

TALENTED & GIFTED

PARENT INFORMATION MEETING

Franklin Cluster / Arleta School
October 21, 2010
6:00 – 7:30 pm

Welcome

Communication between Families and Schools:

- TAG Bulletin Board
- PPS TAG Newsletter
- PPS TAG Website, www.tag.pps.k12.or.us
- PPS District TAG Advisory Committee Parent Meetings (Third Wednesday in Sept, Nov, Jan, Mar, May at the BESC from 12 noon-1:30 PM)
- Communicate with teachers, child, and TAG Leadership Team
- Appeals and Complaints Procedure – on PPS TAG website

Parent Resources

- PPS TAG Website, www.tag.pps.k12.or.us
- PPS TAG Professional Library, 2nd Floor BESC
- Oregon Association for Talented and Gifted, www.oatag.org
- Washington Assoc. of Educators of the Talented and Gifted, www.waetag.net
- National Association for Gifted Children, www.nagc.org
- Oregon Department of Education, www.ode.state.or.us
- Hoagies Gifted Education, www.hoagiesgifted.org
- Supporting the Emotional Needs of the Gifted, www.sengifted.org
- TAGAC- Talented and Gifted Parent Advisory Council- minutes on PPS TAG website, www.pps.k12.or.us/dept/tag
- PPS TAG Portaportal website, www.portaportal.com

Student Opportunities and Competitions

- Saturday Academy, www.saturdayacademy.org
- Johns Hopkins University for Talented Youth, www.jhu.edu/gifted
- Destination ImagiNation, www.dini.org
- Mad Science, www.madscience.org
- Chess for Success, www.chessforsuccess.org/
- Oregon Writing Festival, www.octe.org/writing_festival.html

Important dates

- Grade 2 screening- October 20, 2010
- Parent TAG Identification Process- By end of November, 2010
- Deadline for TAG Identification Process Forms to TAG Office-1st day of December, 2010
- TAG Testing by Region- December 2010-March 2011
- Grade Acceleration applications due by April 30, 2011



PORTLAND PUBLIC SCHOOLS Talented and Gifted Education

2010-2011

Dear Parent or Guardian,

Thank you for your interest in nominating your child for Talented and Gifted services in Portland Public Schools. In considering your child for identification as intellectually gifted or academically talented in math or reading, please be aware of the following guidelines. According to Oregon Law 581-022-1310, an intellectually gifted or academically talented student is one who performs, or has the potential to perform, at or above the 97th percentile on nationally standardized tests of mental ability or academic achievement. In addition, multiple criteria are used including social and behavioral data, academic history, classroom achievement, etc. No single test is to be used as the sole determiner of TAG identification.

MULTI - STEP PROCESS

TAG identification is a multi-step process. Advocacy is the first part of this process and includes a *TAG Identification Process Form (IDPF)* that both parents and teachers fill out. The building TAG Leadership Team then collects additional information, including social and emotional variables, and student work. The District schedules and administers standardized testing by school.

Once all the data has been collected, the building TAG Leadership Team meets to review the information and then forwards their recommendation to the District TAG Office, which makes the final decision in collaboration with the school. Notification of the final decision- "Yes," "No," or "Potential," is sent in writing to the school and parents from the District TAG Office.

A "No" decision may be appealed by contacting your building principal. A child identified as "Potential" is one who generally has not met all of the criteria for TAG identification, but demonstrates the potential to perform at higher levels of achievement. Students identified as "Potential" will receive the same TAG services as students who are identified as TAG.

IF MY CHILD IS IDENTIFIED FOR TAG, WHAT CAN I EXPECT?

School Building TAG Plans and course syllabi for gr. 6-12 are the official notice of TAG services available at individual schools. Building TAG Plans are posted on the TAG bulletin boards in every school throughout the district. Syllabi are available online and from each teacher. Parents may also request Individual Instructional Plans be written for gr. K-12 students at any time during the school year.

NEXT STEP

If you decide to pursue a Talented and Gifted Nomination for your student, Oregon law requires that we receive your written consent before we begin testing. If you do not consent to have your child tested, no further action will be taken toward eligibility. **Please sign the *TAG Identification Process Form* and return it to your child's teacher in November.**

If you have any questions, please contact your school Principal or call the District TAG Department.

You may also visit the PPS TAG Website at www.pps.k12.or.us/departments/tag/index.htm



TAG Identification Process Form (IDPF)
PORTLAND PUBLIC SCHOOLS
TALENTED AND GIFTED

ID # _____

School _____
 Grade _____ Teacher _____ Room # _____

Student _____ D.O.B. _____ Male _____ Female _____
Please PRINT: Legal Last Name Legal First Name Middle Initial
 Address _____ Zip Code _____ Phone # _____
 Parent Name _____
 Parent Signature for permission to test _____ Date _____

Parent and Teacher Observations: Advocacy Information

	Parents						Teachers					
	1	2	3	4	5	6	1	2	3	4	5	6
A. <u>Learning</u> : Retains and learns information easily; Uses complex language/large vocabulary; Shows strong memory, quick recall; Carries out complex instructions with ease	1	2	3	4	5	6	1	2	3	4	5	6
B. <u>Skills</u> : Reads/comprehends on an advanced level; Shows high level thinking; Expresses ideas well; Elaborates or questions	1	2	3	4	5	6	1	2	3	4	5	6
C. <u>Skills</u> : Uses advanced computations and/or complex math systems; Exhibits quick mastery of skills	1	2	3	4	5	6	1	2	3	4	5	6
D. <u>Interests</u> : Demonstrates unusual or advanced interests; Is considered an "expert" on certain topics; Displays academic/artistic creativity	1	2	3	4	5	6	1	2	3	4	5	6
E. <u>Reasoning/Problem Solving</u> : Recognizes patterns & connections; Is a keen observer; Makes mental connections; Devises strategies to solve problems; Has "out-of-the-box" ways to solve problems; Is a Nonconformist	1	2	3	4	5	6	1	2	3	4	5	6
F. <u>Motivation/Leadership</u> : Is a Self- or Independent starter; Is an independent worker; Does not follow the typical path; Self-confident; Well-liked; Demonstrates leadership	1	2	3	4	5	6	1	2	3	4	5	6

Area/s for assessment:
 Parents and/or teacher check Intellectual Math (English) Reading (English)
 Math (Spanish) Reading (Spanish)

Social and Emotional
 Variables that may affect testing:
Check any that apply and explain

None apply

ELL designation: _____
 Special Education/eSIS "Alert": _____
 Other accommodation: _____
 Diverse cultural or language background _____
 Under-represented population (race, poverty, language) _____

Test history: Record any test scores you believe helpful. (i.e. OAKS, SAT-10, DRA, Easy CBM, out of district or State and/or private practitioner testing)

Test name	Description	Date	Score/percentile

Teacher: Evidence of Rate and Level- Work Samples in area of strength

1=Beginning 2=Emerging 3=Developing 4=Proficient 5=Strong 6=Exemplary

Content area	Assignment	Date	Circle Score
1			1 2 3 4 5 6
2			1 2 3 4 5 6

Student: _____

For School and District Use Only

Standardized Test Results:			
Test Name	Test Date	Percentile	
Intellectual Testing			
<input type="checkbox"/> CogAT (Cognitive Abilities Test)		____ %ile Composite Intellectual	
<input type="checkbox"/> NNAT* (Naglieri Nonverbal Ability Test)		____ %ile Non-Verbal Intellectual *Must indicate at least one social/emotional factor (including F & R lunch BEFORE this score can be used to identify performance)	
ITBS (Iowa Basic Skills Test) <input type="checkbox"/> English Version <input type="checkbox"/> Spanish Version		____ %ile Math	____ %ile Reading
Other _____		____ %ile Intellectual ____ %ile Math ____ %ile Reading	

School TAG Team Review: Circle YES or NO for Each Criterion

- | | | |
|------------|-----------|--|
| Yes | No | Does the advocacy information indicate TAG? (Mostly 5's and 6's) |
| Yes | No | Are the work samples in area of strength rated at 5 or 6? |
| Yes | No | Does the child have a standardized test score of 97% or higher? |

Special Considerations or Comments: (Include Social/Emotional Factors from the front of this form)

School Team Recommendation: (Check identification area/s below)

- YES**, if the standardized test is at or above 97th percentile, and at least one other criterion is yes.
Check each area of identification below.
- Intellectually Gifted** *if NNAT is used, form must include additional factors.
 Academic Math
 Academic Reading
- POTENTIAL**, if the standardized test is at a minimum of 95th percentile and at least one other criterion (see above) is **YES**, or other social/emotional considerations apply. Parents may appeal.
- NO**, if the standardized test is below 95th percentile with weak work samples, weak advocacy. Parents may appeal.

TAG Coordinator: _____ **Principal:** _____ (m)____(d)____(y)_____

Team signatures:

PPS Team Decision:		<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> POTENTIAL
(m)____(d)____(y)_____	<input type="checkbox"/> Intellectually Gifted	<input type="checkbox"/> Math-Academically Talented	<input type="checkbox"/> Reading-Academically Talented	
<input type="checkbox"/> Data entry	<input type="checkbox"/> Entered into eSIS	<input type="checkbox"/> Letter sent	<input type="checkbox"/> TAG Folder	
Signatures:				

Important Questions for TAG Parents

Revised Fall 2010

Questions parents ask regarding Classroom Instruction:

- What do you know about my child's rate and level of learning?
- What assessments do you use to determine my child's rate and level of learning?
- How does my child demonstrate to you that he/she learned what you expected him/her to learn?
- What are you doing if you discover he/she already knows the material you're teaching?
- What opportunities will my child have to learn with other students who have similar rates and levels of learning?

Questions parents ask regarding Building Plans:

- What data does the school use to demonstrate that my child learned what is expected of him/her?
- How would my child access accelerated curriculum if the regular classrooms don't provide that?
- How will I or my child know what other opportunities for TAG students in the school?

Questions parents ask regarding a written Instructional Plan:

Parents ask themselves...

- How does my child's teacher communicate about the strategies used to meet my child's instructional needs?
- Have I talked directly to the teacher about particular areas of concerns? How were concerns resolved?
- If I still have concerns, have I talked to a school administrator about these concerns?

Definitions of Talented & Gifted Terms

Accelerated curriculum: Materials and instruction provided at a quicker pace or at a deeper level than standard instruction and materials.

AP or Advanced Placement: A program developed by the College Board where high schools offer courses that meet criteria established by institutions of higher education.

Cluster Grouping: Grouping high-ability kids together, sometimes in order to give them accelerated curriculum. This can be in different classrooms or within a classroom.

Curriculum Compacting: After showing a level of proficiency in the basic curriculum, a student can then be allowed to exchange instructional time for other learning experiences; a process that allows a student who already knows the material to pursue enriched or accelerated study.

Differentiated Instruction: Differentiating instruction means creating multiple ways for students of different abilities, interests or learning needs to experience appropriate ways to absorb, use, develop and present concepts as a part of the daily learning process. Materials, lessons, instruction... can be differentiated based on student interest, student readiness, the content of the material, the process used to access the material or the product the student creates as a part of their interaction with the lesson or material.

Enrichment: Activities that add or go beyond the existing curriculum. This may occur in the classroom or a separate setting.

Flexible Grouping: Grouping is based on the needs of the students, teachers, and lessons that are dynamic. Flexible grouping changes as needed. A student may work with one group of peers for reading and a different group of peers for math and a different group of peers for music and these groups of peers may change as the level of needed instruction for that student changes.

High-Level Thinking or Questioning: Refers primarily to Bloom's Taxonomy and levels of understanding. Level One: Basic knowledge, recollection; Level 2: Basic Comprehension; Level 3: Application of Knowledge; Level 4: Analysis of information; Level 5: Synthesis of information in a new or different manner; Level 6: Evaluation. The higher the level of thinking or questioning achieved, usually the deeper the understanding.

IB or International Baccalaureate: A demanding pre-university program that students can complete to earn college credit. IB emphasizes critical thinking of other cultures or points of view. A world-recognized diploma is issued at the completion of the IB Program.

Talented and Gifted (TAG): Broadly defined as a student identified as performing at or above the 97th percentile on a nationally normed test in reading, math or intellectual ability. TAG students were identified using test scores, parent and/or teacher nomination and work samples indicating rate and level.

Definitions of Talented & Gifted Terms

Tiered Lessons: A method of differentiating instruction, combined with flexible groups or individual work. A teacher focuses on the concept to be learned and creates a common experience for all students to anchor them in that concept. Then the teacher provides a lesson that is tiered (multiple activities based on interest, ability, process, content or product) for students to work on individually or in small groups that help them attain that concept at the appropriate rate and level.

What is the rate of learning?

- Rate is a measure of the pace at which the student successfully progresses through the curriculum after being placed at an appropriate instructional level.
- A student's rate of learning will vary, depending on the subject, point in the learning process, degree of interest, level of difficulty, and learning style.

What is the level of learning?

- 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.