The Maryland State Department of Education and The Maryland State Advisory Council on Gifted and Talented Education
2023 EGATE Application

The EGATE designation program recognizes PK- 12 Maryland Public Schools, which have gifted and talented education programs aligned with Maryland's *Criteria for Excellence: Gifted and Talented Program Guidelines* and [COMAR 13A.04.07 Gifted and Talented Education](#). This designation lasts for a period of 5 years.

Schools that achieve EGATE status will:
- receive a Governor's citation and a citation from the Maryland State Department of Education.
- be recognized at a state awards ceremony in February 2024.
- be awarded and display the Excellence in Gifted and Talented Education (EGATE) school banner.
- host celebratory EGATE visits from the Maryland State Department of Education and the State Advisory Council for Gifted and Talented Education (GTAC).
- serve as models and resources for other schools planning to apply for EGATE status.

Before applying it is strongly recommended that you:
- contact your local school system coordinators for gifted and talented programs.
- review the newly revised 2023 EGATE rubric (COMING SOON), which has been expanded to offer clarification for both schools and scorers.
- consider forming a school EGATE committee including teachers, administrators, parents, and community members to assist with the work of compiling your portfolio.

The activities documented in the application and ePortfolio describe program achievements **from the last 2 school years and the start of the submission school year**, approximately from August 2021 through the submission date. The application and ePortfolio should document how the school's gifted and talented program is aligned with the *Maryland Criteria for Excellence: Gifted and Talented Program Guidelines*. **See pp. 4 – 7 of this document for information about the required parts of the application**.

NOTE ON RESUBMISSION: If an ePortfolio is not successful, it may be resubmitted the following year for reconsideration of <u>only those areas that were NOT MET</u>. Be sure to include a copy of your school's review feedback from 2022 along with a description of how you addressed each criterion that was evaluated as NOT MET. Resubmissions are accepted only for the year following the initial submission and

must be adjusted to reflect the new date range for artifacts. After this, a new ePortfolio must be submitted for consideration.

Submission Resources

	date	link
Maryland Criteria for Excellence: Gifted and Talented Program Guidelines		**Located on pages 4-7 of this document**
2023 EGATE Rubric		**https://docs.google.com/document/d/1a0obm TCWtQ1uPeRXjtTKMIm84qvc__Mhf6lcFmo_wh Q/edit?usp=sharing**
Intent to apply	**9/25/23**	**https://forms.gle/qQiLgdAisiwyNhwBA**
ePortfolio Template		**https://sites.google.com/d/1DtH-GqtYipYZdhCtWuz5 B_Bx2nebT0Rb/p/1gNWbLgrFScW5e5_5o0G3erBok9P Ifq9d/edit**
ePortfolio Submission	**11/29/23**	**https://forms.gle/2iyccpTAyVNSVyAC7**

Technology Considerations:
1. Applicants must use the ePortfolio template.
   a. Click on the three vertical dots (top right) to open a menu.
   b. Click "Duplicate site" and save your copy of the template.
   c. When finished, be sure to publish the site so evaluators can view it. All sections MUST be completed before submission.
2. Preparing your portfolio
   a. Demonstrate depth (whole process- preassessment, how groups were formed, how instruction was differentiated, and work samples) and breadth (variety of grades and subject areas)
   b. Representation of grade levels and subject areas should be evident across the binder, but not necessarily within each criterion. A sampling of all grade level bands and content areas (as specified in the 2023 EGATE rubric) across the objectives to provide a comprehensive representation of the school.
   c. Artifacts may include, but are not limited to meeting sign-in sheets, agendas, confirmation of professional learning registration/completion, and notes, evaluations (ex-Agenda, SANE, or Google Form attendance spreadsheet), lesson plans, curriculum maps, presentations, excerpts from school improvement plan, exemplary gifted and talented student work, photographs with captions, student enrollment and achievement data, newspaper articles/video featuring student awards or competitions, school staff vitae, excerpts from handbooks, pamphlets
   d. Annotate artifacts to make their connection to the criteria explicit. It should be obvious to the reviewer what the artifact contains and why it is relevant. The examples linked here contain digital annotations and text boxes as well as low-tech post-it note examples of annotations.
   2.1.J 6th grade Honors Math 2.4.F Tower of Power Artifact.pdf 4.3.E 21-22 SLO prelim data sheet - Sheet1.pdf Francella Preassessment.pdf
      i. Text font size must be 10-point or larger
      ii. Highlight areas for reviewers to focus on, especially in longer documents.
   e. Each artifact must be clearly labeled with the criterion it supports. **An artifact may be used**

to support a <u>maximum of two criteria</u>; however, it must be copied and linked in the appropriate sections.

    f. See the [presentation linked here](#) for tips on putting together an EGATE application.

3. Formatting:
- Each portfolio must contain the following elements:
    - School Cover Page
    - Summary of your school's Gifted and Talented Education Program
        - This one-page school summary should provide a concise and coherent "snapshot" that describes how your school's gifted and talented program is representative of a Maryland *Excellence in Gifted and Talented Education (EGATE) School.* Summarize your school's gifted and talented program strengths and accomplishments. Highlight accomplishments that are exemplary of the four objectives of an EGATE School. Be sure to note whether your school serves a population with high percentages of culturally and linguistically diverse students living in poverty and provides supporting demographic data.
    - Descriptions of how the program meets the EGATE Objectives/Criteria
        - Descriptions must address all criteria for each objective. Your program must demonstrate that it **meets at least 18 of the 21 required criteria** under the four Maryland EGATE Objectives to be eligible for the Maryland EGATE designation
    - Documentation of required criteria
        - Documentation presents tangible evidence of the *Criteria for Excellence* objectives and criteria. Choose the best examples carefully. Documentation immediately follows the Description, and each artifact must be clearly labeled with the criterion it supports. **An artifact may be used to support a maximum of two criteria**; however, it must be copied and linked in the appropriate sections.
    - File size limitation
        - Maximum of **210 artifacts** may be submitted in total across all objectives.
        - Scanned pages should not exceed ten pages per artifact
- Video clips are encouraged. Each video should not exceed 5 minutes in length
    - Consider including video clips of trainings, data discussions, instruction, reflection, student performances, interviews (parents, community members)
- Ensure all artifacts are accessible and set permissions so they are viewable to those outside your district (Public & Viewer - "Anyone on the internet can find and open"). **Please check all links and video access in the ePortfolio before submitting.** Broken links will not be scored and EGATE Committee Members will not be contacting schools to request access.
- Student Privacy Restrictions:
    - **Artifacts with student data must have the names and student ID numbers redacted or blacked out.**
        - The reviewers do not need to know who the school's formally identified students are so lean on rationales to describe who artifacts represent. Artifacts can and should include documentation of talent development and services for students not yet identified who need above-level opportunities.
    - When submitting photos or videos, be sure that parent permission is on file at your school.

Applications MUST BE RECEIVED electronically by November 29, 2023.

<p style="text-align:center;">[Submit your ePortfolio](#)</p>

<h2 style="text-align:center; color:gray;">Maryland Criteria for Excellence:</h2>

<h2 style="text-align:center; color:gray;">Gifted and Talented Program Guidelines</h2>

Objective 1.0 – Student Information

A gifted and talented student identification process should ensure that all gifted and talented students are recognized to be appropriately served. The process must identify students performing at remarkably high levels of accomplishment and those showing the potential for performing at exceptionally high levels compared with other students of a similar age, experience, or environment. Information about a student's specific abilities and program needs obtained through the identification process should serve as a basis for planning the student's instructional program. In this way, the identification process is an integral part of the overall instructional program and should enhance the responsiveness of the school to the needs of all students.

Your application must demonstrate that the gifted and talented program meets the following criteria for Objective 1:

❒ 1.1. The gifted and talented education program identification procedures and criteria are clearly stated and consistently implemented throughout the school and reported to all stakeholders.

❒ 1.2. A school-based committee consisting of teachers, the principal or assistant principal, and other professional staff members collect and analyze data, maintain appropriate records, and make professional decisions about appropriate gifted and talented programs and services for students.

❒ 1.3. The identification process uses multiple indicators of giftedness with information obtained through a balance of valid and reliable qualitative and quantitative assessment methods from various sources.

❒ 1.4. The progress of students receiving gifted and talented education programs and services is assessed annually, and services are reviewed for appropriateness.

❒ 1.5. Implementation of the identification process includes training for school staff in characteristics of gifted and talented students, including underserved populations, the identification procedures and criteria, and the instruments and techniques used to identify gifted and talented students.

❒ 1.6. Gifted and talented student identification and participation data are collected and disaggregated by student groups to assess the extent to which there is equitable representation.

Objective 2.0 – Curriculum and Instruction
Curriculum and instruction must challenge the advanced academic needs of gifted and talented students. The regular instructional program must be differentiated to meet the unique learning styles, learning rates, interests, abilities, and needs of gifted and talented students. While some aspects of the regular curriculum can be adapted, others will need to be added, which may be unique to the students. Appropriate programs and services for gifted and talented students reflect the differentiation of content (what is taught and when - sequence and pacing), instructional strategies (how content is taught), products (opportunities to demonstrate and apply learning), and the learning environment (context in which learning occurs).

Your application must demonstrate that the gifted and talented program meets the following criteria for Objective 2:

❒ 2.1. A pre-assessment is made to determine what students already know, and provisions are made for rapid, efficient learning of concepts and skills not yet acquired.

❒ 2.2. Extended learning experiences are provided for a more in-depth examination of topics present in the regular curriculum and the examination of topics related to, but not included in, the regular curriculum.

❒ 2.3. A variety of acceleration opportunities are available, including early entrance to school, subject acceleration, grade acceleration, and dual enrollment in college.

❒ 2.4. Instructional strategies for gifted and talented students are selected to promote an earlier development of the individual student as an independent learner. These include involving the student in the:

- creation of original products that demonstrate and apply understanding at an advanced level.
- methodology for primary and secondary research;
- problem-solving; and
- use of predetermined evaluation criteria by student and teacher.

❏ **2.5. A variety of instructional groupings based upon individual program components and their objectives, number,**

and needs of students, and available resources are used to facilitate differentiated instruction. Groupings may include:

- cross-grade level grouping;
- flexible homogeneous grouping based on pre-assessment;
- homogeneous grouping of identified gifted and talented students for a specific content area;
- homogeneous cluster grouping within heterogeneous classes; and
- independent study.

❏ **2.6. Resources beyond the school setting are used to provide appropriate educational experiences for gifted and talented students. These educational experiences may include collaboration with:**

- businesses;
- colleges and universities;
- community agencies;
- cultural institutions; and/or
- experts in various fields.

Objective 3.0 – Professionally Qualified Teachers and Professional Learning

Rapidly increasing knowledge about the developmental patterns and learning styles of gifted and talented students and appropriate programs and services necessitate ongoing, high-quality professional learning as a component of a successful program.

Your application must demonstrate that the gifted and talented program meets the following criteria for Objective 3:

❏ **3.1. Criteria for selecting teachers are based on a set of competencies and characteristics supported by research as**

important to the effective teaching of gifted and talented students. Included in this set are the:

- ability to facilitate students' independence and development of personal responsibility for their learning;
- ability to impart intellectual curiosity and enthusiasm for learning to students;
- ability to organize and manage instruction to provide for a balance of structure and flexibility;
- an awareness of the cognitive, social, and emotional needs of gifted and talented students and a desire to teach them;
- expertise in the collection, management, and analysis of student assessment data.
- expertise in content and instructional methods;
- expertise in the use of technology to support instruction;
- high level of energy, enthusiasm, confidence, and resourcefulness;
- openness to innovation and acceptance of divergent, creative thinking;
- security in dealing with intellectual precocity; and
- willingness to pursue training for needed professional understanding and competencies.

❏ **3.2.** <u>All school staff</u> involved in the education of gifted and talented students engage in professional learning according to specific roles, including teachers of gifted and talented students, other teachers, school administrators, student services personnel, content specialists,

and other staff.

❑ 3.3. Professional learning in gifted and talented education includes a background of general knowledge about the characteristics of giftedness and implications for curriculum, instruction, and assessment. Specific content includes:

- administrative alternatives and program options to support acceleration and enrichment; and
- characteristics and identification of gifted and talented students;
- development of appropriate curriculum;
- differentiated teaching strategies and assessments for gifted and talented students;
- need for and concept of differentiated services;
- program implementation, evaluation, and revision;
- psychological and developmental needs; and
- strategies for identifying and serving student groups historically underrepresented in gifted and talented education, including students who live in poverty, those who are culturally or linguistically diverse, and students with disabilities.

❑ 3.4. Teachers working directly with gifted and talented students engage in intensive and ongoing professional learning in the educational implications of giftedness and appropriate teaching/learning strategies for gifted and talented students.

❑ 3.5. School-level administrators and staff responsible for the management and administration of gifted and talented programs and services engage in professional learning that prepares them to develop goals, objectives, and strategies regarding the performance of gifted and talented students, effective program alternatives and options, and a system for ongoing program evaluation.

Objective 4.0 – Program Management and Evaluation
A program management structure exists, which clearly delineates the roles and responsibilities for gifted and talented programs and services at the school level to ensure the development and maintenance of program excellence. A systematic plan for ongoing evaluation is part of program planning and implementation and should assess the processes and products of each component of the gifted and talented program. The local school's gifted and talented program evaluation process is based on data and provides accurate, timely, and relevant information to decision-makers and stakeholders for program improvement.

Your application must demonstrate that the gifted and talented program meets the following criteria for Objective 4:

❑ 4.1. Building-level administrators support the gifted and talented education program implementation within the school system's guidelines. They are responsible for:

- allocating resources to the gifted and talented program;
- coordinating services for gifted and talented students in the school;
- developing staff expertise in gifted and talented education;
- providing effective gifted and talented education program communication with staff, students, parents, and the community; and
- setting goals and objectives for gifted and talented students in the school improvement plan.

❑ 4.2. A systematic plan for ongoing evaluation for the gifted and talented program is part of program planning and implementation. It should assess the processes and products of each component of the gifted and talented program. These include:

- community outreach;
- identification, participation, and retention;
- instructional programming
- professional learning;

- program management;
- teacher qualifications; and
- the evaluation process.

❒ 4.3. The evaluation process focuses on whether the goals, objectives, and strategies for gifted and talented students have been reached. The quantity, quality, and appropriateness of the programs and services provided for gifted and talented students are assessed, and the data are disaggregated and made public..

❒ 4.4. Attention is given to assessing gifted and talented student progress using multiple indicators that measure mastery of content, demonstration of higher-level thinking skills, achievement in the specific program area(s), and affective growth.