



GT Toolkit
 Courtesy of the
 Citizens' Advisory Committee for
 Gifted and Talented Education



Baltimore County Public Schools Office of Gifted and Talented Education

<http://www.bcps.org/offices/gt>

410-887-4330

Coordinator: Kenneth T. Dickson kdickson@bcps.org x.239

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& Elementary Math**
 Wendy Ingalls x.284
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**Southeast Area & Elementary
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**Northwest Area & Primary
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**Southwest Area & Primary
Talent Development**
 Melanie Carter x.274
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Secondary Math / Science
 vacant

Secondary English/Social Studies
 vacant

BCPS Policy 6401 and Rule 6401 for Gifted and Talented Education Program

Excerpt from Rule 6401

3.a. The school principal, under the direction of the direction of the Executive Director of Schools (*now Area Assistant Superintendent*), shall administer the Gifted and Talented Education Program in the local school according to the procedures for student identification, program articulation and administration, curriculum and instruction, and parent communication as specified in the elementary, middle, or high school Handbook of Procedures for Implementing the Gifted and Talented Education Program (BCPS, 2006).

To review Policy 6401 and Rule 6401 in full, visit the web addresses listed below.

www.bcps.org/system/policies_rules/policies/6000Series/POL6401.pdf

www.bcps.org/system/policies_rules/rules/6000Series/RULE6401.pdf

Be sure to seek out the guidance and direction of your school principal with questions and concerns about the GT Program. If you need to reach your Area Assistant Superintendent their contact information is listed below.

Central Area
 Barbara Walker
 410-887-3172

Northeast Area
 Verletta White
 410-887-4316

Southeast Area
 Lyle Patzkowsky
 410-887-8768

Northwest Area
 William A. Lawrence
 410-887-8767

Southwest Area
 Dr. Manuel Rodriguez
 410-887-8760

School Referral and Review Team

Every school in the Baltimore County Public School system has a school-based Referral and Review Team that may include an administrator, classroom teachers, special area teachers, school counselors and other staff. This team is charged with organizing and implementing the referral and review process, establishing annual goals for the work of the team, informing faculty of the referral and review process at faculty meetings, serving as a resource to faculty concerning GT education programs, and evaluating the school's referral and review process using the "School Referral and Review Team Evaluation" checklist.

Gifted and Talented Facilitators

Every school has a GT Education Facilitator. The facilitator is appointed by the principal to act as the liaison between the school and the Office of Gifted and Talented Education. The facilitator attends quarterly meetings scheduled by the GT office, disseminates information to the administration and school staff at faculty meetings, participates in a Fall and Spring GT Education Articulation meetings, and serves as a member of the school-based GT Referral and Review Team.

Parent Referrals

Parents may request that their child be reviewed for placement into the GT program. Parents may obtain the "Parent Request for Gifted and Talented Education Review" form from their school's GT Facilitator.

Citizens' Advisory Committee for Gifted and Talented Education

The CAC is a parent and community advocacy group supporting Gifted and Talented Education PreK-12 in Baltimore County Public Schools. Following are the goals of the CAC:

- To become knowledgeable regarding best practices in the field of gifted and talented education.
- To educate the public concerning local and national issues in gifted education.
- To serve as a forum for parent and community questions and concerns relating to the BCPS Gifted and Talented Education Program.
- To advise the Superintendent and BCPS staff concerning the needs of students requiring gifted education services and the degree to which these needs are being met in the school system.

If you have any questions or ideas to share with the GT CAC, or would like to join our efforts, please contact Karen Syrylo, GT CAC Chairperson, at 410-218-2898 or ksyrylo@cs.com

PTA Council of Baltimore County - GT Liaisons

Each school has been encouraged to include a PTA GT Liaison position on their local boards. The role of this liaison is to stay abreast of GT issues and see that information is shared at the local school level. PTA GT Liaisons are encouraged to attend GT CAC meetings, attend school PTA meetings, distribute information from the GT CAC and the PTA, and assist with the coordination of PTA events on GT education topics.

If you would like information on becoming a PTA GT Liaison, please contact Nancy Ostrow, President of the PTA Council of Baltimore County, at 410-521-0019 or president@bcptacouncil.org

Maryland State Department of Education

Specialist for Gifted Education

Dr. Jeanne Paynter

410-767-0363

<http://www.marylandpublicschools.org/MSDE/programs/giftedtalented/>

Maryland State Advisory Council for Gifted and Talented Education

MISSION

The mission of the Maryland State Advisory Council for Gifted and Talented Education is to encourage and support the education of students who are identified as gifted and talented in accordance with the Annotated Code of Maryland and national standards for gifted programming.

GUIDING PRINCIPLES

- Gifted and talented students have outstanding talent and perform, or show the potential for performing, at remarkably high levels of accomplishment when compared with other students of a similar age, experience, or environment.
- Gifted and talented students need different services beyond those normally provided by the regular school program in order to develop their potential.
- Children with outstanding talent and advanced learning capabilities are present in all populations, across all economic strata, and in all areas of human endeavor.
- Equity of opportunity and access to high quality programs and services, as defined by national standards, are necessary for all Maryland students requiring gifted and talented education.

Maryland State Regulations

CODE OF MARYLAND REGULATIONS (COMAR)

13A.01.04.02

.02 Definitions.

(8) "Gifted and talented" means opportunities for students identified by professionally qualified individuals as having outstanding abilities in the area of general intellectual capabilities, specific academic aptitude, or the creative, visual, or performing arts under guidelines developed by the Department.

To review the code in its entirety, visit the website below.

www.marylandpublicschools.org/MSDE/programs/giftedtalented/regulations.htm

Suggested Reading/Resources for Parents of Gifted and Talented Children

The Survival Guide for Parents of Gifted Kids: How to Understand, Live With, and Stick Up for Your Gifted Child by Sally Yahnke Walker

This survival guide helps parents to understand, live with, and “stick up” for their gifted children. This publisher offers other titles of interest for gifted children and parents of gifted children. The web site for Free Spirit Publishers is www.freespirit.com.

Helping Gifted Children Soar: A Practical Guide for Parents and Teachers by Carol A. Strip with Gretchen Hirsch

This practical book offers parents and teachers information to address the following issues:

- Gifted or just smart
- Curriculum options and what they mean
- The ideal classroom
- Working together with teachers and parents
- Meeting social and emotional needs
- Evaluating programs
- Surviving the ups and downs

Other gifted education titles can be found at this publisher’s web site www.giftedbooks.com.

Guiding the Gifted Child: A Practical Source for Parents and Teachers by James T. Webb, Elizabeth A. Meckstroth, Stephanie S. Tolan

Smart Boys: Talent, Manhood, and the Search for Meaning by Barbara A Kerr, Sanford J. Cohn

Smart Girls: A New Psychology of Girls, Women, and Giftedness by Barbara A Kerr

The Social and Emotional Development of Gifted Children: What Do We Know? by Maureen Neihart, Sally M. Reis, Nancy M. Robinson, Sidney M. Moon

These selections are available online at www.amazon.com or www.bn.com

Parenting for High Potential published by the National Association for Gifted Children (NAGC)

This quarterly magazine is designed for parents of gifted children. The contents of the current issue are online at the NAGC web site www.nagc.org. This web site offers news and research about giftedness and is a wonderful collaborative resource for teachers, parents, and interested stakeholders. Consider becoming a part of this organization.

Hoagies Gifted Education Page

Various articles at www.hoagiesgifted.org.

Gifted Education Press

Various articles and newsletters at www.giftededpress.com.

Supporting Emotional Needs of the Gifted (SENG)

Various articles and newsletters at www.sengifted.org.

The Davidson Institute for Talent Development

Various articles and newsletters at www.davidson-institute.org and www.geniusdenied.com.

Highly Able Students vs. Gifted Learning Behaviors

Educators recognize that the learning needs of these two groups may overlap. It is a matter of intensity, complexity, and frequency of the demonstrated behaviors that determine whether students require differentiated instruction in Gifted and Talented Education.

Highly Able Behaviors

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

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

Gifted Behaviors

Asks questions

Is highly curious

Is keenly observant and involved

Plays around, yet tests well

Elaborates; discusses exceptions

Reacts; has strong feelings and opinions

Needs little or no repetitions for mastery

Constructs abstractions; seeks relationships

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

Comparison of Positive and Negative Characteristics of Gifted Behaviors

Parents and educators should be aware of the various ways in which students manifest advanced learning capabilities. Gifted and talented learning behaviors have both positive and negative aspects. Students manifesting negative characteristics may require support which enables them to respond appropriately as involved members of a community of learners.

Positive Characteristics:

The student ...

1. Is highly imaginative; prefers to reflect on original approaches to tasks.
2. Has a high degree of curiosity; asks many questions; is interested in a wide range of topics.
3. Has keen powers of observation.
4. Reasons situations out; recognizes relationships; comprehends broad meanings; sees the “big-picture.”
5. Has unusual attention span especially in areas of personal interest.
6. Has advanced ability to grasp abstract concepts and see abstract relationships.
7. Has a large vocabulary which is used easily and accurately.
8. Retains what has been heard or read without the usual instructional repetition.
9. Enjoys reading, usually at a more mature level.
10. Has a mature sense of humor.
11. Strives to be first, right, and quick; responds eagerly with factual answers.
12. Is often asked for ideas; takes a lead in decision-making with peers.

Negative Characteristics:

The student ...

- A. Gets lost in pursuing own thoughts; appears to be daydreaming or inattentive.
- B. Dominates discussions; may extend comments with details beyond the comprehension of age-mates.
- C. Notices too much in the classroom; may appear off-task.
- D. Does not readily follow directions; may overlook details.
- E. Loses other students or “turns them off” by explaining or over-analyzing issues.
- F. Is out-of-sync with classmates and becomes socially isolated.
- G. Appears to be “showing off” or makes other students feel inadequate.
- H. Becomes easily bored with routine assignments, but may have skill gaps.
- I. Reads constantly often at inappropriate times.
- J. Makes jokes at adults’ expense.
- K. Is a perfectionist; is easily upset by perceived failure; avoids reflective, divergent responses.
- L. Becomes a bossy “know-it-all;” is unwilling to listen to classmates.