

**TALENTED AND GIFTED EDUCATION:
FRAMEWORK FOR MEETING THE NEEDS OF TAG STUDENTS**

**TALENTED AND GIFTED
EDUCATION**

*Framework for Meeting the
Needs of TAG Students*

**Portland Public Schools
501 N. Dixon
Portland, Oregon**

**PPS School Board
June 1996
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BOARD POLICY 6.10.015

TALENTED AND GIFTED EDUCATION

- (1) The Portland School District is committed to an educational program that recognizes the unique value, needs and talents of the individual student. Curriculum and instruction designed to meet the level and rate of learning of talented and gifted students is an integral part of this *commitment*. Talented and gifted students means those children who require special educational programs or services, or both, beyond those normally provided by the regular school program in order to realize their contribution to self and society *and* who *demonstrate* outstanding ability or potential in one or more of the following areas:
 - (a) intellectual ability;
 - (b) unusual academic ability in reading or mathematics.
- (2) The Board of Education, therefore, directs District staff to provide classroom or school programs designed to promote educational opportunity for talented and gifted students, commensurate with their ability.

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IDENTIFICATION

GOAL *To identify all TAG students, to assess the appropriate level of instructional services for these children, and to maintain on-going assessment data facilitating a continuous delivery of appropriate services throughout their school career.*

NOMINATION:

- (1) Written notification by schools of parents' right to nominate their child for TAG services.
- (2) Responsibility of teaching staff to nominate possible TAG students, with subsequent parental consent.

IDENTIFICATION:

- (1) Written parental notification by schools prior to testing. The testing is to be completed in a timely manner, generally within 30-60 days. The exact test to be used decided between the TAG Office and the TAG coordinator at the school.
 - K-12: identification of TAG children utilizing the Frasier TABs (Traits, Attributes and Behaviors) model combined with work samples, intellectual and/or academic tests, observation data, and environmental-cultural factors.
 - Transfer students: establishment of a process for identifying possible TAG students within one month of transfer into PPS. Upon entrance, schools should inquire about any special programs in which a student has been previously enrolled (e.g., ESL, Special Education, TAG).
- (2) The school TAG Leadership Team meeting on an on-going basis to recommend identification. The Team shall notify the TAG Office to determine final decision. Parents and teachers shall be notified within 10 working days of decision.

INSTRUCTIONAL PLANNING

GOAL *To ensure that assessment results in appropriate instruction that meets students' rate and level needs. Assessments are made before*

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determining appropriate programs and services. Programs and services are modified based on assessments throughout the year.

ASSESSMENTS MAY INCLUDE:

- observations
- anecdotal records
- work samples
- scoring guides
- portfolios
- teacher-developed tests
- standardized tests
- review of academic history
- child's response to instruction to determine rate

- (1) Appropriate rate and level services should be provided to all TAG identified students from September through June. Formalization of the instructional program should be in the form of an instructional plan created between parent, student, and teacher prior to November 1 or within 30 working days for newly-identified students. (*Grades K – 5*)
- (2) instructional planning that links services to the pre- and post-assessment information and is designed to provide each student with the appropriate rate and level of instruction.
- (3) Instructional planning that describes materials, curriculum, and services.
- (4) Instructional plans that specify how the work will be differentiated to meet students' level and rate:
 - flexible ability grouping to achieve level and rate instructional needs;
 - curriculum compacting;
 - substitution of advanced work for curriculum already mastered.

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district-wide benchmark standards for various subjects to place students at the appropriate level and to evaluate the rate of a student's progress;
teacher facilitation for independent or self-directed work;

programs which facilitate group acceleration, such as honors, Advanced Placement, International Baccalaureate, and college coursework.

- (5) Instructional planning that specifies the criteria for evaluation of student products and achievements at the regular reporting periods.
- (6) Modification of instructional planning if evaluation or student progress shows that it is necessary.
- (7) instructional plans and evaluations that can be used by teachers in subsequent years for providing smooth articulation and avoiding repetition of work already completed or curriculum already mastered.

Building, Area, and District CURRICULUM

GOAL *To make optimum learning experiences possible by establishing excellent communication between and among teachers, parents, students, principals, and administrators.*

- (1) Determine compliance with the State TAG Mandate and satisfaction with provided services.
- (2) Communicate with teachers, parents, and students about various programs and services.
- (3) Promote regular parent involvement including:
 - a. production and distribution of a District handbook for TAG parents;

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- b. information to all TAG children and their parents about available programs;
 - c. building, area, and District meetings concerning TAG topics;
 - d. establishing a building TAG committee;
 - e. TAG parent representation in all cluster and District committees involved in TAG planning;

 - f. provision of timely information to parents about District TAG Advisory Committee (DTAC) meetings.
- (4) Implement District TAG guidelines to ensure uniformity of services by:
- a. communicating these guidelines to all principals and teachers;
 - b. follow-through of principals to ascertain if services are being delivered in an appropriate and timely fashion;
 - c. follow-through of the District to ascertain if services are being delivered in an appropriate and timely fashion.
- (5) Review building TAG plans and programs at the District level.
- (6) A clear and concise appeals and complaint process and procedure will include:
- a. the steps to solving problems with the school which includes beginning the process at the local level, working towards resolution;
 - b. communication by the TAG Office informing educators and parents of the appeal and complaint procedure;
 - c. timely and accurate recording of all complaints, appeals and their resolution.

EARLY ENTRY

Entering kindergarten before age 5 first grade before age 6

GOAL: *To maintain the option of early entry for gifted children.*

- (1) Retain the existing screening and counseling process before initiating

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testing.

- (2) Reduce or waive evaluation fees for families whose children qualify for free or reduced lunch.
- (3) Retain the existing District testing of potential early entry candidates.
- (4) Counsel families after testing regarding the advantages and disadvantages of early entry.
- (5) Maintain an appeal process that flows from the principal to the District.
- (6) Encourage flexible grouping and mixed-age classrooms within grades K through 2.

**Exceptional and/or ISOLATED GIFTED
Geographic**

GOAL *To establish a mechanism for providing appropriate rate and level education for gifted children who are exceptional or geographically isolated.*

- (1) Recognize that “exceptionally” gifted children have abilities so advanced that their instructional needs and rate and level of learning are distinct from those of other TAG-identified children.
- (2) Provide consultation for isolated gifted students to address academic and social-emotional issues.
- (3) Inform parents of District or area grouping of TAG children by administrative transfer to provide more appropriate rate and level services.

SOCIAL-EMOTIONAL NEEDS

GOAL: *To support TAG policies which recognize the TAG child's social and emotional needs.*

- (1) Educate principals, TAG coordinators, child development specialists, teachers, and parents about the social/emotional needs of TAG children (e.g., the warning signs of disengagement or social tensions).
- (2) Recognize that academic frustration may lead to inappropriate behavior, withdrawal, or depression.
- (3) Maintain reasonable work expectations for TAG children.
- (4) Recognize the diversity of TAG children with respect to race, ethnicity, gender, maturity, creativity, physical ability, coping skills, learning style, etc.
- (5) Recognize that TAG children are not necessarily more capable of taking charge of their own learning and behavior than other children of the same age.
- (6) Recognize that mastery of a subject does not necessarily prepare a child to teach peers.
- (7) Encourage TAG children to pursue their academic or creative passions.
- (8) Allow TAG children to be with intellectual peers through flexible grouping patterns.
- (9) Counsel children whose giftedness creates social or emotional distress.

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TAG BUDGET

GOAL: *Using TAG funds to achieve appropriate identification and rate and level instruction for all TAG children.*

- (1) Maintain a centralized TAG staff for the purpose of complying with the State mandate (e.g. identification, parent involvement, programs and services).

- (2) Distribute TAG budget to the schools with accountability for the appropriateness of expenditures to the district.