

## ***Elementary TAG Planning Worksheet***

It's important that written documentation exist of appropriate services to be provided to an identified TAG student based on their individual rate and level of learning. Equally as important is the opportunity for a parent to have input on the services to be provided. The Elementary TAG Planning Worksheet provides a place for this documentation.

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.

### **Directions for completing TAG Planning Worksheet**

At the start of each school year, a teacher should be knowledgeable of any students identified as TAG in their class. This information can be obtained from the district's student information system. Each identified TAG student has a TAG confidential file located in the front office which should be reviewed providing background knowledge on how the student was identified. TAG planning worksheets will be completed within 30 days from the beginning of school, after initial identification or after being newly enrolled.

1. At the start of the school year (or when a student is new to the district or newly identified as TAG), the teacher should:
  - A. Make initial contact with the parent inviting them offer input regarding the student's TAG plan. Mark the date of initial contact on the TAG planning sheet under "opportunity for parent input". Parent contact and input can include:
    - Written communication – a letter sent home (see example)
    - Phone or email communication
    - A meeting with the parent if necessary (but is not mandatory)
    - Parent survey (see TAG manual) – check the student's TAG file for any recently completed parent surveys
  - B. Assess level of learning for each individual student.
    - Indicate if the student is above, at, or below grade level
    - List any assessments used to determine student level. This list need not be exhaustive yet representative of a few assessments that led to the determination of level. Assessment types might include any of the following: OAKS scores, work samples, pretests, placement tests, chapter tests, unit tests, student self assessment, etc.
  - C. Assess rate of learning for each individual student.
    - Determine the students rate
    - Methods for collecting information on rate may include the following: teacher observation, parent observation, student self assessment/reflection, etc.
  - D. Identify the type(s) of instruction that will be provided to the student based on the rate and level assessments.
    - Check all that apply
    - Provide a description or comments as appropriate
  - E. Provide the parent with a copy of the TAG Planning Worksheet within 30 days from the beginning of school, after initial identification or after being newly enrolled. Record the date the TAG plan copy was provided to the parent under "opportunity for parent input".

2. At the first and second trimester parent conferences, it is best practice to visit with the parent about the student's TAG service plan and progress the student is making. Additional documentation beyond the report card is not needed.
3. At the end of the school year, the teacher should:
  - A. Provide a brief, spring academic review.
    - Indicate if the student is above grade level, at grade level, or below grade level.
    - Provide any comments as related to the instruction provided under the TAG service plan
  - B. Mark the date a copy of the TAG planning sheet was provided to the parent under "opportunity for parent input".
  - C. Turn the original TAG planning worksheet in to the building administrator for review. The building administrator will then ensure the documentation is placed in the student's TAG confidential file.