

# Oregon Talented and Gifted Teacher Update #8

## May 5, 2009

**Please forward this issue of the update to interested professionals!**

Teachers may sign up for this or other newsletters at: <http://www.ode.state.or.us/search/page/?id=1843>

Past issues are also available at this website.

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**Happy Teacher Appreciation Week! The Oregon Department of Education appreciates all you do for our students every day!**

### 1. Welcome to the TAG Teacher Update

This newsletter is designed to provide current information concerning teachers of TAG students, guidance counselors, administrators, and coordinators of TAG programs. Please let your colleagues know they can subscribe to this and other ODE content area newsletters by visiting: <http://www.ode.state.or.us/search/page/?id=1843>

### 2. Legal Reminder of the Month

OAR 581-022-1130 states: (7) *School districts shall develop a process that provides each student the opportunity to develop an education plan and build an education profile in grades 7 through 12 with adult guidance. The plan and profile shall be reviewed and updated periodically (at least annually) and be supported by a Comprehensive Guidance Program as defined in OAR 581-022-1510.*

ODE suggests that school districts use this individual plan and profile as a place for school staff, students, and parents to discuss overarching issues related to that particular TAG student's educational needs. This would also allow for the parent input required by both the plan and profile and TAG statutes and rules.

### **3. Potential to Perform and Identifying Underrepresented Groups**

Many Oregon districts are trying to increase accurate identification of TAG students from underrepresented groups. Most people in gifted education are familiar with the research that shows that students who are economically disadvantaged or part of a cultural minority group are less likely to be identified for TAG. Many experts in this area of study have advocated for lowering cut scores or eliminating cut scores entirely.

Other experts advocate for comparing students to others from a similar background—this is often referred to as the “comparing apples to apples” option. So, for example, a district might pull out subgroup assessment scores for all students on free and reduced lunch and then look to see which students' scores are in the top 3%-5%. Because policies for identification as Potential to Perform at the 97% are decided at the district level, it is possible that a district could make this approach work and meet compliance with OAR. If you are interested in learning more about your district's policies in this area and would like some technical assistance, please feel free to contact [stacey.figgins@state.or.us](mailto:stacey.figgins@state.or.us).

### **4. UC Irvine Free Webinars on TAG Topics**

The University of California at Irvine is offering four free online webinars related to gifted education. Topics include relating to gifted youngsters, differentiation, parent/teacher connections, IQ testing, and programming for gifted learners. They are offered every Wednesday evening beginning May 6, 2009. To learn more or register, [click here](#). Please be aware that they have had an overwhelming response with many registrants. They are anticipating the system might get overloaded, and that may cause difficulty for some people to have access. However, all of the webinars will be recorded and you can view the session for seven calendar days after the session has ended if you register.

### **5. University of North Carolina U-STARS-PLUS**

The University of North Carolina has a Javits grant to support teachers in the early recognition and nurturing of outstanding potential in children from economically disadvantaged and/or culturally/linguistically diverse families and children with disabilities in order to improve achievement and provide access to advanced educational opportunities. Much of their work focuses on training teachers to observe and recognize traits of giftedness in these diverse learners, and designing classroom activities where their gifts have a chance to shine. The project directors recently held a workshop in Seattle explaining how they have worked with districts to help them reduce and even eliminate disproportionate TAG identification. Please feel free to contact [stacey.figgins@state.or.us](mailto:stacey.figgins@state.or.us) for more details or visit the [U-STARS-PLUS website](#).

## 6. Do Students Have to Play Dumb to Be Cool?



[This article](#) from London addresses the issue of intelligence and popularity. Sociologists have observed the tendency for girls to act less intelligent than they actually are in order to fit in, and this article looks at how boys sometimes also face a similar peer pressure.

## 7. Identifying ELL Gifted Students

Riverside Publishing has released a [newsletter](#) about identifying ELL gifted students. The newsletter condenses the work of Dr. David Lohman, one of the authors of the CogAT.

## 8. Funding Gifted Education in Washington

The Washington state House and Senate have passed HB 2261, which provides more funding for gifted education. [Click here](#) if you would like to access the Seattle Times article describing this legislation.

## 9. Save the Date! Superintendent's Summer Institute

The Oregon Department of Education (ODE), in partnership with the Confederation of School Administrators (COSA), the Oregon Education Association (OEA) and the Oregon School Boards Association (OSBA), is pleased to announce the 2009 Superintendent's Summer Institute, to be held August 3-5, 2009 in Eugene.

The focus of this year's Institute has been expanded to serve all Oregon teachers and administrators, K-12. Registration and grant information will be made available on the ODE web site (<http://www.ode.state.or.us/search/page/?id=2558>) in the coming weeks. For further information contact C. Michelle Hooper, Director, 503-947-5694, [michelle.hooper@state.or.us](mailto:michelle.hooper@state.or.us).

## 10. Advanced Rigor in Math

[Click here](#) to read an article about the benefits of introducing all middle school students to advanced math.

## 11. Creative Language Arts Resource—Storyline Online

The Screen Actors Guild Foundation sponsors [Storyline Online](#), an online streaming video program featuring SAG members like James Earl Jones and Elijah Woods reading children's books aloud. Each book also includes accompanying activities and lesson ideas.

## 12. Another Creative Language Arts Resource—Primary Summer Reading

Letter P.A.L.S. Summerfest 2009, a new *free* 6-week online summer reading event, has been created to help grade 1-3 students offset summer reading loss/setback and show up next year ready to read. Learn more at [www.letterpals.org](http://www.letterpals.org). Teachers can sign up their classrooms now. Letter P.A.L.S. Summerfest 2009 will start on June 22. [Summerfest 2009](#) features the [Pet Shop Pen Pals](#), a group of pets who love to write letters to students and tell them about all of their adventures.

### 13. University of Oregon Summer Enrichment Program for TAG Students

The Summer Enrichment Program (SEP) is a campus-based residential program offering a wide range of exciting academic course options and social activities for gifted students currently in grades 6-10. Visit <http://www.uoyouth.org/> for this year's specific schedule and application information.

### 14. Javits-Frasier Scholarship Applications to Attend NAGC Convention



The Javits-Frasier Scholarship for Diverse Talent Development is a scholarship program that trains teachers and counselors to make a difference in the lives of disadvantaged kids who have great potential. The program, which funds travel and attendance at the [NAGC Annual Convention](#), honors the legacy of Dr. Mary Frasier. [Click here](#) to learn more about making a donation, or [click here](#) for application information.

### 15. Portland State University Professional Development Opportunities

#### Summer 2009 online courses

*One Size Doesn't Fit All: Differentiated Instruction for Diverse Learners* (3 credits)

DATES Jun 22-Aug 15

*Curriculum and Content Differentiation* (3 credits) – capstone (Prerequisites)

DATES Jun 22-Jul 18

[Registration](#)

#### District-wide Professional Development [www.ceed.pdx.edu/differentiate/services.php](http://www.ceed.pdx.edu/differentiate/services.php)

Partner with PSU to provide relevant training toward essential student learning. We will tailor our online professional development to support your district's priorities and existing improvement plans.

*Highlights include:*

- > online modules
- > trainer of trainers / staff mentors / DI coaches
- > Professional Learning Teams

*Meeting the Needs of All Students* is an online series of modules that equips all K – 12 educators with the essential knowledge and skills to learn the widely respected, research-based instructional approach: differentiated instruction (DI). DI provides teachers with effective, manageable strategies for meeting the needs of an increasingly diverse student population within the context of today's standards-based curriculum. Add value to what you are already doing; develop a highly interactive learning community using Oregon's leading experts to model the DI principles and processes. Educators will experience and understand how to implementing a range of strategies associated with DI. For more information, contact Cailín O'Connor, 503-725-8234, or 800-547-8877 ext 8324, or [caoconno@pdx.edu](mailto:caoconno@pdx.edu)

### 16. Interesting Article about the Nature of Intelligence

This [article in the Financial Times](#) explores the nature of intelligence and intelligence testing by first examining the life of Marilyn Savant, author of the *Parade*

column "Ask Marilyn." Savant once held the Guinness World Record for the highest recorded IQ score of 228.

### **17. Training Materials on Differentiation**

Do you work in a district where you are trying to increase your teachers' knowledge of differentiation? The TAG Services Center at SOESD will likely have some excellent training materials available free of charge to districts. If you are interested in receiving these materials, send an email to [stacey.figgins@ode.state.or.us](mailto:stacey.figgins@ode.state.or.us) with a brief statement about why you need these materials and how your district would use them. If the interested number of districts exceeds the number of available materials, a drawing will be held.

### **18. Gifted Education in Connecticut**

[Click here](#) to read an article about funding problems for gifted education in Connecticut.

### **19. Check Out Teacher Updates in Other Content Areas**

There are fabulous Teacher Updates being published monthly in other content areas like foreign language, social studies, and mathematics. You can subscribe to them by visiting: <http://www.ode.state.or.us/search/page/?id=1843>

### **20. How to Submit Articles**

If you would like to submit information for this newsletter, please email publication-ready short articles by the end of the month to [stacey.figgins@state.or.us](mailto:stacey.figgins@state.or.us). Please include links and contact information but no attachments.

### **21. In Every Issue—Internet Resources**

*Oregon Department of Education TAG*

<http://www.ode.state.or.us/search/results/?id=76>

*ERIC - Educational Resources Information Center*

<http://www.eric.ed.gov/>

*Supporting Emotional Needs of Gifted (SENG)*

<http://www.sengifted.org/>

*Council for Exceptional Children*

<http://www.cec.sped.org/AM/Template.cfm?Section=Home>

*National Association for Gifted Children*

[www.nagc.org](http://www.nagc.org)

*Oregon Association for Talented and Gifted*

[www.oatag.org](http://www.oatag.org)

*REAL - Resources for Educational Achievement and Leadership*

<http://www.ode.state.or.us/teachlearn/real/>

*Get Ready Oregon web page: New Oregon Diploma information for the general public*

<http://www.getreadyoregon.org>

*Oregon Diploma web page: Resources and tools for educators*

<http://www.ode.state.or.us/search/results/?id=368>

*Contact the Education Specialist in TAG*

Stacey Figgins, [stacey.figgins@state.or.us](mailto:stacey.figgins@state.or.us) (503) 947-5701

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