore, academic subjects including the fine arts shall be taught to them in a manner that allows them to learn at their appropriate instructional level and at their own pace.

Gifted and talented students need diversity in their educational experiences, therefore, they shall have a variety of program models, instructional strategies, and materials.

Gifted and talented students need to be challenged to develop their abilities and potential, therefore, they need specialized curricula that are advanced, conceptually complex, and carefully differentiated from regular curricula. This curriculum shall be provided as an extension of the regular curriculum.

Gifted and talented students have needs that vary as the students progress through the elementary and secondary grades, therefore, instructional settings shall be appropriate to their changing needs.

Highly gifted and talented students (2% of school's population) may need further modifications of their educational programs, therefore, appropriate adjustments or alternatives to their gifted and talented programs shall be made.

Children who enter the G/T Program do so because they have special educational needs. In order to meet those needs for each, unique individual, the district committee for G/T education will develop a curriculum guide.

The curriculum shall be grounded in the established characteristics and behaviors of G/T children. It shall also be based on the idea that G/T education should be developed from a school's regular curriculum modified to fit the special needs of the individual.

Principles to guide teachers in providing such a differentiated curriculum shall be established in five areas. The five areas are content, which cites such principles as studying any topic via broad based issues or themes in depth and at a rate that matches the learner's ability. Learning principles (an area called "process principles/cognitive" in the program handbook) which encourage teachers to provide the learner with independent study skills, to help the learner to develop better thinking skills, and to integrate basic skills in higher level or abstract thinking activities. Emotional principles ("process principles/affective") which remind us to help the learner recognize abilities in self and in others, and to become more self-directed. Research skills which urge teachers to provide each learner with opportunities to become more able to find answers to their own questions, and to develop into life-long learners. Product principles which state the necessity for students to present new ideas in a variety of ways: written, oral, audio visual, graphic, artistic, etc.

The goals of this curriculum will be to allow students to learn subjects in their area of excellence at an appropriate rate and to an appropriate degree, to assist students to develop greater thinking skills and a greater appreciation of self and others, and to dare to challenge the known and to investigate the unknown.

Source: Maine Regional School Unit No. 22

Adopted: June 20, 1990