

Maryland Gifted and Talented Equity Symposium



The Johns Hopkins Applied Physics Laboratory
Kossiakoff Center
Laurel, MD

June 11, 2018

Funded by:

**The Jacob K. Javits Gifted and Talented Education Program
U.S. Department of Education.**

SYMPOSIUM AGENDA

8:30-9:00	Registration
9:00-9:15	Welcome and Goals <i>Auditorium</i>
9:15-10:00	Keynote Presentation Dr. Jonathan Plucker <i>Auditorium</i>
10:00-10:10	<i>Break</i>
10:10-10:40	Expert Panel Dr. Jonathan Plucker: Moderator Dr. Supreet Anand Dr. Susan Baum Dr. Joy Lawson Davis Dr. Carol Horn <i>Auditorium</i>
10:45-11:45	Breakout Sessions <i>Breakout Classrooms</i>
11:50-12:15	Keynote Presentation Dr. Chester Finn <i>Auditorium</i>
12:20-1:00	Strategic Planning Sessions <i>Breakout Classrooms</i>
1:00	Adjournment

GT Equity Symposium Outcomes

Participants will:

- . Understand the Excellence Gap for gifted and talented students in Maryland and its impact on underrepresented student groups.
- . Move toward consensus on how the State of Maryland will work to increase consistency in the identification procedures for gifted and talented students in order to address the Excellence Gap.

Maryland ESSA Plan

“The State intends to take steps to add ‘gifted and talented’ as an additional student group by the end of school year 2017-2018.”

January 2018 MD ESSA Consolidated State Plan

“The State will add ‘gifted and talented’ as a student group for the purposes of reporting and accountability in the 2018-19 school year. Gifted and talented students are those identified by local school systems according to COMAR 13A.04.07.02 and receiving services according to COMAR 13A.04.07.03.”

Proposed amendment to MD ESSA Consolidated State Plan

Maryland Javits Grant Outcomes

- Research and develop an equitable State policy and supporting guidelines for identification of gifted and talented students. Convene local school system leaders, teachers, national experts, and other stakeholders to study and discuss options for the state.
- Use *Gateway to Gifted and Talented Education* to post research, host discussion and input, build consensus, and to facilitate the implementation of the new identification policy.

9:15 — 10:00 Keynote Presentation

Auditorium

Jonathan Plucker, Ph.D.

Johns Hopkins University—Baltimore, Maryland

Excellence Gaps in Maryland

The economy and culture of the 21st century has a tremendous need for talent. Whether one works in manufacturing, government, education, or the service industry, there is always a shortage of talented people. A major cause of this shortage is the excellence gap – the achievement gap at the high end of student learning. Evidence suggests excellence gaps are growing, yet research has also identified possible strategies for reversing this trend. In this keynote presentation, we will briefly review recent research on excellence gaps, followed by a detailed discussion of potential solutions.



Jonathan Plucker, Ph.D. is the Julian C. Stanley Endowed Professor of Talent Development at Johns Hopkins University, where he works in the Center for Talented Youth and School of Education. His research examines creativity and intelligence, education policy, and talent development, with over 200 publications to his credit. Recent books include *Excellence Gaps in Education* with Scott Peters, *From Giftedness to Gifted Education* with Anne Rinn and Matt Makel, *Intelligence 101* with Amber Esping, and *Creativity and Innovation*. Professor Plucker is the recipient of the 2012 Arnheim Award for Outstanding Achievement from the American Psychological Association and 2013 Distinguished Scholar Award from the National Association for Gifted Children. He is president-elect of the National Association for Gifted Children.

10:10 — 10:40 Expert Panel

Auditorium

- What are the benefits of universal identification for 2e students, students of color, EL students, or students from low-income households?
- What other identification instruments or processes are used as best practice to increase the inclusion of 2e students, students of color, EL students, or students from low-income households in gifted education programs?

Moderator: Dr. Jonathan Plucker

Johns Hopkins University—Baltimore, Maryland

Dr. Supreet Anand

US Department of Education—Washington, D.C.

Dr. Susan Baum

Bridges Academy—Studio City, California

Dr. Joy Lawson Davis

Educational Consultant—Creating Positive Futures

Dr. Carol Horn

Fairfax County Public Schools (Retired)

BREAKOUT SESSIONS: AT A GLANCE

10:45—11:45

Presenter	Topic	Room
<i>Dr. Susan Baum</i>	<i>Gifted students who are twice exceptional (2e)</i>	1 <i>Upstairs</i>
<i>Dr. Joy Lawson Davis</i>	<i>Gifted students of color</i>	2
<i>Dr. Supreet Anand</i>	<i>Gifted students who are English learners</i>	3
<i>Dr. Carol Horn</i>	<i>Gifted students from low-income households</i>	4

10:45 — 11:45 Breakout Sessions

ROOM 1 (Upstairs)

Twice Exceptional Learners: Where are They Hiding?

Susan Baum, Ph.D.—Bridges Academy—Studio City, California

The session will describe different kinds of 2e learners and the difficulties they present in terms of identification. Traditional identification for giftedness is inappropriate, as their challenge may compromise both IQ and achievement scores. Likewise, these students may not be working below grade level as their gift allows them to compensate somewhat for their disability, but usually at the cost of great emotional stress. Essential to identification is understanding the purpose—to what end is the identification? Several approaches will be explored, along with an idea of the kind of support these learners need.



Susan Baum, Ph.D. directs the 2e Center for Research and Professional Development at Bridges Academy. Dr. Baum is widely published in the field of gifted education including her seminal book (in its 3rd edition), *To be Gifted and Learning Disabled*. Her expertise in twice exceptionality earned her many awards including the Weinfield Group's, Lifetime Achievement Award, Connecticut Association for Gifted's Friend of the Gifted Award, and Distinguished Professional Alumni Award from the University of Connecticut School of Education.

10:45 — 11:45 Breakout Sessions

ROOM 2

A Clarion Call for Action: Effectively Meeting the Academic and Affective Needs of Gifted Students of Color

Joy Lawson Davis, Ed.D.—Educational Consultant-Creating Positive Futures

This session will address evidence-based identification and service delivery practices that have potential to mediate the damaging effects of school environments where gifted children of color are overlooked and undereducated. Comprehensive models that include intentional professional learning and improved family engagement strategies will be shared. The presenter will address the complex concepts of implicit bias, stereotype threat, colorblindness, and single story narratives that prevent educators and policymakers from consciously and effectively addressing the intellectual and psychological needs of Gifted Children of Color. Examples will be provided of how these constructs manifest daily to disarm and denigrate gifted children of color who do not have access and equity to services and whose unique needs are misunderstood. Recommended strategies will be shared to help educators develop sound and sustainable practices to address student strengths and needs.



Dr. Joy Lawson Davis is a preeminent scholar in Gifted Education, focusing her work on the needs of gifted students of color for the past 30 years. Dr. Davis previously served on the Board of Directors of the National Association for Gifted Children. She is a program consultant and has served as a keynote speaker and distinguished guest lecturer in the USA, South Africa, the Caribbean, Turkey and the United Arab Emirate. Dr. Davis has published numerous articles and book chapters. Her award-winning book: *'Bright, Talented & Black: A Guide for families of African American Gifted Learners'* is the first of its kind on the market to specifically address the advocacy needs of Black families raising gifted students. Her most recent book is *Gifted Children of Color Around the World: Diverse Needs, Exemplary Practices and Directions for the Future*.

10:45 — 11:45 Breakout Sessions

ROOM 3

Gifted Students who are English Language Learners (ELs)

Supreet Anand, Ph.D.—U.S. Department of Education

Dr. Anand will present findings from a recent *“Exploratory Study on the Identification of English Learners in Gifted and Talented Programs.”* This study addresses identification issues of all underserved groups and the availability of programming for ELs after being identified for these services. It questions the procedures and practices used to assess and identify ELs in GT programs and the challenges that arise with GT programs for ELs.



Supreet Anand, Ph.D currently serves as the Deputy Director for the Office of English Language Acquisition (OELA) at the U.S. Department of Education (ED). She has been working in the field of education for more than twenty-five years. As the Deputy Director for OELA she supervises the National Professional Development grants, Native American and Alaska Native children in School program and the Asian American Pacific Islander Data Disaggregation Initiative program. Her work also focuses on informing policy decisions on English Learners (ELs) and supervising OELA’s role in disseminating information about educational research, practices, and policies for English Learners through the [National Clearinghouse for English Language Acquisition](#).

Previously, Dr. Anand worked as a supervisory group leader, leading a state support group in the Office of State Support (OSS) at ED. A state support group serves as the primary point of contact to nine states for all grant programs and initiatives administered by OSS, such as Title I, Title II, Title III. Before joining ED, Dr. Anand served as the Title III specialist for the Maryland State Department of Education and was the supervisor of the ESOL Program in Prince George's County Public Schools. In addition, she has taught ESOL in grades K-12 for over ten years in India and the United States.

Dr. Anand holds a Ph.D. in curriculum and instruction from the University of Maryland, a Master of Science in applied linguistics from Georgetown University, and a Master of Arts in English Literature from Punjab University, India.

10:45 — 11:45 Breakout Sessions

ROOM 4

Gifted Students from Low-Income Households

Carol V. Horn, Ed.D.—Fairfax County Public Schools (Retired)

Advanced academic potential in students from low-income households is often overlooked and unrecognized. Participants will explore a dynamic research-based model designed to find students with high academic potential from diverse backgrounds at an early age, and to nurture their potential so that they will be prepared to engage in advanced learning opportunities as they progress through the school system. This successful framework enhances teaching practice, directly impacts student learning, and promotes advanced academic achievement and continuous intellectual growth for a wide range of advanced learners.



Dr. Carol V. Horn is a graduate of Emmanuel College in Boston, has a Master of Education in Educational Psychology with an emphasis on Gifted from the University of Virginia, and a doctorate in Teacher Preparation and Special Education from The George Washington University. She is the 2002 recipient of the Hollingsworth Award from the National Association for Gifted Children (NAGC) for outstanding research in the field of gifted education and in 2010 she received the first Outstanding Leader Award from the Center for Gifted Education at the College of William and Mary. In 2015 she was recognized as a Coordinator of the Year by the National Association for Gifted Children. Dr. Horn has worked extensively to develop and implement the Young Scholars model, a comprehensive approach to finding and nurturing gifted potential in young learners from underrepresented populations. Young Scholars was featured as one of eight successful programs that support low-income high-ability students in the 2012 NAGC *Unlocking Emergent Talent* report.

11:50 — 12:15 Keynote Presentation

Auditorium

Chester E. Finn, Jr., Ed.D.

Vice President, Maryland State Board of Education

The 2018 Fordham Report: Highlights and Implications for Maryland

The national report, *Is there a Gifted Gap? Gifted Education in High-Poverty Schools*, published by the Thomas B. Fordham Institute calls greater attention to the Excellence Gap and urges use of more equitable identification processes. Following a review of federal education data, the report presents a state-by-state analysis of gifted education program availability and student access to that programming. The report found that while high-poverty schools and those with higher proportions of minority students are as likely to have gifted education programs as their more affluent and less-diverse counterparts, participation of students from these subgroups in gifted education lags. The presenter will share the good news that is reflected in the Maryland data, as well as the areas for continuous improvement. As Vice President of the Maryland State Board of Education, he will provide insight on why the Board included the goal of adding gifted students as a student group in MD's ESSA Plan, making it critical for school systems to have equitable identification processes.



Chester E. Finn, Jr., is a scholar and educator whose career has been devoted to improving education. He currently serves as the Distinguished Senior Fellow and President Emeritus at the Thomas B. Fordham Institute and is a Senior Fellow at Stanford's Hoover Institution.

Dr. Finn served as Fordham Institute's President from 1997 to 2014, after many earlier roles in education, academe, and government. For example, he served as the founding partner and senior scholar with the Edison Project, Professor of Education and Public Policy at Vanderbilt University, and Assistant Secretary for Research and Improvement and Counselor to the Secretary at the U.S. Department of Education.

Dr. Finn has served on numerous boards, currently including the Maryland State Board of Education, the National Council on Teacher Quality, and the Core Knowledge Foundation. He is the author of over twenty books. His most recent books are *Charter Schools at the Crossroads: Predicaments, Paradoxes, Possibility*, published in 2016 and *Failing our Brightest Kids: The Global Challenge of Educating High-Ability Students*, published in 2015. Dr. Finn is currently working on a book about the Advanced Placement program.

STRATEGIC PLANNING BREAKOUT SESSIONS

12:20—1:00

Room	Badge Color	Moderator
<i>1</i>	BLUE (UPSTAIRS)	<i>Julie Skolnick, J.D.</i>
<i>2</i>	YELLOW	<i>Linda Brody, Ed.D.</i>
<i>3</i>	GREEN	<i>Laura Hook</i>
<i>4</i>	RED	<i>Stephen Schroth, Ph.D.</i>

The Annotated Code of Maryland

Title 8. Special Programs for Exceptional Children

Subtitle 2. Gifted and Talented Students

Education Article, § 8-201 – 204, Annotated Code of Maryland

§8–201. “Gifted and talented student” defined.

In this subtitle, “gifted and talented student” means an elementary or secondary student who is identified by professionally qualified individuals as:

- (1) 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;
- (2) Exhibiting high performance capability in intellectual, creative, or artistic areas;
- (3) Possessing an unusual leadership capacity; or
- (4) Excelling in specific academic fields.

§8–202. Statement of policy.

The General Assembly finds that:

- (1) 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; and
- (2) Gifted and talented students are to be found in youth from all cultural groups, across all economic strata, and in all areas of human endeavor.

§8–203. Development and implementation of programs.

The State Board shall encourage each county board to develop and implement programs for gifted and talented students.

§8–204. State Board to support programs.

To the extent funds are provided in the State budget or are available from other sources, the State Board shall provide guidance, consultative and technical assistance, and fiscal support for programs that include:

- (1) Teacher training to incorporate instruction in methods and techniques that are designed to enable teachers to identify and teach gifted and talented students;
- (2) Research undertaken to help develop new or modified curricula for gifted and talented students; and
- (3) Evaluation, demonstration, and distribution of findings that are related to programs for gifted and talented students.

Code of Maryland Regulations

Title 13A

STATE BOARD OF EDUCATION

Subtitle 04 SPECIFIC SUBJECTS

Chapter 13A.04.07 Gifted and Talented Education

Authority: Education Article, § 5 – 401, and § 8-201 – 204, Annotated Code of Maryland

COMAR 13A.04.04.01

.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.
- B. Each school system shall review the effectiveness of its programs and services.
- C. 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.

eCommunity and Symposium Evaluation

All materials from this symposium can be found on the NEW **GT eCommunity**.

Please complete the electronic symposium evaluation using the URL or QR code posted on the **GT eCommunity**. All evaluations need to be completed by Friday, June 15.

