

APPENDIX SECTION I

STUDENT LEARNING PLANS AND CURRICULUM MODIFICATION

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STUDENT LEARNING PLANS AND CURRICULUM MODIFICATION

OREGON TALENTED AND GIFTED EDUCATION MANDATE

581-022-1320

RIGHTS OF PARENTS OF TALENTED AND GIFTED STUDNETS

In carrying out the requirements of OAR 581-022-1310 and OAR 581-022-1330, the school district shall:

- 1). Inform parents at the time of the identification of the child and the programs and services available.
- 2). Provide and opportunity for parents to provide input to and discuss with the district the programs and services to be received by their child.
- 3). The parents, at any time, request the withdrawal of their child from programs and services provided under OAR 581-022-1320. The school district shall notify parents of identified students of this right.
- 4). Parents shall be informed of their right to file a complaint under OAR 581-022-1940.

581-022-1330

PROGRAMS AND SERVICES FOR TALENTED AND GIFTED STUDENTS

- 1). Each school district shall have a written plan for programs and services
- 2). The instruction provided to identified students shall address their assessed levels of learning and accelerated rates of learning.
- 3). Assessments for the development of an appropriate academic instructional program shall include the information used by the team for identification purposes and also may include one or more of the following:

- a) An academic history which may include grades, portfolios assessment records or other progress records and achievement information that demonstrates the student's level of learning and rate of learning;
- b) Other evaluation methods such as formal tests or informal assessment methods designed by teachers to determine the student's instructional level and rate of learning related to specific academic programs;
- c) Student interest, style, and learning preferences information from inventories of interviews; and
- d) Other measures determined by the school district to be relevant to the appropriate academic instructional program for the student.

The rules from the state of Oregon are specific about the need for monitoring the rate and level of learning for identified TAG students. Portland Public Schools currently uses a student learning plan form that has been identified by parents and staff to be complex, difficult to understand and not providing specific data relevant to the individual child.

The following are some sample suggestions for sharing information with parents and documenting rate and level of service within the regular classroom for identified TAG students.

The letter, the plan and documentation become part of the student cumulative academic file. It is specific to the needs of each child, builds on the assessment data from identification, incorporates classroom information, and serves as a record of accomplishments.

PARENT INFORMATION LETTER: to be mailed at the completion of the assessment and identification process

Date:

Name and address:

I am pleased to inform you that your child,

has been identified as a student likely to benefit from inclusion in Portland Public School TAG services. The selection was based on one or more of the following criteria as outlined in the Oregon Administrative Code:

- ◇ test scores in the top 3% on a standardized test of academic achievement in _____
- ◇ test scores in the top 3% on a standardized test of cognitive ability _____
- ◇ behavioral characteristics for exceptional creativity
- ◇ teacher referral based on demonstrated talent in a particular area
- ◇ Sample of student work

A schedule for parent meetings that will be held throughout Portland Public Schools is included. You are encouraged to attend to learn more about the specific opportunities at your child's school.

Your child will be served within the regular classroom, however the instruction will be modified to meet the academic and intellectual needs identified through the district testing. The services provided are intended to be an extension of regular classroom activities, providing appropriately challenging opportunities to develop the talent potential your child has demonstrated.

Your child will have opportunities to interact with other students of similar ability, to work at his or her identified rate and level of learning, and to explore his/her interests by developing a creative product or presentation.

The classroom teacher will develop a student-learning plan for your child based on the district assessment data, information from the previous teacher and on-going classroom assessment. This plan will be shared with you at conference time for review and input.

If you would prefer that your child NOT participate in TAG, please notify the TAG coordinator or principal of your child's school

If you have questions or concerns that you would like to discuss prior to the parent meeting, please contact the TAG coordinator at your child's school or the district TAG Office XXXXXX

Source: Wenatchee SD, Wenatchee WA

Portland Public Schools Talented and Gifted Services

The following is a sample letter that could be sent by the TAG Office and School to parents.

date

Dear Parents,

Your child has been for advanced level instruction in mathematics based on the following criteria:

1. Consistent, advanced ability in the subject area, i.e., math.
2. Finishes work at a faster pace than most students.
3. Works at a greater level of complexity than most students.
4. Motivated or self-directed in topics of interest.

The purpose is to provide students who have a talent and interest in math an opportunity to work with each other at an appropriate level of complexity and pacing.

The work will be a part of the regular classroom and the teacher will be regularly monitoring and assessing your child's progress. The student plan for your child will include mastery of basic skills, as well as accelerated instruction in areas of strength.

This instruction is offered as a part of Talented and Gifted Services in the Portland Public Schools. It is meant to be fun and challenging for students who enjoy math. It is not mandatory, so please indicate by signing below if you wish to have your child participate.

If you have any questions, please call me Sincerely,

Parent Signature

c: classroom teacher

Source: Wenatchee SD, Wenatchee WA

Portland Public Schools Talented and Gifted Services

The following is a sample letter that could be sent by the teacher to parents following the completion of a unit of study.

TO:

FROM:

RE: Update

DATE:

Dear Parents,

I have been enjoying working with _____ as a participant in the accelerated math program. During our sessions students have an opportunity to work with each other at a level of advanced complexity and pace.

The students have been learning the following problem solving strategies:
(examples)

- Act Out or Use Objects
- Make a Picture or Diagram
- Use or Make a Table
- Make an Organized List
- Guess and Check
- Look for a Pattern
- Work Backwards
- Use Logical Reasoning

The students are allowed to work alone or in groups to solve the problems from each strategy and move to the next one when they are ready. They have learned to think through a variety of approaches to each problem. They are required to show their work and double check their answers before moving on.

As you can see from the attached list of Oregon Academic Learning Requirements, we addressed many of the recommended goals. (attachment)

If you have any questions please call ... *Source: Wenatchee SD, Wenatchee WA*

Designing a Differentiated Curriculum Rubric for the Student Learning Plan

Student learning plans should reflect the specific skills, rate of learning and level of development for each identified TAG student. Teachers need specific tools to assist in identifying and monitoring this individual student development. Sandra Kaplan has developed a potential model for linking the teaching and learning process and allowing the teacher to answer the questions of “what should be taught? And how well did the students learn?” The plan for each student can be designed, customized, and monitored for appropriate curricular and learning needs. It will also allow a teacher to monitor the over-all class progress toward academic success of the students. A second example has also been included.

Specific attributes for the models are that they:

- *Help identify specific skill development expected
- *Indicate expected source of evidence or data collection
- *Define expected curriculum and learning extensions – as different from the regular curriculum
- *Provide an outline of the range of skill level achievement in each identified area for the TAG students
- *Provide multiple means of gathering assessment data
- *Attend to multiple learning styles
- *Allow for forms to be sorted, matched and re-allocated to best align with the identified student needs and expectations
- *Move beyond standardized instruments as a sole indicator of student success
- *More accurately measure the assigned tasks
- *Can be used as an outline for scope and sequence of student learning
- *Help to provide directionality and efficacy to teaching and learning for identified TAG students

The following charts outline specific target areas. They are intended as a sample tools that a classroom teacher could use to monitor student success, while providing an integrated learning experience. The data is collected over time so that the teacher and parent can have a total view of a student’s achievement. It can also be passed to the next class to how level of learning and accomplishments.

- It should be available electronically so that teachers can modify the expectations for each identified TAG student.
- It should be reviewed and revised regularly.
- It represents a growth chart for student learning.
- It should become a part of the cumulative learning file for the year.
- It should be shared from grade to grade for planning and monitoring purposes

Proposed sample for a Student Learning Plan Document A

Differentiated Curriculum Rubric					
Student name:					
Grade:					
Teacher:					
Area(s) for Accommodation:					
Date of Parent Conference:					
Thinking Skills Mastery: as identified in TAG Handbook					
List specific skill being monitored					
Define the skill	Describe the purpose for using the skill	Apply the skill in context	Substantiate the use of the skill	Relate the skill to other skills	EVIDENCE
Content acquisition: as related to area of strength					
Identify specific content area being monitored:					
Know it in relationship to the standard	Know it in relationship to the complex concepts of the discipline	Relate it to big ideas – theories, generalizations, or principles – and make disciplinary connections	Integrate it with depth and complexity	Specify depth and complexity with content imperatives	CONFERENCE
Research Skills					
List research skills being monitored:					
Use multiple and varied print/non-print resources	Paraphrase	Cite correctly	Take notes	Draw conclusions and generalize	PORTFOLIO
Product Development					
Identify product(s) being developed:					
Oral	Written	Graphic	Computer Generated	Multimedia/Modality	RUBRICS AND GUIDES
Scholarly Behaviours					
List targeted behaviours:					
Name the behaviours	Relate behaviours to expertise	Relate behaviours to heroes and heroines in fiction and nonfictions	Relate to self	Define the self	WORK SAMPLES
Comments:					

Source: Sandra Kaplan, Fall 2002

Proposed Documentation Plan B

Student Differentiation Plan				
Student name: _____ Grade _____ -				
Teacher: _____				
Identified area of strength: _____				
Content Area	Assessment Documentation	Proposed Differentiation/ Accommodation	Outcome	Date
Math				
Reading				
Writing				
	Classroom plan	Accommodation	Product	Date
Science				
Social Studies				
Other:				

BGM 2003

A yearlong calendar for each student, or group of students, would be another way to manage the differentiation for students in a regular classroom.

Educational planning is complex and sometimes confusing due to the range of abilities and talents of the identified students. The students have been assessed for high academic and intellectual capabilities, as well as specific potential and areas of talent. By writing down the services strategies and expectations, the school and parents can work as partners to assist the child in the learning process.

Other areas to consider for planning the student learning experience might include:

- **Options for the academic program**
- **Management of the instructional services (e.g. individualization, grouping or acceleration)**
- **Instructional delivery by the teaching staff**
- **Curriculum modifications**
- **Summary report of the individual student learning plan**
- **Positive partnerships between the school and home**

A resource for developing these concepts would be Dr. Karen Rogers, University of St. Thomas, St. Paul, Minnesota

Reforming Gifted Education, Matching the Program to the Child
Great Potential Press, 2001.

Additional material has been developed by Susan Winebrenner and is available and ready for use in the regular classroom. The tools are intended to assist teacher in removing the learning ceiling and documenting the skill levels and accomplishments. They would make a nice accompaniment to the proposed Student Learning Plan outlines. Documentation necessitates initial, as well as continual assessment. Identified TAG students are ready to be stretched, but need the guidance of specific requirements and expectations.

Other resource to consider:

Teaching Gifted Kids in the Regular Classroom. Susan Winebrenner, Free Spirit Publishing, 2002.

Units for specific content areas are available from the following sources (elementary through high school levels):

*Center for Gifted Education, College of William and Mary, Williamsburg, VA

*NRC/GT – UVA School of Education, Charlottesville, VA