



Teacher's Guide to Talented and Gifted Instructional Services

For students identified as Talented and Gifted (TAG), instructional services are provided through an in-class differentiated model, in which the teacher is the primary service provider. Classroom teachers are responsible for assessing the student's level and rate of learning and providing differentiated instruction. Regardless of the category of identification, all identified students receive instruction at their assessed level and rate of learning in all areas. Per directive from the Oregon Department of Education and as required by law, a student identified as academically talented in reading shall receive services in any subject that includes reading. A student identified academically talented in math shall receive services in any subject that includes math. For the intellectually gifted student, ALL instruction should address the TAG student's cognitive rate and level.

It is best practice that instructional modifications for previously identified students start within the first three weeks of school in the fall or within six weeks of students transferring to a new school district. It is also best practice that districts take no more than 30 days to determine and implement a plan for appropriate curriculum modification with newly identified students.

It is most essential that the classroom teacher is aware of who the TAG students are in his or her class, is able to show evidence of an assessed rate and level of learning for each TAG student, and is providing individual instructional opportunities that match rate and level.

Teacher responsibilities:

1. Assess the students LEVEL of learning.

Level of learning is the student's instructional level in the curriculum; the place where the student will be successful but will encounter knowledge and skills he or she has not yet learned or mastered.

Information on a student's level of learning can be collected through the following: pre-assessment, informal assessment tools, placement tests, work samples, teacher observation, and any other tool which provides information related to level.

2. Assess the students RATE of learning.

Rate of learning is a measure of the pace at which a student successfully progresses through the curriculum after being placed at the appropriate level. A student's rate of learning will vary depending on the following: subject, point in the learning process, degree of interest to the student, level of difficulty of the material, and/or learning style of the student.

Consider the following:

- Does the student work quickly and accurately?
- Does the student grasp new concepts quickly and easily?
- Is the student highly motivated?
- Does the student need few repetitions to master new concept?
- Is the student working at a slower pace, at the same pace, or at a faster pace than their peers?

3. Provide DIFFERENTIATION services.

Based on information collected from assessing a student's level and rate of learning, differentiation services shall be provided. It's important to note that some identified students will need significant adjustments in their instruction and others may not need any. The services provided are determined by the student's individual and unique needs.

According to OAR 581-022-1320, parents MUST be given an opportunity to provide input to the plan for programs and services based on identification as talented and gifted.

The following list are suggestions for curriculum modification:

- **Compacting** - Eliminating repetition, minimizing drill, and accelerating instruction in basic skills or lower level so student can move to more challenging material
- **Acceleration** - Faster presentation of content to more closely match speed at which student learns
- **Independent Study** - Self-education, often using self-selected resources and driven by student interest
- **Extension** - In depth, advanced comprehensive work related to a theme or curriculum
- **Leveling** - Student is enrolled a district approved Advanced/AP class or is placed in an above grade level instructional group

4. Documentation of services

The development of a student's educational plan should take into account information used in the identification of the student as academically talented, intellectually gifted, or potential to perform. Other information may be used to determine appropriate program options including academic history, formal or informal assessment information, teacher and parent observation, and student surveys to determine interests and learning preferences.

Elementary: TAG planning worksheets will be completed within 30 days from the start of school, after a student moves to the school or is newly identified. Refer to the directions for completing the elementary TAG planning worksheet for further details.

Middle School: TAG service plans are to be developed for each course taught that contains a TAG student. Parents are to be provided a copy of the TAG service plan at the beginning of the trimester that defines the course goals, the assessment tools that will be used to establish rate and level of learning, and the differentiation of services to be offered. Newly identified TAG students shall receive a copy of the TAG service plan within 30 days of being identified.

High School: Planned Course Statements shall include the differentiation strategies used based on the evidence (data) received through multiple forms of pre, ongoing, and formative assessments. These assessments help to determine the student's level and rate of learning informing the type of differentiation services to be provided. Additionally, a course syllabus shall reflect how an individual student's rate and level of learning will be assessed and incorporated into classroom instruction.

At all levels, the goal is to ensure that the gifted learner is stimulated and challenged throughout the school day by means of advanced content, flexible pacing, higher order thinking skills, and/or materials appropriate for the student's learning.

It should be noted that by Oregon law, parents and students have the right to offer input into their instructional service plan.

Once a learning plan is in place, significant deviations from that plan are to be considered carefully. District staff may introduce modifications to the learning plan only after discussion with all significant stakeholders: the student, parents, and the building principal.

5. **Enrichment Programs**

There are a number of enrichment activities offered in Grants Pass School District. Each building offers a variety and some activities are district sponsored events. Teachers should make sure students and their parents are aware of these opportunities and encourage their student(s) to participate.

Enrichment activities include:

- Spelling Bee
- Battle of the Books
- Geography Bee
- Brain Bowl
- Mock Trial
- Academic Math Challenge

Other enrichment activities may be provided as the budget allows.