

Identification

2019 Fall Parent Meeting

5:00-6:00 PM

TAG

Communication

Services

For Parents of TAG Identified Students and  
Those Who Are Interested in Learning About TAG

## TAG at Robert Gray

- **187 students identified currently, 32% of student body**
- **No district budget allocated to buildings for TAG activities this year except by request**
- **Two TAG Facilitators:  
Tanya Spring & Peter Timmons**
- **Embedded Program + Extensions**

# RGMS Activities

- **Projects by Grade (REACH, Science Fair, etc)**
- **Compacted Math, World Languages**
- **Advanced Technology Elective**
- **NewselaPro (differentiated news articles)**
- **Jazz Band, Music Competitions (all state, etc.)**
- **RGMS Drama**
- **SUN School Classes**
- **Lunch Clubs (currently have 15)**
- **Trips: Europe, Washington DC/NYC**

# RGMS TAG Extension Activities

- **Math Pentagames**
- **Math Olympiads**
- **PPS Spelling Bee**
- **National Geographic Bee**
- **Oregon Battle of Books**
- **Field Trips: TBA**
- **OMSI Family Nights**

# **TAG Communication**

- 1. Ongoing dialogue with teachers, building TAG facilitators, and the principal**
- 2. TAG bulletin board**
- 3. RGMS Friday and single-subject emails**
- 4. PPS.NET/TAG**
- 5. RGMS Website, Programs, TAG**

# Building TAG Plan

- Communicates how the school will address the learning environment and how the school plans to consider the needs of Talented and Gifted Education.
  - Identification
  - Identify how the school will meet the rate and level of instruction, depth and complexity
  - Responsibility of TAG Facilitators
  - Professional development for staff
  - Communication with parents and students
  - On the RGMS website

# What is “Level” and “Rate”?

- Level of learning is the student’s instructional level in the curriculum: the place where the student will be successful, but will encounter knowledge and skills he or she has not yet learned or mastered (includes complexity)
- Rate of learning is a measure of the pace at which a student successfully progresses through the curriculum after being placed at the appropriate level

# Strategies teachers may use to address a student's rate and level of learning

1. Flexible grouping
2. Tiered lessons
3. Cross-grade grouping
4. Curriculum acceleration
5. Compacting
6. Independent study
7. Cluster grouping
8. High-level questioning



# TAG ID Process

1. Use Nomination and Placement Form (IDPF) to recommend a PPS K-12 student for TAG identification
2. The parent and teacher fill out the front of the form. TAG Facilitator completes the rest.
3. Parent submits this form to RGMS by November 26<sup>th</sup>.
4. Testing is done in January or February IF a student has not scored in the 95<sup>th</sup> percentile on the Smarter Balanced Test last spring in the nominated area/s.
5. Students nominated for TAG Intellectual will have to take the CogAT test and score 95 percentile or above.
6. Once the test results have been sent to the school, the school will review criteria and make an identification for eligibility to the PPS TAG Office
7. The school makes the final determination.
8. Letters are sent to notify families of eligibility from the PPS TAG Office in late spring 2019.

# Important Dates

- **Deadline for TAG Identification Process Forms to TAG Office – November 26, 2019**
- **TAG Testing by Cluster- November 2019- February 2020**
- **Complete the TAG K-8 Student Survey and return to school as soon as possible.**

# Questions You Can Ask About Your Child's Instruction

- What can you tell me about my child's rate and level of learning?
- How does my child demonstrate learning expectations?
- Do you use pre/post assessments??
- What opportunities will my child be given to learn with other students who have similar rates and levels of learning?
- How will you communicate the strategies used to address my child's rate and level of learning?

# Individual TAG Plan Requests

- **After communicating with your child's teacher, if you still have questions concerning the rate and/or level of instruction/assignments**
- **If you need greater clarity about the TAG services provided in the school or by a specific teacher**

A scenic landscape featuring a pond with large rocks, surrounded by lush greenery and colorful trees, including a prominent red maple tree. The scene is bright and vibrant, with a clear sky and a calm body of water reflecting the surrounding foliage.

# TAG

## Professional Development

- Teachers will participate in ongoing professional development to support their work and students who have been identified
- RGMS is an AVID schoolwide site that focuses on rigor using district-adopted materials and interactive instruction

# What Do You Do If You Have a Concern About Your Child's Needs?

1. **Consult the teacher**
2. **Complete the K-8 Student Survey and return to the teacher**
3. **Consult the TAG Facilitator if you feel your questions have not been answered by the teacher**
4. **Schedule a meeting with the school's assistant principal and the teacher.**
5. **Consult the TAG Office 503-916-3358 for additional support**
6. **Check the TAG Department's web page [www.pps.net/tag](http://www.pps.net/tag) for resources**
7. **Consider Access Academy**

# STUDENT SUCCESS ACT

Your Voice is Needed

NOW

[Survey Link](#)



# **TAG**

## **District Staff**

**Linda Smith**

**Director of Talented and Gifted Education K-12**



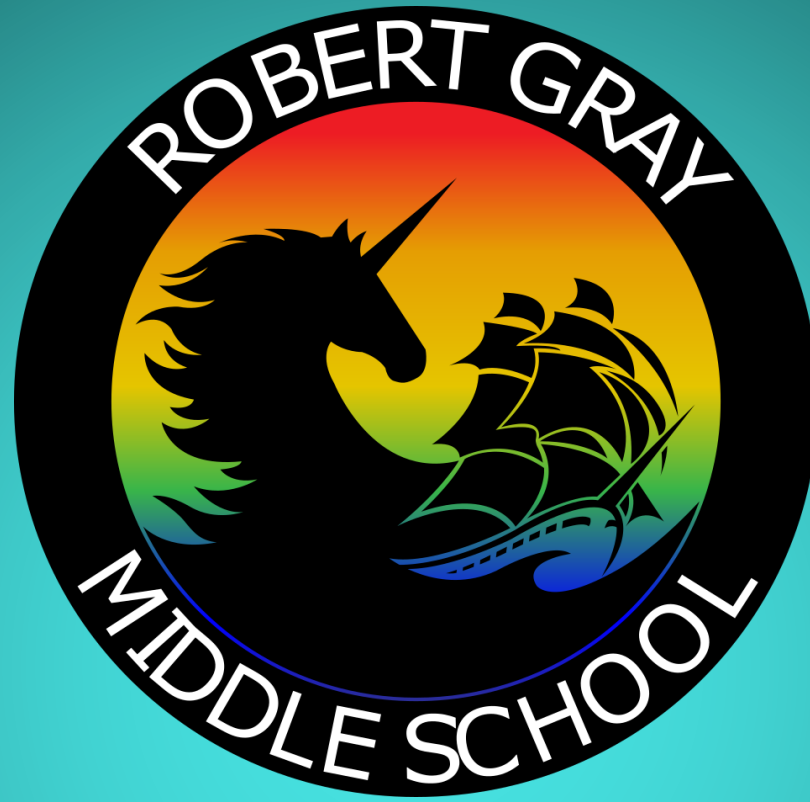
**TAG TOSA**

**Palmyra McLellarn – Benson, Franklin, Jefferson, Madison,  
Wilson Clusters**

**[WWW.PPS.NET/TAG](http://WWW.PPS.NET/TAG)**







[RGMS TAG Webpage](#)