

Oregon Talented and Gifted Teacher Update #9

June 8, 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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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>. If you have any questions about the newsletter, or you would like to submit an article, please contact Stacey Figgins, Education Specialist at the Oregon Department of Education, at stacey.figgins@ode.state.or.us or (503) 947-5701.

2. Legal Reminder of the Month

There are three identification categories that are optional for districts. They are creativity, leadership, and visual or performing arts. The related statute is ORS 343.411 (2) : School districts may identify and provide special educational programs and services for students who demonstrate creative abilities, leadership abilities, or unusual abilities in the visual or performing arts as described in ORS 343 395 (7)(c), (d) and (e) and rules adopted by the board.

3. Differentiated Instruction

"People differ in their gifts and talents; to teach them you have to start where they are."- Confucius

Over two thousand years ago at least one philosopher and educator understood the importance of assessing and recognizing individual learning needs. Today educators who follow this same philosophy incorporate differentiated learning philosophies into their classroom practice.

One of the most essential components of individualized instruction is formative assessment. Until teachers know who their students are and what their students really know, any true learning will be random at best. This applies to TAG students as well. At the core of Oregon's state mandate for TAG services is the requirement that TAG students receive appropriate instruction at their individual rate and level. There is simply no way that teachers can deliver this instruction without first assessing what students already know.

Below are some online resources related to differentiated instruction. If your district is interested in increasing teacher knowledge about differentiated instruction, you may also contact Stacey Figgins at (503) 947-5701 or stacey.figgins@ode.state.or.us for assistance or additional information.

General Resources with Overview Information

[This overview from the Center for Special Applied Technology includes a helpful graphic organizer.](#)

[This excerpt from Carol Ann Tomlinson's book Fulfilling the Promise of a Differentiated Classroom focuses on the importance of teacher response to student needs.](#)

[This site from teAchnology breaks down differentiated instruction into a step-by-step process and includes reference links.](#)

Resources for Formative Assessment

[This article published by the Middle School Journal provides an overview on using formative assessment to individualize instruction.](#)

[This Powerpoint presentation by Linda Kateeb about differentiation focuses on assessment.](#)

Curriculum Examples

[This Indiana Department of Education resource provides many examples of tiered lessons.](#)

[This website collects examples of differentiated secondary lesson plans.](#)

[This document demonstrates using primary source documents in differentiated learning activities for elementary students.](#)

[This document demonstrates using primary source documents in differentiated learning activities for secondary students.](#)

4. Excellent Inventive Idea for Documentation of Rate and Level Services

Rebecca Carmichael, TAG Coordinator at Junction City Schools, and her software guru Tim Goss, have been collaborating to create a piece of software that has exciting ramifications for the TAG world. This piece of software allows teachers to input periodic updates about how they are assessing TAG students' rate and level needs and adjusting instruction to match. Additionally, parents can access this information from home and provide input to the teacher as well. Instead of being a one-time TAG plan that may be largely speculative in the fall, this computerized system will allow for more accurate and frequent communication between parents and teachers about their TAG students. A big thank you goes out to Rebecca for having the vision to create this idea and to Tim for creating the computer software. For more information please contact Rebecca at rcarmichael@junctioncity.k12.or.us or Tim at <http://www.timgossconsulting.com/>.

5. Gifted Students in the News

This [news article](#) tells the inspiring story of a twice exceptional high school student in Louisiana. In [another current event](#), NBC news correspondent Janet Shamlian reports on a 2-year-old who can read the newspaper. Finally, this [article](#) showcases a 12-year-old boy who is pursuing a double major at Florida International University.

6. Gifted Education in Florida

This [news article](#) highlights some current debates occurring in Florida about gifted education.

7. Cool Interdisciplinary Class

[Click here](#) to read an article about a high school class in Eugene that combines language arts, physical education, and ecological studies.

8. A Debate on Rigor in Education

Although graduating seniors in the United States are showing measurable improvement in test scores, U.S. colleges and universities are reporting that incoming freshmen are often underprepared. [This article](#) investigates this issue in metro-Atlanta.

9. Great Resource for Teachers

The [Davidson Institute's Educators Guild](#) is a free national service for elementary, secondary and post-secondary educators, as well as other professionals committed to meeting the unique needs of highly gifted students.

10. Charter School for Gifted Students in Colorado is Hiring

Stargate School is a premier Colorado, Adams 12 School District, chartered educational K-8 facility for intellectually gifted and talented students. They have opportunities for a Media Specialist and intermediate level classroom teachers who have knowledge of and experience with gifted students. Those interested may direct

resumes to Sharon Kenyon, Head of School. For more information about the school, visit our website at <http://www.stargateschool.org/>.

11. Gifted Education in New York

This [news article](#) discusses efforts made by New York City Public Schools to test and identify more gifted students.

12. Corbett to Represent Oregon in National Academic Decathlon

Corbett High School has won the Oregon Academic Decathlon state championship for the second straight year and will represent Oregon among winners from 39 other states at the United States Academic Decathlon national finals on April 22-25 in Memphis, Tennessee.

The two-day competition at Western Oregon University consisted of ten events: seven objective exams in the subjects of math, art, science, literature, music, economics, and social studies; and three subjectives consisting of speech, interview, and essay. Corbett's team spent several months preparing by studying provided course materials and conducting outside research on this year's curriculum topic, *Latin America*.

All Oregon high schools are invited to participate in the 2009-2010 competition and earn the opportunity to represent the state at the national finals in Omaha, Nebraska. The curriculum theme will be *The French Revolution*. Curriculum materials will be released in May and are provided at no cost to schools the first year. For more information visit the website, www.orad.us. All interest in participation and any questions should be directed to state director Christian Cerone at (503) 347-5757 or ccerone@orad.us.

13. Bilingual Assessment Workshop, June 17-19, 2009 at WOU

On June 17, 18, & 19, 2009, the Woodcock-Muñoz Foundation and the Western Oregon University (WOU) College of Education are honored to co-host a three-day workshop on Bilingual Assessment focusing on the most recent contribution to the field of measurement by Dr. Richard Woodcock who was a faculty member at the University over 50 years ago. The Bilingual Assessment workshop will be held at WOU. For more information and registration please click [here](#).

14. Classroom Law Project—Upcoming Summer Institute

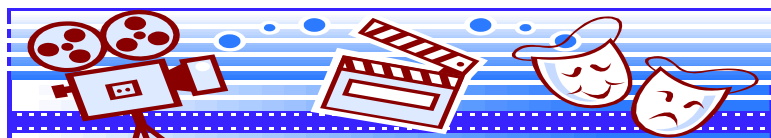
Classroom Law Project (CLP), located in Portland, Oregon, is a nonprofit organization of educators, lawyers, and civic leaders. This organization helps students at all grade levels learn to be informed and active citizens who can foster, sustain, and preserve a free democratic society. [Click here](#) to access the organization's homepage. There are sample lesson plans included. [Click here](#) for information on the Summer Institute.

15. Gifted Students and Writing Instruction

Gifted students often face special challenges when it comes to writing instruction. Some educators are misinformed and may believe that a student with messy handwriting cannot be TAG. The truth is that perfect penmanship is not a required

characteristic to qualify as TAG. TAG students might have other challenges with writing as well. [In this article](#), local psychologist [Dr. Douglas Kutner](#) discusses the complex brain activity associated with some TAG students when they are writing.

16. Save the Date! Superintendent's Summer Institute



**Setting the Stage for
Student Success!**

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.

17. University of Oregon Summer Enrichment Program

The Summer Enrichment Program is currently accepting applications for its 2009 sessions, but space is filling fast. The May 15th priority application deadline may have passed, but applications for both sessions will be accepted until the camp is full. SEP is a two-week residential summer program providing challenging academic coursework and a wide range of social activities for gifted and highly able 6-10 grade students. Students are encouraged to largely construct their own schedules while at SEP, allowing them to cultivate their interests while simultaneously promoting their sense of independence and self-assurance. Students must be working above grade level but do not have to have formal TAG identification to participate in SEP.

During each two-week session, students live in university residence halls and attend six classes chosen from a slate of 36 options. Classes are offered in a variety of subjects, including mathematics, science, social science, law, visual and performing arts, media studies, literature, ecology, and creative writing. Curricula are designed to be challenging, with courses running from advanced early-high school to advanced early-college in difficulty levels. There are no exams or homework at SEP and classes do not qualify for college credit.

Students live in dorm groups divided by age and gender, with a counselor and junior counselor residing with each group. All program activities are closely supervised with a staff to student ratio of approximately 1:8, creating a safe, tight-knit campus community. Time out of class in the afternoons presents students with a range of social options to choose from, including participating in various athletic events, hanging out around the dorm, or exploring the UO campus with friends. Evenings offer an ever-changing list of recreational options as well that include arts activities, movie-making, sports and game competitions, musical performances, and much more.

Although the majority of the students come from Oregon, many out-of-state and international students attend annually as well. The 2007 and 2008 programs included

students from every part of the country, as well as from Korea, Japan, Saudi Arabia, and the United Kingdom. Program applications and a full course list are available to download at www.uoyouth.org, or can be requested in hard copy form by calling the university office at 541-346-1405, or by contacting sep@uoregon.edu.

18. Differentiated Instruction at Portland State University

www.ceed.pdx.edu/differentiate

Summer 2009 online courses:

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

COURSE # 82864 Graduate -- KM118-3CP1 Noncredit

INSTRUCTOR Barbara Fowler

DATES Jun 22-Aug 15

\$905 Grad/\$480 Noncredit

Curriculum and Content Differentiation (3 credits) -- capstone*

COURSE # 82863 Graduate -- KM126-3CP1 Noncredit

INSTRUCTOR Aeylin Summers

DATES Jun 22-Jul 18

\$905 Grad/\$480 Noncredit

* Prerequisites

[Registration](#)

District-wide Professional Development

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

19. 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

Oregon Association for Talented and Gifted

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 (503) 947-5701

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