

Welcome

Gifted and Talented Education

2009-2010

What is the Mission of GT Education?

- nurture potential of students
- challenge those with advanced learning capabilities
- 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.

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

The Goal of GT Education

Enhance students capabilities to develop the learning and thinking characteristics of experts:

- advanced content knowledge
- organized around key ideas and principles
- applied meaningfully in problem solving

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.

What are the Characteristics of Gifted Learners?



All students may demonstrate gifted behaviors in varying degrees. It is a matter of the complexity, frequency, and intensity of the demonstrated behaviors that determines whether students require differentiated instruction in Gifted and Talented Education.

1. Has advanced oral and/or written language skills; expressive language
2. Makes unique connections; understands systems; sees the "big picture"
3. Asks many questions; seeks in-depth information
4. Is nonconforming; risk-taking; independent
5. Has broad and varied interests, at times, simultaneously

6. Is resourceful at finding unique solutions
7. Exhibits keen powers of observation; is highly sensitive and insightful
8. Has intense and sustained interests; transfers learning to new situations
9. Exhibits an early moral concern; is empathetic
10. Makes nontraditional responses and/or products

Highly Able -or- Gifted 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
- 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
 - 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

**Concept
-Based**

**What is the GT Education
Curriculum?**

**Advanced
Content**

**Process/
Product**

GT Curriculum Enrichment and Acceleration

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

- Content Enrichment
- Accelerated Pacing
- Advanced-level Research
- Exploration of complex ideas and concepts
- Opportunities to work with others of like ability

What are the current curricula for GT Education? Elementary School

	Reading/Language Arts	Math	Primary Talent Development	
K	Concept Based: Balance PACE Language Arts	Investigations	Primary Talent Development - a set of diagnostic and prescriptive interdisciplinary modules that engage all students in rich open-ended tasks. Modules: Astounding Attributes & Questioning Quest	
Grade 1	Concept Based: Change PACE Language Arts	Grade 1 BCPS Mathematics with PACE	Primary Talent Development Modules: Fourth Little Pig & Wiggly Worms	
Grade 2	Concept Based: Interdependence PACE Language Arts	Grade 2 BCPS Mathematics with PACE	Primary Talent Development Modules: Branching Out With Trees & Exploring the Environment	
Grade 3	Concept Based: Preservation Compacted Houghton Mifflin 3-4: Accelerated and Enriched	Grade 3 GT/PACE BCPS Mathematics curriculum	Science	Social Studies
			<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>	Gr. 3 Guide. pp. 23-31 Unit VI Summative Assessment, <i>Written Clues</i> <i>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>

What are the current curricula for GT Education? Middle School

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

What are the current curricula for 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

How are Students Referred for GT Education?



The Talent Search

- Beginning in pre-kindergarten, 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

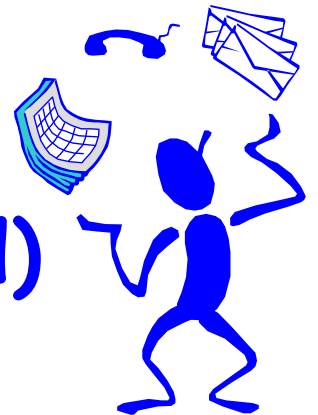
These behaviors are the foundation of all learning.

The GT Education Referral and Review Team

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

How are students referred?

- Teacher recommendation
- Parent recommendation
- Test scores
- Talent Development Programs
- Self nomination (secondary ed)



Documentation may include:

- student achievement (report card grades)
- observation checklists
- learning/motivation/creativity scales
- standardized test scores
- student-initiated performances/projects
- portfolio/structured performance tasks
- an interview
- an audition

- Referral and review is an ongoing process, K - 12.
- A school-based Referral and Review Team analyzes student performance data to select appropriate programs and/or services to meet student needs
- No single individual or factor determines the student's placement.
- Parents are notified of student placement in the GT Education program.
- Parents are notified of changes in program recommendations.

- **Multiple sources of student data are collected:**
 - teacher checklist, anecdotal records, parent checklist, student interview or subject specific checklist
 - grades, standardized tests, honors and awards
- **Data is compiled on the Student Profile.**

The Student Profile

- At least 4 pieces of data are collected from 3 data source areas:
 - Learning Characteristics
 - Achievement Measures
 - Structured Performances
 - Student-Initiated Performances
- The Referral and Review Team records evidence of advanced learning capabilities.
- Recommendations are made on the basis of the evidence.

Additional instructions can be found in "Glossary for Completing Student Profile."

EVIDENCE OF ADVANCED LEARNING CAPABILITIES

Write code in the appropriate column. See Codes in box at the left.

CODES: VS =Very Strong S = Strong M= Moderate NE =No Evidence	<i>Data Sources</i>	Reading			Math			Science			Social Studies		
	Profile must include a minimum of four entries in at least three data sources. Attach documentation.	3	4	5	3	4	5	3	4	5	3	4	5
	Grade Level												
	I. Learning Characteristics												
	Learning Behaviors Checklist												
	Primary Talent Development Checklist												
	Learning/Motivation/Creativity Scales												
Other Program Modifications ___ IEP ___ 504 Plan ___ ESOL	Parent Questionnaire/Checklist												
	Subject-Specific Learning Behaviors Checklist												
	II. Achievement Measures												
Source of Referral ___ Teacher ___ Parent ___ GT Resource or Facilitator ___ Administrator ___ Other _____	Standardized Tests (MSA norm-referenced score, CTBS, other)												
	Standardized Tests (MSA criterion-referenced score) <small>basic, proficient, or advanced</small>												
	Grades												
	III. Structured Performances												
	Prompt/Performance Assessment												
Program Recommendation Codes > GT - GT Education > DP - Diagnostic Placement > MP - Monitor Placement > EC - Essential Curriculum	Portfolio												
	IV. Student-Initiated Performances												
	Extracurricular Activities												
	Original Projects												
	Program Recommendations:												

Grade 3	___ GT Reading/Language Arts	___ GT Science Extension and Enrichment Units	___ Continue in (list subjects): ___ Change: _____ <i>(Explanation: attach documentation)</i>	Reviewed by :
	___ GT/PACE Math Program	___ GT Social Studies Extension and Enrichment Units	___ Grade Acceleration to : _____ ___ Subject Acceleration to: _____	
	___ School-based Enrichment Initiative <i>(See instruction in "Glossary for Completing Student Profile.")</i>		___ Other _____	Parent Notification ___ Letter Date: _____ ___ Conference on: _____ ___ Phone call on: _____
Grade 4	___ GT Reading/Language Arts	___ GT Science STEM Fair Component	___ Continue in (list subjects): ___ Change: _____ <i>(Explanation: attach documentation.)</i>	Reviewed by:
	___ GT 4 Mathematics (Grade 5 SFAW)	___ GT Social Studies Extension and Enrichment Units	___ Grade Acceleration to : _____ ___ Subject Acceleration to: _____	
	___ School-based Enrichment Initiative <i>(See instruction in "Glossary for Completing Student Profile.")</i>		___ Other _____	Parent Notification ___ Letter Date: _____ ___ Conference on: _____ ___ Phone call on: _____
Grade 5	___ GT Reading/ Language Arts <i>(See Articulation Profile Requirements.)</i>	___ GT Science STEM Fair Component <i>(See Articulation Profile Requirements.)</i>	___ Continue in (list subjects): ___ Change: _____ <i>(Explanation: attach documentation.)</i>	Reviewed by:
	___ GT 5 Mathematics (Grade 6 SFAW) <i>(See Articulation Profile Requirements.)</i>	___ GT Social Studies Extension and Enrichment Units <i>(See Articulation Profile Requirements.)</i>	___ Grade Acceleration to : _____ ___ Subject Acceleration to: _____	
	___ School-based Enrichment Initiative <i>(See instruction in "Glossary for Completing Student Profile.")</i>		___ Other _____	Parent Notification ___ Letter Date: _____ ___ Conference on: _____ ___ Phone call on: _____

Program Recommendation Options

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

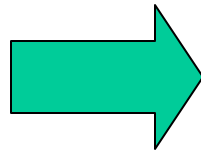
Diagnostic Placement?

- Profile shows conflicting data: **Very Strong** criteria countered by **Not Observed** in other areas.
- GT placement is for a **specific time** period.
- Student is **reassessed** at the end of the term and definitive placement is made.

What is the timeline for Referral and Review?

K-2

Data Collection

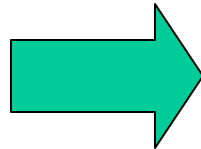


End of Grade 2

Refer students to GT Referral and Review Team for participation in Grade 3 GT Reading, Math, Science and/or Social Studies curriculum

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

How do students transition to the next level of GT Education?

Fall

Middle and High Schools meet with feeder schools to share GT program information and expectations for student performance.

Spring

Middle and High Schools meet with feeder schools to discuss GT recommendations for students entering Grade 6 and Grade 9.

**by April
28**

The feeder school informs Grade 5 & 8 parents regarding student placement in GT education for the next year.

Middle School Expectations

- Students are consistently working above grade level in area of identification.
- Students have had the opportunity to develop independent research skills.
- Students identified for Math have successfully completed the GT Grade 5 Math program.

How can I support 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

410-887-4330