



# Talented and Gifted Handbook



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## Introduction & Philosophy

In Pendleton School District we recognize that every student comes to us as an individual with unique abilities, talents, and needs. We believe it is our responsibility, as educators, to provide appropriate instructional programs and supportive environments which allow and encourage every child to realize his/her potential. Pendleton School is committed to providing a quality education for all students.

*The Oregon Talented and Gifted Act*, passed by the legislature in 1987, and revised in 1995 requires school districts to identify and serve both intellectually gifted and academically talented students in grades K-12. The Pendleton School District is committed to an education program that recognizes, identifies, and serves the unique needs of talented and gifted students. Talented and gifted students are those who have been identified academically talented and/or intellectually gifted. In order for these talents and gifts to be strengthened and expanded, and for school to be a beneficial experience, curriculum instruction must be available at the student's rate and level of learning.

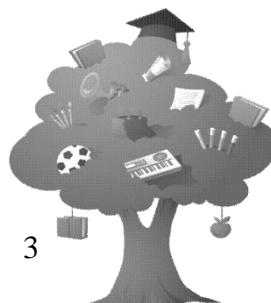
Gifted  
Education

# Standards for Pendleton School District Talented and Gifted Programs and Services

These standards will serve as a framework and communication tool for designing and documenting appropriate instruction for Talented and Gifted students in Pendleton School District.

## **Pendleton School District 16R will:**

- ❖ Conduct an ongoing search for students eligible for TAG services through processes outlined for identification of intellectually gifted and academically talented students.
- ❖ Assess rate and level of identified student learning.
- ❖ Provide curriculum instruction commensurate with identified students' rate and level of learning.
- ❖ Maintain a written district plan for identification and programs and services.
- ❖ Identify, strengthen and expand instructional programs, K-12, which are appropriate for talented and gifted students.
- ❖ Keep ongoing and accurate documentation of instruction for assessed level(s) of learning and accelerated rates of learning.
- ❖ Provide opportunities for parent input and regular communication among parents, school staff, and students.
- ❖ Create a shared responsibility among parents, school staff, and students
- ❖ Provide opportunities for interaction with other TAG students .



# Oregon Administrative Rules Revised

## •581-022-1310 Identification of Academically Talented and Intellectually Gifted Students

Each school district shall have local district policies and procedures for the identification of talented and gifted students as defined in ORS 343.395(7)(a) and (b):

- 1) Districts shall make efforts to identify students from ethnic minorities, students with disabilities, and students who are culturally different or economically disadvantaged.
- 2) A team shall make the final decisions on the identification of students using the information collected under sections (3) and (4) of this rule. No single test, measure or score shall be the sole criteria. A record of the team's decision, and the data used by the team to make the decision, shall become part of the education record for each student considered.
- 3) Districts shall collect behavioral, learning and/or performance information and include the information in all procedures for the identification of students.
- 4) The following measures and criteria for identifying the intellectually gifted and the academically talented shall be used by the team:
  - (a) Intellectually gifted students shall score at or above the 97th percentile on a nationally standardized test of mental ability; and
  - (b) Academically talented students shall score at or above the 97th percentile on a test of total reading or a test of total mathematics from a nationally standardized test battery or a nationally standardized test of reading or mathematics.
- 5) Despite a student's failure to qualify under subsections (4)(a) and (b) of this rule, districts, by local policies and procedures, shall identify students who demonstrate the potential to perform at the 97th percentile.
- 6) School districts may identify additional students who are talented and gifted as defined in ORS 343.395(7)(c), (d), and (e) as determined by local district policies and procedures.

Stat. Auth.: ORS 343.391 - 343.413

Stats. Implemented: ORS 326.051

Hist.: EB 18-1996, f. & cert. ef. 11-1-96

# Pendleton School District Board Policies for Talented and Gifted Education

Code: **IGBB**  
Adopted: 5/10/99  
Readopted: 6/14/10  
Orig. Code(s): IGBB

## **Talented and Gifted Program**

The district is committed to an educational program that recognizes, identifies, and serves the unique needs of talented and gifted students. Talented and gifted students are those who have been identified academically talented and/or intellectually gifted.

The district will develop and maintain procedures for identifying academically talented and intellectually gifted students. The district staff, under the direction of the superintendent, will develop a written plan that identifies programs or services needed to address the assessed levels of learning and accelerated rates of learning of identified students.

The Board has established an appeals process for parents to utilize if they are dissatisfied with the programs and services recommended for their identified talented and gifted student and wish to request reconsideration.

The Board has established a complaint procedure to utilize if an individual has a complaint regarding the appropriateness of programs and services provided for identified talented and gifted students.

END OF POLICY

### **Legal Reference(s):**

[ORS 343.391](#)  
[ORS 343.395](#)  
[ORS 343.396](#)  
[ORS 343.397](#)  
[ORS 343.401](#)  
[ORS 343.407](#)  
[ORS 343.409](#)  
[ORS 343.413](#)  
[OAR 581-022-1310 to -1330](#)

Adopted: 5/10/99  
Readopted: 6/14/10  
Orig. Code(s): IGBBA

## **Identification - Talented and Gifted \*\***

In order to serve academically talented and intellectually gifted students, the district will establish a written identification process. This process shall be consistent with the guidelines published by the Oregon Department of Education and shall as a minimum include the following:

1. Behavioral, learning and/or performance information;
2. A nationally standardized mental ability test for assistance in identifying intellectually gifted students;
3. A nationally standardized academic achievement test for assistance in identifying academically talented students or Oregon Assessment of Knowledge and Skills (OAKS).

The identification process will include procedures to identify talented and gifted students from special population.

Careful selection of appropriate measure and a collection of behavioral or learning characteristics will be used in this process. An appeals process will be maintained for parents to utilize if they are dissatisfied with the identification process and wish to request reconsideration of their child.

END OF POLICY

Legal Reference(s):

[ORS 343.395](#)

[ORS 343.407](#)

[ORS 343.411](#)

[OAR 581-021-0030](#)

[OAR 581-022-1310](#) to

Code: **IGBBB**

Adopted: 6/14/10

### **Identification - Talented and Gifted Students among Nontypical Populations\*\***

The district will make an effort to identify talented and gifted students from special populations such as:

1. Ethnic minorities;
2. Economically disadvantaged;
3. Culturally different;
4. Underachieving gifted;
5. Students with disabilities.

Careful selection of appropriate measures and a collection of behavioral or learning characteristics shall be used.

The Board has established an appeals process for parents to utilize if they are dissatisfied with the identification process of their student for the district program for talented and gifted students and wish to request reconsideration.

END OF POLICY

Legal Reference(s):

[ORS 343.395](#)

[ORS 343.407](#)

[ORS 343.411](#)

Code: **IGBBC**

Adopted: 6/14/10

### **Programs and Services - Talented and Gifted\*\***

A district written plan will be developed for programs and services beyond those normally offered by the regular school program. All required written course statements shall identify the academic instructional programs and services to be provided which accommodate the assessed levels and accelerated rates of learning in identified talented and gifted students. The superintendent will remove any administrative barriers that may exist which restrict students' access to appropriate services and will develop program and service options. These options may include, but are not limited to, the following:

- |                                    |  |
|------------------------------------|--|
| 1. Early Entrance                  | 2. Grade Skipping                      |
| 3. Ungraded/Multi-age Classes      | 4. Cluster Grouping in Regular Classes |
| 5. Continuous Progress             | 6. Cross Grade Grouping                |
| 7. Compacted/Fast-Paced Curriculum | 8. Special Full- or Part-Time Classes  |
| 9. Advanced Placement Classes      | 10. Honors Classes                     |
| 11. Block Classes                  | 12. Independent Study                  |
| 13. Credit by Examination          | 14. Concurrent Enrollment              |
| 15. Mentorship/Internship          | 16. Academic Competitions              |
| 17. Magnet Programs/Schools        |  |

The Board has established an appeals process for parents to utilize if they are dissatisfied with the programs and services recommended for their identified talented and gifted student and wish to request reconsideration.

The Board has established a complaint procedure to utilize if an individual has a complaint regarding the appropriateness of programs and services provided for identified talented and gifted students.

END OF POLICY

Legal Reference(s):

[OAR 581-022-1310 to -1330](#)

[OAR 581-022-1940](#)

Revised/Reviewed: 6/14/10

## **Appeals Procedure for Talented and Gifted Identification and Placement\*\***

The Board has established an appeals process for parents to utilize if they are dissatisfied with the identification process and/or placement of their student in the district program for talented and gifted (TAG) students and wish to request reconsideration. The district's desire and intent is to reach satisfactory solutions during the informal process:

### **Informal Process**

1. The parents will contact the district TAG coordinator/teacher to request reconsideration;
2. The TAG coordinator/teacher will confer with the parents and may include any additional appropriate persons (e.g., principal, counselor, teacher, etc.). At this time, information pertinent to the selection or placement will be shared;
3. If an agreement cannot be reached, the parents may initiate the Formal Process.

### **Formal Process**

1. Parents shall submit a written request for reconsideration of the identification/placement to the program supervisor;
  2. The program supervisor shall acknowledge in writing the receipt of the request within five working days and shall forward copies of the request and acknowledgment to the TAG coordinator/teacher;
  3. The program supervisor, TAG coordinator/teacher and other appropriate administrator shall review the student's file and earlier decisions within 10 working days of the original request. Additional data may be gathered to support or change the earlier decision;
  4. Parents may be provided an opportunity to present additional evidence;
  5. If deemed necessary, a formal hearing will be conducted by the district hearings officer utilizing the appropriate procedures;
  6. A decision will be made within 20 working days after receipt of the written request for reconsideration. The parents shall be notified of the decision in writing and the decision shall be forwarded to the superintendent;
  7. The decision may be appealed to the Board;
- Appeals Procedure for Talented and Gifted Identification and Placement\*\* - IGBBA-AR  
1-2
8. If the parents are still dissatisfied, an appeal to the State Superintendent of Public Instruction following the procedures outlined in the Oregon Administrative Rules (OAR) may be used. The district shall provide a copy of the appropriate OAR upon request.

Code: **IGBBC-AR**

Revised/Reviewed: 6/14/10

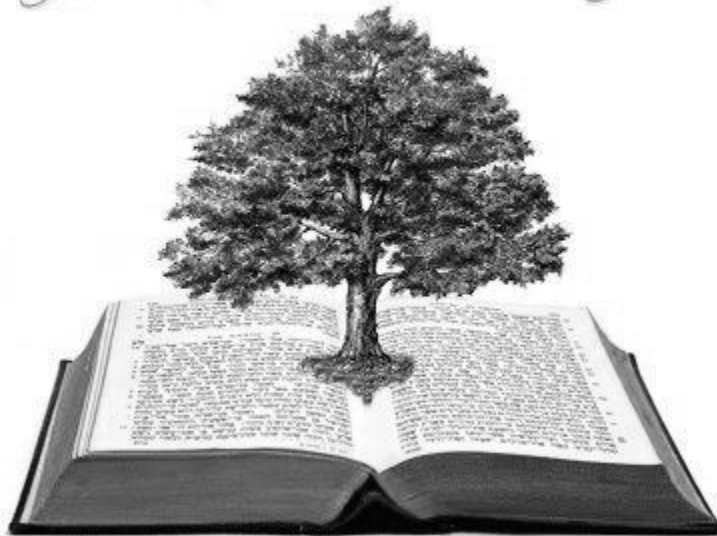


## Complaints Regarding Talented and Gifted Program

Since differences of opinion may arise regarding the appropriateness of programs and services provided for identified talented and gifted (TAG) students, the following procedure will be utilized when complaints arise:

1. All complaints will be reported to the superintendent;
2. The complainant will be given the Talented and Gifted Standards Complaint Form which must be filled out before further consideration can be given to the complaint;
3. The superintendent shall arrange for a review committee consisting of the TAG coordinator/teacher, the program supervisor, a counselor and a school psychologist;
4. The review committee shall meet within two working days of receiving the written complaint and review all pertinent information. A recommendation will be submitted to the superintendent within 10 working days of receiving the original complaint;
5. The committee may recommend that:
  - a. The programs or services are appropriate;
  - b. The programs or services are not appropriate.
6. The superintendent shall report immediately the recommendations of the review committee to the Board;
7. The decision of the Board shall be final;
8. If the complainant remains dissatisfied, and has exhausted local procedures, or 45 or more days have elapsed since the original filing of a written complaint alleging violation of standards with the district, an appeal to the State Superintendent of Public Instruction can be filed. The district shall provide a copy of the appropriate Oregon Administrative Rule upon request.

*Develop a passion for learning.  
If you do, you will never cease to grow.*



*~ Anthony J. D'Angelo ~*

## Definitions of Talented and Gifted

The U.S. Office of Education estimates that a minimum of 3 to 5 percent of the total school-age population possess talented and gifted abilities under the following definition:

*“Gifted and talented children are those identified by professionally qualified persons who by virtue of outstanding abilities are capable of high performance. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society.”*

In order to meet OAR 581-022-1310, the Pendleton Public School District Talented and Gifted Program recognizes children capable of high performance in the following areas:

1. **INTELLECTUALLY GIFTED**

Students who score at the 97<sup>th</sup> percentile or above on a nationally norm-referenced standardized test of school ability and who have confirming behavior, learning and/or performance information.

2. **ACADEMICALLY TALENTED**

Students who score at the 97<sup>th</sup> percentile or above on a nationally norm-referenced standardized test of achievement in the area of total reading and/or mathematics and who have confirming behavior, learning and/or performance information.

3. **POTENTIAL TO PERFORM**

Students who demonstrate the potential to perform at or above the 97<sup>th</sup> percentile on a nationally norm-referenced standardized test of school ability or academic achievement test or total reading and/or mathematics and who have confirming behavior, learning, and/or performance information.

This includes students from under represented populations who, because of learning disabilities, ethnic background, socioeconomic background, and/or disabling condition, are unable to score at the 97<sup>th</sup> percentile. Children who score at or above the 94<sup>th</sup> percentile on a nationally norm-referenced standardized test and who have confirming behavior, learning and/or performance information may be identified under “Potential to Perform.”



# Identification Process

## Step 1: Referral

- The classroom teacher, parent, TAG Coordinator, or administrator identify a potential TAG student
- Building TAG Coordinator is notified and appropriate referral form is completed by classroom or referring teacher

## Step 2: Initial Screening

- The building TAG coordinator, the classroom teacher and the building principal review student criteria:
  - Referral forms
  - Classroom survey (if applicable)
  - State Assessments results (if available)
  - SAT/PSAT results (if applicable)
  - Other Performance indicators (DIBELS, portfolio evidence)

## Step 3: Determination

- The school team makes a determination if the student:
  1. Meets criteria
  2. Does not meet criteria
  3. May meet criteria, but more information is needed

Student with the “Potential to Perform” may be referred to the District Team for further determination—*Particular Attention to Typical Underperforming Populations (i.e. Native American Students, Students of Poverty, and Twice Exceptional Students)*

### Documentation Review Deems Student Potentially TAG

- TAG ID Form is completed
- Copy of TAG ID Form is sent to the District Office TAG Coordinator

### Documentation Review Deems Student Not TAG Qualified

- Student file is created and documentation is kept
- Student is identified as “Potentially TAG”

### If Student is in grades K-2 or 3-12 w/out 2 or more supporting tests:

- Consent to test is obtained from parents. Form is signed.
- Student is assessed using determined academic or intelligence test

### If Student is in grades 3-12 with 2 or more supporting or qualifying Assessments:

- No further testing is needed

## Step 4: Selection and Parent Notification

### If student is not deemed TAG after further assessment

TAG meeting is scheduled, parent is notified that student does not qualify, file is created and documentation kept, student is identified “Potentially TAG”

### If student is deemed TAG after further assessment

TAG meeting is scheduled, appropriate forms are completed, PEP plan is completed, TAG consent form is signed

### If no further testing is needed

TAG meeting is scheduled, appropriate forms are completed, PEP plan is completed, TAG consent form is signed

# Screening and Identification

The goal of the screening and identification procedure is to identify intellectually gifted and academically talented students. In order to comply with OAR 581-220-403, the following screening and identification plan will be followed:

## STEP 1: SCREENING / REFERRAL

1. The broad screening instrument used at grades K—2 are the DIBELS math and reading. Students in grades 3—12 are screened using State Assessment Scores. Students in grade 9—12 are also screened using the Compass test.
2. In addition, teachers will complete the General Class Behavioral Survey and the Kindergarten Survey. These tools will allow teachers to recommend students who may benefit from an enriched and / or accelerated classroom curriculum.
3. An effort will be made to identify non-obvious students from special population groups such as:
  - \* Cultural and Ethnic Minorities
  - \* Disadvantaged
  - \* Handicapped Learners
  - \* Underachieving Gifted
4. Parents may complete a nomination form for district consideration of their student's placement in the program or at district request to provide historical behavioral information.
5. Further information will be collected as needed from counselors, teachers, and support personnel who deal with the special population groups.

## STEP 2: ELIGIBILITY DETERMINATION

An initial screening pool will be developed consisting of students who score 92-99 percentile on the MATH or READING portions of the Oregon State Assessment, or are referred by teachers on the General Class Survey or Kindergarten Survey. From this eligible pool, any ONE of the three determinations below can be made.

1. The district TAG Coordinators and support personnel determine that a student MEETS the criteria by demonstrating:
  - \*Previous identification as talented and gifted,  
AND
  - \* Standardized achievement test scores at or above the 97percentile in the areas of MATH or READING, and a support history of scores within the 92-99 percentile range.  
AND / OR
  - \* Standardized intelligence / aptitude test scores at or above the 97 percentile,  
AND
  - \* Behavioral or learning characteristics which support placement.

Collected student data will be recorded on the Student Data Record Form.

2. The district TAG Coordinator and support personnel determine that a student MAY MEET the criteria if:

\* Referred by teachers on the General Class Survey or Kindergarten Survey.

AND

\* Scored from 92 percentile up to and including 96 percentile on the standardized achievement testing in the areas of MATH or READING,

AND / OR

\*scored from 92 percentile up to and including 96 percentile on the standardized intelligence / aptitude test, THEN the student will be further assessed,

AND

\* Behavioral or learning characteristics which support placement.

If upon further assessment the student scores at or above the 97 percentile, the student will meet the criteria.

Consideration will also be given to those students who may be non-obvious, even when the standardized test scores fall below the 97 percentile.

3. The team may determine that a student DOES NOT MEET the criteria by demonstrating:

\* Behavioral or learning characteristics which do not support placement,

AND

\* scored below 97 percentile on a standardized achievement test in the areas of TOTAL MATH AND TOTAL READING,

\* Scores below 97 percentile on a standardized intelligence / aptitude test.

### STEP 3: FURTHER TESTING / ASSESSMENT

1. In some cases, further assessment or testing for the purpose of eligibility may be necessary. When appropriate, the TAG Coordinator and building personnel will recommend the type of assessment or testing on an individual basis. Further assessment may include a period of time when continued evaluation of the student will be conducted by his / her teacher. This period of time will be designated as a time to assess the students' abilities and possible needs more specifically. Parent permission for testing will be secured. All information collected will become part of a student's behavioral file.
2. The district will consider testing appropriate to the student's ability including non-verbal or "home-language" tests, when available, which would adequately identify students from special population groups.

### STEP 4: PARENT NOTIFICATION / INITIAL PROGRAM PLANNING

1. Parents will be notified of the child's eligibility for TAG programs and services.
2. Permission to be included in the TAG program will be obtained from parents whose child has been identified as eligible.
3. Parents will have the opportunity to review identification data program options with TAG building personnel.

## **IDENTIFICATION OF K-2 TALENTED AND GIFTED**

It is critical to identify gifted students at a younger age whenever possible. To prevent a reduction of potential, early identification and appropriate support is necessary.

For younger children, no single test should ever serve as the sole indicator upon which educational decisions are based. Individually administered test of intelligence are insufficient to determine whether a child is gifted or talented. Even the most comprehensive battery of tests, administered by the most skillful testers, may not provide a good estimate of a younger child's capabilities.

Because identifying younger children as gifted presents difficulties, case studies involving multiple criteria and careful observation along with individually administered test are most appropriate. The process must proceed slowly and systemically over time and include collection of behavioral data before formal identification occurs.

The Pendleton School District will employ the following components in the identification of K-2 students:

- \* Parent Checklists / Questionnaire
- \* Teacher Checklists / Observations
- \* Analysis of Student's Products
- \* Formal Testing (done no earlier than last half of kindergarten if possible)

### **STUDENT MID-YEAR TRANSFERS INTO THE DISTRICT**

When a student transfer into the school district who has been previously identified as talented and / or gifted in another school district the following procedure will be followed:

1. Records from the previous district will be requested.
2. The district TAG Coordinator will review and evaluate the testing information and behavioral data from the previous district.
3. Any additional necessary data from the previous district (i.e. teacher recommendation, etc.) may be requested.
4. The district TAG Coordinator may request further testing.

The student will be placed in an appropriate educational program until the review is complete. Further placement may occur at a time appropriate with any testing or placement schedule that is already used at the individual schools.









# TALENTED & GIFTED

## Referral Form K-12

**Person filling out form:**    Teacher       Principal  
 TAG Coordinator    Parent       Other \_\_\_\_\_

Student: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_ Age: \_\_\_\_\_  
 Birthdate: \_\_\_\_\_ Current Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

This referral checklist is designed to obtain adult estimates of characteristics which commonly are manifested by academically talented or intellectually gifted individuals. These students may exhibit many or few of the characteristics. Presence of these characteristics alone is not sufficient evidence to assure identification, nor is their absence proof that the child is not gifted.

This information will be used with other data in screening the referred student for TAG identification. Each item should be considered separately and should reflect the degree to which you have observed the presence of each characteristic. Specific examples of the behaviors are extremely helpful.

<b>Scale</b>	<b>1</b>	<b>Never</b>
	<b>2</b>	<b>Seldom</b>
	<b>3</b>	<b>Occasionally</b>
	<b>4</b>	<b>Almost Always</b>
	<b>5</b>	<b>Always</b>

	1	2	3	4	5
1. Has unusually advanced vocabulary for age/grade level. <i>Comments, examples:</i>					
2. Possesses a large storehouse of information about a variety of topics. <i>Comments, examples:</i>					
3. Learns easily and quickly. <i>Comments, examples:</i>					
4. Asks many questions, wants to know "how" and "why". <i>Comments, examples:</i>					
5. Understands abstract relationships such as cause and effect. <i>Comments, examples:</i>					
6. Is highly alert and observant, usually "sees more" or gets more out of a story, film, etc. <i>Comments, examples:</i>					
7. Communicates and expresses ideas well. <i>Comments, examples:</i>					
8. Becomes absorbed in certain topics or problems. <i>Comments, examples:</i>					

	1	2	3	4	5
9. Has well-developed sense of humor, enjoys puns. <i>Comments, examples:</i>					
10. May insist on doing things in his/her own way. <i>Comments, examples:</i>					
11. Has many ideas. Elaborates in great detail in artwork, play, or conversation. <i>Comments, examples:</i>					
12. Is self-critical, not easily satisfied with his/her own speed or products. <i>Comments, examples:</i>					
13. Stubborn in his/her beliefs. <i>Comments, examples:</i>					
14. Comfortable in adult company may prefer to be with elders rather than age-mates. <i>Comments, examples:</i>					
15. Adapts readily to new situations. Does not seem disturbed when the normal routine is changed. <i>Comments, examples:</i>					
16. Has a ready grasp of underlying principles and can make generalizations about events, people, or things; looks for similarities and differences in events, people, and things. <i>Comments, examples:</i>					
17. Is easily bored with routine tasks. <i>Comments, examples:</i>					
18. Likes to bring structure to things, people, and situations. <i>Comments, examples:</i>					
19. Is quite concerned with right and wrong, good and bad; often evaluates and passes judgment on events, people, and things. <i>Comments, examples:</i>					
20. Tends to dominate others when they are around; generally directs the activity in which involved. <i>Comments, examples:</i>					
Additional Comments or information:					



<b>TALENTED &amp; GIFTED</b>
<b>Identification Form</b>

**\*Two pieces of information are required for TAG identification.**

**To be completed by the building TAG Coordinator**—Please complete this form for each student who is being considered for the district’s TAG program. All information will be compiled into a case history for the student. A school selection team will choose the participants for TAG based on the case histories.

Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

School: \_\_\_\_\_ Teacher \_\_\_\_\_ Grade: \_\_\_\_\_

**Intellectually Gifted**—Students who score at the 97<sup>th</sup>% or above on a nationally norm-referenced standardized test of school ability and who have confirming behavior, learning and/or performance information.

- Testing—Cognitive Assessment (Required for identification for Intellectually Gifted)

Assessment Name \_\_\_\_\_

Results/Comments for Educational Planning \_\_\_\_\_

- Teacher Nomination Form
- Other test scores \_\_\_\_\_
- Other performance \_\_\_\_\_

**Academically Talented/Reading**—Students who score at the 97<sup>th</sup>% or above on nationally norm-referenced standardized test of achievement in the area of total reading who have confirming behavior, learning and/ or performance information.

- Testing
  - DIBELS \_\_\_\_\_
  - OAKS RIT Score \_\_\_\_\_ Percentile \_\_\_\_\_ Year \_\_\_\_\_

- Teacher Nomination Form
- Other tests and scores \_\_\_\_\_
- Other performance \_\_\_\_\_

**Academically Talented/Math**—Students who score at the 97<sup>th</sup>% or above on nationally norm-referenced standardized test of achievement in the area of total mathematics who have confirming behavior, learning and/ or performance information.

- Testing
  - DIBELS \_\_\_\_\_
  - OAKS Reading RIT Score \_\_\_\_\_ Percentile \_\_\_\_\_ Year \_\_\_\_\_

- Teacher Nomination Form
- Other tests and scores \_\_\_\_\_
- Other performance \_\_\_\_\_

**TAG COMMITTEE MEMBERS:** (Signatures)

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_  
 4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

- I give my consent for my child’s placement in Talented and Gifted.
- I refuse my consent for my child’s placement in Talented and Gifted.

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_



## Prior Notice about Evaluation/Consent for Evaluation for TAG (Talented and Gifted)

Dear \_\_\_\_\_

Date \_\_\_\_\_

Student Name: \_\_\_\_\_ has been referred for an evaluation.

The Team is proposing the following:

<input type="checkbox"/> To evaluate your child. <input type="checkbox"/> To reevaluate your child.	<input type="checkbox"/> Based on a review of existing information, no additional evaluation data are needed to determine if your child's eligibility for Talented and Gifted services or to determine your child's educational needs.
Reason:	Reason:  If you disagree, you may request an assessment.

This proposal is based on the following evaluation procedures, tests, records or reports:

Other options we considered were:

We decided against these options because:

Any other factors considered by the team:

Sincerely, \_\_\_\_\_  
Name/Title

\_\_\_\_\_  
Phone

### Consent for Evaluation

#### We request your consent because:

- This is an initial evaluation and will be used to determine whether your child's Talented and Gifted eligibility.
- This evaluation will include intelligence or personality testing.
- This is a reevaluation and will be used to decide your child's continued eligibility and/or education needs. (Except for tests of intelligence and personality, if you do not respond to a request for written consent for a reevaluation, that evaluation may be conducted without your consent.)

#### We plan to use the following evaluation procedure(s), assessments and/or test(s):

If the evaluation includes release of student educational records requiring parental consent, the "Records Release Form(s)," dated \_\_\_\_\_, identifies the records to be released and to whom.

- 
- I give my consent for the evaluation or re-evaluation. I understand my consent is voluntary and may be revoked for any evaluation or reevaluation that has not yet been conducted.
  - I refuse consent for the evaluation.

\_\_\_\_\_  
Signature (Parent/Guardian/Surrogate Parent)

\_\_\_\_\_  
Date (mm/dd/yyyy)

## Assessment Instrument Description

**Academic/Pre-Academic Achievement:** These instruments measure current academic skills.

- Wechsler Individual Achievement Test, Second Edition (WIAT-II): measure of individual achievement in the areas of reading, written language, math, oral language
- Woodcock-Johnson III Tests of Achievement (WJ-III): provides in-depth diagnostic information regarding specific areas of academic strength and weakness

**Intellectual/Cognitive Development:** These instruments measure brain-based mental processes needed to successfully complete tasks; involve the mental capability to comprehend, acquire, and apply knowledge

- Stanford-Binet Intelligence Scales, Fifth Edition (SB5): individualized intelligence measure used to assess cognitive abilities in people aged 2 through adulthood
- Wechsler Adult Intelligence Scale, Fourth Edition (WAIS-IV): individualized intelligence measure used to assess cognitive abilities in people aged 16 through adulthood
- Wechsler Intelligence Scale for Children, Fourth Edition (WISC-IV): individualized intelligence measure used to assess cognitive abilities in children through age 16
- Wechsler Preschool and Primary Scales of Intelligence, Fourth Edition (WPPSI-IV): Individually administered assessment of cognitive abilities for children between the ages of 2:6 and 7:7
- Woodcock-Johnson III Test of Cognitive Abilities (WJ III COG): individualized measure of cognitive abilities associated with academic abilities
- Wide Range Assessment of Memory and Learning, Second Edition (WRAML2): measure of memory ability that also provides in-depth information about strengths and weaknesses in memory function
- Differential Ability Scales II (DAS-II): an individually administered test of intelligence for children ages 2-18.
- Cross Battery Assessment: Individual measures of cognitive abilities utilizing the variety of assessment tools listed as described above: \_\_\_\_\_



# TALENTED & GIFTED

## TAG Personal Education Plan (PEP)—Elementary

Student: \_\_\_\_\_  
 School: \_\_\_\_\_

Date: \_\_\_\_\_  
 Grade: \_\_\_\_\_

**TAG Identification:** \_\_\_Intellectually Gifted \_\_\_Academically Talented/Reading \_\_\_Academically Talented/Math

Curriculum/Instruction Modifications:	Math	Social Studies	Language Arts	Science	Other/Please List
<i>Teacher Name</i>					
<b>Ability Grouping</b>					
<b>Academic Competitions</b>					
<b>Accelerated Pacing</b>					
<b>Cluster Grouping</b>					
<b>Compacted Curriculum</b>					
<b>Continuous Progress</b>					
<b>Cooperative Learning</b>					
<b>Cross Grade Grouping</b>					
<b>Curriculum Modification</b>					
<b>Independent Study</b>					
<b>Individualized Packets</b>					
<b>Learning Centers</b>					
<b>Mini Courses</b>					
<b>Peer Tutoring/Study Buddies</b>					
<b>Saturday/After School/Summer School Programs (non-district sponsored)</b>					
<b>Study and Thinking Skills</b>					
<b>TAG Counseling/Referral</b>					
<b>Other</b>					

Comments:

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Social/Emotional Needs:

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Members Present at PEP Planning:

<u>Name</u>	<u>Title</u>	<u>Date</u>	<u>Name</u>	<u>Title</u>	<u>Date</u>
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____



**TALENTED & GIFTED**

**TAG Personal Education Plan—Elementary  
Year End Evaluation/Determination of Rate  
and Level of Learning**

Student: \_\_\_\_\_

Date: \_\_\_\_\_

School: \_\_\_\_\_

Grade: \_\_\_\_\_

**DETERMINATION OF RATE AND LEVEL**

Check applicable boxes below. Attach additional documentation as needed.

	Observations		Student Response to Instruction (note below under applicable subject)
	Review of Academic History		Anecdotal Records
	Work Samples/Portfolios		Dialogue with Student
	Standardized Tests		Other: Parent Input
	Teacher Developed Tests (Pre/Post Assessment)		

**Curriculum and Instruction Modifications**

**Math** \_\_\_\_\_  
\_\_\_\_\_

**Reading** \_\_\_\_\_  
\_\_\_\_\_

**Social Studies** \_\_\_\_\_  
\_\_\_\_\_

**Science** \_\_\_\_\_  
\_\_\_\_\_

**Other** \_\_\_\_\_  
\_\_\_\_\_





# TALENTED & GIFTED

## TAG Personal Education Plan (PEP)—MS/HS

Student: \_\_\_\_\_

Date: \_\_\_\_\_

School: \_\_\_\_\_

Grade: \_\_\_\_\_

**TAG Identification:** \_\_\_Intellectually Gifted \_\_\_Academically Talented/Reading \_\_\_Academically Talented/Math

Curriculum/Instruction Modifications:	Math	Social Studies	Language Arts	Science	Other/Please List
<i>Teacher Name</i>					
<b>Ability Grouping</b>					
<b>Academic Competitions</b>					
<b>Accelerated Pacing</b>					
<b>Advanced Placement Classes</b>					
<b>Alternative Credit Options</b>					
<b>Cluster Grouping</b>					
<b>College Level Exam</b>					
<b>Concurrent/Dual Enrollment</b>					
<b>Continuous Progress</b>					
<b>Cooperative Learning</b>					
<b>Curriculum Modification</b>					
<b>Independent Study</b>					
<b>Individualized Program</b>					
<b>Integrated Thematic Units</b>					
<b>Mentorship</b>					
<b>Peer Tutoring</b>					
<b>Reading and Conference</b>					
<b>Saturday/After School/Summer School Programs</b>					
<b>Special Counseling</b>					
<b>Other</b>					

Comments:

\_\_\_\_\_

Social/Emotional Needs:

\_\_\_\_\_

Members Present at PEP Planning:

<u>Name</u>	<u>Title</u>	<u>Date</u>	<u>Name</u>	<u>Title</u>	<u>Date</u>
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____



**TALENTED & GIFTED**

**TAG Personal Education Plan—Secondary  
Year/Program End Evaluation/Determination  
of Rate and Level of Learning**

Student: \_\_\_\_\_

Date: \_\_\_\_\_

School: \_\_\_\_\_

Grade: \_\_\_\_\_

**DETERMINATION OF RATE AND LEVEL**

Check applicable boxes below. Attach additional documentation as needed.

<input type="checkbox"/>	Observations	<input type="checkbox"/>	Student Response to Instruction (note below under applicable subject)
<input type="checkbox"/>	Review of Academic History	<input type="checkbox"/>	Anecdotal Records
<input type="checkbox"/>	Work Samples/Portfolios	<input type="checkbox"/>	Dialogue with Student
<input type="checkbox"/>	Standardized Tests	<input type="checkbox"/>	Other: Parent Input
<input type="checkbox"/>	Teacher Developed Tests (Pre/Post Assessment)	<input type="checkbox"/>	

**Curriculum and Instruction Modifications**

**Math** \_\_\_\_\_  
\_\_\_\_\_

**Reading** \_\_\_\_\_  
\_\_\_\_\_

**Social Studies** \_\_\_\_\_  
\_\_\_\_\_

**Science** \_\_\_\_\_  
\_\_\_\_\_

**Other** \_\_\_\_\_  
\_\_\_\_\_

## Talented and Gifted Program Appeals Procedure

An appeals procedure is available for parents who have a reconsideration request dealing with identification, placement, or programs. Parents must complete a Request for Reconsideration Form, available at the school office. The following procedure will be followed:

1. The parent will report the concern to the building principal.
2. The parent will be given the “Request for Reconsideration Form” . This form must be filled out and returned to the building principal before any further consideration can be given to the request.
3. The building principal will date and forward the request form to the TAG Director.
4. The TAG Director will arrange for a review committee consisting of the District TAG Coordinator and the building principal or designee.
5. This committee will review all pertinent information. Their recommendation will be submitted to the superintendent.
6. The committee may recommend one of the following:
  - \* The programs and services currently being provided are appropriate.
  - \* The request be upheld in whole or in part.
7. The superintendent will inform the parent in writing of his acceptance or rejection of the recommendation of the review committee. The appeal procedure will not exceed 45 calendar days from the time the written request is filed and dated with the building principal.
8. The parent may appeal the decision to the School Board.
9. If the parent remains dissatisfied and has exhausted district procedures, and, if 45 or more days have elapsed since the original filing of a written complaint alleging violation of standards with the school district, an appeal to the State Superintendent of Public Instruction can be filed. The school district shall provide a copy of the appropriate Oregon Administrative rule upon request.

In compliance with OAR 581-022-1940

## Talented and Gifted Student Records

The process for identification of talented and gifted students which includes behavioral, learning and / or performance information, tests of mental ability, and other achievement test used for identification of academically talented or intellectually gifted students shall be considered behavioral records. The release of these records requires consent of student's parent or legal guardian and shall be released only to a person qualified to interpret the records.

The persons qualified to interpret the records are the school principal, a school counselor and / or a staff member with the background to interpret psychological test information, psychological reports, intelligence test information or other similar information.

These records are to be retained for a period of three years after student departure consistent with records schedule of the Oregon State Archivist (OAR 166-40-1100).



# Talented and Gifted Service Delivery

## SERVICE DELIVERY

Each student in the district, who has been identified as intellectually gifted and/or academically talented, shall have a program developed that addresses their level and rate of learning in their identified area. Intellectually gifted students may need programs that extend into a variety of subject areas. The programs developed will reflect the Common Curriculum Goals and Essential Learning Skills.

Rate of learning can be defined as delivery of instruction at a speed appropriately challenging for the student. Level of learning can be defined as the use of instructional material appropriately challenging for the student. A list of methods most frequently used by teachers for assessing rate and level of learning is attached.

Annually, the classroom teacher and/or counselor will review the personal education plan with the student and parent. At this meeting, there will be a discussion to assist the student in developing a sense of themselves interpersonally and within their community.

## K-5 SERVICE DELIVERY

Services will be provided, K-5, by the classroom teachers at the school the TAG student attends. It is the district's philosophy that the TAG students' needs should be met by acceleration, by curriculum modification, by curriculum differentiation, and by using a variety of teaching and learning strategies. Student needs for adjusted levels and rates of learning in all subject areas will be considered. In Pendleton School District the classroom model is followed where the teacher is the primary deliverer of instruction for TAG students. The teacher differentiates instruction based on the assessed rate and level of learning of the individual student in each subject area.

Identified students will have their rate and level of learning assessed as an ongoing process by the classroom teachers. It is the teacher's responsibility to assess rate and level of learning and to maintain such records in whatever fashion is suitable for the instructor.

Initial program and service selections will be recorded on the Personal Education Plan (PEP). The PEP will be updated as student's needs indicate a change is necessary. The classroom teacher may then select delivery options from the identified list of enrichment / acceleration strategies. These opportunities will occur throughout the school year and will vary in length of time and in frequency. These opportunities will occur through cross-grade grouping, cross tutoring, faster paced groups, special part-time classes, learning centers, and cluster grouping.

District and Building TAG Coordinators will be available to assist the K-5 teachers in the following:

### **District Tag Coordinator**

1. Providing training for assessment of rate and level of learning.
2. Development and selection of suitable programs and services.
3. Providing necessary staff development.

### **Building Tag Coordinator**

1. Providing parents the opportunity for input.
2. Leading building level TAG Eligibility Teams/Processes
3. Managing student TAG Cumulative Files
4. Facilitating building eligibility and parent meetings

## 6-12 SERVICE DELIVERY

Teachers, counselors, and parents will work together create a schedule of classes that best meets the needs of identified talented and gifted students. At the time students complete the forecasting sheet for class selection, students will be advised of what course work is suitably challenging and best addresses their rate and level of learning. Once the course work begins, individual teachers in all of the core subjects will assess whether instructional speed and course content is suitably challenging and beneficial for the identified students. It is possible that the existing curriculum is suitable both in pace and content for the student's abilities. Such "in-class" alterations in course content and instructional style will be determined by the instructor, based on the identified needs of the students, the assessed rate and level of learning and available district resources.

As in the elementary school programs, it is the district's philosophy that the TAG students' needs in the middle and high school levels should be met by acceleration, by curriculum modification, by curriculum differentiation, and by using a variety of teaching and learning strategies. Student needs for adjusted levels and rates of learning in all subject areas will be considered. The teacher is the primary deliverer of instruction for TAG students. The teacher differentiates instruction based on the assessed rate and level of learning of the individual student in each subject area.

A Personal Educational Plan (PEP) for identified 6-12 grade students will consist of two parts: a list of chosen classes and a list of delivery options adopted by individual departments within the school. It is Pendleton School District's intent to offer a wide range of options suitable for student learning.

The building and district TAG Coordinators will be available to assist the 6-12 teachers in the following:

### **District Tag Coordinator**

1. Providing training for assessment of rate and level of learning.
2. Development and selection of suitable programs and services.
3. Providing necessary staff development.

### **Building Tag Coordinator**

1. Providing parents the opportunity for input.
2. Leading building level TAG Eligibility Teams/Processes
3. Managing student TAG Cumulative Files
4. Facilitating building eligibility and parent meetings



## **PROGRAMS AND SERVICE OPTIONS**

Flexible pacing is the best way of providing for varied instructional levels and accelerated rates of learning common to gifted students. Flexible pacing is defined as any provision that places students at an appropriate instructional level, creates the best possible match between students' achievement and instruction, and allows them to move forward in the curriculum as they achieve mastery of content and skills.

This provision does not suggest that acceleration be used to the exclusion of enrichment. The assessment of instruction levels should be coupled with consideration of the unique learning characteristics of each child. A careful look at existing and potential programs is in order. It is important that a range of appropriate options be identified that will allow for flexible pacing, meeting individual student needs, and progress on the basis of mastery. Existing options should be maintained and additional ones added whenever feasible to effectively address the learning needs of gifted students. The following pacing options offer possibilities for effectively meeting these unique needs.

### **ELEMENTARY TAG OPTIONS (Grades K—5)**

#### **ABILITY GROUPING**

Grouping within a skill area, within classroom, grade-level, or cross-grade level. Most commonly done in language arts and math. May include acceleration and enrichment.

#### **ACADEMIC COMPETITIONS**

In-School activities which allow students to compete with fellow students in single or multiple content areas. Examples include: Math Counts, Quiz Bowl, Invention Convention, and spelling bee.

#### **ACCELERATED PACING**

Speeding up or accelerating materials to be learned in any one class or academic discipline to meet the functioning level of the student.

#### **CLUSTER GROUPING**

Grouping according to ability or interest in regular classrooms. May be project-oriented, short-term, or more extensive. Might involve use of learning centers.

#### **COMPACTED CURRICULUM**

Reducing the amount of time normally required to cover a subject. May result in acceleration or enrichment opportunities.

#### **CONTINUOUS PROGRESS**

Instruction is provided at assessed instruction level and rate of learning rather than by grade level designation. Students may advance through materials regardless of grade placement.

## **COOPERATIVE LEARNING**

Working with peers by interest or ability to accomplish an end. Cooperative Learning allows the child to grasp material through interaction with peers and develop social skills.

## **CROSS-GRADE GROUPING**

Students may be ability grouped with students in a higher grade level. Focus is on students of similar interest and ability for content area study.

## **CURRICULUM MODIFICATION**

Use of alternative instructional material for the purpose of enrichment and / or extension of the focus within a single course or grade level.

## **INDEPENDENT STUDY**

Students pursue an area of interest in depth. Time frame is established by teacher and student. Student is encouraged to use resources outside, as well as inside the school.

## **INDIVIDUAL PACKETS**

The teacher designs packets for pupils to work on individually, according to abilities.

## **LEARNING CENTERS**

Designated areas reserved for special program activities such as an invention center, a science center, or a literature corner. Often, suggested activities and / or directions are provided.

## **MINI COURSES**

Short courses for interested students on topics such as: CPR, newspaper, art, or nutrition. May use outside experts.

## **PEER TUTORING-STUDY BUDDIES**

Students with strengths tutor students with needs

## **SATURDAY/AFTER SCHOOL/SUMMER PROGRAMS**

Providing information on opportunities for continued study and exploration, before or after school or during summer, in non-district funded programs.

## **SPECIAL COUNSELING**

Counseling on an individual or small group basis which addresses specific needs and concerns of gifted students. May include both short-term and long-term goals.



## **STUDY AND THINKING SKILLS**

Special class or part of curriculum focused on thinking and study skills. This curriculum is required as part of the Essential Learning Skills.

## **FUTURE CONSIDERATION-ELEMENTARY**

### **EXPLORATORY SEMINARS**

Classes designed specifically for the exploration of a wide range of curriculum options.

### **EXTENDED DAY / YEAR PROGRAMS**

District sponsored opportunities for continued study and exploration before or after school or during the summer.

### **EXTRA CURRICULAR CLUBS**

Opportunities for students, on a voluntary basis, to pursue areas of specific interest.

### **MENTORSHIP**

A student is paired with a person of similar interest (parent, teacher, professional) with the student being guided in a project or research. Communication through visits, phone calls, letters.

### **SPECIAL CLASSES**

Opportunities for gifted students to interact in an academic setting on a variety of topics.



## **SECONDARY TAG OPTIONS (Grades 6—12)**

### **ABILITY GROUPING**

Grouping within a skill area. May be within the classroom, grade-level, or cross grade-level. May include acceleration and enrichment.

### **ACADEMIC COMPETITIONS**

In-school activities which allow students to compete with fellow students in single or multiple content areas. Examples include: Academic Knowledge Bowl, Spelling Bee, Math Counts, and Citizen Bee.

### **ACCELERATED PACING**

Speeding up or accelerating material to be learned in any one class or academic discipline to meet the functioning level of students.

### **ADVANCED PLACEMENT CLASSES**

Formal AP curriculum for which high school students can complete a course and take the AP exam for college credit.

### **ALTERNATIVE CREDIT OPTIONS**

Allowing students the option to by-pass a course for the purpose of taking a higher level course in the same content area, as appropriate.

### **CLUSTER GROUPING**

Grouping according to ability or interest in regular classrooms. May be project-oriented, short-term, or more extensive. Might involve use of learning centers.

### **COLLEGE LEVEL EXAM**

Program That gives college credit based on successful completion of college level exam, regardless of how knowledge was retained.

### **COMPACTED CURRICULUM**

Reducing the amount of time normally required to cover a subject. May result in acceleration or enrichment opportunities.

## **CONCURRENT / DUAL ENROLLMENT**

Attendance in the next higher school setting for credit in both settings, i.e., high school and college.

## **CONTINUOUS PROGRESS**

Instruction is provided as assessed instructional level and rate of learning rather than by grade level designation. Student may advance through material within the regular classroom regardless of grade placement.

## **COOPERATIVE LEARNING**

Working with peers by interest or ability to accomplish an end. Cooperative Learning allows the student to grasp material through interactions with peers.

## **CURRICULUM MODIFICATION**

Use the alternative instructional material for the purpose of enrichment and/or extension of the focus within a single course or grade level.

## **INDEPENDENT STUDY**

Students pursue an area of interest in depth. Time frame is established by teacher and student. Student contracts to complete specific work or project with supervision and monitoring.

## **INDIVIDUALIZED PROGRAM**

Individually designed program which replaces the required activities within a given course of study.

## **INTEGRATED THEMATIC UNITS**

Unit of study which addresses goals from multiple content areas through focus on a unifying theme.

## **MENTORSHIP**

Student is paired with a person in a field of common interest with the student being guided in a project or research.

## **PEER TUTORING**

Students with strengths tutor students with needs.

## **READING AND CONFERENCE**

Scheduled meetings with teacher/mentor for assigned course of study.

## **SATURDAY/AFTER SCHOOL/SUMMER PROGRAMS**

Provide information opportunities for continued study and exploration, before and after school or during the summer, in non-district funded programs.

## **SPECIAL COUNSELING**

Counseling on an individual or small group basis which addresses specific needs and concerns of gifted students. May include both short-term and long-term goals.

## **FUTURE CONSIDERATIONS-SECONDARY**

### **COORESPONDENCE/TELEVISION COURSES**

Courses by mail or broadcast over television

### **CREDIT BY EXAM**

Students successfully completes an examination covering the course material and receives credit without taking the course.

### **DIFFERENTIATED SCHEDULING**

Adjustments to the traditional schedule for the purpose of allowing in-depth study of single content area or an integrated study of multiple content areas.

### **EXTENDED DAY/YEAR PROGRAMS**

District sponsored opportunities for continued study and exploration, before or after school or during the summer.

### **EXTRA-CURRICULAR CLUBS**

Opportunities for students, on a voluntary basis, to pursue areas of specific interest.

### **INTERDISCIPLINARY CLASS**

Curriculum using variety of disciplines: history, literature, art, science, etc. Emphasis on drawing relationships and teaching thinking skills.

### **LEARNING CENTERS**

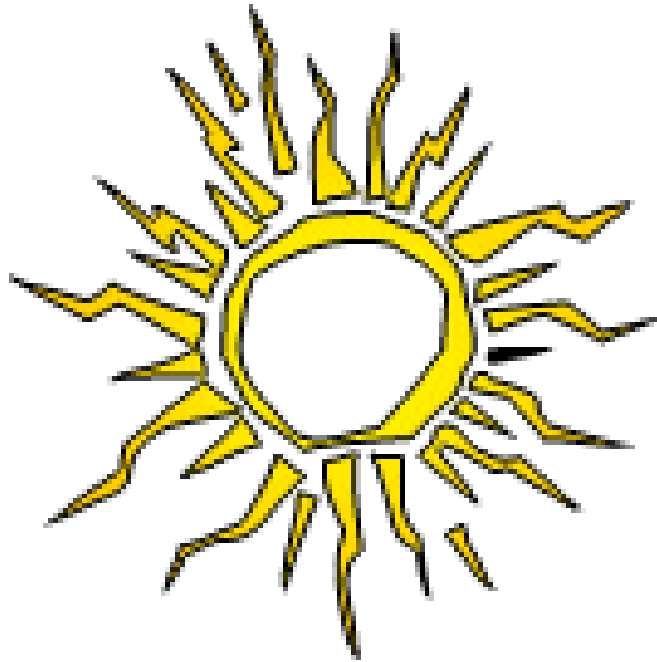
Designated areas reserved for special program activities such as an invention center, a science center, or a literature corner. Often, suggested activities and/or directions are provided.

## **MINI COURSES**

Short courses for interested students on topics such as: CPR, newspaper, art, or nutrition. May use outside experts.

## **SEMINARS/SPECIAL CLASSES**

Opportunities for students to interact in an academic setting on a variety of topics.



<b>Instructional Services</b>	<b>Elementary School</b>	<b>Middle School</b>	<b>High School</b>
Ability Grouping in Math	X	X	X
Ability Grouping –Walk to Math			
Ability Grouping in Reading	X	X	
Ability Grouping – Walk to Reading	X		
Acceleration above grade level in Math		X	
Acceleration above grade level in Reading	X		X
Advanced Placement			X
Dual Credit			X
Choice Assignments	X	X	
Cluster Grouping	X	X	X
Curriculum Compacting			X
Differentiated Instruction in Math	X	X	X
Differentiated Instruction in Reading	X	X	X
Distance Learning			X
Flexible Grouping	X	X	X
Homogeneous Grouping	X	X	X
Honors Classes			X
Mentorships			X
Portfolio Assessment for Placement	X	X	X
Pre-Test for placement	X	X	X
Scaffolding or Tiered Instruction	X	X	X



## Indicators of Curriculum Differentiation

Teachers differentiate curriculum for the diverse needs of their students. The following are methods used to differentiate classroom instruction.

1. A range of activities is present. TAG students are engaged in abstract, complex, and sophisticated learning tasks.
2. Varied instructional strategies are in use.
3. Differentiated thematic units with appropriate assessment are used.
4. Activities mirror the range of the student abilities.
5. Questioning techniques appropriately address student cognitive levels.
6. Personalized projects and products are apparent.
7. Various grouping strategies are utilized.
8. Frequent adult/student interaction is evident.
9. Problem solving and problem finding occurs.
10. Teacher/student conferences and planning are on-going.
11. Student-initiated activities and investigations are evident.
12. Students appear to be productively and positively engaged.
13. Technology is used by students as a resource and as a tool for creating unique products.\*

## Assessment for Rate and Level

After a student has been identified for TAG services, the classroom teacher will assess the student's instructional level and rate of learning. Assessment is an on-going process which should occur frequently to identify student strengths and needs prior to instruction. Teachers may use standardized tests or informal performance assessments. In addition, pre and post tests are appropriate measures for diagnosing student placement in a curricular area. The instruction provided to identified students shall address their assessed rate and level of learning.

### **Evaluation/Accountability:**

The teacher and principal are responsible for evaluating the needs of a TAG student. Techniques for maintaining accountability may include:

1. Assuring that a TAG/PEP Plan is in place for each TAG student.
2. Monitoring TAG student progress on state and standardized tests and conducting inventories, interviews and surveys.
3. Assessing teachers' mastery of instructional strategies which clearly address TAG students' rates and levels of learning. Data for determining mastery may be collected from classroom observations, student work folders, student performances or demonstrations, classroom videos, principal/ teacher conferences, and other documents or activities specific to each school.





## Evaluation of the TAG Identification Process

Through evaluation of the identification process a district may learn strengths and weaknesses of the system. The identification process should be evaluated periodically. The following questions would be examined to determine the effectiveness of the identification process:

### **SCREENING / REFERRAL:**

- \* Is the procedure comprehensive so that no single item is the determining factor?
- \* Does the process include enough helpful information?
- \* Does the process pick up additional students?
- \* Does the parental nomination form elicit the necessary information?
- \* Do all the children have an opportunity to be nominated to the program?
- \* Does the process seek out children in the special population groups?

### **TESTING:**

- \* Are the students being tested at accurate levels?
- \* Do the tests cover categories being identified?
- \* Are ESL students being given an opportunity to be tested in the “home” language?
- \* Are the tests locating students from non-typical populations?
- \* Are necessary permission forms from parents on file?
- \* Are standard errors of measurement considered in screening test scores?

### **FINAL SELECTION AND PARENT NOTIFICATION:**

- \* Are talented and gifted students being selected?
- \* Are attempts made to identify students from non-typical populations?
- \* Are parents notified of a student’s identification in the program in a timely and efficient manner?

It is recommended that an annual evaluation of the identification process occur. This evaluation would be done by the District TAG Coordinator and support personnel.

## Characteristics of the Gifted

No two gifted students are alike. Their talents, ability levels, interests, motivation and performance may differ. Some gifted students may demonstrate exceptional talent in academics, some may be strong in visual and performing arts, and some may be natural leaders. Gifted students may possess mechanical aptitude, sensitivity, or a strong sense of fairness.

No one definition or set of characteristics describes all gifted students. However, this list might be a useful guide for recognizing gifted and able students.

**CURIIOUS:** keen observer, alert, inquisitive nature, questions the how and why of things, eager, pursues many interests in depth.

**RAPID LEARNER:** quickly masters facts, retains and applies information, needs minimal instruction on routine tasks.

**SUSTAINS INVOLVEMENT:** demonstrates persistent goal-directed behavior, has long attention span, ignores distractions, not easily discouraged by setbacks, self-motivated

**SOCIALLY AWARE:** sensitive and intuitive, empathizes with others, flexible and open in manner, concerned with values and ideals.

**ENJOYS READING:** reads a wide range of materials for information and pleasure, chooses advanced selections, uses reference works effectively at an early age.

**VERBALLY PROFICIENT:** possesses an advanced vocabulary, expresses him/herself fluently, communicates precisely and accurately, expresses own opinions freely, shows humor, asks probing questions.

**RESPONSIBLE:** works independently, needs minimal directions, understands and accepts guidelines, organizes tasks, peers, and events, often serves as a leader, is respected by peers.

**CRITICAL THINKER:** analyzes and is a logical, reason out complicated things, evaluates situations, uses common sense, expresses and accepts constructive criticism.

**CREATIVE:** imaginative, versatile, and adaptable, flexible in ideas and actions, possesses problem-solving ability, original and inventive, gives clever and witty responses.

**GENERALIZER:** perceives and abstracts ideas, sees relationships, grasps underlying principles, makes valid assumptions about people, events and things, integrates areas of knowledge.

**RESOURCEFUL:** a producer who has a knack for using the limited resources, time and people in a learning environment to achieve outstanding results, a prolific and creative author, study and research results in original projects, generates new ideas and viewpoints, proposes novel solution to peer conflicts

## **Bright Child**

Receptive

Copies accurately

Enjoys school

Absorbs information

Technician

Good memorizer

Enjoys straightforward,  
sequential presentation

Alert

Pleased with own learning

## **Gifted Learner**

Intense

Creates a new design

Enjoys learning

Manipulates information

Inventor

Good guesser

Thrives on complexity

Keenly observant

Highly self-critical

## Characteristics of Gifted Students That Tend To Screen Them Out Of Programs:

- Bored with routine tasks, refuses to do rote homework
- Difficult to get him/her to move into another topic
- Is self-critical, impatient with failures
- Is critical about others, of the teachers
- Often disagrees vocally with others, with the teacher
- Makes jokes or puns at inappropriate times
- Emotionally sensitive – may over react, get angry easily or ready to cry if things go wrong
- Not interested in details; hands in messy work
- Refuses to accept authority; nonconforming, stubborn



## The Affective Needs of Gifted Students

- To understand the meaning of giftedness
- To reconcile their deep concern and feelings of morality and justice
- To deal with the feelings of “different ness”
- To have a self-concept separate from their achievements
- To recognize and deal with stress
- To have an appropriate and meaningful education
- To learn decision making, goal setting, and evaluation skills
- To not be treated as small adults
- To have appropriate and early educational and career guidance
- To resolve any discrepancy between social and academic self-concept
- To learn interpersonal and communication skills
- To have appropriate expectations for themselves and others
- To cope with and take advantage of their heightened sensitivities
- To pursue their passions

# Gifted Kids: Ages and Stages

## Our children are Average with Gifts, not Superior with Faults

### Children in Elementary Grades:

Curious, wants to know everything

Wide variety of interests; may flit or persevere

Learns quickly, remembers easily with little practice

Resists details and long assignments; prefers complex tasks.

Highly verbal on subjects of interest; long attention span

Highly critical of self and others; perfectionist

Understands abstract ideas; creates theories Enjoys working with symbolic modes of communication

May be very creative; non-conforming

Points out inconsistencies seen in adults or situations

Thrives on problem-solving approach to learning

Collects unusual things

Advanced sense of humor

Prefers to work alone; play with one friend

Devoted to FAIRNESS, hates injustice.

Loves to experiment with ideas and methods

### What Parents Can Do:

Provide haven from anti-elitist sources

Explain that gifted is different rather than better

Reassure child that gifted ability is OK

Resist stating preference for “normal” or “average”

Assure students that learning results from their effort

Avoid expectations that create sexist stereotypes

Connect students to positive career role models

Share developmental information with school staff

Refrain from comparing to siblings or friends

Appreciate all family members for individuality

Adopt a reasonable attitude about grades and effort

Support some “down” time to relax or goof off

Avoid over scheduling for lessons and activities

Postpone worries about “the right college” until later Empower kids to solve their own problems

Allow CHOICES wherever possible; avoid power struggles

## Gifted Kids: Ages and Stages (continued)

### **Adolescents:**

Desire acceptance, belonging to more than one peer group

May find little new to learn in school

May appear to slow down in learning

May lack needed study skills

May need to deal with realities of being younger than pals

May feel pressure to “do great things”

May see advanced courses as undesirable; impostor syndrome

May make decisions favoring popularity over intelligence

Operate at lower levels in physical growth than intellectual

Work habits: Prefer some sound: visual, tactile, kinesthetic activities, to work alone, inquiry activities, CHOICES

May make premature career choices attached to mentor

### **What Parents Can Do:**

Soften the conflicts between kids and adults

Provide for choices and decision making opportunities

Seek out clear career counseling; honor child’s preference

Facilitate GRADUAL attainment if responsible adulthood

Avoid pressure to be popular; provide intellectual peers

Provide positive adult role models

Support school efforts to operate flexible schedules

Take advantage of community/college opportunities

Encourage kids to maintain physical activity and training

Request group counseling opportunities at school

Treat depression or anxiety seriously- seek counseling

Opportunities to expose child to stress reduction techniques

Allow for early graduation if it seems desirable