

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

<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

<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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<p>Portland Public Schools Parent Forums Synopsis of Reports Fall 2002</p>

*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			