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TO: Members of the State Board of Education
FROM: Jack R. Smith, Ph.D.
DATE: May 23, 2016
SUBJECT: Gifted and Talented Education Update

PURPOSE:

The purpose of this agenda item is to provide updated information regarding Gifted and Talented (GT) Education programs in Maryland.

BACKGROUND/HISTORICAL PERSPECTIVE:

Analysis of the Program for International Student Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS) assessment data worldwide has indicated that the United States lags behind international peers in producing students at the advanced level in reading, mathematics, and science. Further, the disparity between socioeconomic and racial groups of students at the advanced level of achievement appears on national assessments in every state. The lack of national policy and accountability on gifted and talented education results in a range of services from state to state.

Since 1997, the Annotated Code of Maryland has provided a definition of the gifted and talented student and acknowledged the need for services “beyond those normally provided by the regular school program” and has directed the State Board to “encourage each county board to develop and implement” such programs.

In 2009, the State Board adopted requirements for certification as a GT specialist in COMAR 13A.12.03. The minimum standards for GT student identification, programs and services, and professional development were adopted in 2012 in COMAR 13A.04.07. The information in the Master Plans, along with quarterly briefings with GT supervisor, inform the technical assistance provided by MSDE. While self-reported enrollment data provided by each school system is summarized by the Maryland State Department of Education (MSDE), variation in identification among Local Education Agencies (LEAs) impacts conclusions that can be drawn on the achievement of GT students and the percentage of GT students in the state that belong to various demographic groups.

State activities provided by MSDE focus on technical assistance, support, and professional learning for local school systems and direct service to GT students through the Maryland Summer Centers. Throughout the implementation of Maryland’s College and Career Ready Standards, MSDE has collaborated with LEA supervisors and Master Teachers to create GT model units in mathematics and English/language arts that differentiate the content, process, and products for advanced and GT students. During the College- and Career-Ready Summer Conferences, GT Master Teachers created and presented sessions for teachers and administrators on the implementation of the new standards with gifted students. Teachers have consistently availed themselves of the three GT online courses offered by MSDE; a phased revision of the courses is planned.

Maryland's Primary Talent Development Early Learning Program (PTD) is a critical and creative thinking curriculum that has been implemented in various models in more than half of the LEAs. PTD engages all students in grades PreK- 2 in open-ended, hands-on, problem solving experiences designed to promote the learning behaviors associated with lifelong success: *perceptive, communicative, inquisitive, persistent, creative, resourceful, and leadership*. By the completion of Grade 2, each PTD student has a cumulative PTD Behavior Scale documented by portfolio artifacts that can be used to make referrals for GT student identification. PTD is an exemplary approach for identifying and serving GT students from diverse backgrounds.

For almost 50 years, the Maryland Summer Centers for Gifted and Talented Students have been providing advanced, rigorous, experiential learning opportunities facilitated by experts and professionals in unique learning environments. With the loss of dedicated state funding in 2009, the program has evolved, seeking grant, corporate, and private funding to support the Centers and provide financial assistance in order to ensure that all of Maryland's GT students have access to these experiences. The summer 2016 program includes 6 centers in five LEAs, including 2 residential centers.

The GT Advisory Council was established as recommended by the 1994 Maryland GT Task Force and was included in the 2012 GT COMAR. This diverse group of stakeholders becomes informed on current issues and policies, advises the State Superintendent on best practices, supports MSDE and local leadership in the development of programs, and encourages consistent implementation of comprehensive high quality services in order to ensure equal access for all students in the state. The Council also recognizes outstanding educators and students, and collaborated with MSDE to design the Excellence in Gifted and Talented Education (EGATE) school award program. Since 2010, 39 schools in 10 LEAs have achieved the EGATE designation through a rigorous year-long application process that includes documentation of twenty-one criteria under four program objectives aligned with the GT COMAR.

EXECUTIVE SUMMARY:

Maryland has a regulatory mandate for GT student identification, services, and professional development. As in most other states, the authority for implementing GT programs is at the local school system level. This allows each LEA to customize programs and services to meet the specific needs of their students, but leads to a wide disparity in GT services across the state.

MSDE is committed to providing direct services to LEAs and students to ensure equal access to quality GT services. In the absence of funding, volunteer teacher committees will be used to revise the PTD program to align with the Maryland College and Career Ready Standards. The expansion of the EGATE program will provide school and district leadership a self evaluation and GT program improvement tool. Likewise, the expansion of the Summer Centers will establish unique GT education programs that will serve as models for LEAs, while providing access to quality programs for underserved students in the state. Additional statewide face-to-face and online professional learning activities on enrichment and differentiation for GT students will be developed through collaboration with the local GT supervisors, Master Teachers, the GT Advisory Council, and professional organizations such as the Maryland Coalition for Gifted and Talented Education (MCGATE) and the Maryland Educators of Gifted Students (MEGS).

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ACTION:

For information only.

ATTACHMENTS:

- Annotated Code of MD: GT
- COMAR: 13A.12.03 and 13A.04.07 GT Specialist and GT Education
- State GT enrollment summary and State disaggregated GT enrollment from 2015 Master Plans
- GT Summer Center brochure

Maryland Gifted & Talented Education



Gifted and Talented Education Update

May 23, 2016

Susan Spinnato, Director of Instructional Programs

Dr. Bruce Riegel, Lead GT Specialist

Denise Stringer, GT Specialist

Agenda

- International Perspective
- National Perspective
- GT Statutes and Regulations
- Local School System Reports
- State Activities
- GT Advisory Council
- Next Steps

International Perspective: US

- PISA (2012) Organization for Economic Cooperation and Development (OECD) countries
 - 27th of 34 in Mathematics
 - 21st of 34 in Science
 - 19th of 34 in Reading
- TIMSS (2012) OECD countries
 - 8th of 15 in 8th Grade Mathematics
 - 7th of 14 in 8th Grade Science

Chester Finn and Brandon Wright. *Failing our Brightest Kids: The Global Challenge of Educating High-ability Students* (2015)

National Perspective: Jack Kent Cooke Foundation

- “Excellence Gaps” appear before Pre-K and continue throughout high school and even college
- “No states received full points in either policy inputs or student outcomes, which left us unable to give any state an ‘A’ grade.”

Jonathan Plucker, Jennifer Giancola, Grace Healey, et al. *Equal Talents, Unequal Opportunities: A Report Card on State Support for Academically Talented Low-Income Students*, Jack Kent Cooke Foundation (2015).

Policy Input: Maryland

- Reporting/Monitoring – Yes (4/4 points)
- Indicators of Growth – All Students + Other Indicators – AP/IB Performance (4/4)
- International Assessment – No (0/4)
- Identification/Services – ID and Services (4/4)
- Early Kindergarten – Permitted (4/4)
- Acceleration – No State Policy (1/4)
- MS/HS Concurrent Enrollment – LEA Determined (2.5/4)
- HS Honors Diploma – No (0/4)
- Gifted Training Required – No (0/4)
- **Input Score = 19.5/36 Input Grade = C (Tied with 6 other states for 17th)**

Jonathan Plucker, Jennifer Giancola, Grace Healey, et al. *Equal Talents, Unequal Opportunities: A Report Card on State Support for Academically Talented Low-Income Students*, Jack Kent Cooke Foundation (2015).

Student Output: Maryland

- Advanced Education Outcomes (% Students Scoring Advanced on NAEP)
 - Grade 4 Mathematics – 13% (4/4 points)
 - Grade 8 Mathematics – 12% (4/4)
 - Grade 4 Reading – 14% (4/4)
 - Grade 8 Reading – 7% (3/4)
 - Students scoring 3+ on 1 AP Exam in HS 2013 – 30% (4/4)
- Excellence Gap Measures (Compares Students of Low Income vs Not Low Income taking the Grades 4 + 8 Math and Grades 4 + 8 Reading NAEP)
- **Overall Student Output Grade C+ (Tied with 7 other states for 7th place)**

Jonathan Plucker, Jennifer Giancola, Grace Healey, et al. *Equal Talents, Unequal Opportunities: A Report Card on State Support for Academically Talented Low-Income Students*, Jack Kent Cooke Foundation (2015).

National Perspective: NAGC

- Mandate in 32 of 42 states
- State-specific identification process: 12 of 32 states
- Report required: 24 of 40 states
- Demographic data collected: 10 of 40 states

National Association for Gifted Children. *State of the States in Gifted Education Report* (2015).

MD Statutes and Regulations

- **Annotated Code of MD (1997)**
 - (1) “Gifted and Talented Student” Defined, (2) Statement of Policy, (3) Development and Implementation of Programs, (4) State Board to Support Programs
- **COMAR 13A.12.03 (2009)**
 - Gifted and Talented Education Specialist
- **COMAR 13A.04.07 (2012)**
 - (1) Purpose, (2) Identification of Gifted and Talented Students, (3) Programs and Services, (4) Professional Development, (5) State Advisory Council, (6) Reporting Requirements

Master Plan Updates

- Goals aligned to GT regulation
 - Objectives/Implementation Strategies
 - Timeline
 - Methods for Measuring Progress
 - Assessment of Progress
- Enrollment

Self-reported Enrollment Data

- 2014 - 15 (142,621 GT students)
 - Multiple identification measures
 - Data not collected for some grades
- 2014 - 15 Disaggregated data
 - Under-representation of African American and Hispanic students

State Activities

- Technical assistance
- Review of Master plans
- Quarterly meetings with GT supervisors
- Informal survey: 61 identification measures
- GT lessons aligned to MCCRS
- GT sessions at 2014 and 2015 CCR conferences
- Online GT courses for teachers (3)
- Primary Talent Development (PTD)

Maryland Summer Centers for Gifted and Talented Students

□ History

- 49th year
- 1967 - 2009: State and grant funded
- 2010 - 2016: Corporate and grant funded
 - 2012 - 2016: Jack Kent Cooke Foundation partial funding and student financial assistance
 - Decreased funding impacts student access

2016 Maryland Summer Centers for Gifted and Talented Students

- New online enrollment process
- Jack Kent Cooke Foundation
 - New: Preview Events
 - Financial Assistance
- Other corporate and private funding
- Other opportunities for GT students

2016 Maryland Summer Centers

- Dixon Center for Creative Writing
 - Washington College,
- Center for Global Languages
 - Meade Middle School - AACPS
- Performing Arts with the Broadway Theater Connection (New)
 - Studio 39 – AACPS
- Center for Space Science
 - Johns Hopkins Applied Physics Lab

2016 Maryland Summer Centers

Residential Centers

- Center for Ecosystem Education
 - UMD Horn Point Lab, Cambridge
- Center for Robotics Design
 - Frostburg State University

Maryland Summer Centers for Gifted and Talented Students

State Role:

- Programing and technical assistance
- Pursue funding
 - Corporate
 - Grant
- Recruiting
 - Equitable access

GT Stakeholders

- Dr. Keri Guilbault, Co-Chair, Maryland State Advisory Council for Gifted and Talented Education
- Yvonne Golczewski, President, Maryland Coalition for Gifted and Talented Education (MCGATE)

Maryland State Advisory Council for Gifted and Talented Education

“The State Superintendent of Schools shall maintain an Advisory Council for Gifted and Talented Education that shall advise the superintendent on issues and best practices relevant to the education of gifted and talented students in Maryland.”

- Quarterly meetings

- Awards

 - Business/Community

 - Leadership

 - Educators

 - Students

EGATE Schools Program

- Excellence in Gifted and Talented Education
- Aligned to Maryland *Criteria for Excellence: Gifted and Talented Program Guidelines* and COMAR
- Since 2010: 39 schools in 10 LEAs

Maryland Coalition for Gifted and Talented Education



- Parents
- Educators
- Students
- GT Professionals

Mission:

- To ensure that the academic, social, and emotional needs of all children having special gifts and talents are met.

Belief:

- It is the basic right of every child to experience the joy of learning each day.

MCGATE's Advocacy

- National
 - ESEA → ESSA
 - State of the State of MD Gifted Ed
- State
 - Student Essay Contest
 - GT Advisory Council
 - Policy and Advocacy Subcommittee
- Local

Next Steps

- Study impact of ESSA
- Address equal access
- Update and expand PTD program
- Expansion of EGATE
- Expansion of MD Summer Centers
- Update online courses

The Annotated Code of Maryland
Title 8. Special Programs for Exceptional Children
Subtitle 2. Gifted and Talented Students
Education Article, § 8-201 – 204, Annotated Code of Maryland

§8–201. “Gifted and talented student” defined.

In this subtitle, “gifted and talented student” means an elementary or secondary student who is identified by professionally qualified individuals as:

- (1) Having outstanding talent and performing, or showing the potential for performing, at remarkably high levels of accomplishment when compared with other students of a similar age, experience, or environment;
- (2) Exhibiting high performance capability in intellectual, creative, or artistic areas;
- (3) Possessing an unusual leadership capacity; or
- (4) Excelling in specific academic fields.

§8–202. Statement of policy.

The General Assembly finds that:

- (1) A gifted and talented student needs different services beyond those normally provided by the regular school program in order to develop the student’s potential; and
- (2) Gifted and talented students are to be found in youth from all cultural groups, across all economic strata, and in all areas of human endeavor.

§8–203. Development and implementation of programs.

The State Board shall encourage each county board to develop and implement programs for gifted and talented students.

§8–204. State Board to support programs.

To the extent funds are provided in the State budget or are available from other sources, the State Board shall provide guidance, consultative and technical assistance, and fiscal support for programs that include:

- (1) Teacher training to incorporate instruction in methods and techniques that are designed to enable teachers to identify and teach gifted and talented students;
- (2) Research undertaken to help develop new or modified curricula for gifted and talented students; and
- (3) Evaluation, demonstration, and distribution of findings that are related to programs for gifted and talented students.

Code of Maryland Regulations

Title 13A

STATE BOARD OF EDUCATION

Subtitle 04 SPECIFIC SUBJECTS

Chapter 13A.04.07 Gifted and Talented Education

Authority: Education Article, § 5 – 401, and § 8-201 – 204, Annotated Code of Maryland
COMAR 13A.04.04.01

.01 Purpose

Gifted and talented students are found in all Maryland schools and in all cultural, ethnic, and economic groups. The intent of this chapter is to provide local school systems with direction for identifying students and developing and implementing the gifted and talented education programs and services needed to develop these students' full potential. These regulations establish the minimum standards for student identification, programs and services, professional development, and reporting requirements.

.02 Identification of Gifted and Talented Students

- A. Each local school system shall establish a process for identifying gifted and talented students as they are defined in the Educational Article §8-201;
- B. The identification pool for gifted and talented students shall encompass all students;
- C. The identification process shall use multiple indicators of potential, aptitude, and achievement;
- D. The identification process shall be used to identify students for participation in the programs and services described in § .03 of this regulation; and
- E. Each school system shall review the effectiveness of its identification process.
- F. Each school system shall consider implementing an identification process that:
 - (1) Documents early evidence of advanced learning behaviors, PreK-2;
 - (2) Includes procedures for identification and a process for appeals that are clearly stated in writing, made public, and consistently implemented systemwide; and,
 - (3) Provides ongoing professional development for school staff in the characteristics and needs of gifted and talented students.

.03 Programs and Services

- A. Each school system shall provide different services beyond those normally provided by the regular school program in order to develop the gifted and talented student's potential. Appropriately differentiated programs and services shall accelerate, extend, or enrich instructional content, strategies, and products to demonstrate and apply learning.
- B. Each school system shall review the effectiveness of its programs and services.
- C. Each school system shall consider implementing programs and services for gifted and talented students that:
 - (1) Provide a continuum of appropriately differentiated academic programs and services in grades PreK-12 during the regular school day for identified gifted and talented students.
 - (2) Provide programs and services to support the social and emotional growth of gifted and talented students.
 - (3) Provide programs and services to inform and involve parents/guardians of gifted and talented students.

.04. Professional Development

- A. Teachers and other personnel assigned specifically to work with students who have been identified as gifted and talented shall engage in professional development aligned with the competencies specified by the Gifted and Talented Education Specialist certification §13A.12.03.12.
- B. Teachers who wish to pursue leadership roles in gifted and talented education shall be encouraged to obtain Gifted and Talented Education Specialist certification as defined in §13A.12.03.12.

.05. State Advisory Council

The State Superintendent of Schools shall maintain an Advisory Council for Gifted and Talented Education that shall advise the Superintendent on issues and best practices relevant to the education of gifted and talented students in Maryland.

.06. Reporting Requirements

Local school systems shall in accordance with Education Article §5-401 (c) report in their Bridge to Excellence Master Plans their goals, objectives, and strategies regarding the performance of gifted and talented students along with timelines for implementation and methods for measuring progress.

Code of Maryland Regulations
Title 13A
STATE BOARD OF EDUCATION
Subtitle 12 GIFTED AND TALENTED EDUCATION SPECIALIST
Chapter 13A.04.07 Gifted and Talented Education
Authority: Education Article, § 8-201 – 204, Annotated Code of Maryland
COMAR 13A.12.03.12

.12 Gifted and Talented Education Specialist.

To be certified as a Gifted and Talented Education Specialist, an applicant shall:

- A. Earn a master's degree from one of the following:
 - (1) A Department-approved master's program that leads to certification in Gifted and Talented Education;
 - (2) An out-of-State approved master's program that leads to Gifted and Talented Certification; or
 - (3) An IHE and:
- B. Complete 15 semester hours of graduate course work in Gifted and Talented Education from an IHE, which includes a balance of content in the following competencies:
 - (1) Understanding the foundations of gifted education, including historical perspectives, key philosophies and theories, social, cultural, and economic influences, key issues, and trends;
 - (2) Understanding the unique cognitive and affective characteristics of gifted and talented students, including the learning differences of gifted and talented students with disabilities and those from diverse backgrounds;
 - (3) Understanding processes and procedures for the identification of gifted and talented students, including the use of equitable approaches for identifying gifted and talented students from diverse backgrounds and those with disabilities;
 - (4) Understanding evidence-based instructional strategies for differentiating instruction for gifted and talented students, including strategies that enhance acquisition of knowledge and skills in specific domains, critical and creative thinking, problem solving, and metacognition;
 - (5) Understanding theories and models for developing and implementing curriculum, instruction, and assessments for gifted and talented students; and
 - (6) Understanding how to create learning environments that foster the social and emotional well-being of gifted and talented students, including the development of self-awareness, coping skills, positive peer relationships, and leadership; and
- C. Complete at least 3 semester hours in a clinical/laboratory internship; and
- D. Present verification of 27 months of satisfactory teaching experience or clinical experience.

Maryland State Department of Education

2014-2015 Gifted and Talented Student Enrollment Data Disaggregated by Grade

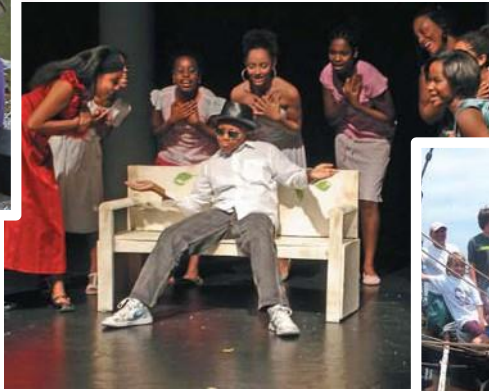
Source: October 2015 Master Plan Updates

School System	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Allegany	*	*	*	69	85	111	137	147	128	172	129	126	157	1,261
Anne Arundel	*	*	*	475	*	*	*	*	*	*	*	*	*	475
Balto City	14	9	824	760	600	378	349	263	212	270	546	488	395	5,108
Balto Co	*	1	*	274	1,493	2,319	2,747	2,704	2,801	2,487	2,818	3,437	3,721	24,802
Calvert	*	*	*	*	322	382	786	851	836	1,147	1,474	1,627	1,364	8,789
Caroline	*	*	*	52	63	83	91	96	99	*	*	*	*	484
Carroll	*	*	*	150	190	203	226	242	200	192	193	241	190	2,027
Cecil	*	*	*	*	39	88	123	150	113	130	118	111	118	990
Charles	*	*	*	247	258	230	314	358	339	*	*	*	*	1,746
Dorchester	*	*	*	*	30	39	13	54	51	*	*	*	*	187
Frederick	33	48	68	103	164	163	439	521	563	*	*	*	*	2,102
Garrett	*	*	*	10	17	21	20	15	17	7	4	3	3	117
Harford	*	*	*	69	278	287	*	*	*	*	*	*	*	634
Howard	*	1,048	1,540	1,554	1,668	1,951	1,966	1,782	1,759	2,567	2,119	2,633	2,832	23,419
Kent	*	*	*	14	12	16	12	30	32	17	31	30	23	217
Montgomery	*	*	3,541	3,403	3,896	4,485	4,434	4,323	4,154	4,227	3,950	3,814	3,437	43,664
Prince George's	*	*	891	881	1,226	1,532	1,428	1,375	1,255	1,221	1,050	915	880	12,654
Queen Anne's	*	1	3	4	56	45	123	146	173	143	187	103	88	1,072
Somerset	*	*	*	59	59	62	51	40	23	14	23	25	0	356
St. Mary's	*	*	*	162	180	227	*	*	*	*	*	*	*	569
Talbot	338	525	491	149	87	175	*	86	156	47	116	143	107	2,420
Washington	123	238	271	266	292	548	781	985	816	1,184	1,153	1,024	978	8,659
Wicomico	*	*	*	44	39	58	87	63	76	*	*	9	20	396
Worcester	*	*	*	*	53	67	78	96	85	94	*	*	*	473
TOTALS	508	1,870	7,629	8,745	11,107	13,470	14,205	14,327	13,888	13,919	13,911	14,729	14,313	142,621
* Data for this grade was not collected/reported in this format in 2014-2015														

Maryland State Department of Education
 2014-2015 Gifted and Talented Student Enrollment Summary Disaggregated by Student Groups
 Source: October 2015 Master Plan Updates

	All Students	All GT Students	GT%	American Indian/ Alaska Native				Asian				Black/ African American			
				State Total	%	GT	GT%	State Total	%	GT	GT%	State Total	%	GT	GT%
Totals	874,514	142,621	16.3	2,612	0.3	175	0.12	53,929	6.2	18,895	13.2	302,645	34.6	30,651	21.5
White				Hispanic				Native Hawaiian/ Other Pacific Islander				Two or More Races			
State Total	%	GT	GT%	State Total	%	GT	GT%	State Total	%	GT	GT%	State Total	%	GT	GT%
349,197	39.9	72,016	50.5	128,175	14.7	13,274	9.3	1,296	0.1	93	0.1	36,660	4.2	7,524	5.3

MARYLAND STATE DEPARTMENT OF EDUCATION
2016 CATALOG OF PROGRAMS



MARYLAND SUMMER CENTERS FOR GIFTED AND TALENTED STUDENTS



Financial Assistance is available.

Online application should be completed by April 15, as Centers fill quickly!

Performing Arts Center applications due April 8 to allow for auditions the week of April 11.

Spanish materials are available. Call 410-767-0363.

www.marylandpublicschools.org/summercenters

Maryland Summer Center	Content Area	Location	Fall 2016 Grade Levels	Dates	<u>Residential/</u> <u>Non-Residential</u>
Performing Arts with Broadway Theatre Connections	Performing Arts	Studio 39, Anne Arundel County	4-12	August 9-12	NR
			Auditions to be held the week of April 11		
Dixon Creative Writing	Creative Writing	Washington College, Kent County	7 - 9	July 5-15	NR
Robot Design	Engineering	Frostburg State University, Allegany County	9 - 12	July 30-August 5	R
Space Science	Space Science Mathematics	Johns Hopkins University Advanced Physics Laboratory, Howard County	6 - 7	July 11-22	NR
Ecosystems Education	Environmental Science	University of Maryland at Horn Point, Dorchester County	6 - 8	July 10-16	R
			9-10	July 17-23	
Global Languages	Arabic, Chinese, French, and Spanish	Meade Middle School, Anne Arundel County	4 - 6	July 11-21 (Monday-Thursday Only No Fridays)	NR

GIFTED AND TALENTED EDUCATION IN MARYLAND: CONTINUING OUR COMMITMENT



In 1994, The Maryland Gifted and Talented Education Task Force submitted to the State Board of Education its report entitled "Renewing Our Commitment to the Education of Gifted and Talented Students: An Essential Component of Educational Reform." This report reaffirmed the right of all students to an education responsive to their needs. For gifted and talented students, this means opportunities to learn at a different level, depth, and pace.

Maryland law defines a gifted and talented child as "an elementary or secondary student who is identified by professionally qualified individuals as:

(1) having outstanding talent and performing, or showing the potential for performing, at remarkably high levels of accomplishment when compared with other students of a similar age, experience, or environment; (2) exhibiting high performance capability in intellectual, creative, or artistic areas; (3) possessing an unusual leadership capacity; or (4) excelling in specific academic fields." A gifted and talented

child needs different services beyond those normally provided by the regular school in order to develop his/her potential. These educational services for gifted and talented students are locally selected and implemented. Currently, the state enhances the services provided by local boards of education through the availability of program technical assistance.

The 2016 Maryland Summer Centers program continues a 49-year commitment at the state level to provide summer educational opportunities for Maryland's gifted and talented students. The Maryland Summer Centers program, in partnership with public and non public agencies, provides Maryland's diverse gifted and talented student population with advanced, rigorous, experiential learning opportunities that nurture these students' talents and abilities within unique learning environments. We believe:

- that "...Outstanding talents are present in children and youth from all cultural groups, across all economic strata, and in all areas of human endeavor." (Jacob K. Javits Gifted and Talented Education Act, 1988);
- that gifted and talented students are challenged and motivated by other gifted and talented students with similar academic interests, as well as corresponding social and emotional needs;

- that Maryland Summer Centers instructors must possess specialized knowledge, skills, and dispositions in order to maximize the potential of gifted and talented students;
- that the interaction of Maryland Summer Centers students with experts, using the tools, techniques, and technology of professionals in a given field, is a life-changing experience that inspires students to develop intense interests and possible career pursuits;
- that students' use of creative and critical thinking and problem-solving to confront real-world challenges results in gratifying personal growth and increased awareness of civic responsibility.

Parental commitment remains a key factor in the success of gifted and talented children. Parent advocacy and support groups such as the statewide Maryland Coalition for Gifted and Talented Education (MCGATE) assist in obtaining information and resources to advocate for appropriate services for gifted children.

We look forward to having your children attend the Maryland Summer Centers program this summer. Thank you for your interest, support, and your commitment to Gifted and Talented education in Maryland.

The Maryland Summer Centers for Gifted and Talented Students program is sponsored by the Maryland State Department of Education.

FACTS AT A GLANCE

- **The Goal of the Maryland Summer Centers** is to provide opportunities for Maryland's gifted and talented students to work with like-minded peers in an area of ability and interest. Many participants have reported these programs to be a life-changing experience, meeting for the first time others with interests and abilities like their own and forming lasting friendships.
- All principal instructors **are certified teachers or experts in their field of study**. Teaching Assistants are generally college students majoring in the content offered by the Center.
- **Financial Assistance** is available to qualified students. See page 23 or the online application.
- If your child's **school does not identify students as Gifted and Talented**, your child should still apply. There will be ample opportunity to demonstrate outstanding ability through the Maryland Summer Centers application process.
- **Transportation** is the responsibility of the parent/guardian. However, the Center's contact person may assist you in arranging a car pool.
- **If your child attends a private or parochial school**, follow the online or paper application process.
- Upon notification of your child's acceptance into the program, you will be asked to **complete detailed medical information**.
- *Letters of notification are mailed in May.*

formation. The certified nurse who is on staff at each Center will carefully review this information. All Centers have provisions for **medical and emergency care during the time students are on campus or involved in Center-related activities.**


- **Students are supervised** at all times during the Center's instructional, recreational, social and cultural activities. Residential Assistants supervise small groups of no more than 15 students in the dormitories for Residential Centers.
- **If you home school your child**, follow the directions in the online application or notify the contact person at the Center to which you wish to apply to receive specific directions for the paper application process.



- **If your child attended a Maryland Summer Center in the past**, he or she may reapply. However, in the event that a Center has an abundance of equally qualified candidates, priority will be given to applicants who have never had the opportunity to attend a Summer Center.
- **Students are selected** based upon various data sources requested in the application process. (See pages 20 - 25.) Applications are reviewed by professionals chosen for their expertise in an instructional area, as well as their understanding of the characteristics of gifted and talented students.
- The **NEW ONLINE APPLICATION** process is designed to speed-up and make the entire application process easier for parents/guardians, students, schools, and Center staff members. This system provides parents/guardians a the ability to apply for multiple students, upload financial information (if you are applying for financial assistance), send electronic requests to schools, teachers, principals, etc. for recommendations, test scores, or any other required information. All you need is the information that you provide, and a computer with internet access. **ASK FOR HELP AT YOUR CHILD'S SCHOOL OR A PUBLIC LIBRARY, IF YOU DO NOT HAVE A COMPUTER** Go to marylandpublicschools.org/summercenters and you will follow the link to the application. If you intend to apply for financial assistance, you will need to have a copy of the first page of your 2015 FEDERAL TAX FORM (1040 or 1040 EZ). Your child should also prepare an essay of **LESS THAN 500 WORDS**, following the directions on page 21 of this packet. The essay **MUST** be uploaded into the online application in pdf format.

DIXON CENTER FOR CREATIVE WRITING AT WASHINGTON COLLEGE

Funded by Dixon Valve and Coupling Company



LOCATION: Washington College,
Kent County

ENTERING GRADES: 7 - 9

TYPE: Nonresidential

DATES OF OPERATION: July 5 -15
8:15 a.m. - 2:45 p.m.

TUITION: \$200 for a nine-day nonresidential program

Have you ever dreamed of seeing your short story, play, or poem in print? Of hearing readers of *your words* laugh with delight or of seeing their eyes fill with tears? Have you wished that you could argue your ideas



so convincingly that you change people's minds? This is the focus of the Dixon Center for Creative Writing: you will have the opportunity to become an author among authors as you spend nine days at the Center at Washington College discussing published masters of style, responding to pieces in progress, and composing your own written works. Learn the power of the written word: to explore, to express, to persuade, as you hone your craft on state-of-the-art computers. Be inspired and coached by creative writing teachers and authors as they share their expertise with you.

You will spend almost two weeks writing, reading, and discussing on the beautiful campus at Washington College, among the nation's leading liberal arts institutions, located on the scenic Chester River on Maryland's Eastern Shore. Washington College, nationally renowned for its creative writing courses, was founded in 1782, the first college in the new nation - an appropriate setting for inspiration and aspiring writers. As you experiment with choices in diction, syntax, structure, character, and tone, you



will develop your own unique style. On the final day of the Dixon Center for Creative Writing, you will share your writing and experiences with an audience of your parents/guardians, college professors, and business professionals at a celebration. "Writing," says Marie de L'Incarnation, "teaches us our mysteries." Come discover the mysteries around you and within you through creative writing.

Six Pillars of Character

- Trustworthiness
- Fairness
- Caring
- Citizenship
- Respect
- Responsibility

*The Josephson Institute Center
for Youth Ethics*

Contact Person:

Marianne Hickman
Dixon Valve and Coupling Company
800 High Street
Chestertown, MD 21620
443-282-2034
Email: mhickman@dixonvalve.com


Center for Performing Arts with Broadway Theatre Connections



currently offers Workshops and Master Classes in multiple cities throughout the United States providing opportunities for education, mentorship, and intensive training. They connect Broadway performers, choreographers, directors, casting directors, voice coaches, and agents to students with a passion for developing their musical theatre skills.

What to Expect

- Master classes in many different Broadway dance styles including Original Broadway Repertoire Classes, Jazz, and Theater Dance
- Voice work
- Song Interpretation class
- Acting classes
- Put it all together in a Song and Dance class
- Mock Auditions to help students to understand the audition process and how to best present oneself.



LOCATION:
Studio 39
291 Locust Ave.
Annapolis, MD 21401

ENTERING GRADES: 4-12

TYPE: Nonresidential

DATES OF OPERATION: August 9-12

8:30 a.m. - 3:30 p.m.

TUITION: \$800

Nonresidential program

NOTE: Applicants to the Center for Performing Arts must audition. Applicants will be contacted to schedule an audition. All auditions will be the week of April 11. Applications due by April 8.

The Center for the Fine and Performing Arts offers talented students an opportunity to study musical theatre, dancing, and acting.

About Broadway Theatre Connection

Broadway Theatre Connection was originally created to forge a direct relationship between professional New York City Theatre Artists and the Theatre Community. BTC



Contact Person:

Jason Lacayo
Broadway Theatre Connection
PO Box 1395
New York, NY 10113
Toll Free: 855-BTC-NOLA (855-282-6652)
Email: info@broadwaytheatreconnection.com

CENTER FOR FUTURE ENGINEERS: ROBOT DESIGN



LOCATION: Frostburg State University, Frostburg, Maryland Allegany County

ENTERING GRADES: 9 - 12

TYPE: Residential

DATES OF OPERATION:
July 30- August 5

TUITION: \$550 for a six-day (Saturday - Thursday) residential program



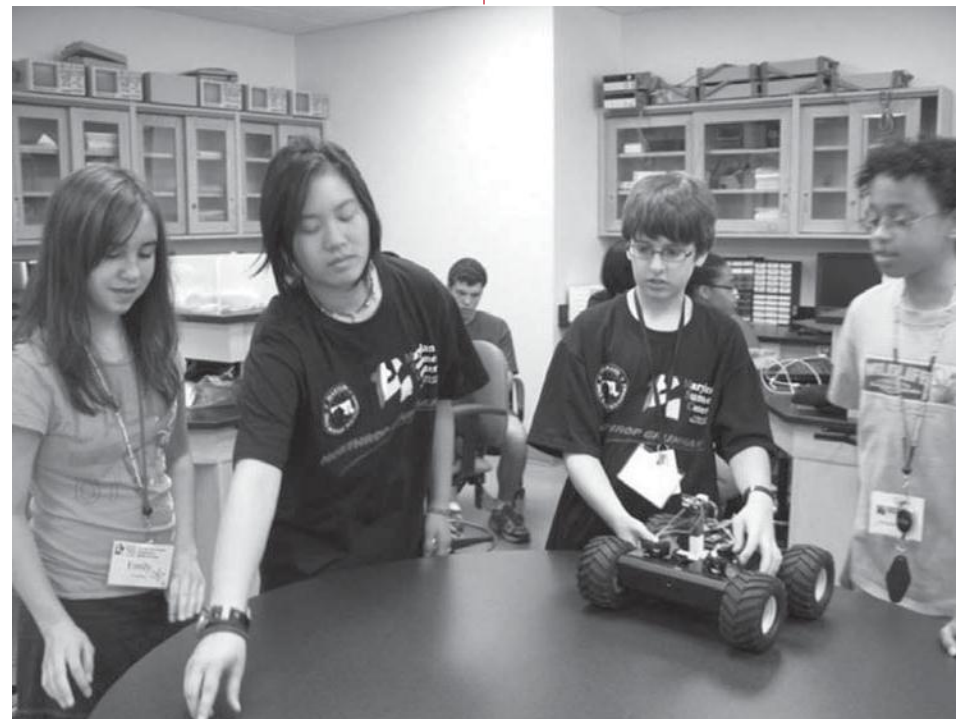
The FSU campus is located in the beautiful mountains of Western Maryland and is conveniently accessible from I-68. Our modern campus includes air-conditioned dormitory rooms where you will stay, a contemporary student center with game room and large screen television, and a physical education complex with facilities for racketball, basketball, weight room, tennis, and swimming.

Contact Person:

Wendy Miller
Center for Future Engineers: Robotics Design
Frostburg State University
Department of Physics and Engineering 123
Compton Science Center
Frostburg, MD 21532
301-687-4298
Fax: 301-687-7966
Email: wmiller@frostburg.edu
Website: www.msc-robotics.net

Are you interested in robots and wireless sensor networks? Would you like to build an intelligent system of robots that can be programmed and communicates to do different operations? Look into the future as you design your very own robot for a real world application. You will define the needs based on an actual situation and use your creativity, passion, and interest to build it. Have fun with your peers and enjoy the success when you present your design to your parents and guests.

Come join us for a week at Frostburg State University's brand new Compton Science Center. You will learn how to program real robots and build your own mobile robot. You will visit the engineering and physics labs and discuss career paths in engineering and science with professors working in various fields.



Center for Space Science



LOCATION:

The Johns Hopkins University
Applied Physics Laboratory
11100 Johns Hopkins Road
Laurel, Maryland 20723
Howard County

ENTERING GRADES: 6 - 7

TYPE: nonresidential

DATES of OPERATION:

July 11-22
8:30 a.m. - 3:00 p.m.

TUITION: \$450 for a two-week nonresidential program

Has space exploration and space travel always fascinated you? Have you ever wondered what it is like to be part of an engineering team to plan and design a space mission? At the center for Space Science, you will work in collaborative teams alongside NASA scientists and engineers to plan a space mission. Learn about the current applications of space technology and exploration of the solar system by simulating the process involved in designing a NASA Discovery Mission. Working in small groups, you will experience the process involved in planning and launching a space mission, including the design and fabrication of a satellite. You will be part of a space center team that builds a scale model of a spacecraft complete with instrumentation. Join in the fun as you design and launch a water bottle rocket. You will also have the opportunity to take a field trip to a space center.



The Johns Hopkins University Applied Physics Laboratory (JHU/APL) offers an exciting environment for studying space. You will interact with the JHU APL scientists and engineers, examine instruments, and tour the test facilities while learning about the exciting careers within the space program from the men and women who plan space missions for the United States of America.

At the conclusion of the center, you will use the latest technology to present your team's original space mission to your parents and a team of JHU APL scientists and engineers who will critique the plausibility of your mission.

Contact Person:

Lindsey Jones
814-599-7064
LJonesphysics@gmail.com



ECOSYSTEMS EDUCATION AT HORN POINT



LOCATION:

University of Maryland, Horn Point Environmental Laboratory
Cambridge, Maryland Dorchester County

ENTERING GRADES: 6 - 10

TYPE: Residential

DATES OF OPERATION:

Section A: July 10- 16

Entering Grades: 6 - 8

Section B: July 17-23

Entering Grades: 8 - 10

TUITION: \$385 for a one-week residential program

Work alongside scientists at one of the premier marine research facilities in the world to collect and analyze data pertaining to the management of the Chesapeake Bay's natural resources. You will live and work on the beautiful 850-acre campus of Horn Point Environmental Laboratory, situated in the woodlands and marshes of the shores of the Choptank River, eight nautical miles from the Chesapeake Bay. Horn Point has dormitories, a wet lab, museum, and a cafeteria multipurpose center.



Students will collect and analyze real world data to determine the effects of physical, chemical, biological, and human influences on the Chesapeake Bay. Using the IEEEIA (Investigating and Evaluating Environmental Issues and Actions) model of instruction, students will choose an environmental area to study, and with their small groups, interview stakeholders and conduct research and experiments.

Students will be given the opportunity to work alongside scientists to make predictions and recommendations on management of natural resources. Knowledge gained through data interpretation, library and Internet research, and communication with members within the scientific community during the Summer Center program.

After completion of the issue analysis, students design a presentation that will be shared with family and community stakeholders at the end of Center celebration.

Contact:

Email: msc.ee.coordinator@gmail.com



"I believe that the Honeywell Institute for Ecosystems Education at Horn Point is a wonderful summer program for gifted and talented students. It combines education and fun, while having the opportunity to bond with other GT students from all over the state.."

—MSC student, 2013

CENTER FOR GLOBAL LANGUAGES



LOCATION:

Meade Middle School
 1103 26th Street
 Fort Meade, Maryland 20755
 Anne Arundel County

ENTERING GRADES: 4 - 6

TYPE: Nonresidential

DATES OF OPERATION:

July 11- 21
 (Monday - Thursday Only - NO
 Fridays) 8:30 a.m. - 3:30 p.m.

TUITION: \$300 for a two-week
 nonresidential program

The Maryland Summer Center for Global Languages offers gifted and talented students a challenging and exciting language experience and an opportunity to explore many aspects of cultures and civilizations far more ancient than those of the United States. The Center offers a rigorous, exciting, hands-on, engaging cultural experience in the context of creating cultural understanding and knowledge of language. Students may choose to study Chinese or Arabic. During the two weeks of the Center, students will learn where Chinese or Arabic are spoken and will use their chosen language to exchange greetings and personal information with others. Through these activities, students will meet some of the communication and cultural objectives of the Mary-

land State Curriculum for World Language. At the conclusion of the Summer Center, students will have the opportunity to apply many newly learned language skills as they showcase final projects. Take advantage of this unique opportunity to explore other parts of our world!

Section #1: Arabic Studies

The excitement and global importance of the Arabic language and culture come alive in this hands-on communicatively rich language experience. In light of an increasingly globalized world, we encourage language students to develop linguistic competencies in more than one world language. Developing communication skills in Arabic will challenge and encourage students intellectual and critical-thinking. Since most or all of the students will have had little or no prior exposure to a second language, this experience with the Arabic language and culture will encourage students to explore interdisciplinary connections to the economic, political, and cultural situations of the world. Students will enjoy exposure to STEM concepts in Arabic which will help them to infuse science, technology, engineering and mathematics alongside language and the arts. Students will take part in virtual travel to geographic places of interest where Arabic is spoken. This will further enable students to learn about the economic, arts, and topography of various Arabic-speaking countries. Lessons will be enriched through visiting consultants focusing on authentic fine arts of the Arabic world.

Section #2: Chinese Studies

Learn to speak Chinese. Greet friends and strangers and talk about family in Chinese. Students will throw away the calculator and master the use of an abacus as they learn to count from 1 to 31 in Chinese. Enter the world of Chinese inventions. It was the Chi-

nese military who were first to use kites. It was the invention of gunpowder by the Chinese that led to inventions such as rockets. Today's electronic navigation systems have their roots in the Chinese-invented compass. What about the Chinese calendar? Students will find out the year they were born according to the Chinese calendar. They will practice Chinese painting and calligraphy, play Chinese games, learn a Tai Chi routine, sing Chinese children's songs, and use chopsticks with skill so that they can sample real Chinese food.

French and Spanish

French and Spanish are also available through the Anne Arundel County Public Schools.

Contact Person:

Jennifer Hernandez
 Office of World and Classical Languages
 Anne Arundel County Public Schools
 410-224-5424
 Fax: 410-222-5469
 Email: jhernandez@aacps.org



What To Do If I Do Not Have A Computer, Internet Access, Or Have Any Other Problems With The Online Application Process:

Our move to a completely online registration has been a slow and overdue process. The Maryland Summer Centers for Gifted and Talented Students must reflect the changes that our society and students are going through every day. At the same time, we realize that some of the students and families for whom we are working hardest to provided services and support might not have the proper technology, Internet connectivity, or a valid email address to complete our new online application. We DO NOT want to lose those students. We need to be sensitive to your needs.

Please read through this page to find our suggestions as to how you can still register your child for one or more of our Centers. If you are still having trouble, please contact the Center Director or Contact person who is listed for the Center to which you want to apply. Do not get frustrated or give up. We want your child to have the support that they need and to have the same incredible experiences that thousands of other Gifted and Talented students have had over the past 49 years!

1) Go to your school and ask a Teacher, Counselor, Administrator to help your get information about the Centers and to get online to complete the application.



2) Go to the Public Library and ask for help-- Libraries have computers as well.

3) Ask a friend who has a computer to help.

4) Use a Smart Phone or tablet with an Internet connection to get online and apply.

5) Remember to take or have with you the following before you begin the online application:

- a. Name, email address, and telephone number of a teacher, counselor, principal, or other professional who will provide a recommendation for your child**
- b. School name, address, telephone number**
- c. Knowledge of your child's availability to attend the Center about which he/she is interested**
- d. FIRST PAGE of your most-recent TAX FORM (if you plan to apply for Financial Assiatance)**
- e. A form or letter stating that your child qualifies for the Free and Reduced Lunch Program (if you plan to apply for Financial Assiatance)**
- f. A copy of your child's ESSAY that is saved on a flash drive**



1040 Department of the Treasury—Internal Revenue Service		996	2014	OMB No. 1545-0047	800 line Dep.—Do not write or stamp in this area.
U.S. Individual Income Tax Return					
For the year Jan. 1, Dec. 31, 2014, or other tax year beginning _____, 2014, ending _____, 2014					
Your first name and initial		Last name		Your social security number	
If a joint return, spouse's first name and initial		Last name		Spouse's social security number	
Home address (number and street). If you have a P.O. box, see instructions.				Appt. no.	
City, town or post office, state, and ZIP code. If you have a foreign address, also complete spaces below (see instructions).					
Foreign country name		Foreign province/state/country		Foreign postal code	
Filing Status 1 <input type="checkbox"/> Single 4 <input type="checkbox"/> Head of household (with qualifying persons). (See instructions.) If the qualifying person is a child but not your dependent, write this child's name here. 5 <input type="checkbox"/> Qualifying widow(er) with dependent child 2 <input type="checkbox"/> Married filing jointly (even if only one had income) 3 <input type="checkbox"/> Married filing separately. Enter spouse's SSN above and full name here. 6 <input type="checkbox"/> Spouse					
Exemptions 6a <input type="checkbox"/> Yourself. If someone can claim you as a dependent, do not check box 6a. b <input type="checkbox"/> Spouse c <input type="checkbox"/> Dependents d <input type="checkbox"/> Dependent's social security number e <input type="checkbox"/> Dependent's relationship to you f <input type="checkbox"/> If child under age 17 qualifying for child tax credit g <input type="checkbox"/> Boxes checked on 6a and 6b: No. of children age 17 or older: <input type="checkbox"/> None • Lived with you					

Lawrence J. Hogan, Jr., GOVERNOR

Dr. Jack R. Smith, Interim State Superintendent of Schools

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Maryland Summer Centers for Gifted and Talented Students

For information please contact:
Office of Gifted and Talented Education
Maryland State Department of Education
200 West Baltimore Street, DCAA
Baltimore, MD 21201

Phone: (410) 767-
Fax: (410) 333-1146

Maryland Summer Centers information, Center descriptions, NEW ONLINE APPLICATION, and video are available on the website:

www.marylandpublicschools.org/summercenters

The Maryland State Department of Education does not discriminate on the basis of age, ancestry, color, creed, gender identity and expression, genetic information, marital status, disability, national origin, race, religion, sex, or sexual orientation in matters affecting employment or in providing access to programs. For inquiries related to departmental policy, please contact the Equity Assurance and Compliance Office.

410-767-0363 (voice)
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410-767-0431 (fax)