

Baltimore County Public Schools

**Gifted and Talented
Education**

**Parent Information Presentation
2011-2012**

The Mission of GT Education

- **To nurture potential in students to develop their abilities to the maximum**
- **To challenge those with advanced learning capabilities through differentiation of the regular curriculum and through specialized programs and services**
- **To address the needs of gifted learners across all populations**

The GT Education Program serves students who, when compared with others of their age, experience, or environment, demonstrate high **potential** or **performance** in the areas of art, English/language arts, mathematics, science, and/or social studies.

Gifted and talented students are found in youth from all cultural groups, across all economic strata, and in all areas of human endeavor.



Maryland Annotated Code, §8-202

Board Policy 6401

Every student in Baltimore County Public Schools K-12 who gives evidence of high achievement capabilities should have access to high quality gifted and talented educational services regardless of that student's race/ethnicity, gender, socio-economic status, geographic location, primary language or disability.

Identification of Students



The Process of Identification:

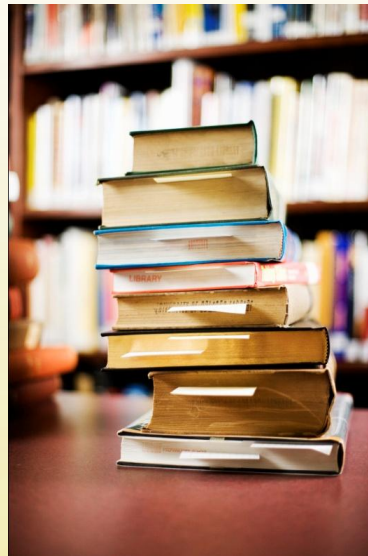
A broad-based screening of the total school population to ensure that all potential gifted and talented students have an opportunity to be considered

Maryland Annotated Code, 1.1.1

Characteristics of Gifted Learners



Students who have advanced learning capabilities **may demonstrate:**



Motivation / Task Commitment

- **Internal drive**
- **Persistence in pursuing or completing self-selected tasks**
- **Concentrating for longer periods when interested**
- **Initiating projects**
- **Working independently at an earlier age**
- **Seemingly boundless energy and endurance**
- **Common attitude of “I’d rather do it myself”**
- **Attraction to complicated material**
- **Boredom with routine tasks**



Interests

- **Intense, sustained, sometimes unusual or advanced**
- **Pursuit of an activity unceasingly beyond the group**
- **Wide range of interests**
- **Both wildly eclectic and intense focus**
- **Intellectual playfulness**
- **Self-taught concepts, ideas, or content**



Humor



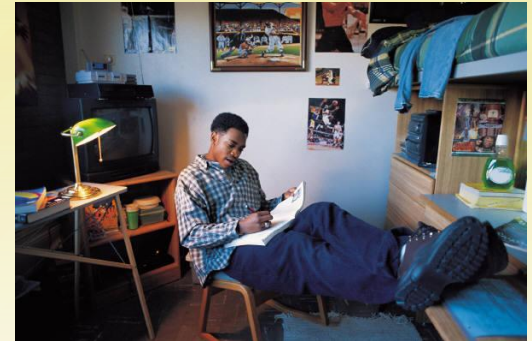
- **Conveying and picking up on humor easily**
- **Precocious; mature for age**
- **Expressed both in work and in social situations**
- **Capacity for seeing the unusual**
- **Seeing humor in situations that may not appear to be humorous to others**

Interpersonal Skills

- **Preference to respond and relate to parents, teachers, and other adults**
- **Interest in mature or sophisticated issues or topics**
- **Resistance to cooperative or collaborative learning**
- **Social challenges with peers**



Intrapersonal Skills



- **Self-confidence**
- **Self-awareness and reflection**
- **Motivated by personal goals and beliefs**
- **Driven to achieve**
- **Sense of excellence about own work and the work of others**
- **Openness to new experiences; adventurous**
- **Willingness to take risks in thought and actions**

The Talent Search

- **Beginning in prekindergarten, teachers nurture and challenge gifted learning behaviors in **all** students.**
- **Primary Talent Development documents the development of advanced learning characteristics.**



Primary Talent Development Behavioral Characteristics

- **Perceptive**
- **Inquisitive**
- **Communicative**
- **Creative**
- **Resourceful**
- **Leadership**
- **Persistent**

These behaviors are the foundation of all learning.

All students may demonstrate gifted behaviors in varying degrees.

- **Complexity** - degree of intricacy or difficulty
- **Frequency** - rate of recurrence
- **Intensity** - strength or concentration



Complexity, Frequency, Intensity

- **Knows answers**
- **Shows interest**
- **Is attentive and alert**
- **Works hard**
- **Answers the question**
- **Listens and follows directions**
- **Needs a few repetitions for mastery**
- **Comprehends ideas**
- **Asks questions**
- **Is highly curious**
- **Is keenly observant & involved**
- **Plays around, yet tests well**
- **Elaborates; discusses exceptions**
- **Reacts – strong feelings and opinions**
- **Needs little or no repetitions for mastery**
- **Constructs abstractions; seeks relationships**

Complexity, Frequency, Intensity

- Enjoys peers
- Completes assignments
- Absorbs ideas and information
- Copies accurately
- Is a technician
- Memorizes
- Prefers straightforward sequential presentation
- Is pleased with learning accomplishments
- Accepts teachers' standards for excellence
- Seeks adult involvement
- Initiates projects
- Explores and manipulates ideas
- Creates and transforms
- Is an inventor
- Takes risks and guesses
- Thrives on complexity
- Is highly self-critical and perfectionistic
- Sets own goals for learning

The Process of Identification

**An in-depth assessment
of those students meeting
the initial screening
criteria**

Maryland Annotated Code, 1.1.2

A school-based GT referral and review team analyzes student data to determine appropriate programs and services to meet student needs.



Recommendations are made on the basis of the evidence.

Sources of Data

- **Information about students is obtained from multiple sources who have first-hand knowledge of the student's performance or potential**
- **Teachers, counselors, peers, parents, community members, subject area experts, and the students themselves**

The GT Education Referral and Review Team

- **Administrator**
- **Teachers (K-5)**
- **School counselor**
- **Special area teacher**
- **Facilitator for GT education**

Student Referrals

- **Teacher recommendation**
- **Parent recommendation**
- **Test scores**
- **Talent Development programs**
- **Self-nomination at the secondary level**

The Process of Identification

**Identification procedures
and criteria specific to
the different areas of
giftedness being assessed**

Maryland Annotated Code, 1.2

Documentation may include:

- biographical data
- student achievement data (report card grades)
- observations
- checklists or rating scales
- learning/motivation/creativity scales
- standardized test scores
- student-initiated performances or projects
- student product evaluations
- portfolio or structured performance tasks
- interviews
- auditions

The Student Profile

At least 4 pieces of data are collected from 3 data areas:

- **Learning Characteristics**
- **Achievement Measures**
- **Structured Performances**
- **Student-Initiated Performances**

Gifted and Talented Education Intermediate Elementary School Student Profile

Student: _____ Grade: _____ School: _____ Date of Referral: _____

Referral for: _____ Reading/Language Arts _____ Mathematics _____ Science _____ Social Studies

This card should be placed in the student's cumulative file as it is a part of the student's educational records.

<i>Guidelines can be found in the "Examining and Completing the Gifted and Talented Education Student Profile" pages of the GT Handbook.</i>	EVIDENCE OF ADVANCED LEARNING CAPABILITIES <i>Code each data source in the appropriate column.</i>												
	<i>Data Sources</i> <i>Profile must include a minimum of four entries in at least three data sources. Attach evidence and documentation.</i>	Reading /LA			Mathematics			Science			Social Studies		
CODES: VS = Very Strong S = Strong M = Moderate NE = No Evidence Other Program Modifications ___ IEP ___ 504 Plan ___ ELL Source of Referral ___ Teacher ___ Parent ___ GT Resource or Facilitator ___ Administrator ___ Other _____ Program Recommendation Codes > GT – GT Education > DP - Diagnostic Placement > EC – Essential Curriculum	Grade level	3	4	5	3	4	5	3	4	5	3	4	5
	I. Learning Characteristics												
	Learning Behaviors Checklist												
	Primary Talent Development Checklist												
	Learning/Motivation/Creativity Scales												
	Parent Questionnaire/Checklist												
	Subject-Specific Learning Behaviors Checklist												
	II. Achievement Measures												
	Grades												
	Standardized Tests												
	III. Structured Performances												
	Prompt/Performance Assessment												
	Portfolio												
	IV. Student-Motivated Activities												
	Extracurricular Activities												
	Original Projects												
	Program Recommendations:												

Parent/Guardian Notification Date: _____ (attach copy of letter)

School Administrator's Signature: _____

Referral and Review Team Members' Signatures: _____

Recommendations for Grade 6

GT Education:

- _____ Reading/English
- _____ Mathematics
- _____ Science
- _____ Social Studies

Student Record of Intermediate Elementary School Gifted Education Services

Student: _____

School: _____

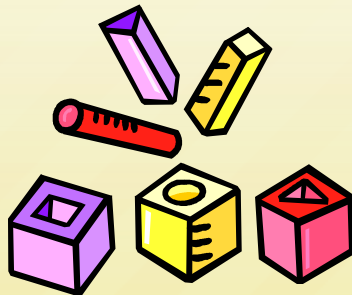
(Last name, first name)

Note: Check the services the student receives each year and make a recommendation for the next year. Attach supporting documentation for changes in services.

This card should be placed in the student's cumulative file as it is a part of the student's educational records.

	GT EDUCATION SERVICES RECEIVED:		GT REVIEW AND RECOMMENDATION:	
Grade 3	___ GT Reading/Language Arts	___ GT Science Extension and Enrichment	Continue in: _____ Change: _____ <i>(Explanation: attach documentation.)</i> Grade Acceleration to : _____ Subject Acceleration to: _____ Other _____	Reviewed by : _____ _____ Parent Notification Letter Date: _____ Conference on: _____ Phone call on: _____
	___ GT/PACE Mathematics Program	___ GT Social Studies Extension and Enrichment		
	___ School-based Enrichment Initiative			
Grade 4	___ GT Reading/Language Arts	___ GT Science STEM Fair Component	Continue in: _____ Change: _____ <i>(Explanation: attach documentation.)</i> Grade Acceleration to : _____ Subject Acceleration to: _____ Other _____	Reviewed by : _____ _____ Parent Notification Letter Date: _____ Conference on: _____ Phone call on: _____
	___ GT 4 Mathematics (Grade 5 SFAW)	___ GT Social Studies Extension and Enrichment		
	___ School-based Enrichment Initiative			
Grade 5	___ GT Reading/ Language Arts	___ GT Science STEM Fair Component	Continue in: _____ Change: _____ <i>(Explanation: attach documentation.)</i> Grade Acceleration to : _____ Subject Acceleration to: _____ Other _____	Reviewed by : _____ _____ Parent Notification Letter Date: _____ Conference on: _____ Phone call on: _____
	___ GT 5 Mathematics (Grade 6 SFAW)	___ GT Social Studies Extension and Enrichment		
	___ School-based Enrichment Initiative			

The identification process should collect data matched to the types of services provided and inform educational decisions so that optimal matches are made.



- **Referral and review is an on-going process, K - 12.**
- **No single individual or factor determines a student's placement.**
- **Parents are notified of student placement in the GT education program.**
- **Parents are notified of changes in program recommendations.**

The Process of Identification

**Provision of appropriate
programs and services**

Maryland Annotated Code, 1.1.3

Program Recommendation Options

- **GT Education**
 - **English/Reading**
 - **Mathematics**
 - **Science**
 - **Social Studies**
 - **Art (Middle School or High School)**
- **Diagnostic GT Placement**
- **Essential Curriculum**

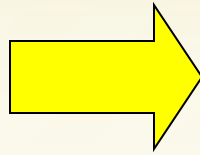
Diagnostic Placement

- Student data is inconsistent.
- The diagnostic GT placement is for a specific time period.
- Additional student data is collected and analyzed at the end of the term and a definitive placement is made.

Referral and Review Timeline

PreK-2

Data Collection

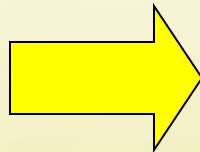


End of Grade 2

GT referral and review team analyzes student referrals for participation in grade 3 GT reading, mathematics, science and/or social studies programs

Grades 3-8

Data Collection



End of Grades 5 and 8

Screen new students and review progress of current students to make recommendations for appropriate GT services in Grade 6 or Grade 9

Transition in GT Education

Fall

Middle and high schools meet with sending schools to share GT program information and goals for student performance.

Spring

Middle and high schools meet with sending schools to discuss GT recommendations for students entering grade 6 and grade 9.

**by April
15**

The sending school informs grade 5 and 8 parents regarding student placement in GT education for the next year.

Curriculum and Instruction



Students with advanced learning capabilities require learning experiences beyond the standard curriculum.

The differentiated instructional program includes both elements that are different from and similar to those in the regular program for the gifted students' chronological peers.

Maryland Annotated Code, §8-202

Differentiation reflects:

- **Content** – what is taught and when it is taught
- **Process or Instructional strategies** – how content is taught
- **Products** – opportunities to demonstrate and apply learning
- **Learning environment** – the context in which learning occurs

GT Curriculum

Enrichment and Acceleration

Provides research-based differentiated curricula to meet the needs of students who demonstrate advanced learning capabilities, PreK-12.

GT Education: Elementary School

Reading/Language Arts		Math	Primary Talent Development	
PreK			PTD – a set of diagnostic and prescriptive interdisciplinary modules that engage all students in rich open-ended tasks. Fall Module: It Fits Spring Modules: Masking Sense of Our World	
K	Concept Based: Balance PACE Language Arts	<i>Investigations</i>	Fall Modules: Astounding Attributes & All About Attributes Spring Modules: Questioning Quest & A Sense of Wonder	
Grade 1	Concept Based: Change PACE Language Arts	Grade 1 BCPS Mathematics with PACE	Fall Modules: Fourth Little Pig & Design Dilemma Spring Modules: Wiggly Worms & Bubbleology	
Grade 2	Concept Based: Interdependence PACE Language Arts	Grade 2 BCPS Mathematics with PACE	Fall Modules: Branching Out With Trees & Trremendous Trees Spring Modules: Exploring the Environment & Preservation Problem Solvers	
Grade 3	Concept Based: Preservation Compacted Houghton Mifflin 3-4: Accelerated and Enriched	Grade 3 GT/PACE BCPS Mathematics curriculum	Science <i>Safe Racer Curricular Unit</i> Online research models: <i>Save the Bay</i> <i>It's a Jungle in Here</i> <i>Eco-Detectives</i>	Social Studies Gr. 3 Guide. pp. 23-31 Unit VI Summative Assessment, <i>Written Clues About the Past</i>
Grade 4	Concept Based: Relationships Compacted Houghton Mifflin 5: Accelerated and Enriched	Grade 5 BCPS Mathematics curriculum	<i>Interrelationship of Systems:</i> Concept Development Lesson Unit 1 Online research models: <i>Oh, Starry Night</i> <i>Save the Crabs</i> STEM Fair – GT Component	<i>Interrelationship of Systems-</i> <i>Concept Development Lessons</i> Culminating Project: Unit IV <i>Developing a Colonial System –</i> <i>A Living History Presentation</i>
Grade 5	Concept Based: Authenticity Compacted Houghton Mifflin 6: Accelerated & Enriched	GT Grade 5 BCPS Mathematics curriculum	Online research models: <i>The City Inside a Cell</i> <i>Circulatory Systems</i> STEM Fair – GT Component	<i>Interrelationship of Systems-</i> <i>Concept Development Lessons</i> Grade 5 GT Social Studies Units 1-3 Online research model: <i>Maryland Patriots and Loyalists</i>

GT Education: Middle School

	English	Math	Science	Social Studies
Grade 6	<p>Man's Search for Identity</p> <ul style="list-style-type: none"> ■ Personal Identity ■ Hero's Journey ■ The Bard Revealed ■ Cultural Perspective 	<p>Transition Mathematics</p>	<p>INQUIRY</p> <p>Human Growth & Development, Electricity & Magnetism, Hydrosphere & Atmosphere</p>	<p>GT World Cultures & Anthropology</p> <p>ANTHROPOLOGY</p> <p>Latin America, South Asia and East Asia</p>
Grade 7	<p>Man's Conflict with Society</p> <ul style="list-style-type: none"> ■ Watership Down ■ Animal Farm ■ Waiting for the Rain ■ The Taming of the Shrew 	<p>GT Algebra I</p>	<p>Human Systems, Diversity of Life, Waves and Rays, Astronomy, Skills & Processes</p>	<p>GT World Cultures</p> <p>HISTORY</p> <p>Africa, Middle East, Europe, Central Eurasia</p>
Grade 8	<p>Man's Perception of Reality</p> <ul style="list-style-type: none"> ■ The Orator's Art ■ The Writer's Art ■ The Reader's Art ■ The Actor's Art 	<p>GT Algebra II</p>	<p>Environmental Science, Dynamic Earth, Chemistry, and Thermodynamics</p>	<p>GT AMERICAN HISTORY</p> <p>Oral History</p>

GT Education: High School

	English	Math	Science	Social Studies
Grade 9	Foundations of Western Literature	GT9/IB Geometry	GT 9 Biology	GT 9 American Government
Grade 10	Identity in World Literature	GT 10/IB Pre-calculus: Functions and Graphs	GT 10 Chemistry	GT/AP 10 World History
Grade 11	AP/GT Composition American Writers	GT 11/AP Calculus I and II	GT 11 Physics	AP U.S. History
Grade 12	AP/GT Literature: British Literature	GT 12/AP Calculus III	Advanced Science Courses or AP Sciences	AP Economics AP Psychology AP Government AP European History AP Human Geography

Supporting Gifted and Talented Education



Advocacy Groups

Citizens' Advisory Committee for Gifted Education (CAC)
c/o Baltimore County Public Schools
6901 Charles Street, Towson, Maryland 21204
Telephone: 410-887-4330

**Maryland Coalition for Gifted and Talented Education
(MCGATE)**
www.mcgate.org

Maryland Educators of Gifted Students (MEGS)
5430 Lynx Lane, Columbia, Maryland 21044
Telephone: 410-313-6800
www.megsonline.net

National Association for Gifted Children (NAGC)
1707 L Street NW, Suite 550, Washington, DC 20036
Telephone: 202-785-4268
www.nagc.org

Baltimore County Public Schools

Office of Gifted and Talented Education
and Magnet Programs

www.bcps.org/offices/gt

Mr. Ken Dickson, coordinator
410-887-4330