

School:

School Year:

Course Title:

Teachers:

Course modification and differentiation options for Talented and Gifted students

In accordance with OAR 581-022-1330 and HSD Board Policy IGBB, all required written course statements shall identify the academic instructional programs and strategies used to **address the levels of learning and the accelerated rates of learning for TAG students**. Classroom instruction is based on assessment data, and modifications should be documented in lesson plans and grade books.

Teachers will, as part of a collaborative team, write TAG Course Plans, outlining pre-assessments and instructional differentiation strategies specific to each course. These should be reviewed and revised, as necessary, within the first three weeks of the start of each school year.

The following information can be used as a list of options from which teachers, parents, and students can collaboratively work together to create a learning experience appropriate to the unique needs of each individual gifted student.

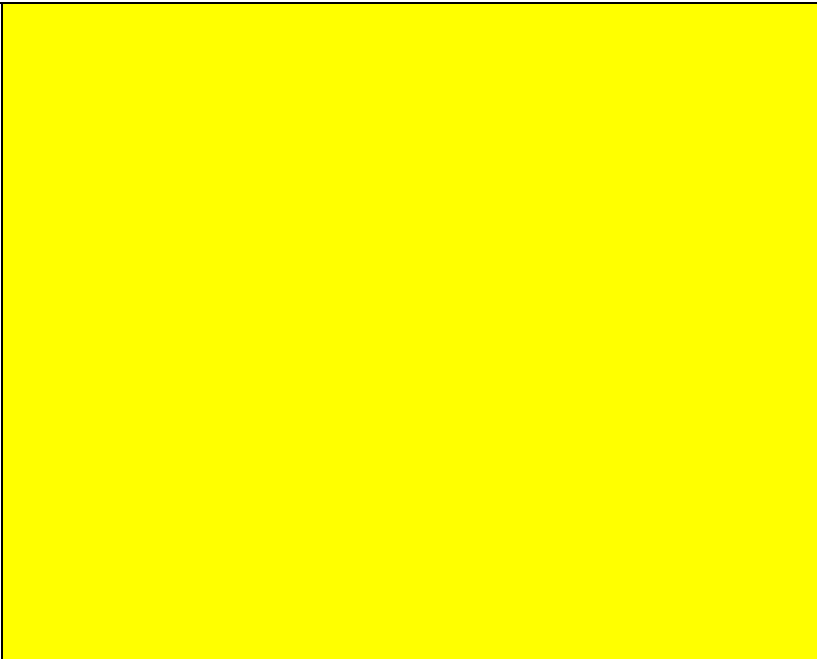
Pre-Assessment Options for Level and Rate of Learning	Instruction must be based on assessed rate and level of learning												
<ul style="list-style-type: none"> ● Academic Peer Evaluations ● Benchmark Assessment Data ● Chapter/Unit Tests ● Common Formative Assessments ● District and/or State Assessment ● End-of-book Test ● Essay Questions ● Final/Semester Exams ● Journals ● Lab Work ● Monitoring of daily work ● Parent input and information ● Other: ● Performance Task ● Performing Arts and Visual Arts ● Placement recommendations and specific data from previous teacher(s) ● Placement Test ● Research reports ● Skill Tests ● Specific teacher observational data ● Student input and self-assessment and/or interview ● Student Portfolio ● Teachers Observations ● Work Samples 	<p>Level of Learning is the student’s instructional level in the curriculum, the place where the student will be successful, but will encounter new knowledge and/or skills. Student level of learning may be:</p> <ul style="list-style-type: none"> ● Significantly above grade level ● Above grade level ● On grade level with an accelerated pace ● On grade level with no modifications needed ● Below grade level <p>Rate of Learning is a measure of the pace which a student successfully progresses through the curriculum after being placed at the appropriate level. A student’s rate of learning will vary depending on:</p> <p style="text-align: center;">The student may:</p> <table border="0" style="width: 100%;"> <tr> <td>● <i>Subject</i></td> <td>● <i>Work at a slower pace than peers</i></td> </tr> <tr> <td>● <i>Point in the learning process</i></td> <td>● <i>Work at the same pace as peers</i></td> </tr> <tr> <td>● <i>Degree of student interest</i></td> <td>● <i>Work at a faster pace than peers</i></td> </tr> <tr> <td>● <i>Level of difficulty</i></td> <td>● <i>Complete work quickly and accurately</i></td> </tr> <tr> <td></td> <td>● <i>Grasp new concepts quickly and easily</i></td> </tr> <tr> <td></td> <td>● <i>Be highly motivated</i></td> </tr> </table>	● <i>Subject</i>	● <i>Work at a slower pace than peers</i>	● <i>Point in the learning process</i>	● <i>Work at the same pace as peers</i>	● <i>Degree of student interest</i>	● <i>Work at a faster pace than peers</i>	● <i>Level of difficulty</i>	● <i>Complete work quickly and accurately</i>		● <i>Grasp new concepts quickly and easily</i>		● <i>Be highly motivated</i>
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Instructional/Differentiation Strategies

At all levels, the goal is to ensure the gifted learner is stimulated and challenged throughout the school day by means of advanced content, flexible pacing, higher-order thinking skills, intellectual peer mind-alike time, research , projects, and/or materials and experiences appropriate to the student’s learning.

Differentiation Options	Course-Specific Differentiation Options
<ul style="list-style-type: none"> ● Ability Grouping, within a class or within a “walk-to” model ● Acceleration, subject-specific or whole grade ● Advanced/Honors Courses ● Alternative Assessments ● Alternative Environment ● Choice Assignments ● Cluster Grouping ● Compacting 	<p>Fill out this section:</p>

- Depth of Knowledge (Bloom’s Taxonomy, Quadrant Learning, Costa’s Thinking Levels)
- Dimensions of Complexity
- Dimensions of Depth
- Enrichment Activities
- Expanded Options (post-secondary coursework)
- Extension Activities
- Flexible Grouping
- Focused Programs of Study
- Honors Options
- Independent Study/Projects
- Interdisciplinary Units
- Interest-Options
- Learning Contracts
- Learning Modalities
- Mentorship
- Mind-Alike Time
- Modes of Expression
- Multiple Intelligences
- Tiered Assignments/Instruction
- Virtual Learning Options
- Other



Characteristics of a Successful Learner: *What additional supports will be in place to help students socially and emotionally to cultivate effective academic behaviors, such as:* Cooperation, Responsibility, Respect, Attentiveness, Work Ethic, Persistence, Thinking Flexibly, Taking Responsible Risks, Striving for Accuracy, Thinking Interdependently, etc?

Fill out this section:

Opportunities for parent input:
Parents can request information about TAG services and options for their student at any time. This document should serve as a guide for collaborative conversations. Typical input opportunities include

- school conferences,
- telephone contact,
- email inquiries,
- parent surveys,
- parent-requested conferences, and
- other written communication.