

Perreault Matt

From: Margaret DeLacy <margaretdelacy@comcast.net>
Sent: Thursday, March 16, 2017 8:58 PM
To: HED Exhibits
Cc: board@oatag.org
Subject: Testimony concerning HB 2529
Attachments: ESSA - GT provisions.pdf

Dear Members of the House Education Committee

HB 2529 requires applicants for a preliminary administrative license to complete coursework related to comprehensive school guidance and counseling programs.

The Oregon Association for Talented and Gifted, a non-profit 501(c)3 statewide membership organization, supports HB 2529 and asks you to vote in favor.

However, we would also like to point out that the Federal Every Student Succeeds Act requires that state applications for federal grants under the Title II Professional Development program section 2101, *Formula Grants to States*, requires that every state application for federal professional development funds shall include

"A description of how the State education agency will improve the skills of teachers, *principals, or other school leaders* in order to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students."

A summary of provisions of ESSA relevant to the education of students who are talented and gifted from the National Association for Gifted Children (NAGC) is attached.

We believe that the applicants for preliminary administrator licenses should receive training on *best practices* regarding the identification, instruction, and continuum of services for children with special learning needs including TAG students.

We also believe that applicants for preliminary administrator licenses should receive training on *coordinating with school counselors* to address the needs of children with special learning needs including TAG students.

Children with special learning needs often require the assistance of school counselors in order to plan and enroll in programs that are adapted to their needs. Talented and Gifted students in particular are often accelerated and need the advice of counselors to enroll in advanced classes, graduate early, enroll in dual credit programs or ensure that their records include all the credits they need to graduate.

OAR 581-022-1670 requires that:

(3) Each school district shall assist teachers in adapting instruction and curriculum to meet the needs and learning rates of all students in achieving proficiency in the academic content standards. Districts must:

(a) Provide multiple opportunities for students to demonstrate mastery of academic content standards through sufficient and appropriate assessment evidence.

(b) Continue to provide opportunities for students who have met standards to advance their learning.

(c) Provide students who have not met *or have exceeded* the academic content standards *with access to additional services* and other public school or alternative educational options.

These services cannot be carried out by individual classroom teachers, particularly high school teachers. They require the knowledgeable involvement of trained school counselors and school administrators.

We therefore request that if possible the bill be amended to this effect.

Sincerely yours,

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From "The Quiet Crisis in Talented and Gifted Education in the State of Oregon, Report to the Interim Legislative Education Committees, October 1, 2010.

Findings related to the Charge in Item ?A? Instruction and Services

"Districts are struggling to comply with the state Talented and Gifted Education Mandate.

Services do not adequately reflect the goals envisioned by the TAG Mandate of 1987. . .

Services are inconsistently delivered across the state.

The services provided do not necessarily reflect the best practice programming (instruction and services) for TAG students. . . .

The lack of statewide infrastructure about TAG does not support districts to implement appropriate TAG services.

Districts attempt to maintain a commitment to these learners despite the lack of state funding. . . ."