



# Maryland State Advisory Council on Gifted and Talented Education

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- Welcome, Announcements, and Updates
- Sub-committee Work
- Guest Presenter: Rene Islas  
Executive Director, NAGC



# Agenda

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**Welcome, Introductions,  
Announcements, Updates**

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- Co-chair: Theresa Jackson
- Co-chair: Penny Zimring
- Secretary: Julie Skolnick



## **New Officers**

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- Don Bailey: Anne Arundel County Teacher
- Eunice Chu: Montgomery County Teacher
- Tadem Daniels: Baltimore City Principal
- Shontel Douglas: Baltimore City Principal
- Rick Garber: NorthBay Education Foundation
- Erica Hartley: Washington County Teacher
- Molly Joyner: Harford County GT Specialist

# New Members

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- November 29, 2017 (Time: 10:00 - 1:00)
- January 31, 2018 (Time: 10:00 - 1:00)
  - (SNOW DATE: February 6, 2018)
- April 19, 2018 (Time: 10:00 - 1:00)

# 2017-2018 Meetings

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To encourage and support the education of students who are identified as gifted and talented and twice exceptional (2e) in accordance with the Annotated Code of Maryland, Code of Maryland Regulations (COMAR) 17.04.07: Gifted and Talented Education, the Maryland Criteria for Excellence: Gifted and Talented Program Guidelines, as well as the National Association for Gifted Children (NAGC) 2013 standards for gifted programming through education, advocacy, and recognition in order to ensure identification and services.

# **Mission**

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- Increase public awareness of the role and purpose of gifted and talented education and recognize the contributions of outstanding individuals and organizations in the field.
- Provide support of professional learning in gifted and talented education; support and recognize schools for the development of gifted and talented programs and services that are aligned with the Maryland Criteria for Excellence and COMAR 13A.04.07.
- Provide support for districts to improve their G/T Programs through a process of reflection, data collection, and self-evaluation.
- Increase public awareness of the role and purpose of gifted and talented education and recognize the contributions of outstanding individuals and organizations in the field.

# **2017-2018 Goals**

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- Programs, Services, & Professional Learning
- Awards and Recognition
- Program Improvement
- Public and Community Awareness



# **Sub-committees**

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Criteria For Excellence: Gifted and Talented Education Program Guidelines

DRAFT - July 13, 2017

- I. Foreword
- II. Introduction
- III. Criteria
  - 1.0 Identification of Students
  - 2.0 Curriculum and Instruction
    - Content
    - Instructional Strategies
    - Learning Environment
  - 3.0 Professionally Qualified Teachers
  - 4.0 Professional Learning
  - 5.0 Program Management
  - 6.0 Evaluation
  - 7.0 Glossary
  - 8.0 Bibliography/Citations

I. FOREWORD

All students in Maryland's schools must be provided educational opportunities appropriate to their individual abilities which will enable them to reach their maximum potential. Gifted and talented students are one group which has unique abilities and needs. 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). This publication is designed to help educators develop appropriate programs and services to meet these students' needs and to challenge their unique abilities.

The original Criteria for Excellence: Gifted and Talented Program Guidelines (1983) was developed as a collaborative effort by the staff of the Maryland State Department of Education and personnel having responsibilities for gifted and talented programs and services in the local school systems. This document was updated in 2015.

It is hoped that educators in Maryland will find this document of value in planning, implementing, and evaluating programs and services for gifted and talented students.

II. INTRODUCTION

The Maryland State Department of Education recognizes the importance of providing all children and youth an educational program which provides all children and youth with opportunities to develop their abilities to the maximum. Gifted and talented students, like other special groups in the school population, possess unique abilities, interests, and needs which can be addressed only through differentiating the regular curriculum and designing specialized programs and services.

This publication sets forth the criteria for excellence in programs and services for gifted and talented students. Six major program components have been addressed:

1. Identification of Students
2. Instructional Program
3. Professionally Qualified Teachers
4. Professional Learning
5. Program Management
6. Evaluation

Talented Education Program Guidelines

July 13, 2017

isted for each program component. They define "what should nd talented students. The criteria provide direction to school op, and implement new programs and services. They are also id improving their current offerings.

1 gifted and talented student as "an elementary or secondary d individuals as having outstanding talent and performing, or ly high levels of accomplishment when compared with other nt." A gifted and talented student is one who

tellectual, creative, or artistic areas; or

ses beyond those normally provided by the regular school l (Annotated Code of Maryland §8-202). By virtue of this ionality of giftedness, seeking to develop programs and gifted or excel in specific academic fields and also those ship.

n requires all Maryland school systems to "establish a process are defined in le different services "beyond those normally provided by the ed and talented student's potential and to review the AR 13A.04.07 also states that "Teachers and other personnel ve been identified as gifted and talented shall engage in encies specified by the Gifted and Talented Education

tify and serve gifted and talented students in youth "from all ll areas of human endeavor (§8-202)." While the number of ted program will vary, they exist in every school setting.

J talented students are recognized so they can be appropriately at remarkably high levels of accomplishment as well as those y high levels when compared with other students of a similar : measures are used for screening and identification and include ent. Additional measures used to confirm placement in cklists and/or supplemental measures as appropriate. are developed for each of the various areas: general intellectual rship capacity, and specific academic fields. Information about tained through the identification process serve as a basis for is way, the identification process is an integral part of the responsiveness of the school to the needs of all students.

Talented Education Program Guidelines

July 13, 2017

ents are identified early in their academic careers. Universal al atrophy in low-SES students. (NEED CITATION)

: Dame of Maryland University, and McDaniel College each Certification as a Gifted and Talented Education Specialist. o schools and school districts developing programs for their

: the different areas of giftedness being assessed and are s provided to the student.

n process are as non-biased as possible with respect to race, ion, national origin, gender, or exceptionality. No single ified.

ted or potential giftedness includes:

ognitive ability of the total school population to ensure that all opportunity to be considered. Cognitive ability tests must be

ther screen for giftedness. Achievement tests must be

as appropriate to ensure equitable identification, particularly ations.

ment Assessments	Alternate Assessments
<ul style="list-style-type: none"> <li>• Johnson</li> <li>• Challenge Ability</li> <li>• Test</li> <li>• Diagnostic</li> </ul>	<ul style="list-style-type: none"> <li>• Torrance Test of Creativity</li> <li>• WIDA - expectation is one level a year, if student is making more progress, look at this student (EL Students)</li> </ul>
<ul style="list-style-type: none"> <li>• Reading</li> <li>• Mathematical</li> <li>• Math and Reading</li> <li>• Assessment Assessments</li> </ul>	

lemental information as listed in the following chart of qualitative and quantitative assessment methods should be ble identification, particularly among historically underserved

Talented Education Program Guidelines

July 13, 2017

	Supplemental Information
	<ul style="list-style-type: none"> <li>• Student Interview</li> <li>• Student portfolio</li> <li>• IPED portfolio</li> </ul>

tion is clearly stated and consistently implemente rted to all stakeholders.

: should evaluate and monitor, year-to-year, its identified e demographics of its student population. a investigation of proportionality of student representation SES, and EL). Identified in each LEA. : LEA student data system.

cludes training for all school staff in characteristics of gifted pulations, the identification procedures and criteria, and the ed and talented students.

I committee consisting of teachers, the principal or assistant who collect and analyze student identification data to

versal identification procedures, additional nominations may thers. Information about students is obtained from multiple tudent's performance or potential.

n ongoing process extending from school entry through ts to be considered for gifted and talented education p experience.

urses for notifying parents/guardians of the results of the cess, and an explanation of services available to gifted

# Criteria for Excellence



# MEGS

SUPPORTING AND PROMOTING THE EDUCATION  
OF GIFTED & TALENTED STUDENTS

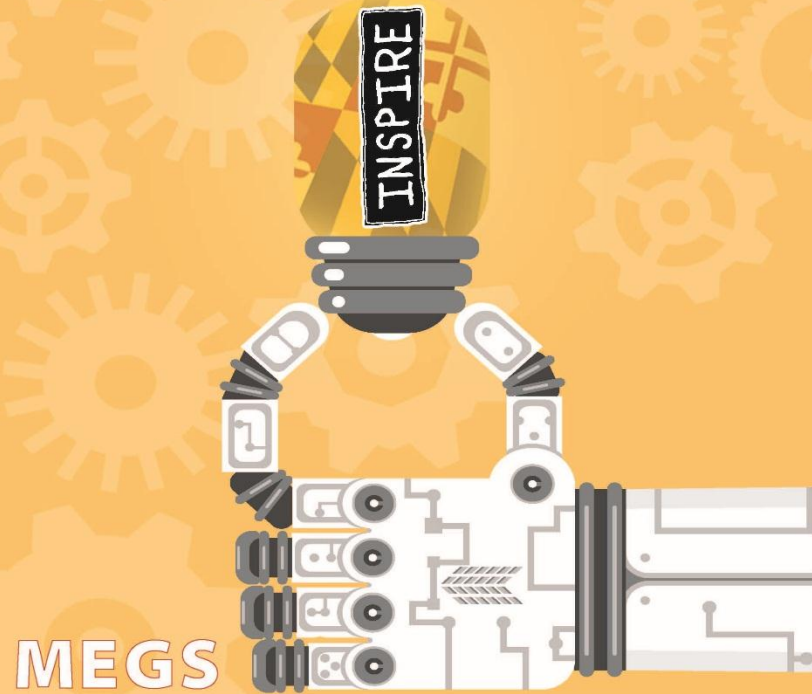
Penny Zimring

[www.megsonline.net](http://www.megsonline.net)

**Update**

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Create  
**INNOVATE**



*Maryland State*  
Conference on Gifted and Talented Education  
October 20, 2017



SUPPORTING AND PROMOTING THE EDUCATION  
OF GIFTED & TALENTED STUDENTS

# The 2017 Maryland State Conference on Gifted and Talented Education

Friday, October 20, 2017

North County High School

10 E. 1st Avenue

Glen Burnie, MD 21061

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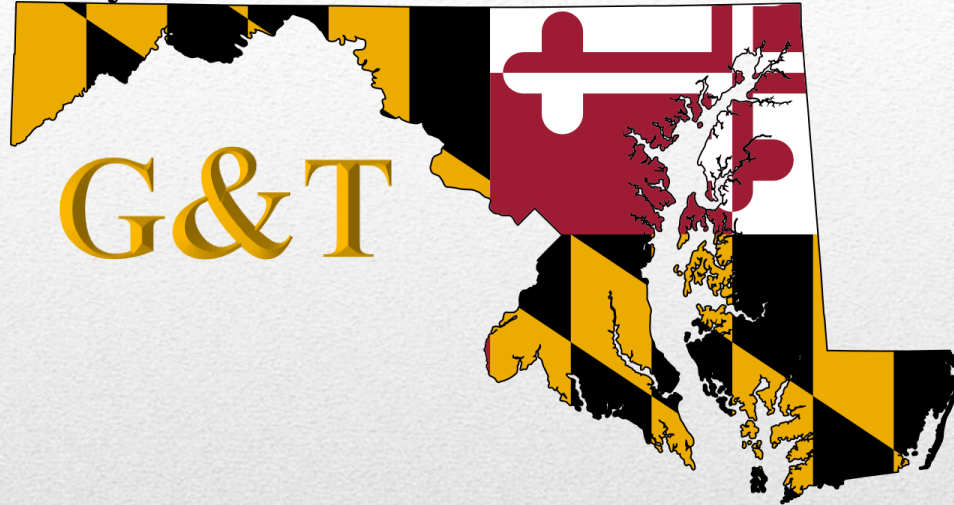
Yvonne Golczewski

[www.mcgate.org](http://www.mcgate.org)

**Update**

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Maryland Gifted & Talented Education



Bruce Riegel

**MSDE Updates**

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**“The State intends to take steps to add ‘gifted and talented students’ as an additional student group by the end of school year 2017-2018.”**

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- \$2.5 million over 5 years
- Partnership with JHU CTE
- Creation of online Gateway Portal/Platform
- Development of State GT Identification Guidelines
- Superintendent workshop
- 5 LEA Sub-grants to create and implement Professional Learning and new State Guidelines
- Educator workshops
- Research will be conducted and findings published



# Jacob Javits Grant

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**“The State intends to take steps to add ‘gifted and talented students’ as an additional student group by the end of school year 2017-2018.”**

**2017 Maryland ESSA Plan**

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- \$2.5 million over 5 years
- Partnership with JHU CTE
- Creation of online Gateway Portal/Platform
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- Superintendent workshop
- 5 LEA Sub-grants to create and implement Professional Learning and new State Guidelines
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# JAVITS

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# Maryland Summer Centers

for Gifted and  
Talented Students

*Sponsored by the Maryland State Department of Education*

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# 2017 Maryland Summer Centers

## **Camp Summit East: Center for Exploration and Innovation**

Cecil County – NorthBay Adventures (Residential)

## **JHU/APL Center for Space Science**

Johns Hopkins Applied Physics Lab

## **RAMS Center for Ecosystem Education**

UMD Horn Point Lab, Cambridge (Residential)

## **Outward Bound Center for English Learner Leadership**

Outward Bound, Baltimore (Residential)

## **Center for Global Languages**

Meade Middle School - AACPS

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# EGATE

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Excellence in Gifted  
and Talented Education

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# **Sub-committee Work Session**

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**Turn In All Notes & Name Badges**

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# M. René Islas



- M. René Islas is the Executive Director of the National Association for Gifted Children. Prior to joining NAGC, René served as Sr. Vice President of Learning Forward.
- Over a decade of experience leading education reform through practical and policy work at the federal, state, and local levels.
- Developed the Pathway to Achievement, a highly successful school improvement framework that is currently being implemented in elementary and secondary schools across the United States.
- Government experience includes service as a Special Assistant to the U.S. Secretary of Education and Chief of Staff to the Assistant Secretary of Education where managed the overall operations, policy development, and administration of programs within the Office of Elementary and Secondary Education.
- Played a pivotal role in the creation of the Teacher Incentive Fund and the School Improvement Grant programs that became priorities across the Bush and Obama administrations.
- Advised and supported the White House Initiative on Educational Excellence for Hispanic Americans.
- René is also a noted author of education and policy books and other publications.

## **Distinguished Guest**

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