

The Maryland State Department of Education and
The Maryland State Advisory Council on Gifted and Talented Education present
<http://www.marylandpublicschools.org/MSDE/programs/giftedtalented>



EGATE

Excellence in Gifted
and Talented Education
2016

EGATE is an awards program to recognize PK-12 Maryland Public Schools which have gifted and talented education programs that are aligned with Maryland's *Criteria for Excellence: Gifted and Talented Program Guidelines* and COMAR 13A.04.07 *Gifted and Talented Education*.

Schools that achieve the EGATE status will

- receive a Governor's citation and a citation from the Maryland State Department of Education.
- be recognized at a state awards ceremony in **February 2017**.
- display the *Excellence in Gifted and Talented Education (EGATE)* school banner.
- appear on the MSDE website as *Excellence in Gifted and Talented Education (EGATE)* schools.
- host celebratory EGATE visits from members of the Maryland State Department of Education and the State Advisory Council for Gifted and Talented Education.
- serve as a models and resources to other schools planning to achieve the EGATE status.

Note: Schools holding the EGATE status must submit a NEW Application upon the completion of the five-year designation. Schools must meet all of the required criteria to again be awarded their EGATE status. There are no longer re-certifications.

Eligibility and Application Information

1. All public PreK-12 schools within the State of Maryland are eligible.
2. Schools that intend to submit a 2016 EGATE application should complete the **Intent to Apply** form, and return it to MSDE by **Friday, September 30, 2016**. See p. 10.
3. Applications are due on **Friday, December 02, 2016**.
4. The activities documented in the application describe program achievements **during the 16 month period from July 1, 2015 –October 31, 2016**.
5. The application should document how the school's gifted and talented program is aligned with the Maryland *Criteria for Excellence: Gifted and Talented Program Guidelines*. **See pp. 3 – 10 for information about the required parts of the application.**
6. Applications from elementary, middle, or high schools with high percentages of culturally or linguistically diverse students or students living in poverty are **strongly encouraged**, and the school demographics should be noted in Part B. School Summary.
7. **Technical Assistance:** Schools requesting technical assistance with their applications should contact their local school system coordinators for gifted and talented programs.
8. **Questions** regarding the EGATE process may be directed to **Dr. Bruce Riegel at 410-767-0527 or email bruce.riegel@maryland.gov**.

Applications MUST BE RECEIVED by mail or in person by 4:00 p.m. on Friday, December 02, 2016. Mail or deliver applications to:

Maryland State Advisory Council on Gifted and Talented Education
ATTN: Dr. Bruce D. Riegel, Lead Specialist for Gifted and Talented Education
Maryland State Department of Education, 200 W. Baltimore Street 5th Floor, Baltimore, MD 21201

SECTION I. HOW TO PREPARE YOUR EGATE APPLICATION

The EGATE application includes four required parts:

- A. **School Cover Sheet** with school contact information
- B. *Excellence in Gifted and Talented Education (EGATE) School Gifted and Talented Program Summary Page*
- C. **One-Page Descriptions** of how the school’s gifted and talented education program meets the **EGATE Objectives (pp. 3 – 6) and COMAR 13A.04.07 (p. 7).**
- D. **Documentation** to demonstrate how the school’s gifted and talented education program meets each of the four EGATE objectives and criteria.

Resubmissions only: If you are resubmitting a revised 2015 application for 2016 review, you must resubmit your entire 2015 application. Include a copy of your school’s review feedback form along with a description of how your application has addressed each criterion that was evaluated as NOT MET.

Part A. School Cover Sheet

Use the School Cover Sheet template provided on p. 9 of this application packet. The School Cover Sheet must be completed and signed by the principal. The names of the required members of the school’s nomination committee must be included. NOTE: The person listed as the Contact will be the one contacted about the application status, ceremony plans, or any other questions about your application.

Part B. Summary of Your School’s Gifted and Talented Education Program

This one-page school summary should provide a concise and coherent “snapshot” that describes how your school’s gifted and talented program is representative of a Maryland *Excellence in Gifted and Talented Education (EGATE) School*. Summarize your school’s gifted and talented program strengths and accomplishments. Highlight accomplishments that are exemplary of the four objectives of an EGATE School. Be sure to note whether your school serves a population with high percentages of culturally and linguistically diverse students or students living in poverty and provide the supporting demographic data.

Part C. One-Page Descriptions of How the Program Meets the EGATE Objectives/Criteria

Descriptions must address all criteria for each objective. To be eligible for the Maryland EGATE Award, your program must demonstrate that it **meets at least 18 of the 21 required criteria** for the four Maryland EGATE Objectives. **Table 1. on p. 3** summarizes the four EGATE objectives and 21 corresponding criteria. For a complete explanation of each objective and corresponding criteria as it is presented in *The Criteria for Excellence: Gifted and Talented Education Program Guidelines*, see pages 4-6.

Part D. Documentation of Required Criteria

Documentation presents tangible evidence of the *Criteria for Excellence* objectives and criteria. Choose carefully the best examples. Documents may include, *but are not limited to:* handbooks (excerpts); pamphlets, meeting sign-in sheets, agendas, notes and evaluations (SANE)*; lesson plans; curriculum maps; presentations; excerpts from school improvement plan; exemplary gifted and talented student work; photographs with captions; student enrollment and achievement data; newspaper articles/video featuring student awards or competitions; school staff vitae.

***Note: All agendas that are submitted for evidence must include clear outcome statements related to GT education. Sign in sheets with participant names and roles are required to verify participation.**

Documentation immediately follows the One-Page Description, and each artifact must be clearly labeled with the criterion it supports. **An artifact may be used to support a maximum of two criteria;** however, it must be copied and placed in the appropriate section. **Create an overview table for each section which summarizes the documentation for each criterion. See the Objective 1 example below:**

1.0 Student Identification	Documentation
1.1	<i>GT Program Brochure, GT Identification Parent Letter, GT Student Identification & Participation Data (by subgroup)</i>
1.2	<i>Yearly Calendar of School GT Committee Meetings; SANE from GT Committee Meeting</i>
1.3	<i>Excerpt from GT Handbook, Parent and Teacher Surveys of GT Characteristics (Traditional and Non-traditional)</i>

Table 1. Summary of Objectives and Criteria for Maryland EGATE School Status

Each EGATE application will be reviewed by a team with expertise in gifted and talented education to determine if each criterion is met or not met. The application must clearly meet at least 18 of the 21 criterion below (86%) to qualify for the EGATE designation. **For a complete explanation of each objective and corresponding criteria as it is presented in *The Criteria for Excellence: Gifted and Talented Education Program Guidelines*, see pages 4-6.**

1.0 Student Identification COMAR 13A.04.07 §.02 A.-F.	2.0 Curriculum and Instruction COMAR 13A.04.07 §.03 A.-B.	3.0 Professionally Qualified Teachers and Professional Development COMAR 13A.04.07 §.04 A.-B.	4.0 Program Management and Evaluation COMAR 13A.04.07 §.06.
1.1. Identification procedures and criteria are clearly stated.	2.1. Pre-assessments are made to determine what students already know and data are used to provide appropriate differentiation.	3.1 Criteria for the selection of teachers are based on a set of competencies and characteristics important to effective teaching of gifted and talented students.	4.1 Building-level administrators support gifted and talented program implementation within the school system's guidelines.
1.2. A school-based committee makes placement decisions.	2.2 Learning experiences are provided during the school day for more in-depth examination of the regular curriculum	3.2. All school staff engage in professional development in gifted and talented education.	4.2. A plan for ongoing evaluation assesses processes and products of each component of the gifted and talented program.
1.3. The identification process uses multiple indicators of giftedness.	2.3 A variety of acceleration opportunities are available.	3.3. Professional development includes knowledge about the characteristics of giftedness and implications for curriculum, instruction, and assessment.	4.3. Services provided for gifted and talented students are assessed and data are disaggregated and made public.
1.4. The progress of students receiving gifted and talented education is assessed annually.	2.4 Instructional strategies include research, problem solving, and the creation of original products.	3.4. Teachers working directly with gifted and talented students engage in ongoing professional development in gifted and talented education topics.	4.4. Student progress is assessed using multiple indicators that measure mastery of content, demonstration of higher level thinking skills, achievement in the specific program area(s), and affective growth.
1.5. School staff are trained in the implementation of the identification process.	2.5 A variety of instructional groupings are used to facilitate differentiated instruction for gifted and talented students.	3.5. School-level administrators engage in professional development which prepares them to implement effective gifted and talented program alternatives and options.	
1.6 Student identification and participation data are collected and disaggregated.	2.6 Resources beyond the school setting are used to provide appropriate educational experiences for gifted and talented students.		

Objective 1.0 – Student Identification

A gifted and talented student identification process should ensure that all gifted and talented students are recognized so they can be appropriately served. It is important that the process identifies students performing at remarkably high levels of accomplishment as well as those who are showing the potential for performing at remarkably high levels when compared with other students of a similar age, experience, or environment. Information about a student's specific abilities and program needs obtained through the identification process should serve as a basis for planning the student's instructional program. In this way, the identification process is an integral part of the overall instructional program and should enhance the responsiveness of the school to the needs of all students.

Your application must demonstrate that the gifted and talented program meets the following criteria for Objective 1:

- 1.1. The gifted and talented education program identification procedures and criteria are clearly stated and consistently implemented throughout the school and reported to all stakeholders.
- 1.2. A school-based committee consisting of teachers, the principal or assistant principal, and other professional staff members collect and analyze data, maintain appropriate records, and make professional decisions about appropriate gifted and talented programs and services for students.
- 1.3. The identification process uses multiple indicators of giftedness with information obtained through a balance of valid and reliable qualitative and quantitative assessment methods from a variety of sources.
- 1.4. The progress of students receiving gifted and talented education programs and services is assessed annually and services are reviewed for appropriateness.
- 1.5. Implementation of the identification process includes training for school staff in characteristics of gifted and talented students including underserved populations, the identification procedures and criteria, and the instruments and techniques used to identify gifted and talented students.
- 1.6. Gifted and talented student identification and participation data are collected and disaggregated by subgroup in order to assess the extent to which there is equitable representation.

Objective 2.0 Curriculum and Instruction

Curriculum and instruction must challenge the advanced academic needs of gifted and talented students. The regular instructional program must be differentiated to meet the unique learning styles, learning rates, interests, abilities, and needs of gifted and talented students. While some aspects of the regular curriculum can be adapted, others will need to be added which may be unique to the gifted and talented students. Appropriate programs and services for gifted and talented students reflect the differentiation of content (what is taught and when it is taught - sequence and pacing), instructional strategies (how content is taught), products (opportunities to demonstrate and apply learning) and the learning environment (the context in which learning occurs).

Your application must demonstrate that the gifted and talented program meets the following criteria for Objective 2:

- 2.1. A pre-assessment is made to determine what students already know, and provisions are made for rapid, efficient learning of concepts and skills not yet acquired.
- 2.2. Extended learning experiences are provided for more in-depth examination of topics present in the regular curriculum and the examination of topics related to, but not included in, the regular curriculum.
- 2.3. A variety of acceleration opportunities are available, including early entrance to school, subject acceleration, grade acceleration, and dual enrollment in college.
- 2.4. Instructional strategies for gifted and talented students are selected to promote an earlier development of the individual student as an independent learner. These include involving the student in:
 - Methodology for primary and secondary research;
 - Problem solving;
 - The use of predetermined evaluation criteria by student and teacher; and
 - The creation of original products that demonstrate and apply understanding at an advanced level.
- 2.5. A variety of instructional groupings based upon individual program components and their objectives, number and needs of gifted and talented students, and available resources are used to facilitate differentiated instruction. Appropriate groupings may include:
 - Homogeneous grouping of identified gifted and talented students for a specific content area;
 - Flexible homogeneous grouping based on pre-assessment;
 - Homogeneous cluster grouping within heterogeneous classes;

- Cross-grade level grouping; and
 - Independent study.
- 2.6. Resources beyond the school setting are used to provide appropriate educational experiences for gifted and talented students. These educational experiences may include collaboration with:
- Community agencies;
 - Cultural institutions;
 - Businesses;
 - Colleges and universities; and
 - Experts in various fields.

Objective 3.0 Professionally Qualified Teachers and Professional Development

Rapidly increasing knowledge about the developmental patterns and learning styles of gifted and talented students and about appropriate programs and services necessitate ongoing, high quality professional development as a component of a successful program.

Your application must demonstrate that the gifted and talented program meets the following criteria for Objective 3:

- 3.1. Criteria for the selection of teachers are based on a set of competencies and characteristics supported by research as being important to effective teaching of gifted and talented students. Included in this set are:
- An awareness of the cognitive, social and emotional needs of gifted and talented students and a desire to teach them;
 - Expertise in content and instructional methods;
 - Expertise in the use of technology to support instruction;
 - Ability to impart intellectual curiosity and enthusiasm for learning to students;
 - High level of energy, enthusiasm, confidence, and resourcefulness;
 - Ability to organize and manage instruction to provide for a balance of structure and flexibility;
 - Openness to innovation and acceptance of divergent, creative thinking;
 - Security in dealing with intellectual precocity;
 - Ability to facilitate students' independence and development of personal responsibility for their own learning;
 - Willingness to pursue training for needed professional understanding and competencies; and
 - Expertise in the collection, management, and analysis of student assessment data.
- 3.2. All school staff involved in the education of gifted and talented students engage in professional development according to specific roles. This includes teachers of gifted and talented students, other teachers, school administrators, student services personnel, content specialists, and other staff.
- 3.3. Professional development in gifted and talented education includes a background of general knowledge about the characteristics of giftedness and implications for curriculum, instruction, and assessment. Specific content includes:
- Characteristics and identification of gifted and talented students;
 - Psychology and developmental needs;
 - Need for and concept of differentiated services;
 - Development of appropriate curriculum;
 - Differentiated teaching strategies and assessments for gifted and talented students;
 - Strategies for identifying and serving student groups historically underrepresented in gifted and talented education, including students who live in poverty, those who are culturally or linguistically diverse, and students with disabilities;
 - Administrative alternatives and program options to support acceleration and enrichment; and
 - Program implementation, evaluation, and revision.
- 3.4. Teachers working directly with gifted and talented students engage in intensive and ongoing professional development in the educational implications of giftedness and appropriate teaching/learning strategies for gifted and talented students
- 3.5. School-level administrators and staff responsible for the management and administration of gifted and talented programs and services engage in professional development that prepares them to develop goals, objectives, and strategies regarding the performance of gifted and talented students, effective program alternatives and options, and a system for ongoing program evaluation.

Objective 4.0 Program Management and Evaluation

A program management structure exists which clearly delineates the roles and responsibilities for gifted and talented programs and services at the school level to ensure the development and maintenance of program excellence. A systematic plan for ongoing evaluation is part of program planning and implementation and should assess processes and products of each component of the gifted and talented program. The local school's gifted and talented program evaluation process is based on data and provides accurate, timely, and relevant information to decision makers and stakeholders for program improvement.

Your application must demonstrate that the gifted and talented program meets the following criteria for Objective 4:

- 4.1. Building-level administrators support the gifted and talented education program implementation within the school system's guidelines. They are responsible for:
 - Setting goals and objectives for gifted and talented students in the school improvement plan;
 - Coordinating services for gifted and talented students in the school;
 - Developing staff expertise in gifted and talented education;
 - Allocating resources to the gifted and talented program; and
 - Providing effective gifted and talented education program communication with staff, students, parents and the community.
- 4.2. A systematic plan for ongoing evaluation for the gifted and talented program is part of program planning and implementation and should assess processes and products of each component of the gifted and talented program. These include:
 - Identification, participation, and retention;
 - Instructional program;
 - Professional development;
 - Teacher qualifications;
 - Program management;
 - Community outreach; and
 - The evaluation process.
- 4.3. The evaluation process focuses on whether the goals, objectives, and strategies for gifted and talented students have been reached. The quantity, quality, and appropriateness of the programs and services provided for gifted and talented students are assessed and the data are disaggregated and made public.
- 4.4. Attention is given to the assessment of gifted and talented student progress using multiple indicators that measure mastery of content, demonstration of higher level thinking skills, achievement in the specific program area(s), and affective growth.

Title 13A
STATE BOARD OF EDUCATION
Subtitle 04 SPECIFIC SUBJECTS

Chapter 13A.04.07 Gifted and Talented Education

Authority: Education Article, § 5 – 401(d), and §§ 8-201 – 203, Annotated Code of Maryland

.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, and reporting requirements.

.02. Identification of Gifted and Talented Students

- A. Each local school system shall establish a 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 multiple indicators of potential, aptitude, and achievement;
- D. The identification process shall be used to identify students 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.
- F. Each school system shall consider implementing an identification process that:
 - (1) Documents early evidence of advanced learning behaviors, PreK-2;
 - (2) Includes procedures for identification and a process for appeals that are clearly stated in writing, made public, and consistently implemented systemwide; and,
 - (3) Provides ongoing professional development for school staff in the characteristics and 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 programs and services shall accelerate, extend, or enrich instructional content, strategies, and products to demonstrate and apply learning. Each school system shall review the effectiveness of its programs and services.
- B. Each school system shall consider implementing programs and services for gifted and talented students that:
 - (1) Provide a continuum of appropriately differentiated 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

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

Local school systems shall in accordance with Education Article §5-401 (c) report in their Bridge to Excellence Master Plans their goals, objectives, and strategies regarding the performance of gifted and talented students along with timelines for implementation and methods for measuring progress.

SECTION II. HOW TO SUBMIT YOUR *EGATE* APPLICATION

Application Format:

The application and all supporting documentation must be organized in one clear cover, three-ring binder with four section dividers. **The binder rings may not exceed 4 inches in diameter.**

Applications MUST BE RECEIVED by mail or in person by 4:00 p.m. on Friday, December 02, 2016. Please allow time for delivery. Mail applications to:

Maryland State Advisory Council on Gifted and Talented Education
 ATTN: Dr. Bruce D. Riegel
 Lead Specialist for Gifted and Talented Education
 Maryland State Department of Education, 5th floor
 200 W. Baltimore Street
 Baltimore, Maryland 21201

Before mailing or delivering the application, use the following checklist to ensure that a complete application will be submitted. **Incomplete applications will not be reviewed.**

<input checked="" type="checkbox"/>	Checklist for Required Components
	1. Cover Sheet including all required names of the nominating committee
	2. One -Page Summary describing the school's gifted and talented program
	3. Maximum 1-Page Description for Objective 1.0 Student Identification. Description must address each criterion, 1.1 – 1.6.
	4. Documentation labeled for each criterion, 1.1 – 1.6., placed immediately following the written description.
	5. Maximum 1-Page Description for Objective 2.0 Curriculum and Instruction. Description must address each criterion, 2.1-2.6.
	6. Documentation labeled for each criterion, 2.1 - 2.6, placed immediately following the written description.
	7. Maximum 1-Page Objective 3.0 Description for Professionally Qualified Teachers and Professional Development. Description must address each criterion, 3.1-3.5.
	8. Documentation labeled for each criterion, 3.1 – 3.5, placed immediately following the written description.
	9. Maximum 1-Page Description for Objective 4.0 Program Management and Evaluation. Description must address each criterion, 4.1-4.4.
	10. Documentation labeled for each criterion, 4.1 – 4.4, placed immediately following the written description.
	11. Each section of the application clearly identified with index tabs.

Cover Sheet – MD EGATE School Application 2016

School Name:

School Address:

School System:

State Legislative District #

Maryland State Senator(s):

Maryland State Delegates:

Name of School Contact Person:	Email:
School Phone:	Phone of Point of Contact:
Name of Principal:	Fax:
Principal's Email:	School Website Address:

I have reviewed the information in this application and certify that to the best of my knowledge it is accurate. MSDE has permission to use our application materials and photographs for promotional purposes.

Principal's Signature

Date

Supervisor's/Coordinator's Signature

Date

An EGATE Awards Committee must be involved in the preparation of the application. The committee should include, but is not limited to a teacher, administrator, parent, and community partner.

POSITION	NAME	EMAIL	PHONE
Administrator			
Teacher			
Parent			
Community Partner			
Other			

The Maryland State Department of Education and
The Maryland State Advisory Council on Gifted and Talented Education



2016 INTENT TO APPLY
Due by Friday, September 30, 2016

*This declares our intent to submit a 2016 EGATE School Application by mail
or in person by 4:00 p.m. on Friday, December 02, 2016.*

School Name:

School Address:

School System:

School Phone:

Name of Principal:

Principal's Email:

I have reviewed the information in this application packet and will provide guidance and support to the EGATE school committee throughout the application process.

Principal's Signature

Date

Supervisor's/Coordinator's Signature

Date

Please return this form to:

Dr. Bruce D. Riegel, Lead Specialist for Gifted and Talented Education
Maryland State Department of Education, 200 W. Baltimore Street, 5th Floor, Baltimore, MD 21201

This form may be faxed to 410-333-1146 or emailed to bruce.riegel@maryland.gov