



The Maryland State Advisory Council on Gifted and Talented  
Education

## 2024 EGATE Application

The EGATE designation program recognizes PK- 12 Maryland Public Schools, which have gifted and talented education programs aligned with Maryland's *Criteria for Excellence: Gifted and Talented Program Guidelines* and [COMAR 13A.04.07 Gifted and Talented Education](#). This designation lasts for a period of 5 years.

**Schools that achieve EGATE status will:**

- be recognized at a state awards ceremony in February 2025.
- be awarded and display the Excellence in Gifted and Talented Education (EGATE) school banner.
- host celebratory EGATE visits from the Maryland State Department of Education and the State Advisory Council for Gifted and Talented Education (GTAC).
- serve as models and resources for other schools planning to apply for EGATE status.

**Before applying it is strongly recommended that you:**

- contact your local school system coordinators for gifted and talented programs.
- consider forming a school EGATE committee including teachers, administrators, parents, and community members to assist with the work of compiling your portfolio.

The activities documented in the application and ePortfolio describe program achievements **from the last 2 school years and the start of the submission school year**, approximately from July 2022 through the submission date. The application and ePortfolio 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. 4 – 7 of this document for information about the required parts of the application.

The EGATE application and portfolio process will be reviewed and updated during 2024 to receive feedback and suggestions from LEA central office staff, school based staff, caregivers/parents, and other stakeholders. Changes may be changed in the timeline, standards, and format of the application and portfolio. Schools that apply in 2024 and do not meet the 18 out of 21 points, will have to reapply in 2025 and follow the new EGATE criteria.

**NOTE ON RESUBMISSION:** If an ePortfolio is not successful, it may be resubmitted the following year for reconsideration of only those areas that were NOT MET. Be sure to include a copy of your school’s review feedback from 2023 along with a description of how you addressed each criterion that was evaluated as NOT MET. Resubmissions are accepted only for the year following the initial submission and must be adjusted to reflect the new date range for artifacts. After this, a new ePortfolio must be submitted for consideration.

**Submission Resources**

	date	link
Maryland Criteria for Excellence: Gifted and Talented Program Guidelines		Located on pages 4-7 of this document
Intent to apply	9/25/24	<a href="#">Intent to Apply 2024 Google Form</a>
ePortfolio Template		<a href="https://sites.google.com/d/1DtH-GqtYipYZdhCtWuz5B_Bx2nebT0Rb/p/1gNWbLgrFScW5e5_5o0G3erBok9PIfq9d/edit">https://sites.google.com/d/1DtH-GqtYipYZdhCtWuz5B_Bx2nebT0Rb/p/1gNWbLgrFScW5e5_5o0G3erBok9PIfq9d/edit</a>
Submission Link	11/29/24 by midnight	<a href="#">2024 Submission 2024 Google Form</a>

**Technology Considerations:**

1. Applicants must use the [ePortfolio template](#).
  - a. Click on the three vertical dots (top right) to open a menu.
  - b. Click “Duplicate site” and save your copy of the template.
  - c. When finished, be sure to publish the site so evaluators can view it. All sections **MUST** be completed before submission.
2. Preparing your portfolio
  - a. Demonstrate depth (whole process- preassessment, how groups were formed, how instruction was differentiated, and work samples) and breadth (variety of grades and subject areas)
  - b. Representation of grade levels and subject areas should be evident across the binder, but not necessarily within each criterion. A sampling of all grade level and content areas across the objectives to provide a comprehensive representation of the school.
  - c. Artifacts may include but are not limited to meeting sign-in sheets, agendas, confirmation of professional learning registration/completion, and notes, evaluations (ex-Agenda, SANE, or Google Form attendance spreadsheet), 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, excerpts from handbooks, pamphlets
  - d. Annotate artifacts to make their connection to the criteria explicit. It should be obvious to the reviewer what the artifact contains and why it is relevant. The examples linked here contain digital annotations and text boxes as well as low-tech post-it note examples of annotations.  
[2.1.J 6th grade Honors Math 2.4.F Tower of Power Artifact.pdf](#) [4.3.E 21-22 SLO prelim data sheet - Sheet1.pdf](#) [Francella Preassessment.pdf](#)
    - i. Text font size must be 10-point or larger
    - ii. Highlight areas for reviewers to focus on, especially in longer documents.
  - e. Each artifact must be clearly labeled with the criterion it supports. **An artifact may be used**

to support a **maximum of three criteria**; however, it must be copied and linked in the appropriate sections.

### 3. Formatting:

- Each portfolio must contain the following elements:
  - School Cover Page
  - 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 living in poverty and provides supporting demographic data.
  - Descriptions of how the program meets the EGATE Objectives/Criteria
    - Descriptions must address all criteria for each objective. Your program must demonstrate that it **meets at least 18 of the 21 required criteria** under the four Maryland EGATE Objectives to be eligible for the Maryland EGATE designation
  - Documentation of required criteria
    - Documentation presents tangible evidence of the *Criteria for Excellence* objectives and criteria. Choose the best examples carefully. Documentation immediately follows the Description, and each artifact must be clearly labeled with the criterion it supports. **An artifact may be used to support a maximum of three criteria**; however, it must be copied and linked in the appropriate sections.
  - File size limitation
    - Maximum of 210 artifacts may be submitted in total across all objectives.
    - No artifact should exceed 10 pages.
- Video clips are encouraged. Each video should not exceed 5 minutes in length or a total of 10 videos.
  - Consider including video clips of trainings, data discussions, instruction, reflection, student performances, interviews (parents, community members)
- Ensure all artifacts are accessible and set permissions so they are viewable to those outside your district (Public & Viewer - “**Anyone on the internet can find and open**”). **Please check all links and video access in the ePortfolio before submitting.** Reviewers must be able to access all documents at the time of scoring. Inaccessible documents will not be scored and EGATE Committee Members will not be contacting schools to request access.
- It is strongly recommended that you use the Google sites settings to make sure that your site is not searchable in order to protect student privacy.
- Student Privacy Restrictions:
  - **Artifacts with student data must have the names and student ID numbers redacted or blacked out.**
  - When submitting photos or videos, be sure that parent permission is on file at your school.

**Applications MUST BE RECEIVED electronically  
by midnight on November 29, 2024.**

[Submit your ePortfolio](#)

# Maryland Criteria for Excellence:

## Gifted and Talented Program Guidelines

### Objective 1.0 – Student Information

A gifted and talented student identification process should ensure that all gifted and talented students are recognized to be appropriately served. The process must identify students performing at remarkably high levels of accomplishment and those showing the potential for performing at exceptionally high levels 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 various 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 student groups 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 students. Appropriate programs and services for gifted and talented students reflect the differentiation of content (what is taught and when - sequence and pacing), instructional strategies (how content is taught), products (opportunities to demonstrate and apply learning), and the learning environment (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 a 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 the:
  - creation of original products that demonstrate and apply understanding at an advanced level.
  - methodology for primary and secondary research;
  - problem-solving; and
  - use of predetermined evaluation criteria by student and teacher.
- 2.5. A variety of instructional groupings based upon individual program components and their objectives, number, and needs of students, and available resources are used to facilitate differentiated instruction. Groupings may include
  - cross-grade level grouping;
  - flexible homogeneous grouping based on pre-assessment;
  - homogeneous grouping of identified gifted and talented students for a specific content area;
  - homogeneous cluster grouping within heterogeneous classes; 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:
  - businesses;
  - colleges and universities;
  - community agencies;
  - cultural institutions; and/or
  - experts in various fields.

### **Objective 3.0 – Professionally Qualified Teachers and Professional Learning**

Rapidly increasing knowledge about the developmental patterns and learning styles of gifted and talented students and appropriate programs and services necessitate ongoing, high-quality professional learning 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 selecting teachers are based on a set of competencies and characteristics supported by research as important to the effective teaching of gifted and talented students. Included in this set are the:
  - ability to facilitate students' independence and development of personal responsibility for their learning;
  - ability to impart intellectual curiosity and enthusiasm for learning to students;
  - ability to organize and manage instruction to provide for a balance of structure and flexibility;
  - an awareness of the cognitive, social, and emotional needs of gifted and talented students and a desire to teach them;
  - expertise in the collection, management, and analysis of student assessment data.
  - expertise in content and instructional methods;
  - expertise in the use of technology to support instruction;
  - high level of energy, enthusiasm, confidence, and resourcefulness;
  - openness to innovation and acceptance of divergent, creative thinking;
  - security in dealing with intellectual precocity; and
  - willingness to pursue training for needed professional understanding and competencies.
- 3.2. All school staff involved in the education of gifted and talented students engage in

professional learning according to specific roles, including teachers of gifted and talented students, other teachers, school administrators, student services personnel, content specialists, and other staff.

- 3.3. Professional learning 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:
  - administrative alternatives and program options to support acceleration and enrichment; and
  - characteristics and identification of gifted and talented students;
  - development of appropriate curriculum;
  - differentiated teaching strategies and assessments for gifted and talented students;
  - need for and concept of differentiated services;
  - program implementation, evaluation, and revision;
  - psychological and developmental needs; and
  - 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.
- 3.4. Teachers working directly with gifted and talented students engage in intensive and ongoing professional learning 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 learning 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 the 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:
  - allocating resources to the gifted and talented program;
  - coordinating services for gifted and talented students in the school;
  - developing staff expertise in gifted and talented education;
  - providing effective gifted and talented education program communication with staff, students, parents, and the community; and
  - setting goals and objectives for gifted and talented students in the school improvement plan.
- 4.2. A systematic plan for ongoing evaluation for the gifted and talented program is part of program planning and implementation. It should assess the processes and products of each component of the gifted and talented program. These include:
  - community outreach;
  - identification, participation, and retention;
  - instructional programming

- professional learning;
  - program management;
  - teacher qualifications; 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.. (Example: In a classroom with 10 gifted students clustered, the gifted student data should be disaggregated from the whole class data to determine areas of growth or needed intervention. This does **not mean** broken down by demographic group, as is required in 1.4.)
- 4.4. Attention is given to assessing 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.

**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 criteria below (86%) to qualify for the EGATE designation. **For a complete explanation of each objective and corresponding criteria in *The Criteria for Excellence: Gifted and Talented Education Program Guidelines*, see pages 4-6.**

<b>1.0 Student Identification</b>  <b>COMAR 13A.04.07</b> <b>§.02 A.-F.</b>	<b>2.0 Curriculum and Instruction</b>  <b>COMAR 13A.04.07</b> <b>§.03 A.-B.</b>	<b>3.0 Professionally Qualified Teachers and Professional Development</b> <b>COMAR 13A.04.07</b> <b>§.04 A.-B.</b>	<b>4.0 Program Management and Evaluation</b>  <b>COMAR 13A.04.07</b> <b>§.06.</b>
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.		