

APPENDIX SECTION VII

DISTRICT FORUMS FOR TAG REVIEW

- **Staff/Administrator Forum** **pages 2-15**
 - **Format**
 - **Curriculum and Instruction Responses**
 - **Staff Focus Group Responses**

- **Community Forums** **pages 16-30**
 - **Format**
 - **Parent and Community Focus Group responses**

**TEACHER FOCUS GROUP
PORTLAND PUBLIC SCHOOLS
TAG REVIEW**

**AGENDA
November 14, 2002**

*Welcome and introductions

*What is involved in a review of services?

*Think, pair, share

How do TAG services impact the curriculum and instruction in your classroom?

*What do we want students to know and be able to do?

*Participating in the Forum Questions

*Questions you may have

*Wrap up

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| <p style="text-align: center;">TEACHER FORUM TAG SERVICES November 14, 2002</p> |
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Forum questions to be discussed

You should take approximately 5 to 10 minutes per question. Be sure everyone has an opportunity to share ideas and that all comments are recorded. You will need a recorder, timekeeper and reporter.

1. What are the attributes of having TAG services?
2. What support do you need to deliver TAG services?
3. What concerns and recommendations do you have regarding TAG services?
Create a “T chart” to record your answers
4. What is one change you would like to see for TAG?
5. What do you believe are the perceptions of staff regarding TAG?
6. What changes occur in the classroom to accommodate TAG students?
7. What is one thing you would like the district to know regarding TAG?

If you have additional comments you would like to share with the consultant regarding TAG you can send an email to : barbaragmaurer@yahoo.com

Thank you for your participation in the TAG review process.

**PORTLAND PUBLIC SCHOOLS
TAG REVIEW- TEACHER FORUM
Dealing with Curriculum and Instruction
Fall 2002**

The following is a synopsis of the responses by the Staff Forum attendees on curriculum and instruction and how it is delivered in the schools and classrooms. It is a comprehensive and broad overview of services K-12, in Portland Public Schools. Common threads include: differentiation as a part of all instruction; cluster and ability grouping of students; after school activities for Tag services; parent and community volunteers to monitor additional activities; and the use of TAG strategies with all students to raise expectations and standards within the school.

Question: How do TAG services impact curriculum and instruction in your school/classroom?

- The impact is felt most in the classroom rather than the school, overall; our school is responsive to individuals creativity and interests
- When funded, we had after-school programs. Currently, there is some individualized reading and writing; students have different levels of entry based on skills; they move at their own rate; algebra is taught at our middle school
- Students are given independent projects; they take classes at the university level; enrichment classes are available; required classes are scheduled so there is space for electives; students are given honors contracts in their classes; school is losing ability to hold Advanced Placement classes due to budget cuts
- The school applies the same strategies used with TAG students to others in the building
- There is ability grouping for reading; multi-graded classes are part of the school structure; one day per week, students (TAG and others) are pulled out for special projects
- After school classes are held (including art); multi-graded classes are part of the school; ability grouping is used for reading; competitions; MESA; Gear-Up; pullout for special activities; clustering TAG students in regular classroom at all grade levels
- Raise expectations for all; independent projects where students work on their own level and rate; parent volunteers to assist with projects and activities; have advanced students doing some data collection on “real life problems” and sharing results

- The teacher is primarily responsible for adapting materials in the regular classroom; Use Jr. Great Books to supplement curriculum; students have access to Academy classes; TAG students are blended with other high ability students- hard to see TAG specifically
- Provided teacher education on materials and resources; school is purchasing resources for the classroom use; special classes are held for TAG students – pullouts tailored to student interests and needs; provide stipend for in-house teacher to focus on a content area and reduce class size, thus meeting the needs of more students; differentiated instruction and compacting are part of the curriculum at the school
- Focusing in TAG – especially the underachievers; working to expand options outside of the classroom; volunteers are used to support and facilitate special events outside of school; differentiated instruction is used for all students; scoring guides are an integral part of the instruction, with different levels of different academic needs
- Nominating potential ELL for TAG; focusing on how to better serve these students in the classroom; involving ELL parents so they better understand TAG services; currently all nominations are coming from teachers fro ELL
- Extra classes for TAG and high ability students (OMSI, Jr. Great Books, Writing Festival); Jr. Great books and Higher Order Thinking Skills are part of the curriculum; school clusters students for ability; have an information link for parents regarding outside activities which are available; try to blend funds that come into the building to the best use for all; working of including real life experiences; sometime being Tag identified can help a parent better understand their child; involve the TAG coordinator
- Kindergarten level may vary in content areas; need better communication with parent group; native American group is under-identified; the identification process, lack of background knowledge are contributors; teachers work to build self esteem of the children at the building
- Dealing with parent issues; TAG dollars are spent on TAG; there are high expectations in all classrooms; differentiated learning is a part of all instruction; principal as TAG coordinator frees up some dollars to be used for materials and resources; parents are used to volunteers to supplement activities; one third of the ELL have been TAG identified; focusing in expanding the scope of TAG to be more inclusive (how to make it happen); paperwork is still perceived as an “extra”
- TAG and regular classes are part of the Japanese Immersion Program; activities are open-ended, project based; curriculum compacting is used by all staff; there is an increased expectation for homework for TAG students; in-house TAG committee is very active; additional services include LEAP classes. Computer lab and the arts
- “No Child Left Behind” – an opportunity or an extra? School demographics vary across all schools; dollars have decreased significantly; blending of dollars by schools could make a difference; principals are taking an extra role to facilitate

- school focus; articulation between middle and high school is critical; looking at the use of cadet teachers differently could lead to positive partnerships for children; parent and community concerns of equity and elitism need to be addressed
- After school programs; project based programs; environmental studies as a focus of the school; the 4th and 5th grade focus on urban issues has become the TAG focus
 - Differentiated instruction and mixed age group classes are part of the structure of the school; rubrics are integral to instruction; hands-on projects; after school activities and field trips are tied to the curriculum; math is leveled to facilitate student learning; advanced math opportunities are more spread out to increase depth of learning for students; instruction is integrated and includes the arts and technology; community volunteers are connected to class learning; there are high expectations for all students in the school; TAG strategies are used for all students; there is constant and on-going assessment in every classroom
 - Professional development is teacher supported at the school with the focus on literature and math; teacher planning and collaboration time allows them to focus on how to work with all students; teachers are a part of the discussion on where to put the time and dollars available; key is time for the teachers to work together; conflicting requirements from different programs, grants and requirements take away from teacher focus; need to determine how to accommodate choice and continue with the co-teaching and collaboration focus
 - Literature is ability grouped; after and before school activities supplement the students education; differentiated instruction is within the classrooms; have gone to collaborative planning and moving toward more teaming rather than isolated teaching
 - A “lunch bunch” group is part of the TAG service – includes others outside of TAG and focuses on reading and conversation; community partnerships support the school activities; book study groups for teachers; differentiation within all classrooms
 - High school options are similar to others; not clustering students at 9th grade; teachers want to set baseline for students; TAG sometimes seen as “at risk”
 - Preparing high school students for post-high school experiences; meeting kids where they are; need to recognize experts in the building so they can work together
 - Outside projects used within the curriculum; after school classes for middle and high school level; cluster students when there are enough to build a capacity

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| <p>Portland Public Schools Teacher/Administrator Forums Synopsis of Responses Fall 2002</p> |
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**indicates items were listed multiple times*

| 1. Greatest Attributes | | | | | |
|--|-----------------------------------|--|--|---|---|
| Program | Identification/ Assessment | Staff | Learning | Students | Curriculum/ Instruction |
| Funding | Opportunities | Training and increased levels of awareness | Creates an awareness and pressure to change instruction | Service to identified TAG kids | Lots of kids are better served with differentiated curriculum and instruction |
| Attribute of having a TAG Program | Good identification | Building coordinator | School wide vision that is tangible for staff and community – we can talk about it | Makes us pay attention to TAG kids; doesn't let TAG kids get lost | Higher level of instruction |
| Use TAG office as resource for staff development with parents and teachers | | Additional resources and support | | | |

| 2. Support you need | |
|--|---|
| Professional Development | Classroom |
| More time and money for professional development* | Models for integrated delivery of services |
| Collaboration* | Support from TAG office is awesome! |
| More integrated professional development across the district; not just TAG but part of the whole | Area of TAG identification communicated to teachers |
| Time money and expertise* | Less state oversight; help us, don't bug us |
| Time to be part of staff, department and team meetings | Funding for resources for the classroom |
| Time to observe everyone | More dollars and leadership at the building and district level; parent support |
| | Multi-level resources |
| | Help put TAG plans in place; add counselor to the team for this; principal to assure accountability |

| 3. Concerns and changes | |
|---|--|
| Concerns | Changes |
| Paperwork for individual student plans | Professional development for differentiation |
| Budget reductions* | Where do we get resources? Partnerships? State funding, grant funding, outside grant writing |
| Under and over identification | Review identification process |
| Lack of communication about successful services | Time for collaboration |
| Under-representation of ELL students | Assessment tools; parents of ELL-TAG students need to be able to talk to other parents about TAG |
| No TAG Program because it's not a pullout | Define the model |
| Time for differentiated instruction | Training, especially for new teachers |
| Student identification | Increase the diversity of TAG identified students |
| Appropriate education for TAG learning disabled | Teacher training in college should require TAG training |
| Take a look at how schools are structured | Hands-on encouragement? Skill building? Job shadowing? Industrial technology? Apprenticeships? |

| 3. Concerns and changes - continued | |
|--|---|
| Concerns | Changes |
| | Provide a learning environment where academic excellence is seen as “cool” |
| Recommendation for “real specialization” | E.G. Tag Specialist: cluster-itinerant; providing on-going support and is visible |
| Time needed to differentiate* | More planning time for teacher to collaborate and plan |
| Staff development* | Involve and support new teachers; Literature and resource materials; Effective teacher training; limited and sustained efforts; provide all inservice within the building |
| Math curriculum – especially math | Need practical extensions; things that aren’t overly time-consuming; textbook for TAG; more teacher friendly choices; need more pre-service training; use of volunteers to support math program |
| Rate and level | Pre and on-going assessments; quarterly reports on each child; individually planned interviews |
| Class size and range of ability; time that goes to lower end | Lower class size; cluster kids; provide additional time for TAG |
| Not all students are meeting expected increments; what students are capable and what they are achieving are two different things | Teachers need to work in grade level and content groups to close the gap and move students toward academic growth; teacher need to re-think strategies |

| 4. One change you would suggest | | | | | |
|--|---|--|--|---|--|
| Program | Identification/ Assessment | Staff | Learning | Students | Curriculum/ Instruction |
| Budget allocation* | Not addressing under-represented populations | TAG mentorship opportunities for teacher training | How do we increase engagement in student learning? | Change to who are we teaching, not what are we teaching | Open-ended and project based instruction |
| All TAG dollars allocated to <u>only</u> schools; decentralize | Identification tools for teachers to be able to know and recognize different student attributes | Train parent volunteers to support staff so they can match classroom instructional practices | | More student diversity | Opportunities to see how differentiation works/looks |
| Less paperwork | Monitor growth related to effort to help teachers identify students | Provide in-depth training in one area; don't overload professional development | | Integration of student populations – how to address the needs of all students | Move from separate to differentiated instruction |
| Build program continuity; create a comprehensive program | Informed teachers do a better job of identifying | Allow teachers alternative plans for professional development; new teacher get lots of training, but no focus! | | Need to design an individualized program of learning for students focusing on areas of strength | More dollars for activities, technology, tech support, upgraded technology |

| 4. One change you would suggest - continued | | | | | |
|--|--|---|-----------------|---|---|
| Program | Identification/ Assessment | Staff | Learning | Students | Curriculum/ Instruction |
| Need permission to do something different! Go to block schedules | Bring parents on board and educate them; educate them about the difference between basic education and application of knowledge; teach parents how to work within the system for the benefit of their children | Get grants for training for TAG | | Send students to elective classes while core teachers have common planning time | More depth in literature/literacy |
| Set standards and expectations for program/service delivery | | Administrators need to visit classes and ask questions about what is being taught | | | District provide materials for honors and AP classes – TAG parallels other special programs |
| | | Middle school staff needs skill building to be able to modify instruction | | | Need more diversified strategies; sometimes using older methods of teaching that may not be appropriate today |

| 4. One change you would suggest - continued | | | | | |
|--|--------------|---|-----------------|------------------------------------|---|
| Identification/ Assessment | Staff | Learning | Students | Curriculum/ Instruction | |
| | | High school teachers are not prepared to teach differentiated instruction; haven't experienced or haven't taken the opportunity | | | Too much acceleration and not enough depth |
| | | Teachers need to creatively use their time to be able to plan and execute integrated curriculum | | | If we identify a curriculum that can work for all, everyone will benefit; be inclusive; integrations and extensions across grade levels and content areas |
| | | Create team leaders within the building | | | |

| 5. Perceptions of TAG staff | | | | |
|---|---|--|--------------------|---|
| Program | Identification/ Assessment | Staff | Students | Curriculum/ Instruction |
| It's "One more thing!"; elitism/only serve certain number of students** | Confusion about who should or should not be identified | By identifying more TAG students, we (teacher, principals and counselors) increase our own workload with no additional time or money | TAG is too elitist | Are all kids in PPS given the opportunities to receive differentiated curriculum? |
| Misconceptions about what areas (arts, etc) are still included in TAG | Identified students under perform, While unidentified students often out-perform them | | | Bias toward homogeneous classrooms |
| | Identification process takes too long | | | Bias against art, English and social studies – is this tracking? |
| | | | | Self select in foreign language, math and science |

| 6. Change that accommodate TAG students and student learning | | | |
|---|--|--|--|
| Staff | Learning | Students | Curriculum/ Instruction |
| More time for collaboration | Ability grouping; flexible grouping | Create flexible movement for students as learning needs change | Differentiated Instruction ala Tomlinson |
| Integrated professional development | Open-ended projects for student learning | | Different teaching materials |
| Having specialist in the building | Specialization of learning in the building; AM is theory and PM is hands-on practical learning | | Cooperative learning |
| | Rae and level are considered through teacher pre-assessments for baseline and on-going data | | Higher exposure to technology and varying products |
| | Teachers are noticing that not all instruction is getting to all students, so asking questions and wanting to make changes | | Building administrators use portion of budget to buy materials for AG services |
| | | | Advanced classes are a part of the continuum of services in a building |
| | | | Reading and math classes are leveled |

| 7. Burning Passions – One thing you want the district to know | | | | | |
|--|---|--|---|--|--------------------------------|
| Program | Identification/ Assessment | Staff | Learning | Students | Curriculum/ Instruction |
| Takes additional, on-going time and resources! | No longer identifying students for artistic ability is a loss | Hang on to district level TAG support | WE need to know how brain function, arts, special performances support academics and how schools should support via TAG | TAG program actually supports whole student population through “trickle down” effect | |
| Celebrate the great TAG programs that exist in PPS now! | | What works for teachers doesn’t necessarily work for individual TAG students | | | |

**TALENTED AND GIFTED SERVICES REVIEW
FALL 2002
OUTLINE OF ACTIVITIES**

Conducted by Barbara G. Maurer, Consultant

CHARGE: To conduct a comprehensive review of the services for identified talented and gifted students in the Portland Public Schools, K-12. Focus areas will include: student achievement, equity of access to educational options, and action steps at the building level to deliver services for gifted students.

ACTIVITIES:

- Interviews with individuals throughout the district
- Forums with staff and parents
- District Task Force
- Paper review of program documents

Identification and Assessment
Program Goals/Objectives
Curriculum
Fiscal reports – program costs
State reports
Demographics of student enrollment
Student Achievement

- Surveys

Parent, teachers, administrators

OUTCOME: A written report to be presented to the administration, school board, and community members based on data collected and reviewed. The intent is to provide the Portland Public Schools with findings and recommendation regarding the current program activities for identified talented and gifted students. The report will be based on data collected, available reports and documents, and information shared by members of the Portland Public Schools community and will be framed based on national best practices and standards for gifted education and Oregon State guidelines for the education of gifted students.

- Written report of findings based on best practices and national standards
- Recommendations and strategies for next steps
- Commendations of successes

TALENTED AND GIFTED PROGRAM PORTLAND PUBLIC SCHOOLS FORUM QUESTIONS TO BE DISCUSSED

You will have approximately 5-10 minutes to discuss each question, so the timekeeper will have to monitor the clock. Be sure that everyone has an opportunity to share ideas and that these are recorded on the poster paper.

- What are the greatest attributes of the Portland Public Schools Talented and Gifted Program? Brainstorm a list of words or short phrases

- What are concerns you would like to share regarding the Portland School District Talented and Gifted Program? Changes you might like to see made

- What are the key words you would use to describe the program to a parent, student or teacher? Brainstorm a list of words that come to mind

- What is the greatest impact for students identified for the TAG Program? Think in terms of educational, instructional or social effects.

- A burning passion that you want to be sure to share regarding this program. Something you want the district to know. **One each! Do a quick round robin sharing**

Please feel free to complete this form on your own and submit or send to the forum leader. Thank you for your participation and involvement in the review of the Talented and Gifted Program for the Portland Public Schools.

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Seattle WA 98136

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| <p>Portland Public Schools Parent Forums Synopsis of Reports Fall 2002</p> |
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*indicates items were listed multiple times

1. What are the greatest attributes of having TAG services in Portland Public Schools?

| Program | Identification/ Assessment | Staff | Learning | Students | Curriculum/ Instruction |
|---|--|---|--|--|---|
| Poorly given services does not equal happy children | Assessment for children K-2 and in special areas | Higher expectations, again with caveats | Challenged (somewhat) | Less/no boredom, in theory at least | Critical thinking and study skills and self motivation building |
| Had a few good years between all of us | | Knowledgeable district staff-TAG Office* | Being focused on something other than meeting bench marks | *Personal attention (depends on teacher greatly) | One child was given appropriate material – so far |
| *LEAP classes – now discontinued | | My child’s teacher is aware of my child’s ability | Grouping | *Increased self esteem; make skids feel good | Resources for math acceleration in elementary |
| Scholarships for classes (now discontinued) | | | When there are barriers to appropriate level of learning TAG can be used as leverage | Happier children with services | After 5 years nothing is happening and we are not seeing any modifications to instruction |

| Attributes of TAG service - continued | | | | | |
|---|---------------------------------------|--------------|---|---|--|
| Program | Identification/ Assessment | Staff | Learning | Students | Curriculum/ Instruction |
| Looks good on the college resume | | | Adamant about receiving services | Self motivation more a function of child's personality | From 1 st to fifth grade have asked about TAG services at conferences and have been told they will come later |
| Leverage with school staff and administration | | | Different math and reading once a week | Helps parents understand TAG children capabilities | Customized instruction; differentiated |
| Saturday Academy discounts | | | Students being taken out of class, but hey aren't learning much; no praise for middle school learning | Some children are not sure they want to be recognized; don't like being called a "nerd" | |
| Great support system; talk with others with common issues | | | | Being TAG identified is beneficial | |
| Talk with TAG office personnel* | | | | | |
| What attributes? | | | | | |

| Attributes of TAG service - continued | | | | | |
|---|-----------------------------------|--------------|-----------------|-----------------|--------------------------------|
| Program | Identification/ Assessment | Staff | Learning | Students | Curriculum/ Instruction |
| At Sabin some years ago the school met the needs – it was really bubbling. At middle school not much is happening | | | | | |
| Steady decline at our school; lost pull-out TAG coordinator | | | | | |
| Site based | | | | | |
| Centralized coordinators who test and help | | | | | |

2. Share any concerns and changes you have regarding services for TAG identified students in the Portland District

| Concerns | Changes |
|--|---|
| No consistency, guidelines and standards* | District mandated TAG curriculum; teacher training; model for consistent implementation |
| Have to ask for rate and level services for children | School and teacher accountability |
| Virtual non-reality (non-existent) services | Like IEP it should be legal |
| Teachers do not have time, especially given all abilities* | Time for TAG coordinator to communicate with parents to make it happen and check to see plans happen; educational assistants to free up teacher’s time or EA’s to assist with TAG program; better use of student teachers |
| Inability to differentiate | |
| All burden falls on teachers | Time for teachers to focus on it |
| No TAG curriculum | Create lesson plans with TAG level |
| Inadequate materials | |
| Object to using cost-effective methods | |
| Ability grouping “scores” people (hurts community) | |

| Concerns and changes - continued | |
|---|---|
| Concerns | Changes |
| Inconsistent from year to year | Parent/student evaluations for feedback to teachers |
| | Site council adopt expectations for score improvement with high scoring achievers |
| Insufficient parent support | Way for parents to help at home |
| | Linked financial support for outside classes |
| Budget cuts | Full funding |
| Losing TAG emphasis after elementary; lack of program in middle and high school | |
| No TAG plans for middle schoolers | |
| Increased busy work instead of addressing academic challenges | |
| There is little communication between parents, teachers and district | Communicate between both regularly |
| There is resistance from teachers concerning TAG. This resistance includes testing and a program; there is an anti attitude toward TAG; philosophy is counter productive to TAG implementation* | Provide training and inservice teachers; hire new teachers with TAG training; formalized TAG structure in schools |
| There is no TAG curriculum | Develop a curriculum; other districts have them |
| Teacher have little or no training in providing TAG services | Provide training and inservice |
| There is little or no advocacy for TAG students, other than parents; parents are seen as elitist by teachers and principals | TAG coordinators should advocate for children |
| There is little or no follow through once TAG plans are written | Have oversight over activities in the classroom |
| TAG plans re not written until late in the fall | Prepare TAG plans earlier based on lat year's teacher evaluations |
| Very often (frequently) the TAG plan is no different than the regular curriculum* | Have different and differentiated curricula; provide options, not more of same work |
| There is no specific (detailed) feedback on results of TAG identification process; nor the types of assessment used | List specific testing procedures and results and explain reasons for not qualifying |
| There is no funding for TAG services* | Fund TAG*; find federal grant funding |
| Kids with special needs (e.g. ADD) need to have these needs considered during testing | |
| Schools provide very limited services | Differentiate rate and level with existing staff, budget etc |
| Special ed gives better educational services | Equivalent services for teachers and kids |

| Concerns and changes - continued | |
|---|--|
| Concerns | Changes |
| Homework, busy work vs. additional TAG work – or the “just more” problem | TAG curriculum/ quality vs. quantity |
| Social isolation | Give TAG students lots of opportunity to work together |
| Teachers reluctance | Teacher and administrator training |
| Class group progress vs. individual | Individual RIT scores |
| IEP not available until November; and/or generic without meaning | True IEP with weight and meaning |
| Don't know skill level of teacher; don't have teachers who can meet the level of students' needs | Parents need to know how to use the system |
| Don't know expectations, what's real and what's different, what's appropriate | Provide more information on options and guidelines |
| Math done weirdly; not a lot of homework; don't know how to deal with math students; don't provide appropriate work; give too many worksheets | Corrections in class; re-do work; homework doesn't count if test is done well; Using Portland CC is not always a solution – curriculum is not always appropriate |
| Formative vs. summative assessment | Need more specific real experiences; mentors, real world people |
| Don't want child singled out | Likes being part of a group; not enough known about what services are out there; district learning opportunities (after school, lectures of interest) |
| TAG plans – teacher asks what parent wants, not what's most important for learning | Tell me what's available; what would benefit/motivate my child; provide options and guidelines; teachers should be less resentful and more engaged |
| Wanted to take advanced classes, but not be seen as a nerd | Enrolled in classes and is fine |
| Class size is ridiculous; doesn't allow teacher to know students | Project based learning is open enough so kids can take program at whatever level appropriate |
| In high school kids need to learn to manage the teachers (are grades entered?; are reports recorded?) | Credit granted for work done at that level; credit by challenging the course; high school credit for advanced middle school work |

| Concerns and changes - continued | |
|--|---|
| Concerns | Changes |
| Don't give extra work because smart; especially busy work; not more work, but more challenging work; no challenge – would learn more if I took her out of school; instruction is missing for children at the opt | More intense, advanced, challenging work; need assignments that students can “sink their teeth into”; use curriculum compacting; the opportunity to challenge a class; earlier planning conference so students start the year on the right foot; group children; have a special teacher for TAG |
| Social needs are not always addressed | Taking classes at high school doesn't give child a social group; doesn't have a place to “belong”; need to open the classroom and remove the ceilings; let children expand to appropriate level |
| Some teacher tell parents that TAG “is dead” (this happened at Kindergarten level) | |
| Boredom for kids | Challenging classes and activities |
| Had to push to get testing for child; child may have only received partial test | Provide clear feedback to parents |
| Kids are held back in thinking/learning because teachers are teaching to the middle | Provide additional math and science in class; bring classroom learning to real-world experiences; recognize different styles of learning; give kids some challenging to do |
| Don't know what TAG does for my child | Better communication; what is the budget; how is it spent? |
| The teacher knows the child's strengths, but there is little school support for her | Going to ACCESS |
| Standards based education leaves out the gifted students who aren't meeting their potential | |
| Why put money into evaluating a program that we're not see at all on the ground | Increase the TAG funding |
| Identification process – perceptions of how things are handled at elementary and middle school for TAG implementation | Communication, visibility; needs to be highlighted |

3. What are the key words you would use to describe TAG services to a parent, student or teacher?

| Program | Identification/ Assessment | Staff | Learning | Students | Curriculum/ Instruction |
|---|-----------------------------------|---|--|--|--|
| Evil joke* | Hard to navigate | Teacher dependent | Set high standards, do not accept excuses for failing* | Less boredom/ better behavior | Extra curriculum |
| Non-existent** Obscure – you have to want it | Tool for advocacy | Shrinking services | Potentially challenging – can be hard to accommodate | Don't want child singled out | Adds spice to the regular curriculum |
| Non-funded* | | Attributes of an exemplary teacher | | Individual attention and planning for child's learning provides motivation | Some resources – Johns Hopkins, Saturday Academy, websites |
| Great idea, no follow through* | | Excited, accepting of all, exudes positive energy, lets students go without holding them back (<i>example of TAG teacher</i>) | | Students can see there are others like them | |
| Hit or miss | | Teacher is aware of special talents and helps direct students to develop them | | | |
| Useful | | Inadequate communication | | | |
| Minimal* | | Resistance by teachers | | | |

| Key words - continued | | | | | |
|--|---------------------------------------|--------------|-----------------|-----------------|------------------------------------|
| Program | Identification/ Assessment | Staff | Learning | Students | Curriculum/ Instruction |
| Status symbol; double edged sword | | | | | |
| Frustrating | | | | | |
| The stealth program | | | | | |
| Where's the beef? | | | | | |
| Parent driven | | | | | |
| Has great potential* | | | | | |
| Lacking | | | | | |
| Leverage | | | | | |
| Urgent | | | | | |
| Noble idea | | | | | |
| Don't know what's out there and how program runs | | | | | |
| Identification | | | | | |

4. What is the greatest impact for TAG identified students? Think in terms of educational, instructional or social effects

| Program | Identification/ Assessment | Staff | Learning | Students | Curriculum/ Instruction |
|--|--|--------------|-------------------------------------|--|--|
| Single child pullout equal isolation | TAG identification has helped with parents pushing for TAG services for individual students (leverage) | | Intellectual growth | Confidence builder equals self challenging, positive competition | Instructional impact depends on teacher |
| Challenging for parents to keep coming up with solutions (home and school) | Number details need to be better explained | | Child not working at rate and level | False sense of confidence because lack skills and ability to work hard | Educationally |
| LEAP classes | If fourth quartile is TAG – what does this mean | | Isolation or wonderful grouping | Frustration on the part of the students | Instructional ability groups as positive |
| Need to move upper end as well as “no child left behind” | Do TAG kids ever get re-tested? | | Parental expectations | Helps with social networking* Other kids like them | Volume of work vs. quantity |

| Greatest impact for TAG students - continued | | | | | |
|---|--|--------------|--|---|---|
| Program | Identification/ Assessment | Staff | Learning | Students | Curriculum/ Instruction |
| Only on paper – not is real life - disappointing | If the testing standards change (achievement scores) does this create a variation in the results for selection? Do the instruments that are used change every year – How does this impact the student selection? | | Acknowledge importance of academic achievement | As students approach adolescence they become more aware of TAG label; social ostracization in middle school | Spelling bee was a group experience |
| Vague X 3 | | | Why are achievement scores dropping- need an explanation | Self confidence to overcome difficulties | Curriculum gaps |
| | | | | Self belief to achieve | Instructional potential with cross-grouping |
| | | | | Don't know what it means yet; don't know how it will "pan out" for the child | |
| | | | | Opportunity to access resources – Saturday Academy etc | |

5. Burning Passions – One thing you want the district to know

| Program | Identification/ Assessment | Staff | Learning | Students | Curriculum/ Instruction |
|--|---|---|--|---|---|
| Consistent services across the board (all teachers, all years) | Say how and what test assessments are done, the criteria and explain the results! | Teacher have support so that they can be ones to implement curriculum | Parents realize own responsibility of educating TAG students; about 50% | Ability grouping (a real pleasure for teachers) (better student environment) | TAG curriculum |
| *TAG department should do a better job of educating and supporting parents; more parent education on TAG – want to know goals better | | Give teachers training and material they need | School should not be a waste of time for any child | All children need to be challenged, no matter what level | TAG seems to be all process and no content |
| Bring back the LEAP classes | | Promote TAG culture with staff and administration in every school | Students are not clustered; little flexible grouping; rare for TAG students to have a peer in the classroom; this continues into middle school | In cooperative groups, high end kids do most of the work; kids go to more able students to get the right answer – hurts all and no one learns | I wish there was extra homework and a reading group |
| Budget cuts limit options; books | | Higher visibility for TAG coordinator | | | |
| Program needs organization | | | | | |

| Burning passions - continued | | | | | |
|---|-----------------------------------|--|---|---|---|
| Program | Identification/ Assessment | Staff | Learning | Students | Curriculum/ Instruction |
| Not all TAG parents are adversarial-we are in this together with the teachers and our children | | There is poor parent teacher communication; need to know where teachers are | I am fed up with bringing students up to standard when it means neglecting students who are above average. My child had more potential in third grade than he does now! | Sometimes becomes a “blame game” by the teacher because the high end kids didn’t bring up the quality of the work | Ethics needs to be part of the program. AG students should be taught to contribute to society. Maybe offer world religions at high school |
| There are no TAG services beyond identification | | Teachers should inform parents as to how they can help | We need more effective conference and Gifted Student Plans | Being pulled out makes students feel special/recognized | We need more resources for students of high potential |
| More TAG services in home school | | Give classroom teachers creative options, efficient option that doesn’t overburden | Schools (teachers) should help parents work with their children at home and bring out their abilities. Reading lists?? | | Need options for science |
| TAG coordinator offer choices for services and not redirect dollars or offer nothing or have no options; i.e. leadership/advocacy | | Teacher must buy into TAG philosophy and program and work and trust parent input and participation | | | |

| Burning passions - continued | | | | | |
|--|---------------------------------------|--|-----------------|-----------------|------------------------------------|
| Program | Identification/ Assessment | Staff | Learning | Students | Curriculum/ Instruction |
| Keep the services; TAG services – provide them* | | Want more teacher accountability | | | |
| It is good for parents to have a resource for high end kids | | Teacher lack skills to facility grouping | | | |
| Looking for a wider range of opportunities | | Do teachers even know about the salmon folder for TAG? | | | |
| May always need to be a central office source for people to come to; creates continuity | | Welcome TAG kids; do not be afraid to help them | | | |
| Parent group email; for sharing experiences; opportunities to share; support system; how to do the right things as a parent* | | User friendly attitude toward TAG parents and kids | | | |
| “TAG anonymous” Frustrating! | | We need to learn more from teachers about our children’s strengths and learning styles | | | |