

Maryland State Department of Education

and the

Maryland State Advisory Council on Gifted and Talented Education

The Maryland State Department of Education and the Maryland State Gifted and Talented Advisory Council are seeking nominations for awards in the following categories:

1. Outstanding State Leadership in Gifted and Talented Education
2. Outstanding Local Leadership in Gifted and Talented Education
3. Outstanding Business, Community, University, or Individual Leader in Gifted and Talented Education (may include parents, volunteers, etc.)
4. Outstanding Educator in Gifted and Talented Education- School System Administrator (Superintendents, etc.)
5. Outstanding Educator in Gifted and Talented Education- Local School Administrator (School Principals and Assistant Principals)
6. Outstanding Educator in Gifted and Talented Education- Local School System or Local School GT Program Coordinator
7. Outstanding Educator in Gifted and Talented Education- Teacher as Leader (classroom teachers and school-based resource teachers)
8. Outstanding Student Accomplishment in Gifted and Talented Education

Celebrating Gifted Education Nomination Criteria

1. Outstanding State Leadership in Gifted and Talented Education

| Nominee's Name: | Considerations: |
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| a. Has made <u>significant contributions</u> to delivering and improving programs and services for gifted and talented students <u>in the State of Maryland.</u> | <ul style="list-style-type: none">● Performs beyond job expectations to support GT education across the state.● List contributions. |
| b. Demonstrates leadership at the <u>state or national level by supporting professional development in gifted and talented education, which goes beyond job requirements.</u> | <ul style="list-style-type: none">● Leads/coordinates/supports professional development opportunities for the state or nation.● List contributions. |
| c. <u>Advocates and supports state and national policies and practices</u> that contribute to expanding educational opportunities for advanced/gifted and talented students. | <ul style="list-style-type: none">● Participates in/coordinates advocacy.● Contributes to policymaking.● List contributions. |

2. Outstanding State Leadership in Gifted and Talented Education

| Nominee's Name: | Considerations: |
|---|--|
| a. Has made <u>significant contributions</u> to delivering and improving programs and services for gifted and talented students <u>in the State of Maryland.</u> | <ul style="list-style-type: none">● Performs beyond job expectations to support GT education across the state.● List contributions. |
| b. Demonstrates leadership at the <u>state or national level by supporting professional development in gifted and talented education, which goes beyond job requirements.</u> | <ul style="list-style-type: none">● Leads/coordinates/supports professional development opportunities for the state or nation.● List contributions. |
| c. <u>Advocates and supports state and national policies and practices</u> that contribute to expanding educational opportunities for advanced/gifted and talented students. | <ul style="list-style-type: none">● Participates in/coordinates advocacy programs.● Contributes to policymaking.● List contributions. |

3. Outstanding Local Leadership in Gifted and Talented Education

| Criteria | Considerations: |
|---|---|
| a. Has made <u>significant contributions</u> to delivering and improving programs and services for gifted and talented students <u>in the Local School Systems</u> . <u>Advocates for</u> the expansion/improvement of opportunities for advanced students. | <ul style="list-style-type: none"> ● Performs beyond job expectations to support GT education across a district. ● Publicly promotes GT education. ● List contributions. |
| b. <u>Provides direct or indirect support</u> for the educational needs of advanced gifted and talented students (scholarships, mentorships, etc.) | <ul style="list-style-type: none"> ● Advocates for funding, scholarships, mentorships, etc. ● List contributions. |
| c. <u>Supports legislation that contributes</u> to the expansion of educational opportunities for advanced/gifted and talented students. | <ul style="list-style-type: none"> ● Participates in initiatives to promote GT education in legislation or local policies. ● List contributions. |

4. Outstanding Business, Community, University, or Individual Leadership in Gifted and Talented Education (may include parents, volunteers, community members, etc.)

| Criteria | Considerations: |
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| a. The program, institution, business, or individual provides resources (including time) to support the education of teachers of the gifted, pre-service teachers of the gifted, or students who are gifted and talented: mentorships, scholarships, training, etc. | <ul style="list-style-type: none"> ● Give examples of the resources/ time provided ● Include dates for services/time provided ● Name the audience (teachers, students, etc.) that was helped by these services/time |
| b. The program, institution, business, or individual provides services to students, educators, or pre-service educators by coordinating or managing an educational program that meets the needs of gifted and talented students or educators of gifted and talented students. | <ul style="list-style-type: none"> ● List the type (s) of services that were provided and/or coordination or management of programs ● Describe the impact that these services made to the students, educators, or pre-service educators ● State how much was given. (time, donations, etc.) |
| c. The program, institution, business, or individual advocates for the expansion and improvement of programs, services, and/or teacher training to meet the needs of gifted and talented students. | <ul style="list-style-type: none"> ● Explain how the advocacy was performed ● Share the date(s), the audience, and basic message of the advocacy |

5. Outstanding Educator in Gifted and Talented Education - Local School System Administrator (Superintendents, Directors, etc.)

| Criteria | Considerations: |
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| a. The administrator shows <u>leadership in expanding/improving programs and services</u> for gifted and talented students in the school or school system. | <ul style="list-style-type: none"> ● List demonstrable actions taken for GT programming in the school system. ● Supports EGATE applications/awards ● Hosts events/competitions for GT learners |
| b. The administrator allocates resources (time, people, money) to expand and improve gifted and talented education programs and services. | <ul style="list-style-type: none"> ● GT-dedicated professional development programs initiated ● Budgetary and/or hiring commitments for the GT program ● Dedicated physical space or curricular priorities for GT learners |

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| <p>c. The administrator leads the expansion or improvement of parent, community, and/or business partnerships that directly support the education of gifted and talented students.</p> | <ul style="list-style-type: none"> ● GT initiatives or meetings for parents/community members. ● Establishment of sponsorships, mentorships, internships for GT learners ● List other actions that encourage engagement between the GT program and community stakeholders. |
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6. Outstanding Educator in Gifted and Talented Education – Local School Administrator (Principal or Assistant Principal)

| Criteria | Considerations |
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| <p>a. The administrator shows <u>leadership in expanding/improving programs and services</u> for gifted and talented students in the school or school system.</p> | <ul style="list-style-type: none"> ● List demonstrable actions taken for the GT program in school/system. ● Supports EGATE applications/awards ● Hosting events/competitions for GT learners |
| <p>b. The administrator allocates resources (time, people, money) to expand and improve gifted and talented education programs and services.</p> | <ul style="list-style-type: none"> ● GT-dedicated professional development programs initiated ● Budgetary and/or hiring commitments for the GT program ● Dedicated physical space or curricular priorities for GT learners |
| <p>c. The administrator leads the expansion or improvement of parent, community, and/or business partnerships that directly support the education of gifted and talented students.</p> | <ul style="list-style-type: none"> ● GT initiatives or meetings for parents/community members. ● Establishment of sponsorships, mentorships, internships for GT learners ● List other actions/policies that encourage engagement between the GT program and community stakeholders. |

7. Outstanding Educator in Gifted and Talented Education – Local School System or Local School Coordinator

| Criteria | Considerations |
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| <p>a. The coordinator has made significant contributions to expanding and improving programs and services for gifted and talented students in the school system.</p> | <ul style="list-style-type: none"> ● Performs beyond job expectations, for example, devoting own time to ensure success or writing grants to support the program ● Expands the reach of programs and services through establishing programs at new schools or expanding existing programs ● Works to assure both equity and excellence in programs and services, bringing in additional resources and opportunities and expanding the program to include children from traditionally underserved groups |

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| b. The coordinator participates in ongoing role-specific professional development in the field of gifted and talented education. | <ul style="list-style-type: none"> ● Coordinator has worked to improve their knowledge of gifted and talented children and programming either through taking classes, attending conferences, or reading and implementing new approaches ● Coordinator has participated in classes, professional development, or other training to improve their leadership and coaching abilities ● Coordinator has shared their expertise at national, state, or regional conferences |
| c. The coordinator has shown leadership in gifted and talented education at the state and/or national level. | <ul style="list-style-type: none"> ● Coordinator has presented at national, state, or regional conferences ● Coordinator has taken an active role in committees or assumed leadership positions in national, state, or regional organizations |

8. Outstanding Educator in Gifted and Talented Education– Teacher as Leader

This category is used for classroom teachers and school-based resource teachers.

Level: Elementary School Middle School High School

| Criteria | Considerations |
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| a. The teacher works directly with advanced or gifted and talented students, or the teachers of those students, AND responsively addresses the needs of gifted and talented students beyond the required expectations of their position. | <ul style="list-style-type: none"> ● Recognizes and promotes recognition of the unique needs of GT students. ● Promotes differentiated teaching for GT students. ● List contributions. |
| b. The teacher pursues ONGOING* professional development in GT education: graduate courses, workshops, conferences, etc. | <ul style="list-style-type: none"> ● Pursues credentials or training not required for the position. ● List contributions. |
| c. The teacher demonstrates peer leadership in GT education: providing professional development, writing curriculum, or leading co-curricular or community outreach activities. | <ul style="list-style-type: none"> ● Models GT teaching strategies. ● Encourages or provides professional development for colleagues. ● Promotes GT-appropriate activities inside or outside the classroom. ● List contributions. |

9. Outstanding Student Accomplishment in Gifted and Talented Education

Level: Elementary School Middle School High School

| Criteria | Considerations |
|---|--|
| a. The student performs at remarkably high levels compared with peers in specific academic areas, visual, or performing arts. | <ul style="list-style-type: none"> ● Tell about all subject area(s) content where they perform above level. ● Share how their level of performance was determined/displayed. |

| | |
|---|---|
| <p>b. The student participates in a gifted and talented program or another advanced-level opportunity in the area(s) of giftedness OR makes a significant contribution in clubs, organizations, and/or philanthropic endeavors in or out of school.</p> | <ul style="list-style-type: none"> ● Tell what type of program they participate in inside or outside of school. Be sure to cover all content areas where they receive advanced instruction/experiences. ● Tell what clubs or activities they do inside and/or outside school. ● Consider reaching out to the student and/or their caregivers, as the student may be participating in outside opportunities that will strengthen your nomination. |
| <p>c. The student is the current recipient of a local, school system, state, or national award or competition winner in the student's area(s) of giftedness (please specify)</p> <p>OR</p> <p>The student has presented research or a creative production to an authentic audience.</p> | <ul style="list-style-type: none"> ● Tell about any award(s) the student has received. ● Tell about any award-winning team(s) on which the students participated. ● Describe the unique research or creative production the student has presented to an authentic audience, including competitions where the student was not awarded or no awards were given, but the student's presentation was noteworthy in their area(s) of giftedness. |