



# Maryland State Advisory Council on Gifted and Talented Education

**Johns Hopkins University – Columbia Gateway Campus**  
**January 16, 2019**

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- Welcome
- GT Discover: Presentation and Feedback
- Sub-committee Work
- Announcements, Updates, & Discussions

# Agenda

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- April 11, 2019 (10:00 – 1:30)
  - Columbia Gateway Park  
6740 Alexander Bell Drive  
Columbia 21046

# 2019 Meetings

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Discover

Johns Hopkins University IDEALS Institute

Becky Niehaus

**GT Discover** Mary Beck

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# **Sub-committee Work Session**

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- EGATE and Awards (Ainsley Tetreault)
- LSS Publicity and Recruitment (Don Counts)
- Program Improvement (Jessica Reinhard)
- Criteria for Excellence – COMAR Language for School Level (Theresa Jackson)

# Sub-committees

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- GT COMAR
- Javits Grant

# MSDE Updates

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# Proposed COMAR Revisions

Code of Maryland Regulations Title 13A  
STATE BOARD OF EDUCATION  
Subtitle 04 SPECIFIC SUBJECTS  
Chapter 13A.04.07 Gifted and Talented Education

**.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] learning, and reporting requirements.

**.02 Identification of Gifted and Talented Students**

- A. Each local school system shall establish an *equitable* 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 *universal screening and* multiple indicators of potential, aptitude, and achievement *from a Maryland State Department of Education approved list of assessments and checklists*;
- D. The identification process shall be used to identify students *no later than the end of Grade 3* 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.]**

**E. Each school system shall [consider implementing an identification process that]:**

- (1) Document[s] early evidence of advanced learning behaviors, PreK-2;
- (2) **[Includes procedures]** *Develop equitable policies* for identification and a process for appeals that are clearly stated in writing, made public, and consistently implemented systemwide; **[and,]**
- (3) *Review the effectiveness of its identification process; and,*
- (4) Provide[s] ongoing professional [development] learning *for teachers, administrators, and other personnel [school staff] in the identification procedures, characteristics, academic and social-emotional 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, *evidence-based* 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]** *implement* programs and services for gifted and talented students that:
  - (1) Provide a continuum of appropriately differentiated *curriculum, and evidence-based* 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] Learning**

- A. Teachers and other personnel assigned specifically to work with students who have been identified as gifted and talented shall engage in professional [development] learning 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**

*Beginning September 1, 2019, [L]ocal school systems shall [in accordance with Education Article §5-401 (c) report in their Bridge to Excellence Master Plans] report their identification process, continuum of programs and services, and data-informed goals, targets, strategies, [objectives,] and [strategies regarding the performance of gifted and talented students along with] timelines regarding the performance of gifted and talented students in their consolidated local ESSA plan. [for implementation and methods for measuring progress.]*

Authority: Education Article, § 5-401, and § 8-201 – 204, Annotated Code of Maryland  
COMAR 13A.04.07.01



- Research and develop an equitable state policy and supporting guidelines for identification of gifted and talented students. convene local school system leaders, teachers, national experts, and other stakeholders to study and discuss options for the state.
- Use Gateway to Gifted and Talented Education to post research, host discussion and input, build consensus, and to facilitate the implementation of the new identification policy throughout the stages of implementation science.

# **Javits Grant**

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# ESSA

Every Student Succeeds Act



## ESSA Update

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# EGATE

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Excellence in Gifted  
and Talented Education

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# MEGS

SUPPORTING AND PROMOTING THE EDUCATION  
OF GIFTED & TALENTED STUDENTS

Penny Zimring

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

## **MEGS Update**



Yvonne Golczewski

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

**Update**

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*January 21, 2019, Deadline for  
Presentation Proposals*



*March 17-19, 2019, Embassy  
Suites Old Town, Alexandria,  
VA. Registration open*



**Conferences**

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- NAGC19 Proposal to Present Deadline – January 21, 2019
- COMAR Public Comment December 21, 2018 – January 22, 2019
- GTAC Meeting – January 16, 2019 at JHU Columbia
- State Board Meeting – January 22, 2019
- GTAC Meeting (SNOW) – January 23, 2019 at JHU Columbia
- Gifted and Talented Education Month: February 2019
- GT & EGATE Awards: Feb. 5, 2019, 6PM – 8PM North County HS AACPS
- State Board Meeting and Adoption of COMAR – February 26, 2019
- EGATE Showcase and Networking Event – March 2019 (Date and Location TBA)
- NAGC Leadership and Advocacy Conference – March 17 – 19, 2019 Alexandria
- GTAC Meeting – April 11, 2019 at JHU Columbia
- World Conference on Gifted and Talented Children – July 24 – 28, 2019 Nashville
- 66<sup>th</sup> NAGC National Conference – November 7 – 10, 2019 Albuquerque, NM

# Upcoming Events

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**Turn In All Notes & Name Badges**

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