



Potential and Promise

A Newsletter for Primary Talent Development Educators

Vol. 8.2

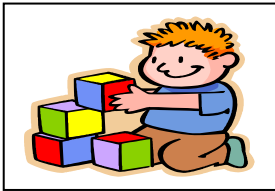
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Spring 2009

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www.bcps.org/offices/gt/primary_talent_development.html



Celebrate PTD

The fifth annual PTD End-of-Year Celebration will be held at Oregon Ridge on Friday, May 22, 2009, from 11:30

a.m. to 3:00 p.m. This year's theme is *Building on Potential: Celebrating Primary Talent Development in the Classroom*.

Two representatives from each school, designated by the principal, are invited to attend. There is no cost to attend, but participants must register through the Professional Development online registration site <https://www.bcps.org/apps/registration/>. For additional information, refer to the April 24, 2009, Superintendent's Bulletin.

A delicious luncheon provided by Atlantic Caterers will get the afternoon off to a great start. Participants will then be entertained by **Seven Oaks** Elementary's first graders. **Kingsville** Elementary's teacher, **Amy DeNike**, will share her perspectives as to how PTD impacts the third grade experience. Recipients of this year's PTD *Exploring the Environment* grant awards will also be recognized.

Following the opening activities, participants will have time to view display boards created by elementary schools across the county to showcase their PTD experiences. Every elementary school is encouraged to share a display board highlighting their PTD experiences.

Roundtable sessions will once again provide teachers with a chance to meet and share PTD ideas. This is a great time to network with colleagues and discuss strategies, modification, and extensions that are working in primary classrooms. Please come and offer your perspectives about the impact that PTD has on engagement and achievement.

PTD Meets Service-Learning

The Office of Service Learning was able to fund forty-two applicants from thirty-three schools. The grant monies support students' projects chosen from the *Exploring the Environment* summative assessment. This year, three kindergarten classes submitted applications. Even our youngest learners can use creative and critical problem-solving strategies to identify and pose solutions for school-based environmental problems. Congratulations to the following:

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- Gunpowder – J. Conley, L. Higgins, A. Blackwell
 - Kingsville – M. Frieman, M. Ford, L. Roche
 - McCormick – K. Price, T. Sokolowski
 - Orems – M. Sizemore, K. Nichols
 - Perry Hall – A. Murk, K. Imwold
 - Red House Run – J. Miller, J. Todd
 - Victory Villa – J. Wittman, J. Alevetsovetis, C. Polikandriotis
 - Berkshire – M. Lescallett, T. Brown
 - Chase – K. Habert
 - Colgate – C. Hamilton, A. Gruscavage
 - Deep Creek – T. Collins
 - Eastwood – J. Wingo, T. Pedrick
 - Logan – R. Strumsky, T. Brown
 - Mars Estates – A. Holland, L. Wilson, K. Curtis
 - Martin Blvd. – A. Jones
 - Norwood – L. Southard
 - Sandy Plains – C. Warlick, M. Tracey
 - Carroll Manor – C. Maxwell
 - Jacksonville – P. Bossemeyer, P. Singer, R. Callahan, K. Uananzo
 - Pinewood – J. Delaney
 - Rodgers Forge – E. Ceanfaglione
 - Timonium – J. Doyle
 - White Oak – A. Edgell, B. Conn
 - Deer Park – P. Patrick
 - Owings Mills – D. Beard, C. Baum, E. Coffey, S. Petrocelli, K. Duffy
 - Randallstown – B. Whitecotton
 - Reisterstown – S. Caccamisi
 - Woodholme – H. Gackenbach, M. Webster
 - Arbutus – M. Dowling
 - Balto. Highlands – S. Wolfson, T. Marr, K. McLaughlin, B. Love
 - Dogwood – M. Sette, R. Brillante-Hawley
 - Featherbed – B. Lautenberger, C. O'Neal, E. Higgins, T. Jackson
 - Halethorpe – K. O'Connell

The review findings are in!



Primary Talent Development K-2 portfolios were reviewed in all elementary schools during the mid-year review window, January 20 – February 13, 2009. Our K-2 classrooms continue to meet or exceed review expectations and compile student portfolios that showcase individual strengths and potentials. While optional this year, over twenty-five PreK classrooms implemented the *It Fits* PreK module and started PTD portfolios for their students. This expanded lens will contribute to the first formal sweep for gifted and talented services which occurs at the end of second grade.

Many teachers across the county received a rubric score of '4' for including artifacts that document the use of PTD strategies across the disciplines. Incorporating a particular PTD strategy into a core curriculum lesson enriches and extends the learning experience. It also provides students with an additional opportunity to demonstrate a targeted PTD behavior, sometimes at very complex, independent levels!

PTD end-of-year portfolio reviews will be conducted in all elementary schools from May 11 – June 5, 2009. The review process continues to support the collection, comparison, and use of data to measure program implementation and inform professional development decisions. The Portfolio Review End-of-Year Worksheet used for the review process can be downloaded by visiting the PTD intranet portal from the GT homepage. The page can be found at this address:

http://www.bcps.org/offices/gt/primary_talent_development.html

Thoughts to Ponder

“If a child is to keep alive his inborn sense of wonder, he needs the companionship of at least one adult who can share it and rediscover the joy, excitement, and mystery of the world we live in.”



“The years of early childhood are the time to prepare the soil.”

Excerpts from Rachel Carson's, *The Sense of Wonder*

PTD Classroom Experiences



- **Fifth District's** kindergarten teacher, **Laurie Hunewill** shared a funny story. When she showed the six houses for the *perceptive* focus lesson, one boy said, “That house has a chimney and that one doesn't. Their heating bill is going to be higher or they won't be as warm. However, they could use one of those snuggle blankets with the arms that I saw on T.V. That would make them warmer!” He's not only *perceptive* but *communicative*, too.
- **Fort Garrison's** second grade teacher, **Katie Sabbatino**, helped develop her students' ability to not only answer divergent questions, but generate their own. After modeling the divergent question stems, she challenged students to write their own. She found their questions to be “insightful, creative, and reflective of higher-order thinking skills.” Thanks for sharing, Katie.
- After examining and discussing the attributes of a book's dedication page, **Helen Shank**, facilitator at **Rodgers Forge Elementary**, had second grade students write tree dedications as an extension to the *Branching Out With Trees* modules. Second grader, Ava, dedicated her tree to her mom and dad because “they always will love me.” Her dedication concluded with, “You guys are as sweet as candy!”
- **Carroll Manor's** second grade teacher, **Jill Atorino**, captured additional *inquisitive* artifacts beyond the PTD module by having her students read the poem “The Impatient Snowman” and generate questions.
 - Rebecca asked, “If [the author] thought he ran away, did the snowman have legs?”
 - Charles asked, “Why was the snowman chubby?”Both questions revealed curiosity and actively sought new thinking.



From the Bookshelf...

New York Times bestseller, ***A Whole New Mind: Why Right-Brainers Will Rule the Future*** (2005) by Daniel H. Pink

Recipient of the 2008 Audubon Medal, ***Last Child in the Woods: Saving Our Children from Nature-Deficit Disorder*** (2008) by Richard Louv