



Office of Talented and Gifted - Strategic Plan June 2007

The Office of Talented and Gifted has created these goals to be responsive to the needs, abilities, and interests of gifted students; and to be a support to Portland Public Schools' staff.

Areas of Focus

I. Identification

- Streamline identification process
- Decrease TOSA time spent on the testing process
- Increase identification of under-represented students

II. TAG Programs and Services

III. Professional Development (PD) supporting TAG Program and Services

- PD for Principals
- PD for Teachers

IV. Collaboration between TAG and other PPS Departments

V. Social-Emotional

Draft

FOCUS	ACTION	EVIDENCE	WHO'S RESPONSIBLE	COMPLETION TIMELINE
<p>I. Identification</p> <p>Streamline Identification Process</p>	<p>Create paperless ID process</p>	<ol style="list-style-type: none"> 1. Fillable and savable forms on PPS website. 2. Test data entered directly to eSIS. 3. Electronic data warehouse for storing evidence previously kept on paper. 	<ol style="list-style-type: none"> 1. Amy Welch and IT 2. Amy Welch and IT 3. Kara Mortimer and IT 	<ol style="list-style-type: none"> 1. Fall 2007 2. Fall 2007 3. Fall 2008
<p>Decrease TOSA time on the testing process</p>	<ol style="list-style-type: none"> 1. Reallocate TAG funds to hire and train testers (substitute Teachers). 2. Work with Welcome Centers to assist in screening-testing. 3. Review roles and responsibility of school TAG coordinator. Explore reallocating responsibilities to non-classroom staff. 4. Explore the use of School Psychologists for evaluations: Early Entry, grade acceleration, and identification appeals. 	<p>With actions in place, TAG TOSAs will be spending more time in support of gifted education and district initiatives. Activities include working directly with Teachers and schools on, e.g. student grouping options, differentiated instruction, and Professional Development centered on the teaching of highly capable students. TAG TOSAs will understand the District's adopted core, and work with Teachers to identify extensions and support materials.</p>	<p>Amy Welch, Administrator</p> <p>All TAG TOSAs in cooperation with OTL, and Office of Student, Family and School Support.</p>	<ol style="list-style-type: none"> 1. Summer 2007 2. Fall 2007 3. Begin conversations Summer 2007; staff responsibility decided for SY2008-09. 4. Begin conversations Fall 2007; staff responsibility process decided for SY2008-09.

Draft

FOCUS	ACTION	EVIDENCE	WHO'S RESPONSIBLE	COMPLETION TIMELINE
<p>Increase identification of under-represented students</p>	<ol style="list-style-type: none"> 1. TOSAs attend Area Director and OTL meetings to review TAG demographics for schools and clusters. Create a plan for the identification of under-represented students with OTL, Office of Schools, Office of High Schools, and Principals. 2. Identify a pre-screening tool using research-based methods, e.g. Kingore, Slocumb, or U-Stars. 3. Provide Professional Development at schools and within OTL, regarding the use of pre-screening tool(s). 4. Provide Professional Development for serving students identified as "Yes" and "Potential." 	<ol style="list-style-type: none"> 1. Increased numbers of TAG-identified under-represented students. 2. Targeted pre-screening will increase identification of under-represented students, which more closely parallels PPS demographics. 3. Professional Development occurs at each of the target schools prior to November 1. 4. After identification, and within 30 days, a TAG instructional plan is in place to meet the needs of newly -identified students. 	<ol style="list-style-type: none"> 1. TAG TOSAs are assigned to specific schools; working cooperatively with OTL, Area Directors, Principals, and school staff – Teachers, Counselors, and School Psychologists. 2. TAG TOSAs. 3. TAG TOSAs. 4. TAG TOSAs. 	<ol style="list-style-type: none"> 1. Review data Fall of each school year, beginning Fall 2007. 2. September-November, each school year, beginning Fall 2007. 3. September- November, each school year, beginning Fall 2007. 4. An instructional plan will be written within 30 days for K-5 and K-8 students.

Draft

FOCUS	ACTION	EVIDENCE	WHO'S RESPONSIBLE	COMPLETION TIMELINE
II. TAG Programs and Services	<ol style="list-style-type: none"> 1. Using school-specific data, schools will identify student grouping options. Grouping options may include: common instructional time for reading and math, Ruf Class Grouping method, pull-out grouping model, accelerated learning. 2. OTL will create a curriculum map/syllabus that identifies the core; and the extensions and supports available to meet the academic needs of all students in the classroom. Teachers will share this map/syllabus with students and parents no later than Back-to-School Night each school year. 3. OTL will identify a clear pathway through which highly able learners can progress in core subjects. 	<ol style="list-style-type: none"> 1. OTL, Area Directors, Principals will articulate clear grouping protocols. 2. Oregon Statewide Assessment data will show a significantly greater RIT gain for TAG-identified students than past performance. 3. TAG-identified students will demonstrate that they can achieve at higher- and more complex benchmark levels and assessments. 	<ol style="list-style-type: none"> 1. Area Directors, Principals, Teachers; with support from OTL, including TAG TOSAs. 2. OTL is responsible for the curriculum map/syllabus. Research & Evaluation responsible for producing assessment data and metrics. 3. TAG TOSAs to work with Research & Evaluations and Office of Schools to identify increased gains. 	<ol style="list-style-type: none"> 1. Implementation SY2008-09; work with schools beginning Spring 2008. 2. Each Fall, beginning Fall SY2008-09. 3. Implementation SY2008-09; work with schools beginning Spring 2008.

Draft

FOCUS	ACTION	EVIDENCE	WHO'S RESPONSIBLE	COMPLETION TIMELINE
<p>III. Professional Development supporting TAG Programs and Services</p> <p>1. Professional Development for Principals; include OTL, Area- and High School Directors.</p>	<p>1a. Training on requirements to meet the TAG Mandate as outlined in the Oregon Administrative Rules and Oregon Revised Statutes.</p> <p>1b. Training on key “Look Fors” in the education of highly capable students.</p> <p>1c. Clear explanation of cluster and grouping options and instructional strategies that meet the needs of specific schools, based on TAG and district data.</p>	<p>1a. OTL, Area Directors and Principals attend these trainings. Principals can quickly list three successful methods employed in their school to meet the needs of gifted.</p> <p>1b. Principals will share tools, such as the “Look Fors” with their Teachers, other Principals, and their Area Director.</p> <p>1c. Principals utilize grouping strategies that best fit their school’s population.</p>	<p>1. TAG TOSAs, OTL, Principals, Area Directors, Office of Schools, Research & Evaluation.</p>	<p>1. Fall of each school year, work beginning Fall 2007.</p>

Draft

FOCUS	ACTION	EVIDENCE	WHO'S RESPONSIBLE	COMPLETION TIMELINE
<p>2. Professional Development for Teachers</p>	<p>2. OTL, in cooperation with TAG, ESL, and Spec. Ed, will provide training in: curriculum mapping, grouping strategies, differentiated instruction, and acceleration.</p> <p>3. Office to Talented and Gifted will offer PD opportunities for teachers to earn a certificate in differentiation.</p>	<p>2. Each school or cluster will schedule a training with OTL. Participation will show a minimum of 90% of building staff has been introduced to topics. TAG TOSAs will commit to follow-through with the school/cluster after the initial training.</p> <p>3. Teachers who have completed a certificate in differentiation will be recognized and offered incentives.</p>	<p>2. OTL, Office of Schools, Area Directors, TAG TOSAs, Content Area TOSAs, Principals, and School Staff.</p> <p>3. OTL and the Office of Talented and Gifted.</p>	<p>2. Fall of each school year, beginning Fall 2007.</p> <p>3. Each school year, PD will be offered, beginning August 2007.</p>
<p>IV. Collaboration between TAG and other PPS Departments</p>	<p>1. Develop multiple strategies to meet learner needs.</p> <ul style="list-style-type: none"> a. Curriculum mapping b. Grouping c. Differentiation <p>2. Incorporate TAG with OTL Professional Development.</p>	<p>1. Evidence includes collaborative trainings and Professional Development. Creation of a district Curriculum Map by grade and subject.</p> <p>2. Evidence includes collaborative trainings and Professional Development.</p>	<p>1. All OTL</p> <p>2. All OTL; including TOSAs from TAG, Special Ed, and ESL.</p>	<p>1. On-going work as part of the adoption process, and the creation of a Common Core Curriculum.</p> <p>2. Fall of each school year, beginning Fall 2007.</p>

Draft

FOCUS	ACTION	EVIDENCE	WHO'S RESPONSIBLE	COMPLETION TIMELINE
V. Social-Emotional	1. Develop multiple strategies for working and understanding the affective needs of gifted students. Topics to include: self advocacy, underachievement, time management, study skills, perfectionism.	1. Small- and Large Group counseling sessions for gifted students and parents of gifted students. 2. Collaborative trainings and Professional Development for Principals and Teachers.	1. TAG TOSAs leading Book Study Groups, e.g. <u>The Gifted Kids Survival Guide</u> (for students), <u>Guiding the Gifted Child</u> (for parents). 2. TAG TOSAs, in coordination with OTL.	1. Fall of each school year, identify large- and small group sessions. Begin Fall 2007.