

Talented and Gifted Education Plans

BEST PRACTICES GUIDANCE DOCUMENT

Optional Template

Aligned to House Bill 2180, 2011

This guidance document serves as a template for the development of District Talented and Gifted Education Plans (TAG). It is possible to add responses under each numerical item and note completion in the check box provided.

The best practices guidance here provides technical assistance to the district to do the following:

- Outline the essential elements in comprehensive TAG services K-12.
- Discover the inherent improvement needed in the district's current practices.
- Assist the district to build capacity to provide services to high ability TAG learners through the implementation of best practices aligned to the Oregon Revised Statutes and Oregon Administrative Rules concerning Talented and Gifted Education.

ELEMENT ONE: ORS 343.397 (1) and OAR 581-022-1330 (1) - (3) (a)

STATEMENT OF THE SCHOOL DISTRICT POLICY ON THE EDUCATION OF TALENTED AND GIFTED STUDENTS

1 A: POLICIES: Local School Board Policies: What are the local school board policies which govern gifted education in your district? [School board policies in support of gifted education are usually in the IGB category.]

Local School Board Policies may be attached as: *Attachment Element 1A.*

1B: POLICIES: District's Mission Statement: What is the district's mission in providing an appropriate education to identified Talented and Gifted students? District policies on gifted education *may* also include a district mission statement about identifying and serving gifted and talented students.

Portland Public Schools is dedicated to identifying and providing for the unique academic and social emotional needs of Talented and Gifted students across the district. Our goal is to provide educational opportunities to students of all racial, ethnic, and socio-economic groups, to provide professional development to educators, and to provide consistent challenge for all students focused on depth and complexity.

1C: POLICIES: Talented and Gifted Education Philosophy: District policies on gifted education *may also* include statements of the district's Talented and Gifted Education Philosophy in the education of a special population of highly able learners.

The Department of Talented and Gifted in Portland Public Schools has the primary responsibility of overseeing, supporting, and monitoring (in collaboration with other departments, district leadership, and school-based staff) the programing for Talented and Gifted students district-wide. Generally, TAG is used when referring to a student who is identified as Talented and Gifted through pre-established identification procedures and criteria. Portland Public School's goal is for all students to have equal access to a rich learning environment and their individual needs met by creating opportunities based on principles of equity. The Board of Education for Portland Public Schools is committed to the success of every student in each of our schools. The mission of Portland Public Schools is that by the end of elementary, middle, and high school, every student by name will meet or exceed academic standards and will be fully prepared to make productive life decisions. We believe that every student has the potential to achieve, and it is the responsibility of our school district to give each student the opportunity and support to meet his or her highest potential.

ELEMENT 2: ORS 343.397 (2) and OAR 581-022-1330 (1) - (3) (b)

**AN ASSESSMENT OF CURRENT SPECIAL PROGRAMS AND SERVICES
PROVIDED BY THE DISTRICT FOR TALENTED AND GIFTED CHILDREN**

Talented and gifted education is a needs-based program emanating from the student's identified need for TAG services. Once identification is established, the student should receive instruction aligned to her/his area of identified need(s) or strength(s). After school enrichment programs should not be considered part of the daily instruction for TAG students.

2A: TAG SERVICE - IDENTIFICATION: Identification, Instruments, Body of Evidence, Cumulative Record File, Transfer Students

2 A 1: TAG SERVICE IDENTIFICATION: Instruments Used for TAG Identification

[OAR 581-022-1310, 2(b)]

Which instruments are used for TAG Identification at what levels?

- **CogAT7 (K-12) - Intellectual**
- **ITBS (K-12) Academic- Math and Reading**

See Attachment Element 2A1- Process flowchart for identification.

2 A 2: TAG SERVICE IDENTIFICATION: Broad Screening Instrument

2 A 2(A) Is a broad screening instrument used at a specific grade level? [For example, all students at one grade level are screened for TAG placement on an instrument other than the

OAKS, Oregon Assessment of Knowledge and Skills.] What is the broad screening instrument and at what grade level is it administered?

After much deliberation, community input, and careful consideration we have made some important decisions about the second grade screener. We realize that change can be challenging. As we have communicated earlier this year, it is a tremendous effort to shift this work to the positive and to build a program that has not previously existed. There is much to do and we really need and appreciate all your patience and support. In light of this, we would like to share the following with you and the rationale so you may see it in a transparent and supportive way.

- **The scope of the work is tremendous and we operate with very limited resources. There are nearly 4,000 second graders in PPS. We need to leverage as much as possible around assessing potential TAG students.**
- **No October "screener" because it would no longer be necessary.**
- **Equity will be fully realized, as every second grader will have the same opportunity to be assessed with the same tool. Schools will be notified as soon as the results are in and will need to communicate to parents.**
- **The data capture will be rich and thorough informing us of next steps in programming.**
- **All communities will be valued because everyone has access to a full battery.**
- **Many schools already nominate high volumes of students and this may include second graders. We would simply capture the rest.**
- **Many schools have few nominations and this may include second graders. We would be capturing all those students who would not otherwise be captured.**
- **We hope to capture underrepresented students as that has been the original intent of a "screener."**

☒ 2 A 3: TAG SERVICE IDENTIFICATION: Number of Students Identified: OAR 582-022-1310 (A) and (B) (e)

How many students are identified district-wide in each of the following categories? Each student should be counted one time regardless of the number of qualifying categories.

This data may have duplicate identifications. We were not able to break this down at this time.

2A3a: General Intellectual- **2,714** 2A3b: Academic Mathematics- **2,358**

2A3c: Academic Reading- **2,879** 2A3d: Potential to Perform- **1,183**

☒ 2 A 4: TAG SERVICE IDENTIFICATION: Body of Evidence: [OAR 581-022-1310 (2) (c)

What is included in the body of evidence for TAG Identification?

- **TAG Identification Process Form (IDPF)**
- **Student work samples**

- Nationally and locally normed test results
- Parent Survey
- Teacher Survey
- Observation

☒ 2 A 5: TAG SERVICE IDENTIFICATION: TAG Eligibility Team: [OAR 581-022-1310 (2)
(b)

How is the TAG eligibility team configured? For example, representatives from which areas serve on the TAG eligibility determination team?

Each school's leadership team, which consists of the building TAG Facilitator, principal, designated teacher leaders; configure to review the TAG Identification Form/Student Profile. After review, a recommendation for eligibility is noted on the form and sent to the district TAG Department. The Program Director for TAG and at least one TOSA (teacher on special assignment) review the recommendation and finalize decisions. This year only.

☒ 2 A 6: TAG SERVICE IDENTIFICATION: TAG Cumulative Record File: 581-022-1330 (5)
(a) b)

What elements are contained in each TAG student's TAG cumulative record file?

If identified: a salmon folder with identification letter and IDPF, work samples, parent letter, instructional plans, student/teacher/parent reviews, parent communication, records of participation.

☒ 2 A 7: TAG SERVICE IDENTIFICATION: TAG Transfer Students:

2 A 7(A): If a transfer student was previously identified as a gifted student, how is the transfer handled between the district and another Oregon district?

The student is not automatically identified in PPS as TAG but may demonstrate evidence through school records. Assessments and criteria used for identification will be evaluated for final determination. There is no time limit.

2 A 7(B): How is the transfer handled when the student transfers in from another state?

Same as above.

2B: SPECIAL PROGRAMS: INSTRUCTION FOR TAG STUDENTS: What instructional services are provided to identified Talented and Gifted Students at the elementary, middle, and high school levels? [OAR 581-022-1330 (4)]

☒ Please check those that apply by level area:

Instructional Services	Elementary School	Middle School	High School
Ability Grouping in Math	X	X	
Ability Grouping –Walk to Math			
Ability Grouping in Reading	X		
Ability Grouping – Walk to Reading	X		
Acceleration above grade level in Math	X	X	X
Acceleration above grade level in Reading	X		
Acceleration through grade skipping	X		
Advanced Placement			X
International Baccalaureate	X	X	X
Dual Credit			X
Choice Assignments	X	X	X
Cluster Grouping	X	X	X
Credit by Examination		X	X
Curriculum Compacting	X	X	X
Differentiated Instruction in Math	X	X	X
Differentiated Instruction in Reading	X	X	X
Distance Learning		X	X
Flexible Grouping	X	X	X
Homogeneous Grouping			
Honors Classes			X
Independent Study Projects	X	X	X
Interdisciplinary Units	X	X	
Learning Contracts	X	X	
Mentorships			X
Portfolio Assessment for Placement		X	
Pre-Test for placement	X	X	
Pull-Out Programs			
Scaffolding or Tiered Instruction	X	X	X
Telescoping			

☒ 2 B 2: SPECIAL PROGRAM INSTRUCTION: Optional Instructional Formats:

Please list any other instructional formats that are available at elementary, middle or high school levels? **Middle School’s College, IBPYP, IBMYP, Virtual Scholars, Portland Evening Scholars, Summer Scholars.**

PSU Link Program

Reed Young Scholars Program

Saturday Academy

<http://legacy.lclark.edu/dept/awards/templeton.html>,

http://www.pps.k12.or.us/schools/franklin/files/school-franklin/Advanced_Scholar_Program

2 B 3: SPECIAL PROGRAMS INSTRUCTION: Advanced Placement Course

Offerings: Although this is a general education offering, Advanced Placement classes serve the needs of many TAG students. Please list the district's Advanced Placement Class offerings available district-wide during the 2015-2016¹ school year.

Each high school offers its own AP syllabi and is consistently evaluating AP courses from year to year. Some of those courses are: Debate, Calculus, Music Theory, History, Chemistry 1 and 2, Economics, Government, European History, French, Japanese, Studio Art: Drawing, Studio Art: 2D, Studio Art: Ceramics, Art History, English Comp/Literature, Language, Calculus AB and BC, Statistics, Environmental Science, Biology, Physics, U.S. History, Microeconomics, Macroeconomics, Comparative Government and Politics, U.S. Government and Political Science, World History, Psychology, Spanish.

2 B 4: SPECIAL PROGRAMS: International Baccalaureate Offerings:

(A) Does the district offer International Baccalaureate instruction? **YES**

(B) How many schools and students participate in IB? **6**

(C) Is an International Baccalaureate Diploma available to students? **YES**

2 C: SPECIAL PROGRAMS INSTRUCTION: Teacher's Knowledge of Students in Class:

2 C 1: What procedures are in place so that classroom teachers K – 12 know who the gifted students are in their classrooms?

Teachers print out report of programs identifying TAG students. They highlight the names of TAG students on their class lists as well as their grade books. In the grade book, they note how the student is identified. The teacher places an initial and date by each TAG student on their class lists, makes a copy of the list to keep on their desk, and submits it to their TAG facilitator and or principal.

2 D: SPECIAL PROGRAMS: TAG Students Instructional Plans:

2 D 1: Are TAG Instructional Personal Learning Plans required: **Yes_X** **No** - **but only on request.**

Include grade levels at which TAG Plans are required. If TAG Instruction Plans are used, copies for each level may be attached as:

See *Attachment Element 2D1*.

2 E: OPTIONAL INSTRUCTIONAL FORMATS: MAGNET / CHOICE SCHOOLS and TAG ENRICHMENT

2 E 1: MAGNET SCHOOLS / CHOICE SCHOOLS: Does the district provide any magnet and/or choice schools for the gifted? If so, please include the name(s) of the school(s), TAG qualifying criteria, the number of students currently served, and the level of the population served such as elementary, middle, or high.

Yes. ACCESS ACADEMY (grades 1-8). Students must score at the 99th percentile on one or more intellectual or academic assessment and meet the school's other alternative education criteria. There are 360 students enrolled at this time.

2 E 2: OPTIONAL TAG INSTRUCTIONAL FORMATS - ENRICHMENT: Please list any optional topics which the district also includes in TAG instruction. This may include after-school Enrichment programs such as academic competitions, academically-based clubs, and internships/mentorships for which TAG students must apply or qualify.

Constitution Team, Science Bowl, Robotics Club, BioOlympiad, Science Fair, Chess Club, Amnesty International, Mathematics Association of America Competitions, Saturday Academy, Reed Scholars Program, PSU Challenge Program, BYU Online courses, Mentorships, SUN School, Speech and Debate, Drama, Mock Trial, Art Honor Society, Yearbook and school newspaper, Mentorships, Speech and Debate, Drama, Model United Nations, Mock Trial, Art Club, DECA.

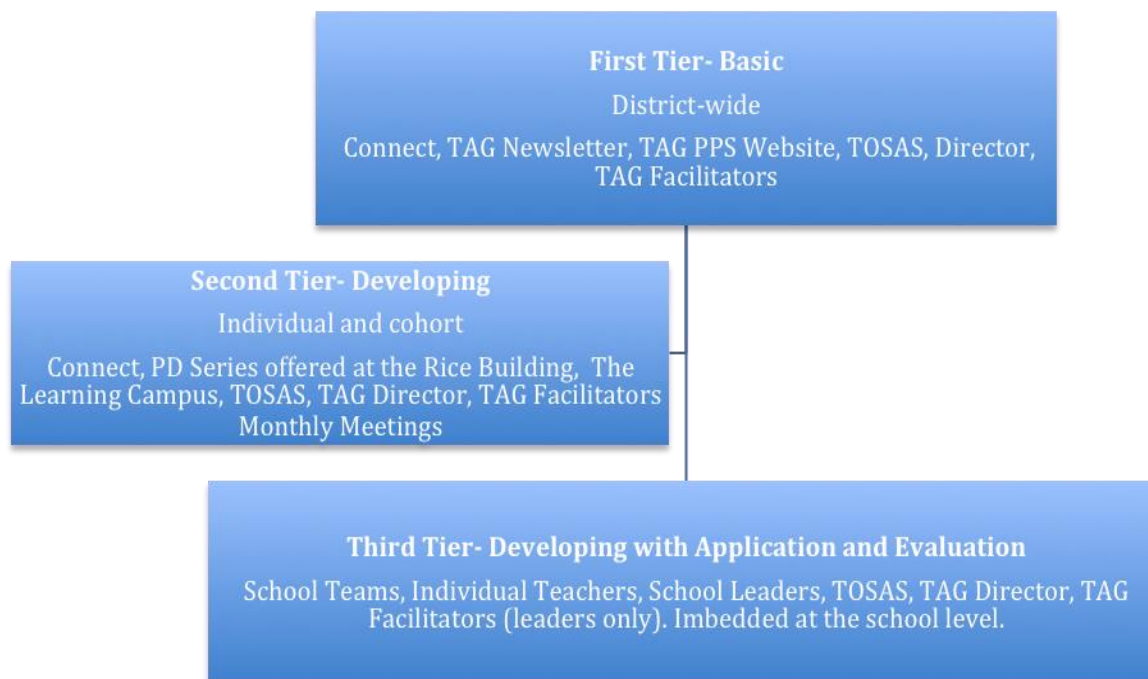
2 F: PROFESSIONAL DEVELOPMENT- INSTRUCTIONAL

2 F 1: What professional development, if any, is planned for district general education teachers K-12 and school administrators for the 2015- 2016 school year involving instruction for high ability, TAG learners?

2015-2016: Teacher Professional Development:

The PPS Department of Talented and Gifted Education endeavors to impact the skill-set and professional development of all teachers in PPS. We have created a new model based on an ongoing, cyclical tiered process. This model will hopefully provide teachers and admin multiple pathways for growth in the area of gifted education and depth and complexity. We are incorporating Dr. Kaplan's Icons for Depth and Complexity into all

our professional development opportunities. These varying levels are illustrated in the flow chart below.



W. Johnson, 2015.

All three tiers work simultaneously in various degrees based on professional needs. There would be concurrent and focused work on Kaplan's Icons for Depth and Complexity. This does not mean there is not an opportunity for PD in other domains but does create additional complexity. Professional development must be continuous, cyclical, and reflective in nature. The Protocol for Rigor could be used as a support tool and shows the cycle of action for professional development.

☒ 2015-2016: Administrator Professional Development:

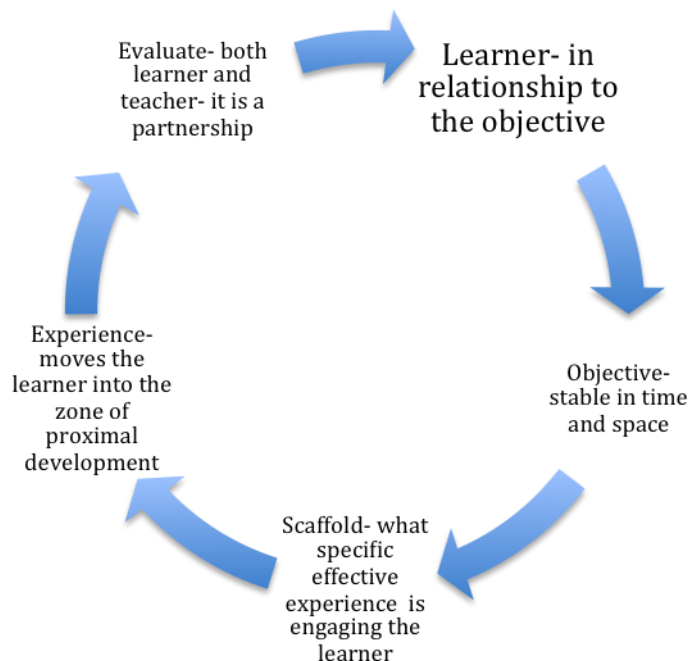
Same as above. Also see Rigor Protocol below.

RIGOR PROTOCOL

Protocol for creating a learning opportunity that will move the learner into their zone of proximal development:

This is not a linear model or process. It is cyclical and continuous. This is very important.

Diagram 1



W. Johnson, 2015

Protocol Guiding Questions for Diagram 1

1. **Where is the learner in space and time in relation to what is being learned? See Diagram 1.**
2. **How is institutionalized racism interacting with the learner? What are the barriers impacting the specific cognitive development and or cognitive ability of the learner?**
3. **How could you reverse these barriers? Think about possible technical and adaptive solutions. Be sure to couple with affective coaching which would include perseverance, commitment, belief, self-care.**
4. **What activity built with appropriate scaffolding will create the mental energy to move the learner from past-present-future? (Before the objective/during the actual cognitive development of the objective/beyond the objective.)**

5. What possible resources are available to successfully implement the activity? See available resources such as Hess' Cognitive Rigor Matrix, Kaplan's Icons, and Tomlinson's Model of Differentiation.
6. What alternative resources may be needed to implement the activity?
7. How will you interpret what is happening to the learner? Give possible examples.
8. How will you see evidence of the shift? Give possible examples being sure to include assessment.
9. What would next steps be? Give possible examples.

After the guiding protocol has been used with fidelity, the facilitator then plans the learning opportunity using best practice, research based strategies, correct scaffolding activities, and necessary resources all the while keeping in mind that institutionalized racism is at play. Isolating race is extremely important. This experience provides an individualized opportunity to access resource allocation to meet their specific needs giving them a similar chance as any other learner. This is the hope. This is equity. There are many complex factors in motion of course.

Diagram 2:



All curriculum is developed around an objective specific to a grade level at a fairly consistent time during a student's cognitive development. In our effort to create equality we jeopardize equity. This is inherently complex because it does not address the variety of development across a spectrum nor does it address where the child is in space and time (schema/culture of poverty.) An important and obvious question to ask then is, "What is the evidence that might suggest the student's understanding of the objective in close proximity to the objective or standard in space and time?"

2 G: COMMUNICATION WITH PARENTS: What are the district procedures for communicating with parents during the following timeframes? [OAR 581-022-1320]

- ☒ 2 G 1: Prior to testing for TAG Placement. **School newsletters, PPS TAG webpage, TAG newsletter, TAG facilitators, Fall back to school night and PowerPoint, TAGAC.**
- ☒ 2 G 2: Notification of results of testing for TAG Placement. **Letter sent to parents from the TAG Department, Schools.**
- ☒ 2 G 3: Explanations of the TAG services available to identified students. **Written letter that is mailed home, TAG Newsletter, TAG bulletin boards, School newsletters, PPS TAG webpage, TAG Facilitator, conferences, TAGAC.**
- ☒ 2 G 4: Explanations of the TAG learning plan, (TAG Individual Plan), if available. **Written letter that is mailed home, TAG Newsletter, TAG bulletin boards, School newsletters, PPS TAG webpage, TAG Facilitator, conferences, TAGAC.**
- ☒ 2 G 5: Opportunities for parent input into the TAG Learning Plans. **Written letter that is mailed home, TAG Newsletter, TAG bulletin boards, School newsletters, PPS TAG webpage, TAG Facilitator, conferences, TAGAC.**
- ☒ 2 G 6: Explanations of “what TAG identification means” to parents of newly identified students. **Written letter that is mailed home, TAG Newsletter, TAG bulletin boards, School newsletters, PPS TAG webpage, TAG Facilitator, conferences, TAGAC.**
- ☒ 2 G 7: Transition of TAG students from elementary to middle. **Occurs at each building site.**
- ☒ 2 G 8: Transition of TAG students from middle to high. **Same as above with school counselor support.**
- ☒ 2 G 9: Notification to parents of option to request withdrawal a student from TAG services. **Written letter that is mailed home, TAG Newsletter, TAG bulletin boards, School newsletters, PPS TAG webpage, TAG Facilitator, conferences.**
- ☒ 2 G 10: Notification of right to file a complaint concerning TAG programs or services beginning with the district’s own complaint process. **Written letter that is mailed home, TAG Newsletter, TAG bulletin boards, School newsletters, PPS TAG webpage, TAG Facilitator, conferences, TAGAC.**

ELEMENT 3: ORS 343.397(3) and OAR 581-02201330 (1) – (3) (c)

A STATEMENT OF DISTRICT GOALS FOR PROVIDING COMPREHENSIVE SPECIAL PROGRAMS AND SERVICES AND OVER WHAT SPAN OF TIME THE GOALS WILL BE ACHIEVED

- 3 A: What are the district goals for providing comprehensive gifted education programs and services, K -12? Overall, the goals should address Talented and Gifted Education program improvement.
- 3 B: Over what span of time will the goals as defined above, be implemented and met? [The amount of time will vary by the requirements for each goal.

1-3 Year Vision and Goals for PPS- (A Living Document)

The Department of Talented and Gifted in Portland Public Schools is committed to the overseeing, supporting, and monitoring (in collaboration with other departments and regional office and school-based staff) the programs for talented and gifted students district-wide. We are committed to evaluating our processes, systems, guidelines, policies, philosophies and innovation in order to better meet the needs of our students and guide the present work into a more meaningful and sustainable program. We will instill trust and a collaborative climate into everything we do. We will communicate openly and through transparency, with passion and commitment to our students and work. We will seek out and provide professional development for our teachers so they may be more successful in such complex, demanding and challenging work. We will advocate, create, implement and support a variety of programs and learning experiences for all our TAG students.

YEAR ONE: February 2015-June 2016

- Examine and evaluate the current process of identification
- Create a positive and transparent “AD Campaign” for TAG. Use a variety of media to promote, communicate and teach the community the characteristics of a TAG student and how the TAG department may be able to serve each student.
- Foster positive and transparent communication with all stakeholders about processes, rules, statutes, procedures and policies.
- Collaborate with the Math Department to complete the process and procedures for Single Subject Acceleration in Math.
- Encourage parents of color and under-represented communities to attend TAGAC.
- Communicate with communities of color to inform and form partnerships in order to increase engagement.
- Create and implement a framework for TAG programming and services called, “The Scholars’ Program.”
- Meet with school leadership to establish best practices for placement of all elementary and middle school students at the appropriate level for math and reading classes.
- Evaluate and create a new TAG Guide for Facilitators and campuses.

- **Develop relational capacity between the TAG department and schools.**
- **Build relationships with TAG Facilitators for optimal professional development.**
- **Create and develop a series of professional development opportunities for teachers related to cognitive rigor.**
- **Develop a “Parent Series of Talks for Talented and Gifted.”**
- **Manage and adjust TAG budget to meet the needs of TAG students.**

YEAR TWO: August 2016-August 2017

- **Examine, evaluate, and adapt the current process of identification**
- **Continue to create a positive and transparent “AD Campaign” for TAG. Use a variety of media to promote, communicate and teach the community the characteristics of a TAG student and how the TAG department may be able to serve each student.**
- **Continue to foster positive and transparent communication with all stakeholders about processes, rules, statutes, procedures and policies.**
- **Collaborate with the Math Department and other stakeholders to monitor and evaluate the process and procedures for Single Subject Acceleration in Math.**
- **Continue to encourage parents of color and under-represented communities to attend TAGAC.**
- **Continue to communicate with communities of color to inform and form partnerships in order to increase engagement.**
- **Continue to expand “The Scholars’ Program” and evaluate its effectiveness.**
- **Continue to meet with school leadership to establish best practices for placement of all elementary and middle school students at the appropriate level for math and reading classes.**
- **Continue to develop relational capacity between the TAG department and schools.**
- **Continue to build relationships with TAG Facilitators for optimal professional development and solicit feedback for next steps and support.**
- **Continue to create and develop a series of professional development opportunities for teachers related to cognitive rigor and begin to evaluate its effectiveness.**
- **Continue to develop a “Parent Series of Talks for Talented and Gifted.”**
- **Manage and adjust TAG budget to meet the needs of TAG students.**

YEAR THREE: August 2017-August 2018

- Examine, evaluate, and adapt the current process of identification
- Continue to create a positive and transparent “AD Campaign” for TAG. Use a variety of media to promote, communicate and teach the community the characteristics of a TAG student and how the TAG department may be able to serve each student.
- Continue to foster positive and transparent communication with all stakeholders about processes, rules, statutes, procedures and policies.
- Collaborate with the Math Department and other stakeholders to monitor and evaluate the process and procedures for Single Subject Acceleration in Math.
- Continue to encourage parents of color and under-represented communities to attend TAGAC.
- Continue to communicate with communities of color to inform and form partnerships in order to increase engagement.
- Continue to expand “The Scholars’ Program” and evaluate its effectiveness.
- Continue to meet with school leadership to establish best practices for placement of all elementary and middle school students at the appropriate level for math and reading classes.
- Continue to develop relational capacity between the TAG department and schools.
- Continue to build relationships with TAG Facilitators for optimal professional development and solicit feedback for next steps and support.
- Continue to create and develop a series of professional development opportunities for teachers related to cognitive rigor and evaluate its effectiveness.
- Continue to develop a “Parent Series of Talks for Talented and Gifted.”
- Manage and adjust TAG budget to meet the needs of TAG students.
- Consider how to expand the model of Talent and Giftedness to include other modes of talent and giftedness.
- Begin conversations about supporting the development of a High School for the Performing and Visual Arts.

ELEMENT 4: ORS 343.397 (4) and OAR 581-022-1330 (1) - (3) (d)**A DESCRIPTION OF THE NATURE OF THE SPECIAL PROGRAMS AND SERVICES WHICH WILL BE PROVIDED TO ACCOMPLISH THE GOALS**

4 A. What district programs and services are linked to which goals? How will the goals be accomplished? What special programs or services will be provided to accomplish the goals?

The PPS TAG Department is charged with creating and establishing a program to meet the unique and diverse needs of all students. For our community to continue to move forward; changes are necessary. One of these critical shifts is in our interpretation of gifted education. The prevailing, historical context of gifted education is based on the predominant view of the majority culture. By establishing a neighborhood program at each

school, we may be able to better address the needs of TAG students AND provide an opportunity for development and the nurturing of potential students. 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 support programs at each school where we can better address all TAG students' needs, develop and nurture students who show potential for TAG identification and establish a pathway to positive partnerships with families.

By creating local norms at the school level we have a unique and exciting opportunity to focus our efforts directly through the equity lens. How? Because each community will have a stronger opportunity to find and nurture those talents and gifts best represented within that same community. All of us in the community will benefit as these improvements are supported and invested in. We all win.

"The Scholars' Program" is a new district K-12 program developed and implemented in neighborhood schools to meet the diverse and complex intellectual and academic needs of students who have been identified as talented and gifted AND to develop the potential of students within a community. It is a simple and necessary framework so that students have an opportunity to have their gifts and talents nurtured and supported. Each school is already providing some sense of opportunity but we need a collective and visible frame for this work to be honored and developed. Without a framework, we will continue to be challenged to remain focused in our efforts to support gifted education in PPS and the potential of every child. This potential is defined as the discovery and development of a child's latent talents and gifts, whatever they may be.

"The Scholars' Program" is also responsible for the intentional development of those students whom may not be identified as talented and gifted through "traditional" means and to bring about a community of collaborative learners who have the skills necessary to positively impact the world around them. All TAG students on the campus are served in classes with appropriately trained/qualified teachers who strive to meet the rate and level of each student.

This program is developed and supported by Tomlinson's Differentiated Instruction Model (Carol Ann Tomlinson, 2001), with Dr. Sandra Kaplan's Icons for Depth and Complexity. These two models along with the icons can be useful tools for educators as they plan and manage the everyday challenges of the classroom. They provide a readily accessible and viable option for teachers when determining how to differentiate and how best to energize learning environments to engage and develop students' intellectual capacity and cognitive needs. The investment in educators' professional capital and professional learning communities will be critical and important as we continue to move our work forward. It will take time and commitment.

The Oregon State Plan states that curriculum and instruction meet the needs of gifted students by modifying the rate and pace in the four-foundation classes- Language Arts, Math, Science, and Social Studies. The Scholars' Program shall implement the district's TAG Curriculum Framework, grades K-12. This continuum of learning establishes program services that are comprehensive, structured, sequenced and appropriately challenging. The TAG Curriculum Framework overlays PPS's core curriculum with differentiation through acceleration, adding depth and complexity, higher level thinking skills, and developing independent research skills focusing on advanced level products.

Talented and Gifted Curriculum Framework- PPS

(A Continuum of Teaching and Learning for Talented/Gifted Students Grades K-12)

I. Building student profiles of learning styles, interests, presentation preferences and appropriate levels of challenge based upon the zone of proximal development; general exploratory activities to encourage discovery and inspire interest.

II. Differentiating in four foundation areas through curriculum compacting and differentiated instructional strategies:

K-2: Participates in TAG independent study workstations, higher level questioning, and flexible grouping opportunities.

3-5: Participates in tiered assignments, anchoring activities, TAG independent study workstations, flexible grouping opportunities.

6-8: Participates in Pre-AP, IBMYP courses, curricular acceleration, and cross-curricular projects and products.

9-12: Participates in Pre-AP, AP, IB or dual credit courses in at least two foundation areas, independent study research producing advanced projects and products, and works with a professional, external mentor in producing high level products based on interest and possible career path.

III. Differentiating in four foundation areas through the addition of the dimensions of depth and complexity:

K-2: Identifies and defines dimensions of depth and complexity and relates them to the foundation areas.

3-5: Identifies key words that define the dimensions of depth and complexity; uses the dimensions as prompts to form questions and/or answers.

6-8: Integrates the dimensions of depth and complexity with the content imperatives in Pre-AP, IBMYP courses.

9-12: Integrates the dimensions of depth and complexity with the content imperatives in Pre-AP, AP, IB or dual credit courses, conducts interdisciplinary studies, and makes decisions based on reasoned arguments using dimensions of depth and complexity and content imperatives as substantiation.

Certain campuses incorporate the International Baccalaureate Primary Years Programme (IBPYP) for grades K-5. Campuses may receive TAG instruction via IBPYP.

In grades K-5, TAG students may receive instruction daily by a TAG trained teacher implementing the PPS TAG Curriculum Framework in the four foundation areas (Language Arts, Math, Science, Social Studies), emphasizing advanced level products.

Research indicates that gifted and talented students' academic and social emotional needs are best met in classrooms with other students with similar abilities and with fluid, flexible groupings that change as needed based upon a student's interest and abilities.

TAG instruction may be delivered in one of the following instructional delivery models:

1. TAG Clusters (minimum of 3 students) in the general education classroom – TAG students (zoned and non-zoned/transfers) are grouped or clustered with non-TAG students and receive differentiated TAG instruction in the four foundation areas (Language Arts, Math, Science, Social Studies) in a general education classroom setting from a teacher who is trained in Talented and Gifted Education.
2. Each classroom should enable TAG students to work together as a peer group (minimum of 3), work with other students, and work independently during the school day as well as the entire school year. Flexible grouping patterns and independent investigations are employed in the four foundation academic areas.

PPS schools may consider the following Instructional Assets for TAG students

RATE	LEVEL	RATE AND LEVEL
Ability grouping in reading	Lit circles/Book clubs	Dual credit
Curriculum compacting	Inquiry based learning	Choice assignments
	Learning Centers	Credit by examination
	AP	Distance learning
	IB	Flexible grouping
	Whole grade level acceleration	Independent study projects
	Single Subject Acceleration-math	Interdisciplinary units
	Interdisciplinary units	
	Research and Investigations	
	Development of original products	

ELEMENT 5: ORS 343.397 (5) and OAR 581-022-1330 (1) - (3) (e)

A PLAN FOR EVALUATING PROGRESS ON THE DISTRICT PLAN INCLUDING EACH COMPONENT PROGRAM AND SERVICE

5 A. Based on the goals noted in Element 4, how will the district evaluate its progress on the TAG district goals? Each component program and service should have an evaluation component.

- **Monthly and annual TAG Team Evaluation**
- **District-wide survey**
- **Monthly communication with schools**
- **TAGAC**
- **PD surveys from TAG Facilitator meetings**
- **Student and parent satisfaction**
- **District and state assessments**
- **Observations and collaboration**
- **Community feedback**

Attachments:

Element 1: Attachment 1 A: Local School Board TAG Policies

Element 2A1: Attachment 2A1: Flow Chart of TAG Identification Decisions

Element 2A3: Attachment 2A3: TAG Enrollment Summary

Element 2 D: Attachment 2D1: Blank TAG Personal Educational Plan at all levels