

PPS TAG Parent Information

Fall 2021



Topics for our Time Together

***Portland Public Schools Vision Statement for our Talented and Gifted Students**

***TAG Law**

***TAG Defined**

***Nomination and identification process**

*** District Structures for Services**

*** Parent-Teacher Connection**

***Instructional Strategies for all students**

***Building Plans**

***Individual TAG plan requests**

Vision Statement for 2021-2022

Encouraged by the PPS equity policy and community input, we are investing in improvements like never before in our effort to create a program to meet the unique and diverse needs of all students. We will collaborate with all neighborhood schools to support programs where we can better address all TAG students' needs, develop and nurture students who show potential for demonstrating high levels of critical thinking and establish a pathway to positive partnerships with families. TAG students will form a community of collaborative learners who have the skills necessary to positively impact the world around them.

TAG Law: What is the TAG Mandate?

**The Mandate: Talented and Gifted Education Act 1987
Oregon Revised Statute: 343.407, 409: Identification of
talented and gifted students.**

“School districts shall identify talented and gifted students enrolled in public schools under rules adopted by the State Board of Education.”

“School districts shall provide **educational programs or services to talented and gifted students enrolled in public schools under rules adopted by the State Board of Education.”**



Talented and Gifted Students are defined as:

a group of students who demonstrate an exceptional ability in a particular area. Per Federal regulation, these students have scored between the 97th and 99th percentile meaning that they are performing at the highest level in comparison to their peers.

Talented and Gifted Potential Students are defined as:

a group of students who demonstrate an advanced or even exceptional ability in a particular area, and score between the 95th and 96th percentile. Through the use of an assessment tool and process, PPS may identify students who have potential to perform at high levels either in talent or giftedness.



Areas of Nomination and Identification


Your child may be identified as TAG in 3 areas


- Intellectual Ability
- Math
- Reading

If your child is not currently identified in one of the areas and you feel they need to be assessed to determine eligibility, you may nominate your child for assessment.

TAG Identification Process


Once a parent **and** teacher have discussed TAG nomination the TAG identification begins.

1. The classroom teacher **or** parent notifies the building TAG Facilitator that they are nominating a student.
 2. The building TAG Facilitator emails a Google Form to the parents **or** parents can access the Google Form that is posted on the school's website. *(Each school has a specific form associated with their school, if you have any questions, please reach out to your child's teacher or the Building TAG Facilitator).*
 3. After the parents have submitted their Google Form, and consented to the nomination, the building TAG Facilitator will send the teacher a Google Form to complete.
 4. The TAG Facilitator complete all other required information.
 5. All Google Form nominations are to be submitted to the building TAG Facilitator by December 3, 2021.
 6. A TAG Proctor or TOSA will work with the building TAG Facilitator to schedule the assessments. When appropriate, existing data from MAP or OSAS will be used for math and reading identification.
 7. A School TAG Team *(a teacher, administrator and the TAG Facilitator)* reviews the data and makes the final identification decision.
 8. The TAG office sends letters to notify families of students' TAG eligibility.
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TAG Services are provided by the
Classroom Teacher in PPS

Teachers are required to meet TAG students' Rate & Level of learning:

- **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**
 - **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**
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Parent/Teacher Meeting

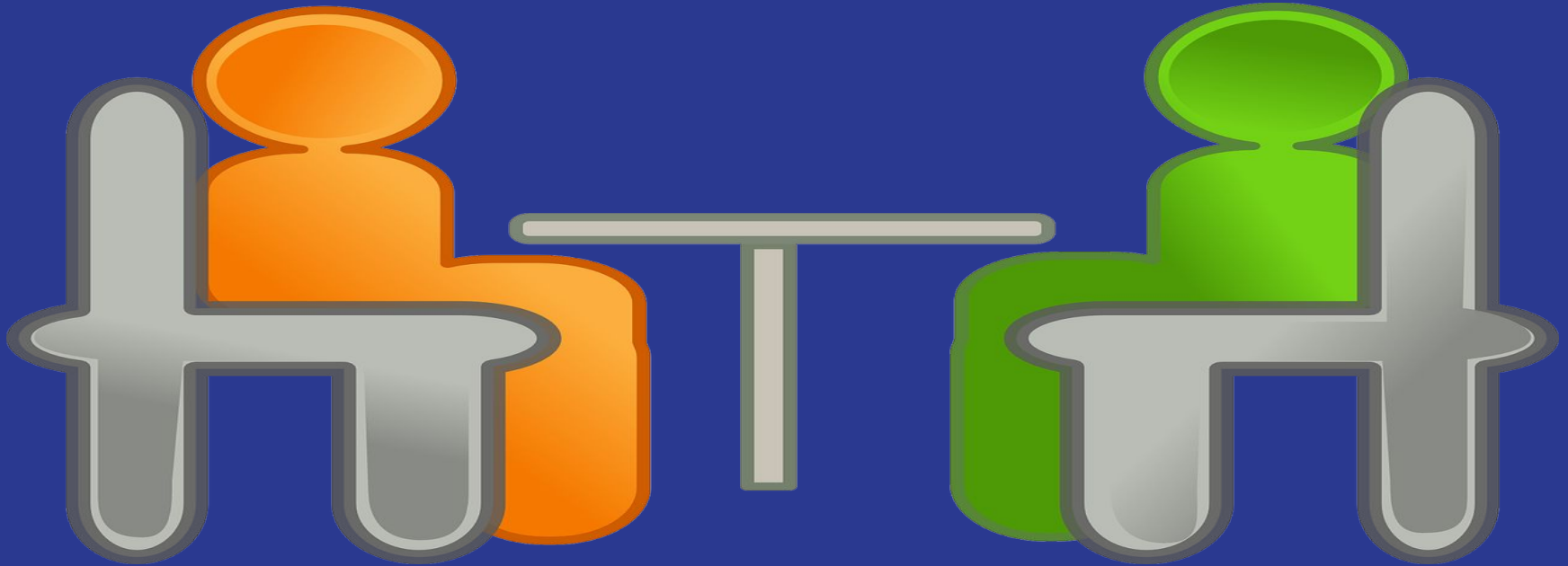
Families are encouraged to schedule a meeting with their child's teacher to discuss:

- Who the child is as a learner?
- What are they interested in?
- And, how do they learn most effectively?


Families know their child best!

- Share with the current teacher what has been effective in the past and what struggles the student has had previously.
- Ask how families can support a student's learning at home.

Don't wait until Parent-Teacher
Conferences in November!



Strategies to Address a Student's Rate and Level of Learning May Include:

- 1. Flexible Grouping**
 - 2. Tiered Lessons**
 - 3. Curriculum Acceleration**
 - 4. Compacting**
 - 5. Independent Study/Project**
 - 6. High Level Questioning**
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Going faster is not the answer

Digging deeper, more analysis, explaining why or how, defend reasoning and conclusions, making real world applications in new situations.

TAG students should spend a good amount of time in Depth of Knowledge (DOK) Levels 3 and 4.


DOK Level 3 assignments/questioning would require students to:

- Use strategic thinking - investigate, draw conclusions, hypothesize, revise and critique (just some examples)

DOK Level 4 assignments/questioning would require students to:

- Use extended thinking - design, prove, synthesize, connect and apply concepts (just some examples)


Single Subject Acceleration

- **Applications for SSA will be available on September 7, 2021**
 - **Students in grades 2nd-5th and 7th common core are eligible**
 - **Placement decisions will be finalized on or before October 11, 2021 for the Fall applications and the last day of school, for Spring Applications**
 - **Qualified students will be placed in the next math course in the math pathway (ex. 2nd to 3rd, 6th to 7th common core)**
 - **Schools will use data from the MAP Assessment administered in the Fall and Spring to determine which students are eligible for SSA. Student maturity, desire for accelerated course work, family support and teacher recommendations will be considered as well.**
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Building TAG Plans

Each individual school has a building TAG plan. They will be located on the school's website and uploaded to the district TAG website by the end of October.


When Might I Request An Individual TAG Plan?

- **If....after a parent/teacher meeting, 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.**
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Communication Regarding TAG News

1. **Ongoing dialogue with teachers, building TAG Facilitators, and the Principal**
 2. **TAG Bulletin Board in each school**
 3. **Newsletters/websites from classroom teachers and school**
 4. **TAG Family email distribution lists**
 5. **PPS.NET/TAG**
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Who Do I Contact If I Have a Concern About My Child's Needs?

1. Consult your child's teacher.
 2. Consult the TAG Facilitator at your school if you feel your questions have not been answered by the teacher.
 3. Schedule a meeting with the school's administrator.
 4. Consult the TAG Office for additional support - emails on pps.net/tag
 5. Check the TAG Department's web page www.pps.net/tag for resources.
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Talented and Gifted Resources

- National Association of Gifted Children - [Supporting TAG students during COVID-19](#) nagc.org
- [Hoagies' Gifted Education Page](#), the "All Things Gifted" page
- [Davidson Institute](#) - A national nonprofit organization dedicated to supporting profoundly gifted students 18 and under.
- [John Hopkins: Center for Talented Youth](#)
- Oregon Talented and Gifted - oatag.org



District TAG Support

- **Matt Eide,**
Director of Talented and Gifted Education K-12
- **TAG TOSAs**
 - **Melissa Dunn**- Grant, Jefferson, and Lincoln clusters, Cleveland HS, Alliance, Benson and PISA
 - TBD – Franklin and McDaniel clusters
 - **Kim Bertelsen** – Cleveland, Roosevelt, and Wells clusters, and Pioneer Programs
- **TAG Data Clerk**
 - **Lisa Draper**