

"I am enough of an artist to draw freely upon my imagination. Imagination is more important than knowledge. Knowledge is limited. Imagination encircles the world."

Albert Einstein

*US (German-born) physicist
(1879 - 1955)*

Parent Handbook

Office of Talented and
Gifted
Portland Public Schools

501 N. Dixon
Portland, Oregon 97227

Office: 503-916-3358
FAX: 503-916-3296

Website
<http://tag.pps.k12.or.us>



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Web Resources

<http://tag.pps.k12.or.us> **PPS TAG page** Links to identification, services, resources, and alternative education options.

www.portaportal.com **Portaportal** Our favorite links are stored here. Sign in as guest (password **PPSTAG**). Many lessons provided are for teachers. Check with your child's teacher before using lessons at home.

www.nagc.org **National Association for Gifted Children.**

www.hoagiesgifted.org **Hoagies Gifted** Resources for parents and teachers of gifted students, and criteria for grade acceleration.

www.ode.state.or.us **Oregon Department of Education.** Use the search box to find information directly related to "talented and gifted" education.

www.oatag.org **Oregon Assn. Of Talented & Gifted**



Publications:

These are just a few books that parents find helpful. Parents and students may check-out these books and others, through the TAG Office.

The Survival Guide for Parents of Gifted Kids by Sally Yahnke Walker, Free Spirit Publishing, 1991.

The Gifted Kids' Survival Guide: A Teen Handbook by Judy Galbraith and Jim Delisle, Free Spirit Press, 1996.

The Gifted Kids' Survival Guide: For Ages 10 and Under by Judy Galbraith, Free Spirit Press, 1999.

Guiding the Gifted Child: A Practical Source for Parents and Teachers by James T. Webb, Elizabeth A. Mackstroth, Stephanie S. Tolan, Gifted Psychology Press, 1994.

On Being Gifted Sponsored by The American Assn For Gifted Children, Walker and Company, 1978.

TAG Office Staff

Patricia (Pat) Thompson: pthompson@pps.k12.or.us
*Principal on Special Assignment
Talented and Gifted Program
503-916-3358*

Andrea Atherton: aatherto@pps.k12.or.us
*Administrative Assistant
503-916-3358*

Jere Fitterman: jfitter@pps.k12.or.us
Schools and Academic Support

The Oregon Talented and Gifted Education Act

OAR 518-022-1310, 1320 and 1330 OAR 581-022-1510

The State of Oregon passed the Talented and Gifted Education Act during the 1987 legislative session. The mandate is based on sound principles and research regarding the needs of talented and gifted students. It has required a dramatic shift in thinking for parents, educators, and students alike. The law speaks directly to assessing individual needs of students. The regular classroom teacher has become the major player in providing appropriate services.

Definition

There are many definitions for gifted. They all have one element in common: a gifted person is someone who shows, or has the potential for showing, an exceptional level of performance in one or more areas of expression.

Identification

According to the Oregon TAG Mandate, gifted students are those who score at or above the 97th percentile on a nationally standardized test of mental ability, academic achievement in reading or math, or the potential to score at these levels. In addition, multiple criteria are to be used including social and behavioral data, academic history, classroom achievement, etc. No single test of criteria is to be used as the sole determiner of gifted identification.

To identify a student as Academically Gifted, we use the Iowa Test of Basic Skills (ITBS) in both Reading and Math. Performance on the Oregon State Assessment can also be used as an indicator of academic talent, although an ITBS or similar test would be used for identification purposes.

Intellectually Gifted students are identified primarily with the use of the Cognitive Abilities Test (CogAT). Tests of non-verbal ability are also available. We accept independent testing scores like the Stanford-Binet, Woodcock-Johnson and WISC if the testing has occurred within two years of nomination.

Students who are identified as *Potential* are generally those students who scored lower than 97th percentile on a nationally-normed test, but who have strong advocacy and work samples. The State of Oregon does not prescribe specifically how students are to be identified in this category, but stipulates that, "Districts shall also identify students who demonstrate the potential to perform at the 97th percentile (these may include students from cultural and ethnic minorities, disadvantaged or underachieving students, and learning disabled students)." *Potential* students are recorded into eSIS (electronic Student Information System) as identified gifted students, and are given the same rights as a student identified as Academically or Intellectually Gifted.

Parents Rights

(1) Parents are to be informed of the programs and services available to their TAG-identified child.

- Every school has a TAG Bulletin Board. This central location is used to post any information related to TAG Identification and Service.
- All schools are required to have a written Building TAG Plan. This plan describes the methods that are in place at the school to meet the needs of TAG and other Highly Capable students. Within the plan, schools outline their efforts to make sure that all teachers know who is TAG-identified in their classroom. The plan also outlines specific school-based actions for providing services to TAG students, professional development to staff, and communication to parents. Copies of this plan are available upon request.
- Every school year, schools need to give notification to parents and students regarding TAG services. Some schools send home a copy of the Building TAG Plan. High Schools notify parents of services through the forecast guide.

(2) Parents have an opportunity for input to and discussion of the programs and services their child will receive.

- Parent-Teacher conferences are the best time to discuss TAG Services. Most elementary schools will send home Parent Surveys and copies of the TAG Instructional plan for preview prior to conferences.
- Regardless of student grade or level, parents and students can request a TAG Instructional plan when needed.

(3) The parents of an identified TAG student may, at any time, request withdrawal of their child from programs and services. The school district shall notify parents of identified students of this right.

(4) Parent permission shall be obtained for any individual testing.

(5) Parents shall be informed of their right to appeal decisions regarding identification and service, and file a complaint under OAR 581-022-1940.

- Communication with the classroom teacher, the school's TAG Coordinator, the Principal, and the TAG Office are important steps in meeting the needs of gifted students.
- Parents should contact the TAG Office for a copy of the **Appeals and Complaints** brochure for additional information.

Programs and Activities Organized by the PPS TAG Office:

Early Entry:

Early entry into Kindergarten and Grade 1 allows a child whose birthday falls after September 1 and on or before October 1 to be considered for early entry. Parents/guardians who seek early entry for a student must begin the conversation with the principal of the neighborhood school. See PPS TAG website <http://tag.pps.k12.or.us> for criteria and application forms. Form must be completed, signed by Principal and received by the TAG Office on or before September 15.

Grade Advancement:

Parents/guardians who seek grade advancement for a student must begin the conversation with the classroom teacher, the Principal and/or Assistant Principal.

The principal will make the final decision about the student's grade advancement. Most decisions about grade advancement are made after an evaluation of the child's cognitive and academic skills, feedback from the current classroom teacher as well as interviews with the parent and student. The principal may contact the TAG Office for assistance with the grade advancement.

on [What TAG Should Look Like](#) in Portland.

Additional TAG FAQs found on the TAG website under [Parents](#).

What are the teachers' responsibilities?

- Know the TAG-identified students in the classroom. Identification is recorded into eSIS (electronic student information system). Teachers can access individual TAG information or class lists.
- Provide instruction at the assessed rate and level.
- Communicate how assessment for rate and level guides the decisions about how and when to differentiate instruction.

What are Rate and Level of Learning?

- Rate of Learning is a measure of the pace at which the student successfully progresses through the curriculum after being placed at an appropriate instructional level.
- Level of Learning is the student's instructional level in the curriculum and the place where the student will be successful, but will encounter knowledge and skills not yet learned or mastered. Level is more than advanced grade level; it involves complexity and sophistication of concepts.

What are some examples of how services are provided to TAG students?

- **Acceleration**-altering the pace or speed of learning and providing more sophisticated resources for learning.
- **Flexible**- or ability grouping—students of similar ability are grouped for specific skill areas; within a classroom, a grade level, or across grade levels.
- **Differentiation**—teachers modify the content (curriculum, goals), the process (activities) to learn content, the product (demonstration of what has been learned), or the environment (where learning takes place) to match a student's interests and academic needs.

How do parents know that the level and rate are appropriate?

- The student is challenged.
- The student is learning new concepts.
- The student pursues deeper and/or more complex work.
- The student is not frustrated by work that is too easy or too hard.

TAG in the Classroom

All Students:

In compliance with the Oregon TAG Mandate, PPS focuses on meeting the student's instructional level and rate of learning every day in the classroom across the curriculum. Classroom teachers should modify the instruction to provide appropriate content challenge and instructional pacing.

Elementary School (K-8):

If your child's elementary school has a building TAG plan that has met the district criteria for exemption from writing Individual Instructional Plans, then the building TAG plan will serve as the guide for the classroom teacher. A parent may request an Individual Instructional Plan for their child at any time, however. Modification may include flexible grouping, curriculum compacting, independent study projects, acceleration, critical thinking, and higher level questioning strategies.

Middle- and High School:

The Oregon TAG Mandate assures that parents and students are notified of the programs and services available to them and that the school programs are designed to meet assessed levels. Upon request by student, parent, teacher, or a counselor; an individual plan will be written. Please contact the TAG Office for more information.

Get Involved

Activities supporting students and parents

Call the TAG Office or visit the TAG Website for more information—
503 916 3358 <http://tag.pps.k12.or.us>

TAG Advisory Council: Five times per year a representative parent group meets to discuss how to advise and support gifted education in Portland Schools. Contact TAG Office for dates and times, 503-916-3358.

Fall Parent Meetings: Each fall, schools schedule a TAG Parent Meeting to distribute information regarding TAG services in the school. Check with your individual school for dates and times.

District TAG Parent Meetings: The TAG Office presents a parent meeting in the spring that is designed to give information to parents of newly TAG-identified students. The presentation is repeated