



ADMINISTRATIVE PROCEDURE

TALENTED AND GIFTED STUDENT PROGRAM

6142.2

Procedure No.

September 1, 2009

Date

- I. **PURPOSE:** To establish procedures for administering, implementing and evaluating the Prince George's County Public Schools program for Talented and Gifted education. These procedures provide direction to staff and community that places special emphasis on addressing unique instructional, social, and emotional needs of TAG identified students in grades 2 - 12.
- II. **INFORMATION:** The Board of Education is dedicated to meeting the needs of every student; among our student population are those who are Talented and Gifted. To meet the needs of these students, appropriate administrative designs shall be implemented for elementary, middle and high school students.

III. **DEFINITIONS:**

- A. **Talented and Gifted (TAG)** The Annotated Code of Maryland §8-201 defines a Talented and Gifted student as "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 when compared with other students of a similar age, experience or environment." A Talented and Gifted student is one who exhibits high performance capability in intellectual, creative, or artistic areas; possesses an unusual leadership capacity; or excels in specific academic fields.

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).

The major focus of the Talented and Gifted Program (TAG) in all Prince George's County Public Schools is meeting the needs of students in the area of general intellectual ability. Special consideration is given during the identification process to students with specific academic aptitudes and creative productive thinking abilities.

- B. **TAG CENTERS** – The TAG Center Program provides TAG identified students with – full-day advanced, enriched, accelerated educational experiences to meet the unique and specialized instructional, social, and emotional needs of gifted learners. Placement in the TAG Center is through the PGCPs Lottery process (See Attachment 2 for additional information).
- C. **TAG IN REGULAR CLASSROOMS (TRC)** – The TAG in the Regular Classroom (TRC) Program provides TAG identified students in the attendance area school with differentiated instructional services. Students are cluster grouped with at least 7 TAG identified students, when possible, in the same classroom. Principles and strategies of differentiation for Gifted Learners are implemented. Strategies include, but are not limited to, compacting curriculum, independent study, pre-assessment, tiered instruction, and advanced opportunities for critical and higher level thinking (See Attachment 2 for additional information).



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- D. **TAG PULL-OUT-** The TAG Pull-out Program provides TAG identified students in the attendance area school an enriched, thematic, interdisciplinary educational experience beyond the PGCPS core curricula. The TAG Pull-out curriculum components include enrichment units that provide opportunities for developing critical and creative thinking skills and advanced research skills through independent study. TAG Pull-out groups meet on a regular basis, 1.5 – 2 hour per week from October – June (See Attachment 2 for additional information).
- E. **GIFTED STUDENTS WITH SPECIAL LEARNING NEEDS SERVICES** (GSLN) - also known as Twice Exceptional, are provided academic support services (See Attachment 2 for additional information).
- F. **TAG CENTER COORDINATOR** – The TAG Center Coordinator has specific responsibilities for implementing and monitoring all aspects of the TAG Center - Program. The TAG Center Coordinator serves as a liaison between the School and TAG Office.
- G. **TAG COORDINATOR**- The Attendance Area School TAG Coordinator is the professional staff person at the local school selected by the principal to coordinate the program in that building and to be the liaison with the TAG Office Staff. Specific responsibilities include completing TAG Screening and Identification paperwork and serving as the liaison between the school and the TAG Office on aspects of program implementation.
- H. **TAG COMMITTEE REVIEW TEAM** – The TAG Committee Review Team is the attendance area school committee responsible for making recommendations regarding student identification and evaluating the progress of students and programs in each school. Membership includes administrators, teachers, TAG Coordinator, special educators, professional school counselors, and ESOL teachers, when applicable.
- I. **SCREENING** – Screening takes place after the school TAG Committee reviews a student’s pertinent data and determines that the nomination should proceed. Screening is a multi-criteria process and includes a balance of quantitative and qualitative measures which are aligned to and meet the *National Association of Gifted Children* exemplary standards: ability and achievement standardized test data, teacher and parent checklists, and report card grades. The screening matrix is sent to the TAG Office for additional review and signatures (See Attachment 1).

IV. **PROCEDURES FOR TAG IDENTIFICATION AND TAG PROGRAMS:**

The Department of Curriculum and Instruction shall delegate responsibilities to the Talented and Gifted (TAG) Office to disseminate guidelines to principals that comprise effective talented and gifted education instruction for elementary and secondary school students.

1. The TAG Office responsibilities include the following:



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- a. designing TAG Programs and Services in alignment with *Maryland State Department of Education, Criteria for Excellence Gifted and Talented Program Guidelines* and *National Association for Gifted Children Program Standards* in collaboration with Curriculum and Instruction Content Area Supervisors, the Special Education Office, and the ESOL Office.
 - b. collaborating with school principals to select the most appropriate TAG program delivery model (see Attachment 2).
 - c. establishing deadlines in collaboration with the Testing Department with regards to global testing dates and Office of Pupil Accounting and School Boundaries with regards to Lottery application deadlines.
 - d. disseminating grade 1 and grade 3 Test Nominated lists to TAG Coordinators and monitoring the completion of the screening process.
 - e. recommending students for rescreening and documenting, initiating and monitoring the yearly TAG rescreens data base.
 - f. annually collecting and reporting data regarding TAG Programs and Services, including but not limited to screening and identification statistics, program criteria, and student performance.
 - g. developing and disseminating information on the TAG Programs and Services, including enrichment and extra-curricular opportunities.
 - h. maintaining an updated website with TAG Program and Services descriptions, TAG Coordinator contact information, testing and screening calendar, and enrichment and extra-curricular opportunities.
 - i. collaborating with community organizations and stakeholder's groups to increase awareness of TAG programs, services, and resources.
 - j. providing assistance and support to school-based staff regarding screening, program implementation, and other needs as related to gifted education.
 - k. developing, implementing, monitoring and revising, as necessary, the guidelines for identifying Talented and Gifted Students.
 - l. selecting and developing curriculum materials for gifted students in collaboration with other staff in the Department of Curriculum and Instruction.
 - m. designing and delivering professional development training opportunities for a variety of audiences, including administrators, TAG Coordinators, TAG teachers, classroom teachers, professional school counselors, and other central office personnel.
 - n. participating in the selection of TAG Center Coordinators.
 - o. informally and formally observing and evaluating TAG teachers, as necessary.
2. Content Area Supervisors responsibilities include the following:
- a. collaborating with the TAG Office to design TAG Programs and Services in alignment with *Maryland State Department of Education, Criteria for Excellence Gifted and Talented Program Guidelines* and *National Association for Gifted Children Program Standards*, and *Maryland*



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- Voluntary State Content standards* including curriculum writing projects and professional development.
- b. adapting the content and activities of the curriculum framework to meet the instructional needs of advanced and highly able students in honors classes.
3. The Department of Special Education responsibilities include the following:
 - a. designating a staff member to serve as the Special Education Instructional Specialist for Gifted Students with Learning Disabilities (SEIS/GTLD) between Special Education Office and the TAG Office.
 - b. organizing professional development trainings in collaboration with the TAG Office to address the Gifted Students with Special Learning Needs (GSLN).
 - c. participating in regularly scheduled meetings to complete GSLN case reviews in collaboration with the TAG Office staff.
 - d. attending school-based meetings to assist SIT Teams.
 4. Area Office responsibilities include the following:
 - a. designating a staff member to serve as the liaison between the Area Office and the TAG Office.
 - b. assisting in supporting schools in meeting deadlines for TAG screening monitoring program implementation in collaboration with the school principal and TAG Coordinator.
 - c. attending professional development trainings sponsored by the TAG Office.
 5. Elementary principals' responsibilities include the following:
 - a. selecting the local school TAG coordinator and members of the TAG Committee Review Team at the beginning of each school year. This TAG committee consists of 4-6 members, including but not limited to principal, assistant principal, TAG coordinator, professional school counselor, special educator, primary and intermediate classroom teachers, and ESOL teacher, where applicable (see Attachment 1).
 - b. collaborating with TAG Office staff in selecting the most appropriate TAG program delivery model (see Attachment 2).
 - c. monitoring the TAG Program to ensure that the instructional and social emotional needs of TAG students are being met.
 - d. selecting teachers to work with the TAG identified groups of students. Teachers' prior training in gifted education in graduate level courses, continuing professional development courses, and conference attendance, experience teaching gifted learners, and interested in teaching gifted students should be of utmost consideration when selecting staff (see Attachment 3).



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- e. communicating and describing the TAG Program and Services, providing TAG Coordinator contact information, and establish links to TAG Office websites on the school's website.
 - f. presenting an overview of the TAG Program and Services at the annual back-to-school meeting.
 - g. documenting in the School Improvement Plan TAG Program and Services and how the school instructional staff are meeting the needs of gifted students. The schools will work in coordination with the Department of School Improvement in the development of their plans.
6. TAG Coordinator responsibilities include the following:
- a. working in collaboration with the principal and TAG Office staff to select the most appropriate TAG program delivery model (see Attachment 2).
 - b. ensuring that beginning in grade six (6) all TAG identified students are scheduled in Honors level courses.
 - c. attending scheduled professional development training sessions appropriate to their needs.
 - d. completing the TAG screening identification paperwork, including Test, Parent, Teacher, and Self Nominations, according to the procedures (See Attachment 1) and meeting all pre-determined deadlines as set by the TAG Office.
 - e. administering appropriate standardized assessments for students nominated off-level (see Attachment 1).
 - f. notifying parents of TAG screening results within a timely fashion (see Attachment 1).
 - g. disseminating information about enrichment opportunities, PGCPs lottery application and deadlines to parents.
 - h. maintaining documentation for every child who is screened for possible TAG identification in the student's cumulative folder.
 - i. coordinating an annual review by the teachers of TAG students documenting progress in the TAG Placement Review Report.
 - j. collaborating with community organizations and stakeholder groups to increase TAG Program awareness, services, and resources.
7. TAG teachers responsibilities include the following:
- a. attending scheduled staff development training sessions appropriate to their needs. Teachers who will be working directly with TAG identified students and do not already have formal training should receive training from such venues as
 - (1) continuing Professional Development *Teaching the Gifted* three-credit class; or
 - (2) appropriate university course to develop needed competencies for teaching gifted students; or
 - (3) state or national gifted conferences;



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- (4) scheduled professional development training sessions appropriate to their needs.
 - b. implementing the TAG Program and Services as outlined in Attachment 2.
8. School registrar responsibilities include the following:
 - a. notifying the TAG Coordinator of new PGCPS registrants who are documented as “gifted” to determine whether the previous identification procedure is comparable to PGCPS (see Attachment 1). The TAG Office and TAG Coordinator will complete the review.
 - b. notifying the TAG Coordinator of newly enrolled PGCPS TAG identified students to ensure appropriate placement in classes to receive TAG services.
9. Middle and High School Professional School Counselors responsibilities include the following:
 - a. ensuring that TAG students in grades six (6) through eight (8) continue in Honors courses based on student achievement, teacher recommendation, and assessment data.
 - b. communicating advanced course opportunities and specialty program options to TAG students and their parents. TAG identified high school students have access to a variety of challenging programs at the high school level based upon personal interest and achievement. Some of these include:
 - (1) Biotechnology
 - (2) Bio-medical
 - (3) Science and Technology
 - (4) Visual and Performing Arts
 - (5) Advanced Placement Courses
 - (6) International Baccalaureate Program
 - (7) Distance Learning Courses
 - (8) Dual Enrollment Opportunities

V. **PROCEDURES FOR REVIEW OF STUDENTS NOT MEETING WITH SUCCESS IN THE TAG PROGRAM:**

When a student appears not to be successful in the TAG Program, the TAG Program Supervisor must be contacted. Before recommending removal of any student from the TAG Program, the following steps must be taken:

1. The TAG Committee Review Team, after notifying the TAG Supervisor, will review the student's records and performance and develop an **Individual Student Academic Plan** to target areas in need of improvement.



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2. The classroom teacher(s), TAG Coordinator, professional school counselor, and administrator will meet with the parent and student to discuss concerns and present the suggested plan for improving performance. An agreement must be reached on the plan, and a specific time frame must be established to accomplish the plan's objectives.
 3. School personnel and parent(s) will monitor the student's progress for at least nine-weeks.
 4. If student performance continues to be unsuccessful during the nine-week period, the student should be recommended for withdrawal from the section of the TAG Program in which the student is not meeting success. **The TAG Office Supervisor or Specialist must be included in all discussions** regarding withdrawal recommendations. Parents must be involved in this process and be kept informed of discussions involving withdrawal of a student from the program.
 5. Occasionally, at the request of parents or teachers, a student may be placed on a "**non-participating**" status. If this option is requested by the school, parents must be informed in writing, and they must concur. If this option is requested by the parent, the request must be put in writing. In both cases the non-participating status should be documented and the time period for non-participation should be specified. If the non-participating status continues for two years, the student will lose his/her TAG identification and must be re-screened using appropriate TAG Identification Procedures in order to re-enter the TAG Program.
- VI. **RELATED PROCEDURES:** None.
- VII. **MAINTENANCE AND UPDATE OF THESE PROCEDURES:** This Administrative Procedure originates with the Division of Academics/Accountability and is responsible for the maintenance and update of these procedures.
- VIII. **CANCELLATIONS AND SUPERSEDURES:** This Administrative Procedure cancels and supersedes Administrative Procedure 6142.2 dated August 22, 1977.
- IX. **EFFECTIVE DATE:** September 1, 2009.

Approved by:
William R. Hite
Superintendent of Schools

Attachments: 1 – TAG Identification Procedures
2 – Delivery Options
3 – Criteria for Selecting Teachers of TAG students

Distribution Lists: 1, 2, 3, 4, 5, 6, 10, and 11