



ADMINISTRATIVE PROCEDURE

TALENTED AND GIFTED STUDENT PROGRAM

6142.2

Procedure No.

August 22, 1977

Date

- I. **PURPOSE:** To establish procedures for a local school to initiate and implement an educational program as part of the Prince George's County Program for Talented and Gifted Students.
- II. **POLICY:** The Board of Education is dedicated to meeting the needs of every student; among our school population are those who are talented and gifted. (See Action Plan for the Program for Talented and Gifted Students approved by the Board of Education October 9, 1975.)
- III. **BACKGROUND:** The Prince George's County Public Schools took notice of the Education of Gifted and Talented Report to the Congress of the United States in 1973, and the Superintendent of Schools issued a Bulletin, dated November 9, 1972, requesting principals to utilize new provisions and arrangements which include opportunities for open blocks of time, freedom to pursue interests which might not fit the regular curriculum, opportunities for consultation with resources external to the classroom including personnel who are not teachers, and opportunities to bypass those portions of the general curriculum which have already absorbed by the individual.

At that time a pilot program was initiated in 9 schools in one of the clusters in the Northern Area, elementary through senior high, to actively pursue the development of a qualitatively differentiated curriculum for talented and gifted students and to formulate procedures for the identification of this student population.

The pilot program was expanded countywide to selected schools in each administrative area in 1975-1976. The program will be implemented in all schools by the close of the 1979-80 school year.

- IV. **DEFINITIONS:**
 - A. Talented and Gifted Students as presently defined by the U.S. Office of Education and the Maryland State Department of Education "are those 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 beyond those provided by the regular school program in order to realize their contribution to self and society. These include students who have shown demonstrated or potential abilities in any of the following:
 1. general intellectual ability*
 2. specific academic aptitude
 3. creative or productive thinking
 4. leadership ability



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5. ability in visual or performing arts
6. psychomotor ability

*Note: At present, the Prince George's County Program for Talented and Gifted Students has been developed to meet this first category of students and plans are being made to include other categories in the next few years.

- B. Prince George's County Program for Talented and Gifted Students is that program as defined in the Action Plan adopted by the Board of Education, October 9, 1975. The schools officially involved in the program are those which have been designated by their area administrative office and have followed the procedures for initiating and implementing a program as hereinafter outlined. This program is commonly referred to as the TAG Program. This does not preclude any school from continuing to offer programs which met the differentiated needs and abilities of any student.
 - C. County TAG Coordinator – the central office staff person designated to coordinate the program throughout the county.
 - D. Area TAG Specialist – the professional staff person responsible in each area of the county for implementing programs in local schools.
 - E. County TAG Resource Team – that group of teachers, formerly involved in the Pilot Program, who are available for intensive, short-term in-service to schools implementing the county TAG Program.
 - F. Local school TAG Coordinator – the professional staff person at the local school selected by the principal to coordinate the program in that building and be the liaison with the Area TAG Specialist.
 - G. Test Coordinator(s) – the professional staff person(s) at the local school selected by the principal to administer the tests used in the student identification procedures. This person must have the preparation in-service training before administering the tests.
 - H. Advisory Committee – the school committee composed of the principal, vice-principal(s), TAG Coordinator, test coordinator(s), interested classroom teachers, and a guidance counselor as appointed by the principal.
- V. **PROCEDURES:** The following procedures provide the sequence of program development to be used for the planning, initiation, and maintenance of a gifted program at the local school level:



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- A. Program Awareness (This phase of development will last approximately two months.) A successful program for gifted students must be built upon a foundation of awareness of the need for such program and an understanding of its goals, purposes, and mechanics. The commitment and active involvement of the school administration is crucial to program development. Staff awareness and understanding are essential in meeting program goals.
1. Principal schedules a meeting with the Area TAG Specialist to discuss procedures for developing a TAG Program.
 2. The principal, administrative staff, and others requested by the principal, attend the meeting with the Area TAG Specialist to discuss the program goals and the procedures for implementation. A time and date will be set for the first staff development session.
 3. Staff development session – The staff is presented with an overview of the County Program by the Area TAG Specialist.
 4. The principal and staff met to discuss the feasibility of having a program at this time.
 5. The principal meets with the Area TAG Specialist to determine a timeline for implementation.
 6. A series of in-service sessions are conducted by the Area TAG Specialist. These sessions, each of about one hour duration, cover the following topics
 - a. Characteristics of the Gifted
 - b. Instructional Goals of TAG Program
 - c. Program Options
 - d. Identification Procedures
- B. Program Planning (This phase of development will last approximately four months.)
1. The principal selects test administrators. No more than two test administrators should be selected per building.
 2. Test administrators attend a Slosson In-service session given periodically by the Area TAG Specialist.



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3. Principal selects the local school TAG Coordinator and the Advisory Committee. This committee should include the principal, vice-principal(s), the TAG Coordinator, the test administrators, interested classroom teachers, and a guidance counselor.
 4. The principal, the TAG Coordinator, and the TAG Advisory Committee identify the initial target population. It is highly recommended that this population be limited during this initial phase of development. Contact should be made with the Area TAG Specialist to assist.
 5. The County Identification Procedures are used in the identification of students. Consult with Area TAG Specialist for this.
 6. The initial phase of identification with the target population is completed.
 7. The principal, TAG Coordinator, and the TAG Advisory Committee select the appropriate administrative program option in consultation with the Area TAG Specialist.
 8. Teachers are selected to work with the identified group of students.
 9. The Advisory Committee and Area TAG Specialist schedule the County TAG Resource Team for in-service as needed.
 10. Teacher who will be working directly with the identified students should attend the three-credit workshop offered by the County TAG program or an appropriate University class to develop needed competencies for teaching the gifted.
- C. Program Implementation
- The above-mentioned teachers begin meeting with the identified students and providing the differentiated programs delineated in the Options.
- D. Program Maintenance
1. Periodic review of each child's progress is made by the TAG Advisory Committee.
 2. Appropriate records are kept of each child's participation in the program.



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3. There is continued in-service training of staff members.
 4. There is continued identification within the target populations.
 5. There is modification of the program as needed.
 6. The program is expanded as staff are prepared to assume the additional responsibility.
 7. Area TAG Specialist and County TAG Resource Team will continue to be available for program expansion, modification, and staff development.
 8. The principal will complete the Gifted Program Assessment Form, in duplicate, at the end of each school year and submit to the Area TAG Specialist.
- VI. **MAINTENANCE AND UPDATE OF THESE PROCEDURES:** The Division of Instruction and Pupil Services is responsible for the maintenance and update of this procedure.
- VII. **EFFECTIVE DATE:** August 22, 1977.

Approved by:
Edward J. Feeney
Superintendent of Schools