GIFTED & TALENTED AND MCPS MAGNET PROGRAMS
OUTCOMES:

• Understand the Student Instructional Program Planning and Implementation (SIPPI) process

• Understand the difference between GT identification in 2nd grade and Highly Gifted Center testing in 3rd grade

• Understand the options available in middle school
STUDENT INSTRUCTIONAL PROGRAM
PLANNING AND IMPLEMENTATION

Why SIPPI?

GT identification process

...accelerated and enriched curricula will be provided to all students who have capability or motivation to accept the challenge of such a program.

MCPS Policy
WHO IS SCREENED & WHEN?

• All Grade 2 students

• Grade 3-5 students who are new to MCPS

• 3rd, 4th, or 5th grade students who have been recommended for re-screening (by parents and/or school staff)
CREATING A NEW VISION

*It is not about a label. It is about...*

- Access to opportunity—no gatekeeping, no barriers
- Equity in high expectations for all students
- Quality of a challenging instructional program

**Access + Equity + Quality = Success**
SIPPI PROCESS: 5 STEPS

1. Gather Data
   - Classroom Performance
   - Cognitive assessments
   - Parent & Staff Input

2. Committee Makes Decisions
   - Instructional Recommendations
   - Identification

3. Articulation
   - Developing Homeroom Rosters

4. Communicate Decisions
   - Parent Report
   - End of Year Report

5. Monitor Implementation
   - Instructional Placement
   - Performance

“How do we know each child is receiving the recommended instruction?”

“What data best informs us about the whole child?”

“What level of instruction is best for each child?”

“How do we ensure that every child is scheduled to best meet his or her instructional needs?”

“How do we help parents become partners in this process? How do we ensure the next grade level team plans with committee recommendations in mind?”
# STEP 1: GATHER DATA

## MULTIPLE CRITERIA FOR GT IDENTIFICATION

<table>
<thead>
<tr>
<th>Data Points</th>
<th>InView Testing</th>
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<tbody>
<tr>
<td>Reading and Math Levels</td>
<td>Analogies Subtest  Sequencing</td>
</tr>
<tr>
<td>Teacher Survey</td>
<td>Quantitative Reasoning Subtest</td>
</tr>
<tr>
<td>Parent Survey</td>
<td>Verbal –Word Verbal Context</td>
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<td>Staff Advocacy</td>
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STEP 2: GT COMMITTEE

- Includes principal, classroom teachers, and other staff in the building, such as ESOL teacher, resource teacher, reading teacher, counselor

- Collects and analyzes student data

- Makes recommendations for instruction based on data

- Makes decisions about identification based on data
STEP 3: ARTICULATION

How do we ensure that every child is scheduled to best meet his or her instructional needs?

Timeframe: May-early June

• Utilize committee instructional placement decisions and parent input to inform classroom placement decisions
STEP 4: COMMUNICATION

How do we help parents become partners in this process? How do we ensure the next grade level team plans with committee recommendations in mind?

Timeframe: June

- Translated parent communication in 7 languages about instructional placement for the upcoming school year
- End of year reports and class listings for school personnel
STEP 5: MONITOR IMPLEMENTATION

How do we know each child is receiving the recommended instruction?

Timeframe: September-June

- Real-time data monitoring tools
- Ensure students are receiving recommended instruction
# Characteristics of the Highly Able Student

<table>
<thead>
<tr>
<th>Reading</th>
<th>Math</th>
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<tbody>
<tr>
<td>Enjoys a variety of reading materials.</td>
<td>Think logically and symbolically about quantitative, spatial, and abstract relationships.</td>
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<td>Demonstrates verbal, analytical, persistent, and creative behaviors.</td>
<td>Reverse reasoning processes and switch methods in a flexible yet systematic manner.</td>
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<td>Regularly broaches &quot;adult&quot; issues, asks critical questions, and has a breadth of information in advanced areas.</td>
<td>Grasp mathematical concepts and strategies quickly, with good retention, and to relate mathematical concepts within and across content areas and real-life situations.</td>
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<tr>
<td>Possesses a large vocabulary.</td>
<td>Transfer learning to novel situations.</td>
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<tr>
<td>Manipulates abstract ideas and make connections more readily.</td>
<td>Take risks with mathematical concepts and strategies.</td>
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<tr>
<td>Is passionately interested in specific topics.</td>
<td>Work, communicate, and justify mathematical concepts in creative and intuitive ways, both verbally and in writing.</td>
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ACCESS TO OPPORTUNITY

- MCPS Curriculum 2.0 offers integrated approach
  - Critical and Creative Thinking
  - Thinking and Academic Success Skills

Travilah provides advanced level instruction to students with the ability, potential or motivation to perform at high levels.
• New internationally driven standards in reading and writing in Kindergarten through Grade 5
• **William and Mary Instructional Units**
• **Junior Great Books**
• Above grade level texts for small group reading instruction
• Using complex texts as part of instructional practice
• Differentiated literacy centers and independent work in K-5 literacy blocks
MATHEMATICS

• New internationally driven standards in mathematics in Kindergarten through Grade 5

• Students who consistently demonstrate proficiency of a mathematics concept are able to enrich their understanding of a grade-level topic or accelerate to a higher-level topic

• Differentiated Math Groups and independent practice

• Differentiated Math Centers

• 4/5 Math & 5/6 Math Classes
DIFFERENTIATION

Principles of a Differentiated Classroom

- The teacher is clear about what matters in subject matter.
- The teacher understands, appreciates, and builds upon student differences.
- Assessment and instruction are inseparable.
- The teacher adjusts content, process, and product in response to student readiness, interests, and learning profile.
- All students participate in respectful work.
- Students and teachers are collaborators in learning.
- Goals of a differentiated classroom are maximum growth and individual success.
- Flexibility is the hallmark of a differentiated classroom.

From The Differentiated Classroom by Carol Ann Tomlinson
ELEMENTARY PROGRAMS
(FOR IDENTIFIED GT STUDENTS)

• Gifted and Talented Services at All Schools

• Gifted and Talented, Learning Disabled

• Center for the Highly Gifted (Cold Spring ES)

• Primary Magnet Program (Grades 1 and 2 Takoma Park ES)
BEYOND THE CLASSROOM

- Center for Talented Youth (John Hopkins)
- Chesapeake Bay Foundation Student Leadership Courses
- Discovery Channel Young Scientist Challenge
- Montgomery College Saturday Discoveries
- Destination Imagination
- Mathematical Olympiads
GIFTED AND TALENTED TIMELINE

All Year  Provide opportunities through instruction for students to demonstrate potential

Dec.     GT Screening for all second grade students and students who are new to MCPS or who will be rescreened

Begin process for the Highly Gifted Center with grade 3 teachers

Jan.     Testing for the Highly Gifted Center—third grade applicants

Feb.     Selection committee outside of school meets to consider students applying to the HGC

March    Schools and parents are notified of the selection process by US mail

April    GT committee meets to analyze data, make instructional recommendations and identify students

May      Parents are notified by AEI of highly gifted testing results
Highly Gifted Center and Magnet Programs

Cold Spring Elementary and Middle Schools

- Grade 3 & 5 students apply
- HGC (Coldspring) grades 4 and 5
- Magnet Programs grades 6 and up
- Applications mailed to all 3rd and 5th grade students in September
- Parent Meetings held in October
- Deadline for applications is November 4th
- Middle School Magnet Testing – Early December
- Highly Gifted Center Testing- January