

Oregon School District

Gifted and Talented Education Best Practices

	Getting Started	Developing	Highly Effective
1. G. T.. Identification (identification team responsibilities)	Required assessments are completed but all available identification data are not researched, identification is reported only in the fall and parent/staff notification is minimal	Required assessments are completed and testing/reporting deadlines are met, some additional identification data are gathered and identification is reported to staff and parents with some explanation	Multiple criteria and all available identification data (assessments, inventories, products, are proactively gathered and on an ongoing basis with staff input, especially for underrepresented populations and students with at least one indicator, student strength areas are noted, the district policy/state policy is followed, testing is well-organized using best testing practices, testing/reporting deadlines are met and identification is thoroughly explained to staff and parents.
Instructional Pacing	Appropriate instructional pacing and curriculum compacting does not occur.	Appropriate instructional pacing and curriculum compacting are occasionally implemented, allowing for acceleration, advanced curriculum extensions and/or in-depth research or projects.	Appropriate instructional pacing and curriculum compacting are implemented frequently with adequate monitoring, mastery is frequently assessed, unnecessary repetition is minimized and well-planned acceleration, advance curriculum extensions and/or in-depth research or projects are possible.
Acceleration	Opportunities are rarely provided to accelerate by subject area or grade level based on assessed need.	Opportunities are occasionally provided to assess and monitor student progress and plan subject area or grade level acceleration based on need.	Opportunities are regularly provided to frequently assess and monitor student progress and to plan subject area or grade acceleration based on assessed academic mastery and affective consideration in collaboration with teachers, parents, student and specialists with adequate planning, articulation between grade levels and evaluation/monitoring.

	Getting Started	Developing	Highly Effective
Differentiation	Curriculum differentiation (instruction adaptations that address advanced or unique learning styles and needs) rarely occurs.	Curriculum differentiation (instruction adaptations that address advanced or unique learning styles and needs) occasionally occurs and is based on assessed academic mastery and student interests.	Curriculum differentiation (instruction adaptations that address advanced or unique learning styles and needs) occurs frequently with ongoing development, provides some flexible grouping, results in opportunities that challenge all students and is based on assessed academic mastery, proactive planning and varied approaches to content, process and product in anticipation of and response to student differences in readiness, interest and learning needs.
Critical/Creative Thinking	Opportunities for critical and creative thinking are rarely offered or integrated into the curriculum	Opportunities for critical and creative thinking and in-depth questioning and discussion are occasionally offered and sometimes integrated into the curriculum.	Opportunities for critical and creative thinking and in-depth questioning and discussion are frequently offered and usually integrated into the curriculum or available through advanced extensions to the curriculum and an integration of the arts.
Content Complexity	Appropriately advanced curriculum with complexity and depth of content is rarely offered.	Appropriately advanced curriculum with complexity and depth of content is occasionally offered.	Appropriately advanced curriculum with complexity and depth of content is frequently offered, especially in areas of student strength and interest and appropriately advanced curriculum extensions are used.
Real-World Research	Opportunities are rarely provided for real-world research community/business involvement and /or mentorships.	Opportunities are occasionally provided for real-world research, community/business involvement and /or mentorships.	Opportunities are frequently provided for in-depth, real world research involving solutions to real problems, community/business involvement and/or mentorships.
Choices, Interests and Independent Study	Gifted students are rarely provided opportunities to choose areas of interest for in-depth research or independent study	Gifted students are occasionally provided opportunities to choose areas of interest for in-depth research or independent study that meet or exceed district standards.	Gifted students are frequently provided opportunities to choose options that match their learning styles/preferences and areas of interest for in-depth research or independent study that meet or exceed district standards and are at an appropriately advanced level with adequate guidance and monitoring.

	Getting Started	Developing	Highly Effective
G. T. Student Interaction	Opportunities are rarely provided for students to learn and work with other students of similar ability, academic advancement and/or learning interests.	Opportunities are occasionally provided for students to learn and work with other students of similar ability, academic advancement and/or learning interests.	Opportunities for students to learn and work with other students of similar ability, academic advancement and learning interests are proactively planned and available on a regular basis through flexible cluster grouping, pull-out opportunities and/or enrichment activities, interest clubs.
Interdisciplinary Learning	Curriculum is not organized using an interdisciplinary approach.	Curriculum is occasionally organized across disciplines using an interdisciplinary approach and curriculum extensions.	Curriculum is frequently organized across disciplines using a well-planned and executed interdisciplinary approach and teachers have been trained in developing and/or using advanced interdisciplinary curriculum extensions and materials and an integration of the arts.
Twice-Exceptional Students (Students identified for both G. T. and Special Education)	Few twice-exceptional students are identified as G. T. Students, appropriate academic challenge may not be available and few accommodations are made in G. T./Sp. Ed. programming	Twice-exceptional students are sometimes identified and occasionally offered appropriately advanced academic opportunities with some accommodations made in G. T. /Sp. Ed. programming.	Twice-exceptional students are often identified in collaboration with school staff, are offered appropriately challenging academic and enrichment opportunities and appropriate accommodations are made in the G. T. /Sp. Ed. Programming
Social/Emotional Needs	Programming rarely included attention to the unique social/emotional needs of gifted students.	Programming occasionally included attention to the unique social/emotional needs of gifted students and some collaboration occurs with staff specialists.	Programming frequently included attention to the unique social/emotional needs of gifted students such as perfectionism, underachievement and social isolation that also includes collaboration with staff specialists, counseling, career and academic planning, multicultural curriculum/opportunities, an integration of the arts, and possible community service, experiential and self-awareness components.
School/Classroom Climate	Some student work is displayed and advanced achievements are not necessarily valued by students	Student work is displayed and advanced achievement is encouraged	Student accomplishments are displayed and celebrated and an atmosphere is fostered that sets high expectations where students respect and value the diverse and advanced achievements of all students.

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Student Self Advocacy	G. T. staff provides little information or encouragement regarding appropriate academic challenge or opportunities based on individual student needs	G. T. Staff provides some appropriately challenging curriculum and information regarding enrichment/academic opportunities based on individual student needs	G. T. staff proactively provides and/or encourages others to provide appropriately challenging curriculum based on student strengths, interests, and assessed academic mastery and provides information about and access to appropriate enrichment/academic opportunities and programs in the school, district and community
Parent Involvement	Parents are sometimes informed about student progress or academic concerns and sometimes included in student activities and academic decisions, usually at their request.	Parents are invited to school activities, parent concerns are addressed and parents receive adequate information regarding student identification and progress.	Parents are welcomed in the school, encouraged to volunteer and participate, receive timely notification regarding student progress or academic decisions, receive an explanation of planned programming and are informed about opportunities organized by the school, district, or community for G. T. parent education/awareness and the G. T. Sp. Ed. identification processes.
Collaboration	There is little collaboration within the school or district in developing or implementing G. T. programming	Some collaboration occurs within the school, with other G. T. programs and teachers, and with the G. T. Department in program development and implementation.	Extensive collaboration occurs between parents, teachers, specialist, and administrators in the school, the G. T. Department, district G. T. programs and G. T. teachers and other district departments in developing and implementing G. T. programming.
Documentation of G. T. Services	Services provided to G. T. or Sp. Ed. Students are not documented	Some services provided to G. T. or Sp. Ed. Students are documented in either individual learning plans or G. T. cumulative record inserts.	Most services provided to G. T. or Sp. Ed. Students are documented in individual learning plans or G. T. cumulative record inserts with particular attention paid to providing and documenting services in identified student strength areas.

Oregon School District

GT Individualized Learning Plan



Date: _____

Student Name: _____ ID: _____ Birthdate: _____

Graduation Year: _____

Classroom teacher(s): _____

Building Gifted and Talented Teacher: _____

Tier I: Identification Indicators (One of these boxes has to be recorded for further data collection to begin).

Indicator	Date and type of contact (email, phone, etc)	Notes
Out-of-Grade Level Assessment (MAPS)		
Parent Contact		
Teacher Contact		
Student Contact		

Tier II: Further data collection. (There are 3 levels of giftedness recognized by the Department of Public Instruction and the Oregon School District. These are: Level I- Top 10%, Level II- Top 5% and Level III - Top 2%.)

Data collection Tool	Name of tool(s) utilized	Results Normal Scale	Results Gifted Scale
Out of Grade Level Test			
IQ data			
Other Data			

Tier II Program Recommendations: If testing fails to demonstrate the need for Level 1, Level II or Level III services, the remainder of the form does not need to be completed.

- | Identified Area of Service(s) | Gifted Qualification Level |
|-------------------------------|----------------------------|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |

Signatures and dates below indicate acknowledgement of the terms of the personal academic modifications for your child. The original of this will be on file in the student's cumulative folder.

Signatures:

Parent	Date	Student	Date
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Teacher	Date	GT Teacher	Date
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Principal	Date		
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Oregon School District

G/T Individualized Learning Plan Form 2008-2009

Student Name: _____

ID: _____ Birthdate: _____

Date: _____ Current Grade Level: _____

Classroom Teacher: _____

Building G/T Specialist: _____

Qualifying Data: There are three levels of giftedness recognized by the Department of Public Instruction and the Oregon School District. These are Level I (top 10%), Level II (top 5%), and Level III (top 2%).

Data Collection Tool	Percentile	Notes
TOMAGS		
Explore/ACT/Other out-of-grade-level testing		
IQ data	Reported in Word Range Only	
Reading assessment		All Students will be reassessed because services changes beginning in 5 th grade. Services become language arts/English in focus beginning in 5 th grade.
Other testing		

Recommendations: In order for the student to be successful in the accelerated program s/he may need support at home that includes independent learning skills and homework support.

Signatures: Your signature below indicates acknowledgement of the terms of the individualized learning plan for your child. The original of this will be on file in the student's cumulative folder.

Parent Signature: _____ *Date:* _____

Student Signature: _____ *Date:* _____

Teacher Signature: _____ *Date:* _____

G/T Specialist Signature: _____ *Date:* _____

Administrator Signature: _____ *Date:* _____