

REGULATION

MONTGOMERY COUNTY PUBLIC SCHOOLS

Related Entries: IEA, IEB, IED, IFB-RA, IKA-RA, IOA

Responsible Office : Instruction and Program Development

Gifted and Talented Education

I. PURPOSE

To provide procedures for implementing the policy on gifted and talented education

II. PROCEDURES

To enable staff to provide a comprehensive gifted and talented program for students in MCPS, the following procedures apply.

A. Program

1. MCPS will offer a variety of instructional programs to meet the full range of gifted and talented students. These programs include school-based programs, Centers for Highly Gifted, and special and magnet programs.
 - a) The Division of Enriched and Innovative Instruction will disseminate to principals minimum components that comprise effective gifted and talented instruction for elementary and secondary schools. The components will evidence sensitivity to the special needs of students from underserved and underrepresented groups.
 - b) Each school will develop and describe in writing clear, explicit programs that include:
 - (1) Providing accelerated and enriched instruction for gifted and talented students in each subject area and grade level, K-12, consistent with the objectives described in Section D (curriculum), consistent with the philosophy of the policy on gifted and talented education, and fully incorporating the minimum components that comprise effective gifted and talented instruction

- (2) Ensuring that provisions for grouping and scheduling facilitate program delivery and prevent isolation of students achieving at the highest level
 - (3) Involving parents in the planning and development of the program for gifted and talented students, consistent with the School Improvement Management Plan process
 - (4) Communicating effectively with parents about the content of the program and objective and subjective criteria used to determine placement, pacing of instruction, and appropriate materials
- c) The Department of Academic Programs and schools will actively pursue partnerships and collaborative programs with business, government agencies, colleges and universities, and other community groups that offer experiences for gifted and talented students; and will endeavor to integrate these experiences into a student's full educational program.
- 2. Principals of schools with Centers for the Highly Gifted and principals and coordinators of schools with special programs will review annually their programs in collaboration with the Office of School Administration and the Department of Academic Programs and will refine these programs consistent with a goal of continuous improvement.
 - 3. Principals will review annually their local gifted and talented program through the school improvement management plan and will refine these programs consistent with a goal of continuous improvement.
 - 4. The Division of Enriched and Innovative Instruction will collaborate with the Office of Personnel Services to apply screening criteria and will assist in selection of teachers to ensure the quality of staff selection and evaluation of personnel in special programs.

B. Identification

- 1. The Division of Enriched and Innovative Instruction is responsible for setting standards and guidelines for identification of gifted and talented students and for assisting schools in implementing the process. It will:

- a) Disseminate to all elementary schools guidelines for teachers in Grades Pre-K, 1, and 2 for informal identification of gifted and talented students
- b) Disseminate to all elementary schools procedures for broad-based screening of all students in Grade 2 and annual rescreening of students in later elementary grades
- c) Disseminate to all middle schools identification and articulation procedures for placement of gifted and talented students
- d) Disseminate to all high schools selection procedures for placement of students in Honors classes
- e) Disseminate to all schools guidelines for identifying gifted learning disabled students whose disabilities may be exhibited at any grade level; and students from underrepresented groups who meet the MCPS definition of being gifted and talented, or who show the potential for performing at high levels of accomplishment when compared with others of their age, experience, or environment, and who otherwise might not be so identified
- f) Review identification procedures regularly

2. Principals will:

- a) Annually implement a process of identification using current prescribed guidelines including the use of
 - (1) Multiple criteria, including assessment strategies that involve standardized tests, teachers' observations and notes, student portfolios, checklists and inventories, tests with open-ended questions, and products that demonstrate student progress
 - (2) A screening committee process as described in the identification procedures
- b) Ensure that all students who have the capability or motivation or potential to accept the challenge of such a program will be provided an opportunity to do so

- c) Ensure that student placements and instructional pacing remain consistent with their growth and development
- C. Extended Outreach and Nurturing to Underrepresented and Underserved Students
- 1. The Division of Enriched and Innovative Instruction, in collaboration with other Department of Academic Programs divisions, will:
 - a) Disseminate and monitor the implementation of procedures to ensure advocacy and gifted and talented placement for students in traditionally underserved and underrepresented populations in gifted and talented programs
 - b) Provide long-term outreach and nurturing programs such as PADI or the Javits Multiple Intelligence project
 - c) Disseminate outreach and nurturing strategies countywide for all students, K-12
 - d) Implement elementary and middle school interventions to increase participation in algebra in Grade 8
 - 2. Principals will ensure that outreach and nurturing strategies will be used with students, especially those from the traditionally underserved and underrepresented populations.
- D. Curriculum
- 1. The Department of Academic Programs is responsible for providing appropriate curriculum for gifted and talented education and will do the following:
 - a) Disseminate to all staff a framework for curriculum documents that clarifies guidelines, strategies, and content appropriate for the needs of gifted and talented students
 - b) Include a scope and sequence of objectives and activities as well as materials that accelerate and enrich the regular curriculum in all academic areas Pre-K-Grade 8; i.e., core books designated for one grade level may be used earlier with gifted and talented students

- c) Include appropriate early childhood curricular approaches pre-K-Grade 3 for accelerating and enriching instruction for gifted and potentially gifted students
 - d) Implement processes for preassessment that facilitate acceleration, enrichment, appropriate placement and instructional pacing in all curricular areas
 - e) Disseminate to all elementary schools objective and subjective criteria used to enhance the instructional pacing of gifted and talented students
 - f) Disseminate to all middle schools objective and subjective criteria used to enhance the instructional pacing of gifted and talented students
 - g) Ensure that curricular documents and other materials necessary for policy implementation are reviewed, evaluated, and readily available to each teacher through the principal
 - h) Implement assessment processes to indicate attainment of the objectives for acceleration and enrichment in the curriculum in each school; these processes shall include, but not be limited to, teachers' observations and notes, student portfolios, checklists and inventories, tests with open-ended questions, and products that demonstrate student progress
 - i) Disseminate suggestions to schools, teachers, and parents for curricular and instructional accommodations for gifted learning disabled and underserved populations
2. Principals will implement fully accelerated and enriched instruction at each grade level Pre-K-12.
3. Principals will ensure that each teacher is fully informed about the availability of appropriate curricular material and expectation that these materials are used routinely. Such materials include the Department of Academic Programs curricular framework, the scope and sequence of objectives and activities as well as materials that accelerate and enrich the regular curriculum in all subject areas.

E. Communication

1. The Division of Enriched and Innovative Instruction will provide schools and the community with updated information regarding current research trends, components that comprise effective gifted and talented instruction, and opportunities regarding gifted and talented education.
2. Principals will:
 - a) Communicate clearly to parents the goals and objectives of the gifted and talented program and the measures of attainment
 - b) Develop and implement outreach strategies for parents of underserved and underrepresented populations
 - c) Provide strategies that elicit input from parents and opportunities to support their child's instructional program
 - d) Regularly report the progress of students consistent with Regulation IKA-RA, *Grading and Reporting*, to indicate accelerated and enriched instruction
 - e) Resolve speedily any concern about an individual student's identification, program, or instructional pacing through informal means such as a conference with the teacher or principal; and if resolution is not reached at the local school, inform parents promptly of additional informal channels that include contacting the Office of School Administration or the Division of Enriched and Innovative Instruction
 - f) If concerns cannot be resolved informally, inform parents promptly of other administrative remedies that may be employed

F. Training

1. The Department of Academic Programs in coordination with the Office of School Administration, the School Improvement Training Unit, and the Systemwide Training Unit will:
 - a) Make available to principals and teachers professional development (through courses and in-service activities) needed to implement a program

that addresses the critical areas of cognitive, emotional, and social development unique to gifted and talented students. Topics can include but are not limited to:

- (1) Characteristics of gifted students
 - (2) Acceleration and enrichment
 - (3) Preassessment and curricular standards
 - (4) Identification, outreach strategies, and nurturing of all students, including gifted learning disabled and underserved and underrepresented populations
 - (5) Ongoing formal and informal classroom assessment to determine student's instructional level and appropriate placement
- b) Develop training opportunities around targeted needs
 - c) Provide a cycle of training to support the Department of Academic Programs curricular framework, which will include the means of accelerating and enriching in interdisciplinary and subject matter instruction
 - d) Support staff team training for schools focused on building programs that provide accelerated and enriched instruction
 - e) Provide and encourage training about special groups such as gifted learning disabled
2. Principals will:
- a) Identify training needs annually through the School Improvement Management Plan process
 - b) Encourage teachers of gifted and talented students to take advantage of appropriate training

G. Accountability

1. The Department of Academic Programs, in collaboration with the Department of Educational Accountability and appropriate community groups, will establish procedures to assess the implementation of this policy that will include:
 - a) Annually updating the *Timeline for Implementation of the Gifted and Talented Policy*
 - b) Developing academic benchmarks and authentic assessments for program to ensure curriculum and assessment practices that challenge gifted and talented students
 - c) Developing measures to assess with a high degree of reliability the level to which each school is implementing this policy; and reporting countywide data on selected measures, such as the completion of Algebra 1 and Advance Placement scores
2. The quality of gifted and talented programs in every school will be monitored regularly for the purpose of full implementation of the policy. The Office of School Administration will:
 - a) Routinely monitor and ensure the implementation of the policy, including the student identification process, program delivery, instructional strategies and pacing, data related to academic achievement, and providing of outreach and program inclusion of the underserved and underrepresented student populations
 - b) Routinely monitor schools to ensure that assessment strategies involving teachers' observations and notes, student portfolios, checklists and inventories, tests with open-ended questions, products, and other indicators that demonstrate student progress are implemented
 - c) Annually monitor the principal's supervision and management of the gifted and talented program through the School Improvement Management Plan process to assure that the program is clearly defined to provide specific provisions for challenges, grouping/scheduling of students for instruction, and communication of program to parents and to ensure continuous program delivery

- d) Routinely intervene in an informal or formal way to ensure prompt and complete implementation of the policy and regulation in any school when a problem in implementation has been identified
 - e) Provide data to the Office of Instruction and Program Development, with supporting documentation, that outlines a need for support in program development
 - f) Provide needed feedback for program development support from appropriate offices and departments to schools for implementation
3. The Division of Enriched and Innovative Instruction will work with coordinators of special programs and principals of schools with Centers for the Highly Gifted to evaluate their programs.
4. A formal review will be conducted of all gifted and talented programs at least every three years.
5. When assessing student progress, schools will use a variety of instruments, procedures, and information sources (including students and parents) and will include:
- a) Mastery of content, using reports such as the MCPS Student Profile in Mathematics that is distributed biannually
 - b) Demonstration of higher-level thinking skills
 - c) Achievement in the specific program areas

Regulation History: New Regulation, November 2, 1995.