

TALENTED AND GIFTED STUDENTS PROGRAM

The Prince George's County Public School System has developed a comprehensive instructional program for its intellectually gifted students beginning in the second grade and extending through high school. TAG services are offered in all schools. Students who qualify for the TAG program may choose to participate in the program at their boundary school or to submit an application to attend one of the Talented and Gifted Center Schools. The TAG programs in both the boundary and TAG Centers Schools are designed to meet the unique and specialized needs of highly able students.

DEFINITION:

Talented and Gifted (TAG) students, as presently defined by the U.S. Department of Education and the Maryland State Department of Education, are those students identified by professionally qualified persons who, by virtue of outstanding abilities, are capable of high performance. These are children who require differentiated educational programs and/or services different from those provided by the regular school program in order to realize their contribution to self and society. These include students of high performance who have shown potential for and/or demonstrated abilities in any of the following:

- general intellectual ability
- specific academic aptitude
- creative productive thinking
- leadership ability; and
- ability in visual or performing arts.

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 first category, **general intellectual ability**. Special consideration is given during the identification process to students with specific academic aptitudes, creative productive thinking abilities, and task commitment.

TALENTED AND GIFTED PROGRAM OBJECTIVES:

Prince George's County Program for Talented and Gifted Students (TAG) is designed to meet the needs of the identified TAG student population in all schools by meeting the following objectives:

- to provide regularly scheduled opportunities for students to meet with intellectual peers
- to provide appropriate research-based gifted education services
- to provide a learning environment in which instructional strategies appropriate to the unique learning characteristics of the intellectually gifted are utilized
- to provide differentiated instruction and curriculum in order to increase student achievement and performance
- to provide acceleration and enrichment opportunities to TAG students in order to increase student achievement and performance
- to recognize and provide for the social and emotional needs of TAG students
- to provide comprehensive professional development opportunities for teachers of TAG students

IDENTIFICATION PROCEDURES:

Students are identified for inclusion in the Talented and Gifted (TAG) Program following specific procedures. Several basic concepts are incorporated in the identification procedures including:

- global screening - all students are tested in grades 1 and 3
- multiple criteria - selection for the TAG Program is based on assessment of a variety of objective and subjective factors which are aligned to and meet the *National Association of Gifted Children* Exemplary Standards
- multiple opportunities – all students in grades one and three are tested as the initial phase of the screening process; new registrants may also be screened in grades 2, and 4 through 7
- identification guidelines - academic guidelines and guidelines for identifying diverse populations are provided
- committee recommendation - a group of school-based professional educators review and analyze all available data regarding placement recommendations and submit documentation to the TAG Office for review and final determination
- rescreens - yearly TAG rescreens are initiated and monitored by the TAG Office

TAG SERVICES:

TAG services are offered in all schools. Students who qualify for the TAG program may choose to participate in the program at their attendance area school **OR** to submit a Specialty Program Lottery Application to attend the Talented and Gifted Center Program. The TAG programs in both the attendance area and TAG Center schools are designed to meet the unique and specialized needs of highly able students.

Catherine T. Reed Elementary School Pull-Out Program

In the Pull-Out program TAG students meet for two hours a week to work on activities outlined in the TAG curriculum guides under the supervision of a teacher trained in delivering the curriculum. At the primary level (grades 2 & 3) the thematic TAG curriculum alternates every other year. At the intermediate level (grades 4, 5, & 6) the thematic TAG curriculum alternates on a three-year cycle. These plans ensure that students will not repeat any of the content and that a sequence of skills is developed. The components of the Pull-Out program are as follows:

- meeting together once a week for a minimum of 1.5 hours (grades 2-3) and 2 hours (grades 4-6)
- maintaining separate groups for primary (grades 2 & 3) and intermediate (grades 4, 5 & 6) students
- implementing primary and intermediate thematic, interdisciplinary curricular units that rotate on a 2 or 3 year cycle respectively
- inclusion of higher level, creative, and critical thinking skills
- emphasis on advanced research and study skills
- providing guided independent study opportunities
- Junior Great Books Discussion Program
- offering off-site educational, scientific, and artistic enrichment opportunities

2014-15
Primary Pull-Out Program

Sensational Sagas Interdisciplinary Enrichment Unit

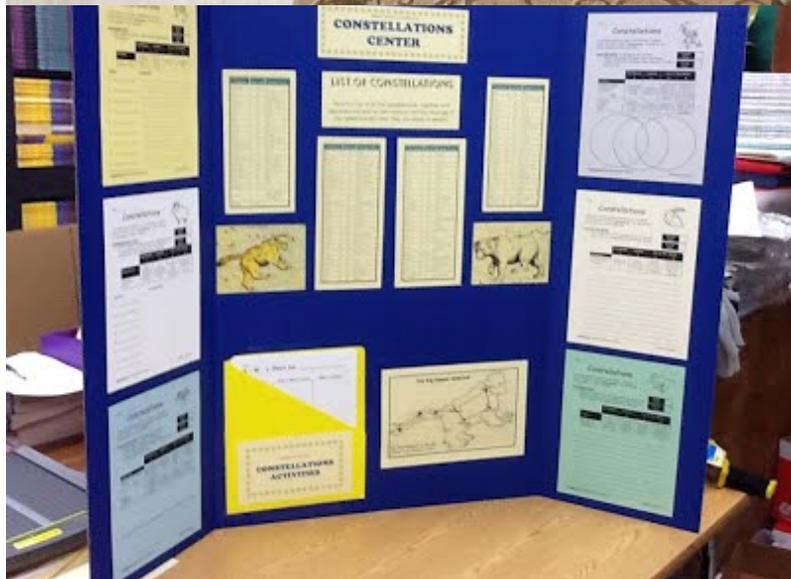
The interdisciplinary unit utilizes the theme “Sensational Sagas,” a multicultural approach to Fairy Tales, Fables, Tall Tales, Legends, and Myths. It provides an emphasis on critical thinking and study skills as well as communication skills through discussion and creative expression.



**2014-15
Primary Pull-Out Program**

Constellations Research Experience

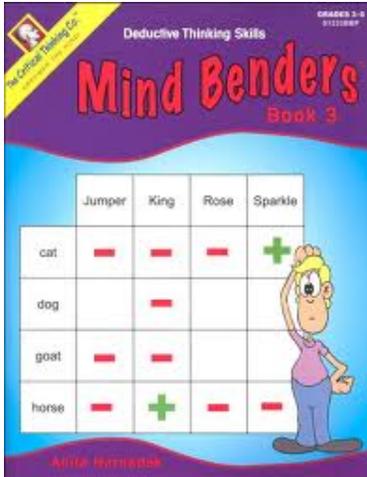
This study consists of three major lessons with the theme of constellations. Students will ultimately conduct research about a selected constellation and present their findings in a creative way by developing a model of their choice.



**2014-15
Primary Pull-Out Program**

Deductive Reasoning

Mind Benders A1 Deductive Thinking Skills (Critical Thinking Books and Software) provides an introduction to deductive reasoning for primary TAG students.



Deductive Thinking Skills Mind Benders™ -- A1

3. Name the Animals
A cat, a small dog, a goat, and a horse are named Angel, Beauty, King, and Rover. Read the clues below to find each animal's name.

- King is smaller than both the dog and Rover.
- The horse is younger than Angel.
- Beauty is the oldest and is a good friend of the dog.

Deductive Thinking Skills Mind Benders™ -- A1

Chart for Problem 3

	Angel	Beauty	King	Rover
cat				
dog				
goat				
horse				

**2014-15
Primary and Intermediate
Pull-Out Program**

Junior Great Books

The Junior Great Books Discussion Program encourages practical application of interpretive and critical thinking skills through shared inquiry under the direction of a trained discussion leader.

Shared Inquiry™ is a method of learning that enables people of all ages to explore the ideas, meaning, and information found in everything they read. The Shared Inquiry method centers on interpretive questions—questions about a text that have more than one plausible answer. Discussion leaders employ the Shared Inquiry method to get participants thinking, listening, and responding to questions and answers from others in their discussion groups.

When used in schools, the Shared Inquiry method promotes a special relationship between teachers and their students. Instead of presenting the right answer, teachers guide students in reaching their own interpretations and understanding the interpretations of others. Teachers do this by expressing their own curiosity about the selections, posing questions to get students to base their ideas on evidence in the text, and following up purposefully with additional questions that encourage students to look deeper and further define their ideas. For teachers, adopting the Shared Inquiry method provides a consistent approach to instruction that they can employ effectively in a wide variety of subject areas.



