

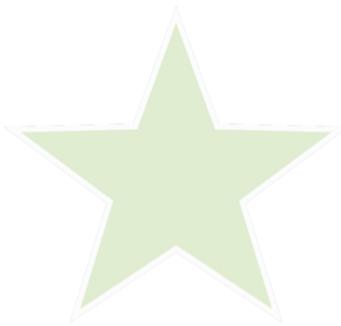
Inspire • Prepare • Achieve

Parent Guide to Gifted & Talented Education



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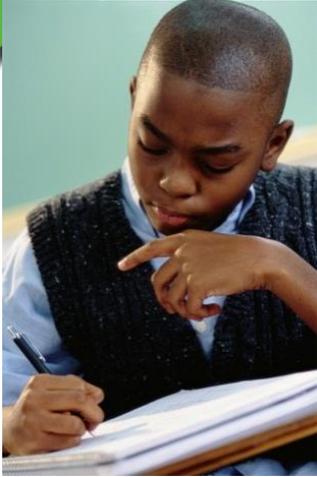
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HCPS OVERVIEW OF GIFTED AND TALENTED EDUCATION



The Harford County Public School System is committed to ensuring a quality education for all students. Outstanding talents are present in students from all socio-economic, ethnic, and cultural populations. Gifted learners are a special population of students who have unique academic, social, and emotional needs. When these needs are met, there can be a realization of potential by the individual who, in turn, can contribute to the school and to society.

Harford County Public Schools believes that all children will achieve their full potential in instructional environments that respond to their unique needs. We are dedicated to providing a continuum of services that match identified gifted and talented students' individual needs, strengths, and interests.

DEFINITION OF GIFTED AND TALENTED

In Maryland, the term “gifted and talented” refers to an elementary or secondary student who is identified by professionally qualified individuals as having outstanding talent and performing, or showing the potential for performing, at remarkably high levels of accomplishment (at least two standard deviations or two years above) when compared with other students of a similar age, experience or environment. A gifted and talented student is one who exhibits high performance capability in intellectual, creative, or artistic areas; or excels in specific academic fields (Annotated Code of Maryland §8-202).



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 (Annotated Code of Maryland §8-202). HCPS seeks to develop programs and services that serve students who are intellectually gifted or excel in specific academic fields. The goal of gifted education in Maryland is to identify and serve gifted and talented students in youth “from all cultural groups, across all economic strata, and in all areas of human endeavor (§8-202).” While the number of gifted and talented students who need a differentiated program will vary, they exist in every school setting.



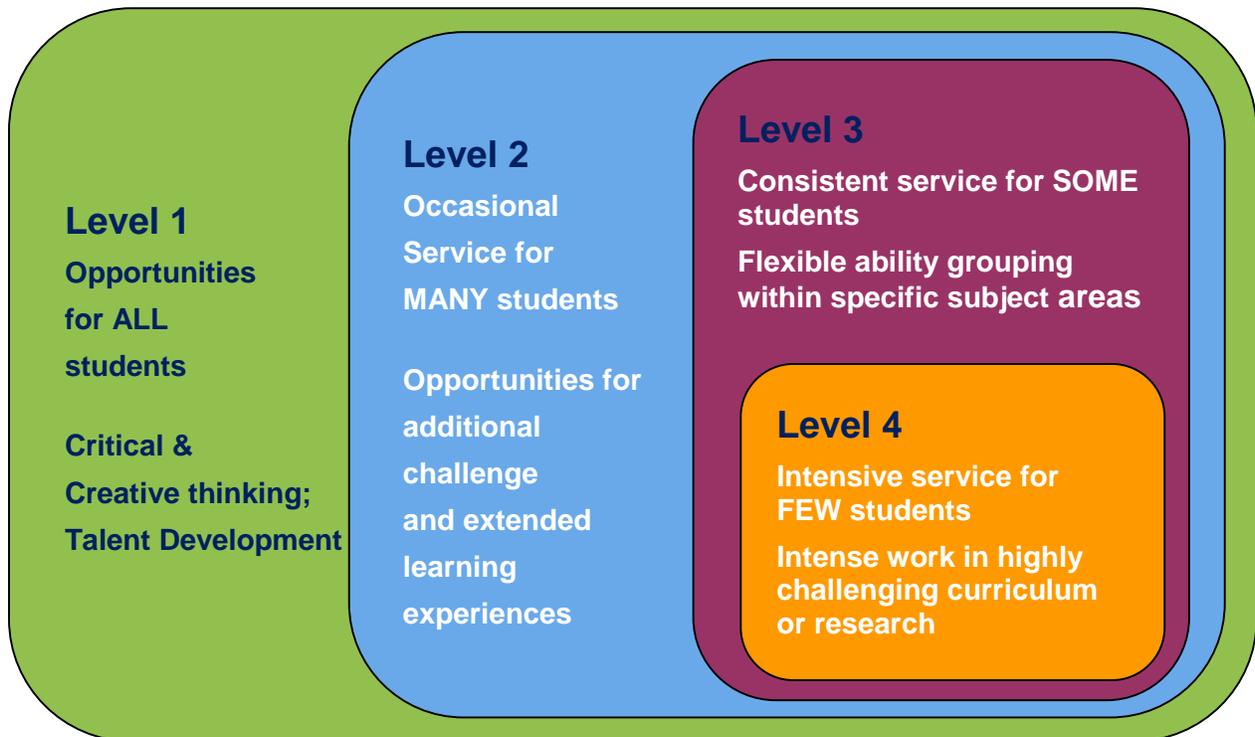
LEVELS OF SERVICE TALENT DEVELOPMENT MODEL

HCPS follows the Levels of Service approach to talent development to provide enrichment opportunities for all students and additional services to gifted and talented learners who show additional strength, interest, creativity, and/or motivation in particular domains.

According to Treffinger, Young, Nassab, & Wittig (2004):

The Levels of Service (LoS) approach to talent development seeks to bring out the best in every student. It was designed with the belief that developing talent—the potential for significant contributions or productivity (in original or creative ways) in any domain of inquiry, expression, or action, over an extended period of time—is vital for survival and success in the 21st Century.

The LoS approach involves collaboration among educators, students, parents, and community leaders to form a partnership to ensure that every learner’s educational experience is appropriate, challenging, and differentiated. LoS programming focuses on providing opportunities for recognizing, nurturing, and celebrating students’ strengths, talents, and sustained interests. Programming for talent development includes all of the efforts made— at home, in a classroom, in a school, in a school district, and in a community— to respond to the many and varied potentials of all students. (p. 11).



Source: Treffinger, D. J., Young, G.C., Nassab, C.A., & Wittig, C.V. (2004). *Enhancing and expanding gifted programs: The Levels of Service approach*. Waco, TX: Prufrock Press.

Vision: All students recognize and develop their talents as a result of enrichment and appropriately challenging learning opportunities.

Levels of Service for Talent Development

		Level 1	Level 2	Level 3	Level 4
		← Enrichment		Advanced Differentiation →	
WHO	ALL All students.	MANY Students who show an interest, propensity, or achievement in a particular area as evidenced by assessed performance.	SOME Students identified with “specific domain giftedness” in a content area, i.e. working at or capable of working at least 2 years above grade level in a domain.	FEW Identified “intellectually gifted” learners working or capable of working two or more years above grade level in more than one content area. Students whose intellectual needs surpass curricular enhancements and extensions available in a grade level or subject area.	
DESCRIPTION	Emphasis on classroom differentiation and enrichment based on interest and learning profile.	Opportunities for additional challenge and enrichment.	Meets the need for more rigor and challenge. Emphasis on differentiation of core content with depth, complexity, novelty and acceleration.	Emphasis on subject or grade acceleration and/or individualized learning and research investigations.	
WHAT	Opportunities to explore possible interest areas beyond the core curriculum. Other enrichment opportunities: field trips, service learning, guest speakers, and assemblies.	<ul style="list-style-type: none"> • Clubs • Interest projects • Competitions • Enrichment clusters • Creative and critical thinking lessons 	Core curriculum and instruction qualitatively differentiated specifically for advanced learners. Work with teachers who are trained to meet cognitive and affective needs of the gifted. Ability grouping for content instruction.	<ul style="list-style-type: none"> • Full or single-subject acceleration • Full time cluster grouping • Mentorships • Internships • Individualized learning • Research projects • Participation in honors, IB, or AP coursework • Magnet or signature programs • Dual enrollment or early entrance to college 	



CHARACTERISTICS OF GIFTED AND TALENTED LEARNERS

General Intellectual Ability

Gifted and talented learners with general intellectual ability tend to perform, or show the potential to perform, at remarkably high levels (at least two years above) compared to same age peers in several fields of study. The following are some of the common traits displayed by this group of gifted learners:

- Has an extensive and detailed memory, particularly in an area of interest.
- Uses vocabulary that is well advanced for his or her age.
- Learns new information rapidly, with very few repetitions.
- Is easily bored with routine tasks.
- Uses logic, analytical thinking, and reasoning skills.
- Understands complex, abstract concepts and ideas.
- Has a broad base of knowledge.
- Observes relationships and patterns and makes connections easily.
- Finds and solves difficult and unusual problems, often in creative or unique ways.
- Is highly curious.
- Shows a high degree of concentration in an area of interest.
- Strives toward perfection; is self-critical; is not easily satisfied with his or her own speed and products.
- Prefers to work independently; requires little direction from teachers.
- Displays a keen sense of humor.

Specific Academic Fields

In this area, gifted and talented students exhibit high potential or demonstrate *remarkable* accomplishment (at least two standard deviations or two years above grade level) in one or more specific fields of study. Some example behaviors include the following:

Mathematics/Science

- Is excellent with codes and cyphers, may play and create own system.
- Has a good memory for storing main features of problems and solution. The student often skips steps or does not show all of his or her work as a result.
- Can reverse steps in the mental process.
- Solves problems intuitively and with insight.
- Improvises with science equipment and mathematical methods.
- Is flexible in solving problems.

Social Studies/Language Arts

- Engages in intellectual play, uses puns and has a good sense of humor.
- Is original and creative, has unique ideas in writing and/or speaking.
- Suspends judgment, entertains alternative points of view.



Source: Johnson, S.K. (2004). *Identifying gifted students: A practical guide*. Waco, TX: Prufrock Press.



BRIGHT CHILD VS. GIFTED LEARNER

Bright Child	Gifted Learner
<p>Knows the answers</p> <p>Is interested</p> <p>Is attentive</p> <p>Has good ideas</p> <p>Works hard</p> <p>Answers the questions</p> <p>Top group</p> <p>Listens with interest</p> <p>Learns with ease</p> <p>6-8 repetitions</p> <p>Understands ideas</p> <p>Enjoys peers</p> <p>Grasps the meaning</p> <p>Completes assignments</p> <p>Is receptive</p> <p>Copies accurately</p> <p>Enjoys school</p> <p>Absorbs information</p> <p>Technician</p> <p>Good memorizer</p> <p>Enjoys sequential presentation</p> <p>Is alert</p> <p>Is pleased with own learning</p>	<p>Asks the questions</p> <p>Is highly curious</p> <p>Is mentally and physically involved</p> <p>Has wild, silly ideas</p> <p>Plays around, yet tests well</p> <p>Discusses in detail, elaborates</p> <p>Beyond the group</p> <p>Shows strong feelings and opinions</p> <p>Already knows</p> <p>1-2 repetitions for mastery</p> <p>Constructs abstractions</p> <p>Prefers adults</p> <p>Draws inferences</p> <p>Initiates projects</p> <p>Is intense</p> <p>Creates a new design</p> <p>Enjoys learning</p> <p>Manipulates information</p> <p>Inventor</p> <p>Good guesser</p> <p>Thrives on complexity</p> <p>Is keenly observant</p> <p>Is highly self-critical</p>

Source: Szabos, J. (1989). Bright child, gifted learner. *Challenge*, 34, 27.



PARENT AND SCHOOL COMMUNICATION

Parents and schools are partners. Communication between home and school is essential to your child's success. You are encouraged to meet with your child's teacher to ask questions and share insights and concerns.

Suggested questions to ask:

- What services are available for gifted and talented students in this school?
- In what grade level do gifted education services begin?
- In what subject areas are gifted and talented services provided?
- How are these classes differentiated to meet my child's needs?
- Are there specialized materials (e.g., textbooks, software, etc.) used in the gifted education program?
- Will my child be grouped with other highly able students?
- How do teachers differentiate for highly able students in mixed ability classrooms?
- Has my school's gifted and talented resource teacher received specialized training or certification in gifted education?
- How can I become involved?



***Tips for parents:**

- Help your child explore his/her passion.
- Foster a love of reading by reading aloud to your child, subscribing to newspapers at home, or taking your child to libraries and bookstores for reading material.
- Offer music lessons. Research shows that the study of music enhances brain development. Children enjoy a sense of accomplishment as they learn to play an instrument.
- Encourage your child to be kind and respectful of others. Also, encourage them to take an interest in helping the community around them.
- Teach them organization, planning, time and resource management, and other skills to make effective use of their abilities.
- Explore opportunities where they can be accepted for who they are, such as being with their intellectual peers.

*Davidson, J. (2006). *The parenting and education of gifted students*. Retrieved from http://www.davidsongifted.org/db/Articles_id_10399.aspx



ELIGIBILITY PROCESS



Every elementary school has formed a Gifted and Talented (GT) Committee that is comprised of three to five staff members. The school-based GT Committee's purpose is to identify and match students to the appropriate Levels of Service; to educate the staff, parents, and community on the characteristics of gifted learners; and to monitor the progress and services provided at the school level.

The purpose of identification is to locate those exceptional students who require special programming in order to reach their potential. The need for special programming depends on the discrepancy between a child's development and that of his or her classmates (Lohman, 2012). Determining eligibility is a four-step process that includes referral and screening, evaluation, placement, and re-evaluation. The overall responsibility for the identification process lies with each school's GT Committee, which is led by the GT resource teacher and an administrator.

I. Referral and Screening

The total population of second graders is considered in the creation of a candidate pool. This begins in grade 2 with universal screening using the Cognitive Abilities Test (CogAT-7). The CogAT measures students' reasoning and problem solving abilities in the three areas most linked to academic success in school: Verbal, Quantitative, and Nonverbal. Additional qualitative measures such as behavior rating scales and portfolios may be collected at this stage to cast a wide net. After second grade, students may be referred for screening by parents, teachers, peers, or they may nominate themselves. A parent or guardian may refer their child to the GT Committee for screening by completing a parent nomination form (see page 18). Parent permission is obtained if any additional standardized assessments are needed. Parents and teachers may be asked to complete a gifted behavior checklist.

II. Evaluation

The evaluation stage is a process designed to analyze the data from the screening stage to determine which students require additional services in order to reach their potential. The school GT Committee reviews student data and makes a recommendation for services.

III. Placement

The school GT Committee assigns identified gifted and talented students to the appropriate Level of Service that matches their specific needs. Parent notification and consent for services is obtained before a student begins Level 4 services because these services typically involve a change in placement or movement to a resource setting for part of instruction. Parents may appeal at this stage for Level 4 services. See Appendix B.

IV. Re-evaluation

The re-evaluation process is conducted annually or as needed by the school GT Committee to reassess the Level of Service provided to gifted and talented learners. The identification process is based on the student's current level of performance or aptitude. The Level of Service that a student receives can change based on his or her needs.

Lohman, D. F. (2012). Decision strategies. In S. L. Hunsaker (Ed.), *Identification: The Theory and Practice of Identifying Students for Gifted and Talented Education Services*. (p. 217-248). Mansfield Center, CT: Creative Learning Press.



FREQUENTLY ASKED QUESTIONS

How are children identified as gifted and talented (GT)?

Universal screening for gifted and talented services begins in the fall of grade 2. Multiple data sources are used to identify students showing the potential for performing, or performing, at remarkably high levels of accomplishment (at least two standard deviations or two years above) when compared with other students of a similar age, experience, or environment. A referral process takes place again in the intermediate grades. Multiple data sources are reviewed for all students, including those who are new to Harford County, by the school GT committee.

Who can I contact if I believe my child is gifted?

Parents should first request a conference with their child's classroom teacher. All second graders are part of the initial universal screening process. Parents may also refer their child for the screening process after second grade. Referral forms may be requested from the school Gifted and Talented resource teacher or classroom teacher. A copy may be found on page 18 of this guide.

Once my child has been identified as gifted and talented, will this identification (or services provided) ever be removed?

Level 3 and 4 services are prescribed to students based on current performance and need. Progress is monitored and reviewed each year. The goal is to match services to specific cognitive and affective needs, therefore services may change. Prior to removal from Level 4 services, alternate interventions should first be implemented and a conference is recommended between the school and parent.

Why do some schools have a full-time GT teacher?

Gifted and Talented resource teachers are assigned to each school based on the school's total enrollment. Some schools made a decision to decrease another position in order to increase the Gifted and Talented resource teacher position.

What do the gifted and talented services look like in elementary school?

Schools select the program model that best matches their gifted and talented student population's needs. At the elementary level, this mainly includes regrouping in content area classes with co-teaching by the Gifted and Talented resource teacher and classroom teacher using gifted education strategies and resources. Some accelerated students may also work with the classroom teacher and/or Gifted and Talented resource teacher to compact curriculum and replace it with independent or small group research projects. The Common Core State Standards are the foundation for extensions and enrichment.

Do schools provide gifted and talented services to grade K-2 students?

Eligible Kindergarten and grade 1 students may be provided early entrance or acceleration, which are Level 4 services. Additionally, K-2 students receive enrichment opportunities, model lessons in critical thinking skills, and differentiation in the regular classroom. The Gifted and Talented resource teacher may provide support and/or occasional direct instruction in primary classes to provide all students with experiences in critical and creative problem solving.

How will I know what services my child is receiving?

All students in grades K-5 receive some Level 1 services and many will receive Level 2 services at some point each year. Parents will receive notification and permission forms if their child qualifies for Level 4 services. Level 3 services are more fluid and flexible and students may go in and out as their needs change. Parents may consult their child's classroom teacher or principal to inquire about the GT services their child is receiving if they have not been notified about Level 4 services.

How can my children be receiving services if the GT teacher does not see them?

Consistent services are most frequently delivered by the classroom teacher with support and training from the Gifted and Talented resource teacher. The Gifted and Talented resource teacher works in a collaborative role in the classroom to support this effort or in a consultative role to meet GT students' needs.

Are gifted and talented classes reflected on my child's report card and transcripts for elementary school?

No, there are no grades or separate courses for gifted and talented elementary students. Progress may be reported by the GT resource teacher for Level 3 and 4 services annually using a teacher and student created rubric or included as part of the report card comments. If a student receiving Level 3 or 4 services moves to a different county or state during the year, the GT resource teacher will forward a letter stating the Level of Service the student was receiving and qualifications to the new school upon parent request.

How does participation in GT classes affect my child's GPA?

There is not any weighting of grades for elementary GT services. GT is not a curriculum nor separate course. GT education is about modifying content, providing differentiation, enrichment, and acceleration as needed to address both cognitive and affective needs of a special population of exceptional learners.

When moving within Harford County, can I expect my child to receive the same Levels of Service in the new school?

All HCPS elementary schools offer the Levels of Service Talent Development Model. Schools have flexibility to match specific services, resources, GT service delivery model based on the local school's gifted and talented students' needs. Students who have been formally identified as gifted and talented in one HCPS school will automatically be placed in a similar Level of Service at the new school and monitored and re-evaluated each year for adjustment as needed.

Students who enroll in HCPS with documentation of receiving gifted education services in a different district or state will also be placed in a similar level of service until the school is able to obtain test data and records. The school GT committee will review data from the previous school and determine eligibility for the HCPS Levels of Service. Since definitions of *gifted* and criteria for eligibility vary across districts and states, there is no guarantee that a child who was identified elsewhere as gifted will meet HCPS eligibility.

How do gifted and talented services change when my child enters middle school?

Academic and achievement data are carefully reviewed by the receiving school when students transition to middle school. Participation in gifted and talented education services at the elementary level is also taken into consideration for placement into the appropriate mathematics and language arts classes. A variety of accelerated learning options are provided in each middle school for all

students. Students who show aptitude in mathematics are provided an accelerated mathematics path which includes high school Algebra I in seventh grade and high school Geometry class in the eighth grade. Students may earn high school elective credits for these accelerated mathematics courses. Middle school students may also take high school level World Language courses and earn an elective credit. In addition, content area teachers are responsible for providing enrichment, differentiation, and/or acceleration to students as needed in all content areas. A variety of after school enrichment programs and interest-based contests or competitions are available.

What services are available for my child in high school?

The high school program allows each student to differentiate his or her learning to meet individual needs. Students have many opportunities to excel based on their talents and abilities. The Student Education Planning Guide outlines different career pathways which allow each student to access a plan of study aligned with their needs and goals. These include art, music, drama, and advanced science and math, to name just a few.

There are various honors and Advanced Placement courses available in every high school to present a student with challenge and rigor. Advanced Placement courses are presented at an introductory level of college coursework. Additionally, there are three magnet programs in Harford County with accelerated learning opportunities. These include the Science and Math Academy, the Natural Resources and Agricultural Sciences Program, and the International Baccalaureate Program.

There are also several signature programs including the Academy of Finance at Edgewood High School, the Homeland Security Program at Joppatowne High School, Biomedical Sciences at Bel Air High School and Havre de Grace High School, and Project Lead the Way at Aberdeen and C. Milton Wright High Schools. For more information on magnet programs, see <https://www.hcps.org/Schools/MagnetPrograms/default.aspx>.

Finally, there are numerous extra-curricular activities attractive to students with special skills or abilities. Examples include: Academic Team, Destination Imagination, Electrathon, Envirothon, Mock Trial, Musical and Dramatic productions, and World Language Clubs and Honor Societies.





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APPENDIX A

CONTINUUM OF GIFTED AND TALENTED SERVICES K-12

ELEMENTARY SCHOOLS

- Level 1 and 2 services provided in grades K-5 to all students.
- Universal screening for Level 3 and 4 services begins in grade 2.
- Level 3 and 4 services provided to identified GT students in grades 3-5.
- Ongoing referral and screening for GT in grades 3-5.
- Gifted and Talented resource teachers provided to every elementary school.
- Gifted and Talented resource teacher provides co-teaching, pull-out, and/or consultation based on student need.
- Classroom teachers provide daily differentiation, enrichment and/or acceleration based on student need.

MIDDLE SCHOOLS

- Students who were identified for Level 3 or 4 services in the elementary school are placed into mathematics and ELA classes based on readiness, ability, and achievement.
- Students may select [World Language](#) courses for high school elective credit in many schools.
- Few students with exceptional education needs may receive additional subject acceleration on a case-by-case basis.
- Most schools provide enrichment and intervention time.
- Classroom teachers provide daily differentiation, enrichment and/or acceleration based on student need.

HIGH SCHOOLS

- Students who were previously identified as gifted and talented are encouraged to take the most rigorous courses offered at their high school. This includes honors, AP and/or IB classes, and advanced coursework in music, literacy and fine arts.
- Students with specific aptitudes and interests are encouraged to apply to one of the [magnet or signature programs](#) and participate in extracurricular activities in line with their talents and interests.
- [Dual enrollment](#) options are available for high school students to earn college credit.

APPENDIX B

Gifted and Talented Tier I Appeal - Level 4 Services

Student Name _____ Grade _____

Parents may appeal a school decision not to place their child in Level 4 Services within 30 days of receiving notification. The appeal must consist of new information that was not part of the original screening process. The new data that you are submitting will be added to the original screening information for review by the Gifted and Talented Services Committee. Please note that you do not need to re-copy or submit materials from the original screening process. If you wish to review it, a copy of the original screening information may be obtained from your local school.

New materials should be submitted to the school principal in a sealed envelope. Notebooks, dividers, hole-punched binders, spirals, and pocket folders may not be submitted.

- New Test Results** (Harford County Public Schools does not conduct additional assessments for Level 4 services. Parents may have their child tested at their own expense. HCPS will honor qualifying scores on approved tests administered within the last 24 months by a licensed school psychologist or psychologist in private practice. Original reports from licensed private psychologist must include a copy of the state license.)

_____ Individual IQ test such as the WISC IV or Stanford Binet V
_____ Individual Achievement Test such as Woodcock-Johnson Achievement Test
_____ Above-Level Talent Search Assessment such as the Johns Hopkins CTY
_____ SCAT-School and College Ability Test
_____ Other ability, achievement, or aptitude test

- Parent Gifted Behavior Checklist** (if **not** part of original screening file)

- Student work samples** (not to exceed **five** single-sided 8½" x 11" pages)
Student work may include copies of artwork, original stories, and other student projects on standard writing, bond, or copy paper. These must be examples of work done independently without any assistance.

- Additional information** (not to exceed **five** single-sided 8½" x 11" pages)
Additional information may include certificates, awards, honors, letters of commendation, reports of participation in gifted and talented programs, and academic extracurricular activities. Letters of commendation from adults who know your child, including parent or other relative, music or art teacher, coach, etc., may be hand-written or typed. CD, DVD, and photographs may be included provided that documentation of student generation is included. The appropriate input for HCPS teachers is the *Slocumb-Payne Rating Scale or Scales for Rating the Behavior Characteristics of Superior Students*, which is part of the original screening file. Therefore, additional information and/or letters from HCPS staff at your child's current school should not be solicited.

A maximum of **10 pages** (five work samples and five pieces of additional information) may be submitted. Materials may be in black and white or color, reduced or enlarged from the original, but must be on 8½" x 11" standard paper. Large/oversize pages, small pages, cardboard, tag board, or construction paper projects, spiral paper, notebooks, DVDs, and three-dimensional art may not be submitted. Materials will not be returned.

Please include this signed form and the new data to your child's school principal.

Parent Signature

Date

APPENDIX C

GIFTED AND TALENTED EDUCATION REFERRAL FORM- PARENT / GUARDIAN

DIRECTIONS: To refer your child for screening for gifted and talented education services, please complete this form and return it to your school’s Gifted and Talented resource teacher. An observation checklist to be completed by a parent or guardian will be sent home upon receipt. Responses must fit on this form: attachments may not be submitted for initial referral. You may write on the back of the form. Please type or print clearly.

Student’s Name	FIRST:	LAST:		
Date of Birth:	/ /	Grade:		
Teacher:				
Person Completing Form:				
Phone Number:		OTHER LANGUAGES SPOKEN AT HOME:		
In the space provided below, please describe your child’s strengths, interests and/or passions: 				
Please explain why you feel your child may be gifted or talented: 				

Signature: _____

Date of referral: _____

APPENDIX D

Gifted Behavior Checklist for Parents

Student Name _____ Grade _____ Date _____

Person Completing Form _____

Directions: Please read each statement below carefully and think about behaviors that your child displays outside of school. Please place a checkmark under the appropriate column to indicate how frequently your child displays the behavior (seldom, sometimes or often.) Not all of the characteristics listed below will be valid for every student. Students express their abilities in different ways depending on personality, gender, socio-economic, cultural background, language background, and past experiences. Please return this completed form to your child’s classroom teacher.

LEARNING CHARACTERISTICS	SELDOM (<10% OF TIME)	SOMETIMES (50-60% OF TIME)	OFTEN (>75% OF THE TIME)
Displays a great deal of curiosity about many things; asks many questions.			
Is able to draw generalizations from specifics.			
Transfers learning from one situation to another; predicts from present information.			
Learns easily with few repetitions; quickly grasps new concepts.			
Understands conceptual relationships such as cause and effect.			
Shows skills in abstract thinking.			
Seeks out new knowledge; has a great quest for learning or knowing; broad range of interests.			
Has a good memory for things he/she reads or hears.			
Enjoys complicated games or rules.			
Has a good imagination; comes up with many, original ideas; enjoys “what if?” type fantasy.			
Takes in a lot of information through personal reading, observation, media, or other sources.			
Knows about things of which other children his/her age are unaware.			
Has a good long-term memory.			
Other adults comment on your child’s vocabulary or communication skills.			

PERSONAL CHARACTERISTICS	SELDOM (<10% OF TIME)	SOMETIMES (50-60% OF TIME)	OFTEN (>75% OF THE TIME)
Is a leader, either among all students or among same culture peers.			
Displays a sense of humor, makes others laugh; enjoys puns.			
Sets high goals; has great expectations for self.			
Shows good judgment; exercises foresight; thinks before he/she acts.			
Is flexible about changes; accepts change and adjusts easily.			
Is successful in school.			
Learns independently in areas of strong interest.			
Questions authority or inconsistent rules; has a strong sense of justice.			
Is sensitive; shows empathy toward others or animals.			

WORK HABITS	SELDOM (<10% OF TIME)	SOMETIMES (50-60% OF TIME)	OFTEN (>75% OF THE TIME)
Sustains interest in a topic over an extended period of time.			
Follows through on a project that is of particular interest.			
Works well independently; is self-reliant when faced with a problem.			
May show boredom with routine tasks or drilled practice.			
Conscientious about work produced; may show signs of perfectionism.			
Works well in a group of peers with similar ability; shows leadership in mixed ability group without taking over.			
Achieves at a high level in any of the following areas, may have received awards (circle): Art, Creative Writing, Dance, Singing, Drama, Science, Reading, Inventing, Mathematics, Music, Technology.			

APPENDIX E

PARENT RESOURCES

There are numerous organizations that focus on gifted and talented children and adults. Below is a list of a few of the state and national organizations that support research, advocacy, and/or education of the gifted as well as links to articles and websites for parents of gifted learners.

State & National Organizations

American Mensa – <http://www.us.mensa.org/>

Council for Exceptional Children: The Association for the Gifted – <http://www.cectag.org/>

Davidson Institute for Talent Development – <http://www.davidsongifted.org/>

Maryland Coalition for Gifted and Talented Education (MCGATE) – <http://www.mcgate.org>

Maryland Educators of Gifted Students (MEGS) – <http://www.megsonline.net/>

Maryland State Department of Education Gifted and Talented Programs –

<http://www.marylandpublicschools.org/MSDE/programs/giftedtalented/>

National Association for Gifted Children (NAGC) – <http://www.nagc.org/>

Supporting Emotional Needs of the Gifted – <http://www.sengifted.org>

Websites and Articles

A Nation Deceived Report on [Acceleration](#)

Davidson Institute for Talent Development article database on [grouping practices](#)

Helping gifted children cope with [perfectionism](#)

[Hoagies Gifted Education Page](#)- Articles on gifted issues for parents, educators and students

Motivating gifted [underachievers](#)

National Association for Gifted Children (NAGC) [Common Myths in Gifted Education](#)

Supporting Emotional Needs of the Gifted (SENG) articles on [parenting the gifted child](#)

Top 10 Myths in Gifted Education [video](#) from the Maryland State Department of Education

[Uniquely Gifted](#) Resources for Gifted Children with Special Needs: ADD/ADHD, Learning Disabilities (LD), Asperger Syndrome, etc.

APPENDIX F

SUMMER PROGRAMS AND ENRICHMENT OPPORTUNITIES K-12

**This is for informational purposes only and inclusion on this list does not indicate endorsement.*

Army Educational Outreach Program - Gains in the Education of Mathematics and Science (GEMS) – GEMS is a paid summer internship that allows students unique hands-on science experiences in real Army laboratories. <http://www.usaeop.com/programs/gems/>

Baltimore Museum of Art Free Family Sundays – Every Sunday at 2 p.m., enjoy different activities – sketching tours, hands-on workshops, gallery tours, and more – designed just for families. <http://www.artbma.org/families/sundays.html>

Destination Imagination (DI) - An extracurricular activity that encourages teams of learners to have fun, take risks, focus, and frame challenges while incorporating STEM, the arts, and service learning in collaborative problem solving challenges. <http://www.destinationimagination.org/who-we-are/vision-mission-history>

Exploration Art School <http://www.explorationartschool.com/> Offers studio arts classes during the school year and summer camps.

Fun with Foreign Language <http://www.funwithforeignlanguage.com/> Offers Spanish and Mandarin Chinese classes during the school year.

Harford Community College – See the credit and non-credit course listings.

Johns Hopkins Center for Talented Youth Talent Search- <http://cty.jhu.edu/>

Maryland Institute College of Art – Young People’s Studios for Elementary and Middle School Students:

http://www.mica.edu/Programs_of_Study/Programs_for_Children_and_Teens/Young_Peoples_Studios.html

High School Students:

http://www.mica.edu/programs_of_study/programs_for_children_and_teen/programs_for_high_school_students.html

Maryland Summer Centers - 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 or interest.

<http://www.marylandpublicschools.org/MSDE/programs/giftedtalented/centers.htm>

Merlin’s Pen Mentors in Writing Program – A distance learning option for serious teen writers. The Mentors program matches student writers in grades 6-12 with published writers and editors for personalized one-on-one mentoring.

<http://www.merlynspen.org/contentmgr/showdetails.php/id/1763>

National Security Agency's Gifted and Talented Program STEM for High School students - This program is designed for high school students who have demonstrated an aptitude for Engineering, Math, and Science.

http://www.nsa.gov/careers/opportunities_4_u/students/high_school/stem.shtml

Towson University College for Kids Camp – Summer courses allow children with exceptional intellectual ability to extend their existing fund of knowledge through first-hand experimentation and creative experiences. <http://www.towson.edu/collegeforkids/index.htm>

Towson University Saturday Morning Science Program – Free, open to the public, and suitable for all ages.

http://www.towson.edu/hackermanacademy/Calendar_of_Events/Saturday_Morning_Science_at_TU/

University of Maryland Young Scholars Program - The Young Scholars Program invites high school students with exceptional ability and promise to an outstanding pre-college experience at the University of Maryland. <http://oes.umd.edu/index.php?slab=young-scholars>

Upper Chesapeake Summer Center for the Arts (UCSCA) Provides an 8-day residential summer camp for students in grades 7-12 at Washington College in Chestertown, Maryland.

<http://edservices.ccps.org/finearts/ucsca.html>

Young Playwrights Inc. – Writers younger than 18 years submit original plays. Finalists attend the Young Playwrights Writers Conference where they work with theater professionals and have the chance to have their play produced Off-Broadway. Tips and workshops are also available.

<http://www.youngplaywrights.org/for-writers/>

Youth for Astronomy and Engineering – a program at the Space Telescope Science Institute (STScI) for youth interested in astronomy and engineering as a career.

<http://www.stsci.edu/institute/conference/youthae>

APPENDIX G

GLOSSARY

Ability Grouping	Enabling students with advanced abilities and/or performance to be grouped together to receive appropriately challenging content instruction. This type of grouping allows for more appropriate, rapid, and advanced instruction, which matches the developing skills and capabilities of GT students. Ability grouping is not the same as “tracking” because it is flexible and not fixed. Students should be able to move in and out of ability groups as they show need and/or growth.
Acceleration	Acceleration is an academic intervention that moves students through an educational program at a rate faster or at an age that is younger than typical. Acceleration helps match the level, complexity, and pace of the curriculum with the readiness and motivation of the student. It is about creating a better match between a student and the level and pace of instruction
Aptitude	Refers to the degree of readiness to learn and to perform well in a particular situation or domain.
Cluster Grouping	A full-time grouping assignment for highly gifted students in the regular heterogeneous classroom. Typically, four to eight gifted students with similar needs and abilities are “clustered” in the same classroom, which allows one or two teachers per grade level to more efficiently differentiate assignments for a group of advanced learners.
Curriculum Compacting	After showing a level of proficiency in the basic curriculum, a student can be allowed to exchange instructional time for other learning experiences. This reduces the unnecessary repetition for gifted learners who by nature need few or no repetitions of content for mastery.
Differentiation	Modifying curriculum and instruction according to content, pacing, and/or product to meet unique student needs in the classroom.
Early Entrance	Students who enter Kindergarten or grade 1 at an age that is younger than typical.
Enrichment	Activities that add or go beyond the existing curriculum. Activities may occur in the classroom or in a separate setting. Enrichment lessons and activities are beneficial to all learners, not just those identified as gifted and talented.
Grade Acceleration	Shortens the number of years a student remains in the K-12 school system. Student does not remain with same-age peers. Appropriate for the most highly gifted students.
Pre-Assessments	A necessary component of curriculum compacting and efficient differentiation. Students are assessed prior to instruction to determine content they already know so that instruction may then be tailored to their needs and allow them to progress and learn something new.
Subject Acceleration	Provides the student advanced content, skills, and understandings before the typical age or grade level. Students may remain with peers of same age and grade or may participate with a higher grade level class for particular content area instruction.