

## **Gifted Child Committee Report**

**September 2017**

Chair           Lang Lin ([pta.langlin@gmail.com](mailto:pta.langlin@gmail.com))  
Vice-Chair   Kim Testa ([kgtesta@aol.com](mailto:kgtesta@aol.com))  
                  Iris Masucci ([ri@robertandiris.com](mailto:ri@robertandiris.com))

### **EVENTS:**

9/6 Iris, Kim, and Lang participated in MCCPTA BOD meeting.

9/16 Iris, Kim, and Lang participated in MCCPTA fall training and hosted GCC session. The session is the first meet up for GCC officers and GT liaisons.

9/18 Kim participated MCCPTA curriculum committee bi-monthly meeting with MCPS OCIP/OSSI office.

9/20 Iris re-organized the 2017-18 GT liaison group.

9/23 Lang participated in Chinese American Parent Association event in Northwest HS. In the event, MCPS AEI director Meredith Casper gave an overview on MCPS programs.

9/27 MCCPTA GCC and GTAMC co-sponsored talk by Prof. Keri Guilbault from Johns Hopkins University. The talk is entitled "Social Emotional Development and Needs of the Gifted". The presentation slides are available on GCC website: <http://www.mccpta.org/gifted-child.html>.

### **ADVOCACY:**

#### **MCCPTA resolution in Support of the Provisions on Talent Development, Universal Screening, and CPHG/Magnet Program Expansion in the Choice Study Response Plan**

Our school system is in need for our support. Many teachers and administrators have profound interests in improving the education quality. These provisions in Choice Study response plan is a positive step on the right direction. However, it is expected that there will be challenges in the detail and during the execution. It is foreseeable that parent awareness, involvement, and support will be a crucial factor of the plan's success.

#### **GT Liaison in Every PTA**

Each PTA is strongly encouraged to identify a volunteer to serve as its GT Liaison for the 2016-2017 school year. The GT Liaison plays a vital role in advocating for the needs of highly able learners by providing a critical link among the school community, the MCCPTA GCC, and MCPS. Once a PTA has identified a GT Liaison for this year, please email that person's name, school, and contact information to Iris Masucci, Vice Chair of the MCCPTA Gifted Child Committee, at [ri@robertandiris.com](mailto:ri@robertandiris.com).

#### **Math 7 and Math8**

11 middle schools will not be offering Math 7 (and possibly Math 8) at all next year, in favor of putting all students in the compacted IM class followed by Algebra I without regard to assessment data from Math 6. We are hearing several parent concerns if these courses will not be offered to those students who are not ready for the compacted IM math class.

### **Math 4/5 and 5/6**

This year, Math 4/5 is offered in home elementary schools and highly gifted centers, but not at the middle schools. Math 5/6 will be offered in home elementary schools, highly gifted centers, and middle schools this year.

The identification system will no longer be run out of Carver/AEI but will be "opened up" for local school decisions.

Delivery method will be up to the principal. Delivery by way of differentiated instruction in an on-grade-level classroom will be allowed and, presumably, will not be discouraged. We are aware of one example of that going on right now, at College Gardens ES.

Kindergarten through third grade math is being reevaluated to see if it is too slow, and whether there are better ways to identify and prepare more students for math 4/5/6.

### **Advanced English in Middle Schools**

An update meeting was held between OCIP (Office of Curriculum & Instructional Programs) and OSSI (Office of School Support & Improvement) to learn more about the current state of Advanced English as it relates to the MCPS system expectations. A collaborative meeting has been scheduled to review school strengths and needs and work together toward next steps. Parent-identified schools with differentiation skills needs will be shared with OSSI.

Middle schools were asked to complete an action template which responds to the school's action steps in the following areas: communication, school structures, professional learning and instructional delivery. From here, there are supposed to be ongoing conversations, support, and monitoring from the directors in their ongoing work with principals and schools.

AEI and OCIP will be working with OSSI to hear about their findings and see where support is needed.