

PPS TAG Family Information

FALL 2022



Topics in this presentation

- What is TAG?
- Referral and Identification Process
- Supporting Learners: TAG Services
- Resources

PPS Vision and Mission

Vision

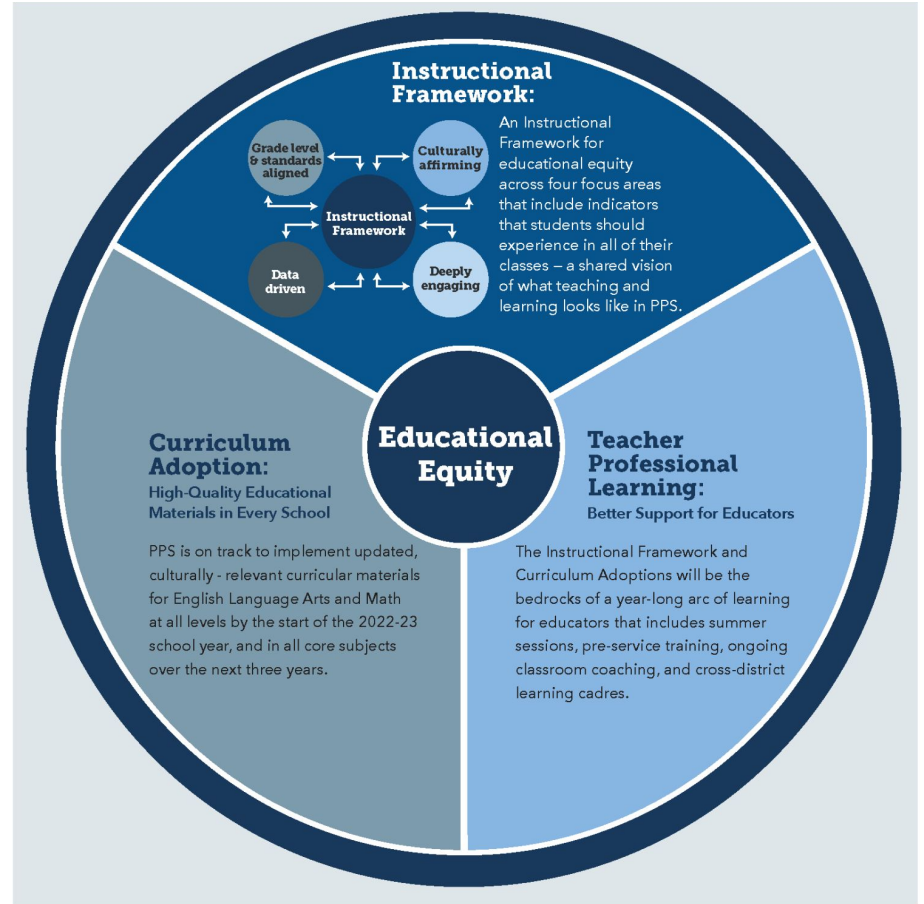
A graduate of Portland Public Schools will be a compassionate critical thinker, able to collaborate and solve problems, and be prepared to lead a more socially just world.

Mission

We provide rigorous, high quality academic learning experiences that are inclusive and joyful. We disrupt racial inequities to create vibrant environments for every student to demonstrate excellence. (July 2021)

PPS Roadmap for the 2022-2023 School Year

PPS is committed to providing all students with high-quality teaching and learning in every classroom, every day - instruction that helps them achieve our Graduate Portrait and closes persistent gaps in outcomes based on race.



What is TAG?

What is TAG?

TAG stands for Talented and Gifted.

TAG students have the capability to perform at higher levels compared to others who are the same age, are in the same environment, or have the same experience.

In PPS, classroom teachers provide TAG services through instructional practices that meet the rate and level of student learning needs. The [PPS Instructional Framework](#) identifies the components and indicators that every PPS student should experience.

TAG Rights: What is the TAG Charge?

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.”

Scan me to visit the
ODE TAG Website!



TAG Goals

- Develop a mechanism to identify students for TAG in creative ability, leadership ability, and ability in the visual and performing arts
- Develop a professional development series on TAG identification and services, including twice- and thrice-exceptional students
- Increase the percent of historically underrepresented students as eligible for TAG to better reflect building and district demographics

Referral & Identification

Areas of Referral 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 refer your child for assessment.

TAG Referral based on Universal Screener

Families may receive a postcard if their child scores above the 95th percentile on certain assessments given to all students in these grades:

Second Grade: All students take the Naglieri Nonverbal Ability Test (NNAT) in the Fall. This assessment measures intellectual ability.

3rd-8th Grade: All students take the Measures of Academic Progress Assessment (MAP) assessment in the Fall. There are separate assessments for reading and math.

This is a notification ONLY. If you would like your child referred for TAG, you still need to complete the online referral form (available starting October 17).

Family Referral for TAG

The first step is discuss your child's progress with their teacher. In which areas (intellectual, reading, or math) does your child show capabilities above their peers?

- ❑ The classroom teacher **or** parent/guardian notifies the building TAG Facilitator that they are referring a student.
- ❑ Parents/Guardians can access the online Referral Form that is posted on the school's website for TAG referrals (available starting October 17).
- ❑ After the family has submitted their Referral Form, and consented to the referral, the building TAG Facilitator will send the teacher a Referral Form to complete.

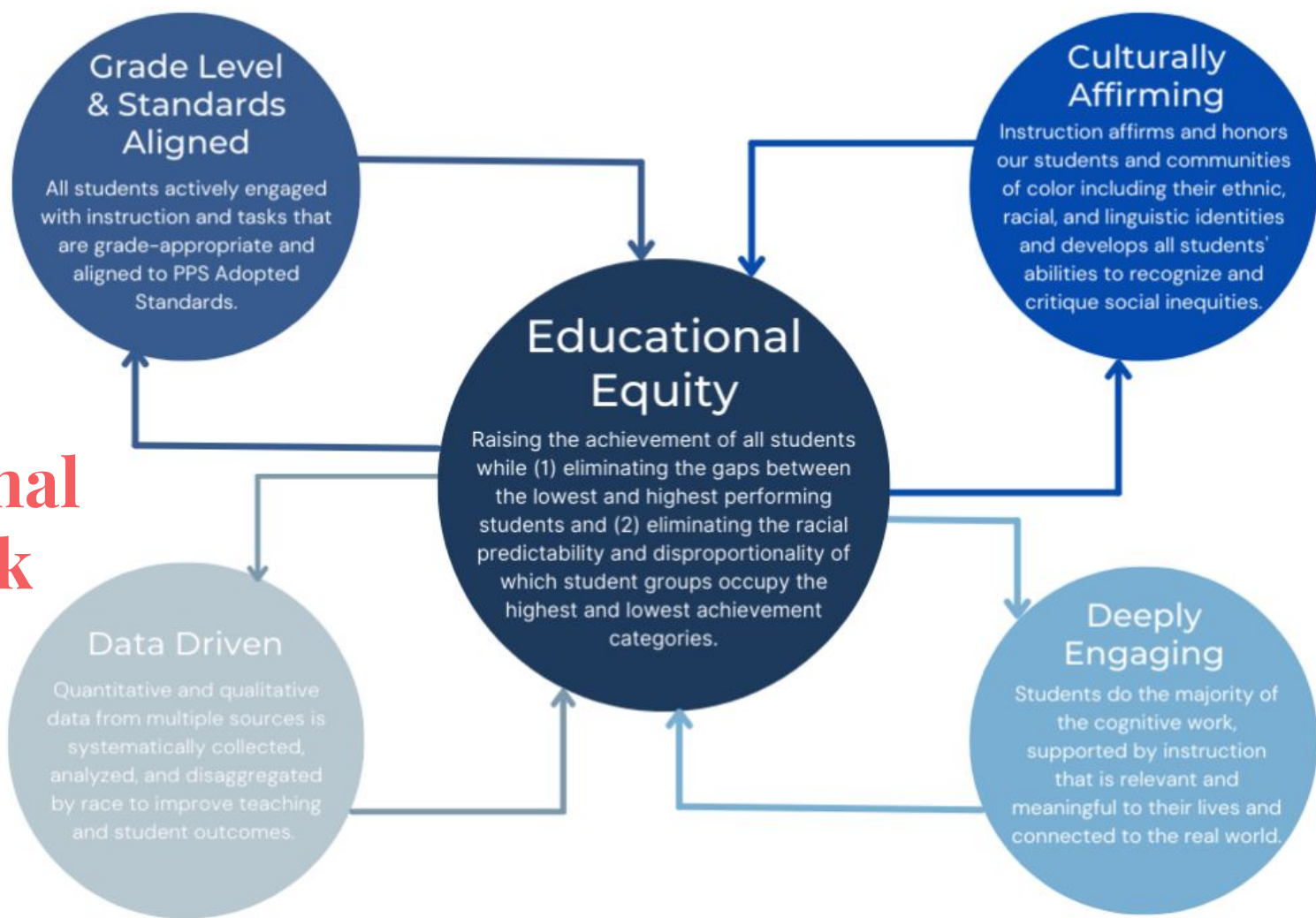
Next Steps in the Identification Process

All parent and teacher referral forms are due by
December 2, 2022.

- ❑ A TAG Proctor or TOSA will work with the building TAG Facilitator to schedule the assessments. When appropriate, existing data from NNAT, MAP, or OSAS will be used for math and reading identification.
- ❑ A School TAG Team (*a teacher, administrator and the TAG Facilitator*) reviews the data and makes the final identification decision.
- ❑ The TAG office sends letters to notify families of students' TAG eligibility.

TAG Services

PPS Instructional Framework



Deeply Engaging

Students do the majority of the cognitive work, supported by instruction that is relevant and meaningful to their lives and connected to the real world.

Educator Indicators

3.1: Educators connect learning experiences to students' lived experiences and the contemporary world to make learning valuable and relevant.

3.2: Educators differentiate students' learning experiences by applying principles of Universal Design for Learning (UDL) (see Appendix B for UDL Guidelines and Principles), providing students with multiple means of engagement, representation, action, and expression.

3.3: Educators consistently integrate social-emotional competencies (see Appendix C for Transformative Social and Emotional Learning Competencies) and academic competencies in instruction.

3.4: Educators create the conditions for student conversations where students are encouraged to talk about each other's thinking.

3.5: Educators provide opportunities for students to exercise autonomy and choice as appropriate within the content and in how and with whom they work.

3.6: Educators exercise persistence in not allowing students to opt-out of learning.

Student Indicators

3.7: Students are actively engaged in the cognitive work of the lesson, through reading, writing, speaking, listening, inquiry or other modalities.

3.8: Students persist, authentically grappling with grade-level content, revising their work and thinking, even when confronted with mistakes, uncertainty, or challenge.

3.9: Students demonstrate developmentally appropriate social-emotional competencies by collaborating productively with peers and adults to navigate interpersonal conflicts that arise within the learning community.

3.10: Students dialogue with and ask questions of peers and teachers to clarify their understanding and extend their learning.

3.11: Students exercise autonomy, agency and initiative that is motivated by content and tasks that are valuable and relevant to them personally.

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

Examples of Differentiation Strategies to Address Student Rate and Level

- Flexible Grouping
- Tiered Lessons
- Curriculum Acceleration
- Compacting
- Independent Study/Project
- High Level Questioning

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)

Resources

Communication Regarding TAG News

- Ongoing dialogue with teachers, building TAG Facilitators, and the Principal
- TAG Bulletin Board in each school
- Newsletters/websites from classroom teachers and school
- **NEW in 2022!** Quarterly Parent Newsletter and Monthly Office Hours for Parents with TAG TOSAs (4th Wednesday of each month starting Sept. 28, 2022–time TBD)
- PPS.NET/TAG

Steps if your Child Needs Support

1. Consult your child's teacher.
 - Discuss how your child's needs are being met.
 - If you need more clarity around how, you can request a meeting to develop an Individual TAG Plan.
2. Consult the TAG Facilitator at your school if you feel your questions have not been answered by the teacher.
 - The Facilitator can also bring in additional support from the administrator and/or counselor

District TAG Support

Dana Nerenberg, Senior Director, Academic Programs:
dnerenberg@pps.net

Lisa Draper, AVID/TAG Dept Data Clerk: ldraper@pps.net

Kim Bertelsen, TOSA for Cleveland, Lincoln, and Wells-Barnett clusters: kbertelsen@pps.net

Kasey Bond, TOSA for Grant, Jefferson, and Roosevelt clusters:
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Michelle York, TOSA for Benson HS, Franklin and McDaniel clusters, and Special Programs (Alliance, ACCESS, Pioneer, OLA):
myork@pps.net

School TAG Facilitators are listed on the district TAG website

Scan me to go directly to
the PPS TAG website!

