

PRINCE GEORGE'S COUNTY TALENTED AND GIFTED PROGRAM
DELIVERY OPTIONS

I. **Elementary Schools**

A. **TAG PULL-OUT**

1. Teacher Training: Teachers working with the program should attend training sessions related to the specific curriculum or component of the curriculum for which they are responsible. These sessions are scheduled each fall. Time and space should be allotted for the teacher to work with the students.
2. Primary Pull-out Program: Second and third grade TAG students participate in this program in mixed age groups. If there are more than 15 students per grade level, it is recommended that separate sessions be scheduled. The Pull-Out program must be scheduled for a minimum of one and one-half hours per week. Pull-out teachers should use the approved TAG Primary Pull-Out Curriculum, Year One (*Structures*) or Year Two (*Sensational Sagas*), in alternate years as the basic instructional guide for the Pull-Out sessions.
3. Intermediate Pull-Out Program: Fourth, fifth, and sixth grade TAG students participate in this program in mixed age groups. If there are more than 30 students in the grouping, two or more groups should be scheduled in separate sessions. The program must be scheduled for a minimum of two hours each week. Pull-out teachers should use the approved TAG Intermediate Pull-Out Curriculum; Year One (*Close Encounters with Creative Minds*), Year Two (*Forces*), or Year Three (*Mind Over Media*) as the basic instructional guide for the Pull-Out Program.
4. Instructional Time Considerations: The Pull-Out curriculum design requires that students meet approximately thirty (30) times during the school year for the full two hours (1 and 1/2 hours for primary groups and 2 hours for intermediate groups). The program should begin in October and continue to meet on a weekly basis for the entire school year. If it becomes necessary to cancel the Pull-Out classes because of scheduling conflicts, every attempt should be made to reschedule these classes.
5. Additional Considerations: A variety of grouping and teaching strategies are combined to provide a program for TAG students. At times, components of the program occur outside the regular classroom. Experiences, such as scheduled field trips, special programs, and speakers are part of the student's total instructional program. **Therefore, students are not required to make up work missed while participating in all aspects of the pull-out program.** Classroom teachers are to employ classroom management skills, communication and differentiated teaching methods in their classrooms such that all students will receive the appropriate instruction, as to avoid when at all possible teaching new concepts and giving test while TAG students are absent from the classroom. Classroom teachers should be careful not to present new materials or give tests while students are participating in TAG program activities outside the regular classroom.

B. TAG IN THE REGULAR CLASSROOM (TRC) PROGRAM

1. The following elements are to be addressed by schools considering providing TAG services within the regularly scheduled classroom setting:
 - a. TAG Student Enrollment: In grades 2 through 6, it is recommended that at least seven (7) TAG identified students be cluster grouped within a class. For schools with fewer than seven (7) TAG students per grade level, all should be assigned to the same cluster. The pace and rigor of instruction for these gifted students should be based on student readiness, interests, and learning profile.
 - b. Specific components of the TAG TRC Program include the following:
 1. TAG Extensions provided in the Reading/Language Arts, Science, Math, and Social Studies.
 2. Enriched approach to language arts integrating the areas of literature, reading, composition – *William and Mary Language Arts Jacob's Ladder* Curriculum, Junior Great Books, author studies.
 3. Differentiated instructional strategies in the heterogeneous classroom
 - a. pre-assessments
 - b. curriculum compacting
 - c. tiered assignments
 - d. flexible grouping
 - e. independent study
 - f. acceleration
 - g. concept-based/interdisciplinary units
 - h. learning/interest centers
 - i. enrichment clusters
 4. Instruction and activities reflecting Multiple Intelligences and Learning Styles.
 5. Gifted Students with Special Learning Needs (GSLN) Services (selected sites).
 6. Off-site educational, scientific and artistic enrichment opportunities
 7. Opportunities for students to progress individually.
 8. Trained teachers selected for their interest and experience in working with TAG students.
 9. Teachers may adapt and use the approved primary or intermediate TAG Pull-Out Curriculum.

C. ELEMENTARY TAG CENTER PROGRAM

1. Placement in the TAG Centers is contingent upon application to the lottery, lottery number, and available space at the specific center based on home address.

2. The TAG Elementary Centers offer a full-day intensive instructional program to meet the unique and specialized needs of highly able students. Specially selected and trained teachers provide the program in the eight TAG Elementary Center Schools. All components of the TAG Center Program design must be implemented. Approved TAG Center Curricula in Reading/Language Arts, Mathematics, Social Studies, Science, Health, World Language, and Interrelated Arts should serve as the instructional guides for the program. Specific components of the TAG CENTER Program include the following:
 - a. full-day intensive instructional program.
 - b. accelerated and enriched instruction in mathematics.
 - c. computer technology.
 - d. laboratory approach to accelerated and enriched science instruction.
 - e. enriched approach to language arts integrating the areas of literature, reading, composition – *William and Mary Language Arts Curriculum for Highly Able Learners, Junior Great Books, author studies, genre focus units.*
 - f. enriched approach to social studies including a multi-cultural emphasis and advanced study/research skills.
 - g. World Language emphasis including:
 1. International Culture and Language (ICAL) (grades 2-5).
 2. Latin infusion (grade 4).
 3. Sequential French or Spanish:
 - i. Grade 6 – Introduction to Spanish or French
 - ii. Grade 7 – Spanish or French I
 - iii. Grade 8 – Spanish or French II
 - h. interrelated arts - study of the fine arts.
 - i. off-site educational, scientific, and artistic enrichment opportunities.
 - j. opportunities for students to progress individually.
 - k. trained teachers selected for their interest and experience in working with TAG students.
 - l. TAG Center Program Coordinator.
 - m. Gifted Students with Special Learning Needs (GSLN) Services - Within the eight (8) TAG Centers Gifted Students with Special Learning Needs (GSLN) support services provide advanced and enriched educational experiences that emphasize student gifts and draw on student strengths. Dual differentiation teaching strategies are provided by a collaborative team comprised of the TAG Coordinator, special educator and school counselor. Assignments are modified according to the student's strengths and gifts as well as IEP and 504 needs; accommodations are made, and alternative methods for demonstrating mastery based on strengths are provided. Regularly scheduled forum sessions are an important component in ensuring success of GSLN students. In selected elementary sites, these concentrated services are also offered when several identified students are attending a particular school and are in need of GSLN services.

3. Continuity to the TAG Center Middle School Program is guaranteed to TAG students placed via lottery or living in the attendance area of elementary TAG Centers. TAG students living in the attendance area of a tag center elementary school **are** automatically placed in the tag participation file and also get continuity.

II. Middle Schools

A. TAG SERVICES IN ATTENDANCE AREA MIDDLE SCHOOL - The TAG services at the middle school level is an in-class Honors program. The following standards should be in place for a successful program:

1. Honors Grouping - TAG students should be grouped together for instruction in English, social studies, and science classes. Placement in mathematics classes as determined by standardized assessment data.
2. Honors Curriculum - The Honors curriculum extensions is under the responsibility of the Division of Academics, Content Area Supervisors in English, social studies, and science and should be used in these classes. TAG students should be enrolled in the mathematics class for which they demonstrate readiness.
3. Gifted Students with Special Learning Needs (GSLN) in an Academic Resource Support Class - Honors Course.

B. TAG CENTER MIDDLE SCHOOL PROGRAM

1. Participation in TAG Centers is contingent upon application to the lottery, lottery number, and available space at the specific center based on home address or identified TAG students living with the TAG Center attendance boundary or continuity from Elementary TAG Center.
2. Continuity to TAG Center Middle School Program is guaranteed to TAG students placed via lottery or living in the attendance area of middle TAG Centers. TAG students living in the attendance area of a tag center elementary school **are** automatically placed in the tag participation file and also get continuity.
3. The TAG Center Middle School Program offers a full-day intensive instructional program to meet the unique and specialized needs of highly able students. Specially selected and trained teachers provide the program in the two TAG Center Middle Schools. Components of the TAG Center Middle School Program that must be implemented include:
 - a. full-day instructional program.
 - b. highly trained teachers selected for their interest and experience in working with TAG students.
 - c. opportunities for students to progress individually.
 - d. enriched approach to language arts integrating the areas of literature, reading, composition – *William and Mary Language Arts Curriculum for Highly Able Learners and Junior Great Books*.

- e. accelerated and enriched instruction in mathematics.
- f. computer technology.
- g. laboratory approach to accelerated and enriched science instruction.
- h. enriched approach to language arts integrating the areas of literature, reading, composition, writing, spelling and handwriting.
- i. enriched approach to social studies including a multi-cultural emphasis and advanced study/research skills.
- j. World Language:
 - 1. Grade 6 – Introduction to Spanish or French
 - 2. Grade 7 – Spanish or French I
 - 3. Grade 8 – Spanish or French II
- k. interrelated arts - study of the fine arts.
- l. off-site educational, scientific and artistic enrichment opportunities
- m. Full-time TAG Program Coordinator.
- n. Gifted Students with Special Learning Needs (GSLN) in an Academic Resource Support Class - Honors Course.
- o. Continuity to the Biotechnology high school program.

III. High Schools

- A. All high schools in the school system offer a sequence of Advanced Placement courses designed to meet the needs of TAG students. In addition, special course modifications are available in some of the high school enrichment and specialty programs.
 - 1. Advanced Placement Courses – AP courses are offered at every high school. TAG students should be enrolled based on their interest and readiness level.
 - 2. Additional Options - Appropriate options are available for TAG students in specialty schools or programs including the Biotechnology Program, Biomedical Program, International Baccalaureate Program, Visual/Creative and Performing Arts Program, and Science and Technology Program. Each of these programs has entrance requirements and information regarding these programs can be obtained through the High School Consortium Office and the Department of Curriculum and Instruction.

IV. Additional Components

- 1. Acceleration – Content area acceleration and grade level acceleration (grade skipping) are options that should be considered carefully by School Instructional Teams. It is appropriate to use this strategy with single content areas by having students skip a level of instruction when mastery is demonstrated.
- 2. Early Entrance Into First Grade - This option may be considered for very advanced kindergarten students. School Instructional Teams should follow the guidelines specified for using this procedure (Administrative Procedure 5111.11).

3. Concurrent Enrollment - Students enroll in one or more college courses concurrent with continued enrollment in high school.
4. Independent Study - Students pursue an approved course or topic of independent study supervised by a teacher or other school staff member.
5. Early College Entrance - Students enroll full time in college without formally completing a four-year high school program.
6. International Baccalaureate – Students take a unique, rigorous course of study available at five high schools. Students may participate in selected courses or may enroll in the full program during their junior and senior years.
7. Gifted Students With Special Learning Needs (GSLN) Services - Within all high schools, Gifted Students with Special Learning Needs (GSLN) services are provided through Academic Resource Support Classes – Honors.