

Questions and Responses from the PTA GT Liaison Meeting Division of Accelerated and Enriched Instruction November, 2011

1. What is the feedback council? How does one get involved?
 - The AEI Feedback Council provides feedback and continuing guidance to the systemwide work of the Division of Accelerated and Enriched Instruction (AEI) staff on MCPS programs and the implementation of MCPS Policy IOA Gifted and Talented Education. The committee is comprised of community and staff stakeholders who represent multiple points of view. The following link provides more information on the Feedback Council and its membership. Contact Dr. Monique Felder, director of AEI, for more information.
 - <http://www.montgomeryschoolsmd.org/curriculum/enriched/about/committee.aspx>
2. How do you evaluate elementary GT school students in a private school to get into a “magnet school” at middle school?
 - Students from private schools complete the same application process for middle school magnet schools. Students from private schools submit the application, request the teacher recommendations and take the same exam on the same day as students from MCPS elementary schools. The link below provides more information.
 - <http://www.montgomeryschoolsmd.org/curriculum/specialprograms/>
3. Does MCPS have a central resource site which parents and students at all grade level can access to work at home (online)? Baltimore County has a website.
 - MCPS has a similar resource bank which can be found at the following link: <http://www.montgomeryschoolsmd.org/students/homework.aspx>
 - Also, MCPS middle and high schools have a log in site for every child’s individual classwork. Check with your child’s school to be sure you are registered and can check their work regularly. MCPS is planning to expand access to this site for elementary students in the future.

4. How much does parent's "advocacy" count in acceleration decisions?
 - Parent's "advocacy" is considered in decisions about acceleration. In elementary school the parent should be in contact with the teacher and administrators if there are questions about acceleration. In middle school and high school parents should contact the child's counselor to discuss questions about acceleration.
5. Regular classroom teachers are concerned with the testing load in order to meet the requirements of NCLB. Given GT program kids are gifted and can easily meet those criteria, are they still being overwhelmed with a lot of testing?
 - All students in MCPS take standardized tests regardless of ability level. The State of Maryland requires MCPS to give the standardized test to all students. School administrators and teachers work to balance the amount of testing done at school for all students at all ability levels.
6. How come the programs are not better announced?
 - We work hard to announce the MCPS special programs through local schools and system announcements, but we can always do a better job. For example, MCPS publishes the Options booklet, which is available electronically at the following link <http://www.montgomeryschoolsmd.org/departments/enrichedinnovative/options/>. If you have any suggestions on other places where the MCPS special programs could be announced please send that suggestion to Marjorie Lope, Marjorie_D_Lope@mcpsmd.org.

Questions for the November 30th MCCPTA Gifted Child Committee meeting about math and Curriculum 2.0:

1. Please explain the math for 2nd graders
2. What is happening with math pathways? Will that framework continue to be supported given changes introduced with the EIC?
3. Is ability grouping still supported? Is differentiated instruction intended to replace true ability grouping?
4. Please explain the logic (as the EIC is being implemented) of not grouping children with peers for appropriate grade level math instruction? Why is there an assumption that children belong at grade-level as a starting point rather than assessing each child's mastery of concepts? Schools not piloting the EIC allow students to be placed in advanced grade-level math.
5. With the rollout of common core/ curriculum 2.0, how will math be taught for GT students? Specifically if children are no longer regrouped into different class levels for math?
6. What is the SIPPI process for coding 2nd graders GT?
7. When is curriculum 2.0 rolled out to grades 3,4, and 5?
8. What will happen to GT students currently accelerated in math and skipped a year or more of instruction when they get to middle school? If you no longer let kids switch classes for math how will you differentiate math at a GT center?

9. Does acceleration in math of demonstrated proficiency mean jumping grade levels within classroom or sent to a different classroom?
10. What is the process for math acceleration? Do you test a student first?
11. How do you identify who gets grade level advancement? Is there an assessment schools are using? What about those k-2 students whose schools are using Curriculum 2.0 and need to be advanced now?
12. Why do schools seem to be eliminating ability grouping in math at the elementary level?
13. How do we know if kids receive enrichment in math?