FAQ (Frequently Asked Questions)

Q. HOW ARE STUDENTS SELECTED FOR GIFTED AND TALENTED PROGRAMS AND SERVICES?

Each local school system in Maryland uses identification processes that include all students, regardless of demographic or background. The identification processes use a universal screening assessment and multiple indicators of potential, ability, and achievement. The identification process should be conducted as early as possible, but no later than Grade 3. Additional identification can take place at the 3 – 5 and 6 – 9 grade bands for participation in the programs and services. Once a student has been identified as Gifted and Talented, that designation cannot be revoked. For specific information related to your district's screening processes and dates, please contact your local school district.

Q. HOW ARE STUDENTS SELECTED FOR ADVANCED ACADEMIC PROGRAMS AND COURSES?

Advanced Academics encompasses all the differentiated programs and services offered by the local school systems in the State of Maryland, to students who demonstrate advanced ability or show potential to learn and perform at high levels. These programs and services are designed to extend, enrich, and/or accelerate the standard school program to meet our students' needs. These programs and services include subject specific or grade-level acceleration, differentiated instruction, advanced coursework, Gifted and Talented programs, Advanced Academic courses and programs, International Baccalaureate programs, Advanced Placement classes and Dual Enrollment programs.

Q. WHO ARE THE G/T AA LEADERS IN MY DISTRICT?

 Click the link to find the Contact information for all Gifted and Talented leaders.

Q. IS GIFTED EDUCATION REQUIRED BY LAW?

Yes. Under COMAR 13A.04.07, each school system shall implement programs and services for gifted and talented students.

Q. ARE GIFTED AND TALENTED AND ADVANCED ACADEMIC PROGRAMS EQUITABLE?

Equity in Gifted and Talented identification, programs and services is a frequently discussed and disputed topic. In the State of Maryland, we are working every day to ensure that all students, regardless of background, heritage, language, or circumstance are equitably represented in Advanced Academics and Gifted and Talented programs and services. Summarily, the demographic population of the Advanced Academics and Gifted and Talented programs, should mirror the demographic population of the school and district. As required by COMAR 13A.04.02, each school district must utilize a universal screener and multiple measures to identify students. Additionally, school districts are strongly encouraged to review their identification practices and create opportunities for underrepresented students to participate in and benefit from G/T programs and services, including non-verbal testing, offering testing in the language that is most comfortable for the student, talent development, enrichment programs and other methods that the LEA (Local Education Agencies) recognizes as a means to reduce bias.

Q. CAN A STUDENT WITH DISABILITIES ALSO BE IDENTIFIED AS A GIFTED STUDENT?

Yes! If data indicates that a student with an IEP or 504 plan, qualifies for gifted education, the student is identified as Twice Exceptional or 2E. Twice exceptional students are entitled to all G/T programs and services, as well as their mandated accommodations.

Q. CAN MULTILINGUAL LEARNERS BE GIFTED AND TALENTED?

Yes! Maryland State Department of Education recognizes multilingualism as a "super- power." English language proficiency should not be a barrier to being identified and served as a gifted and talented student. Please contact your district program leaders for specific information.

Q. CAN A STUDENT BE GIFTED AND TALENTED IN SUBJECTS OTHER THAN READING AND MATH?

Yes! MSDE (Maryland State Department of Education) recognizes giftedness in multiple areas including: leadership, creativity, visual-spatial reasoning, visual and performing arts, science, social studies, language acquisition, physical education, and computer science.

Q. WHAT IS TALENT DEVELOPMENT?

 Talent development refers to the deliberate cultivation of ability or giftedness in a specific domain.   Talent Development programs are strategically designed to nurture and increase the intellectual gifts, talents and learning behaviors in students. The programs provide supported opportunities for students to experience atypically rigorous and challenging tasks, assignments and ideas. These lessons are to take place within a student's regular school day and their progress must be documented and considered when identifying students for G/T and advanced academic programs.

Q. HOW CAN I BE MORE INVOLVED IN GIFTED AND TALENTED ORGANIZATIONS?

Families and caregivers are always welcomed and encouraged to join advocacy groups, support organizations and local advisory councils.

- SENG (Supporting the Emotional Needs of the Gifted) is a nonprofit organization that empowers families and communities to guide gifted and talented individuals to reach their goals: intellectually, physically, emotionally, socially, and spiritually.
- The Maryland Coalition for Gifted and Talented Education (MCGATE) strives to ensure that the academic, social, and emotional needs of all children having special gifts and talents are met. They believe it is the basic right of every child to experience the joy of learning each day.
- National Association for Gifted Children is the nation's leading organization focused on the needs of gifted and talented children. Dedicated to uplifting and empowering those who support children with advanced abilities, NAGC (National Association for Gifted Children) provides energizing professional learning, impactful research, and inspiring advocacy to ensure all children have equitable opportunities and support to develop their gifts and talents.
- Each LEA should have a Gifted and Talented Advisory Committee (GTAC) to offer feedback and elevate interests and concerns regarding Gifted and Talent programs and services, locally and through the state. Contact your local G/T program coordinator for more information. Or take the lead and start a GTAC for your district.