

TALENTED AND GIFTED



SCIO SCHOOL DISTRICT

38875 N.W. FIRST AVENUE

SCIO, OREGON 97374

(503) 394-3271

Fax (503) 394-4042

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TAG Policy Summary of Scio School District

- Talented and Gifted Program

- The district is committed to an educational program that recognizes, identifies, and serves unique needs of talented and gifted students.
- Talented and gifted students are those who have been identified as academically and/or intellectually gifted.
- The district staff shall develop procedures for identifying academically talented and intellectually gifted students K-12.
- The superintendent and staff shall develop a written plan that identifies programs or services needed to address the assessed levels of learning and accelerated levels of learning of identified students.
- Other students who demonstrate the potential to perform at the eligibility criteria, as well as additional students who are talented and gifted, may be identified. The district shall develop procedures for identifying students qualifying under this provision.

Evaluation and Identification Process

- Evaluation and Identification-Talented and Gifted
 - To serve academically talented and intellectually gifted students in grades K-12, the Board directs the superintendent to establish a written identification process.
 - The identification process shall include as a minimum:
 - Behavioral learning and performance information;
 - A nationally standardized mental ability test for assistance in identifying intellectually gifted students;
 - A nationally standardized academic achievement test for assistance in identifying academically gifted students.
 - Identified students shall score at or above the 97th percentile on these tests.
 - The district will make an effort to identify talented and gifted students from special populations such as:
 - Disadvantaged;

Evaluation and Identification Process

- Evaluation and Identification-Talented and Gifted (continued)
 - Cultural and ethnic minorities;
 - Disabled learners;
 - Underachieving gifted.
- Careful selection of suitable measures and a compilation of behavioral learning characteristics shall be used.

Teacher Role

- Serve academically and intellectually talented students in grades K-12.
- Submit a summary on the district forum of services provided through the school year for each TAG student on the teacher's roster(s).
- Because of limited funds for all district services, some of the options may be an option only as a volunteer cadre presents itself. However, this is a list of options that may be available at a classroom level or as an extended option beyond the school setting.
 - Early Entrance
 - Grade Skipping
 - Ungraded/Multi-age classes
 - Cluster grouping in regular classes
 - Cross-grade grouping
 - Compacted/Fast paced curriculum
 - Advanced placement classes
 - Honors classes
 - Block/Interdisciplinary

Teacher Role

- Independent study
 - Credit by examination
 - Concurrent enrollment
 - Mentorship/Internship
 - Magnet program/schools
 - Academic Competition
- Aid in identification by submitting a list of students that demonstrate high levels of content knowledge to their building principal, who will forward the names to the district TAG coordinator.

TAG Coordinator Role

- Create permission to test slips and supply them to elementary school.
- Order and schedule universal screener.
- Communicate with elementary teachers regarding screener.
- Annually update the list of students to watch for TAG identification based on the administration of classroom performance, benchmarking, and/or administration of the academic ability test.
- Collect classroom performance data from building administrators and update the list of students to watch.
- Update list of students as data is available.
- Collect benchmarking and standardized assessment data from building administrators and update the list of students.
- Track TAG data.

TAG Vocabulary and Strategies for Differentiation

Ability grouping/Learning Centers:

Providing academic work to a homogeneous group of TAG students. Walk to math or walk to reading.

Acceleration:

Acceleration is access to higher level activities and skill development. Acceleration is addressed through pacing, complexity, and depth of the planned coursework. Acceleration means moving at a faster pace through academic content. Examples are:

*Early entrance to Kindergarten

*Concurrent enrollment

*Grade Skipping

*International Baccalaureate

*Advanced Placement Classes (Honors Classes)

TAG Vocabulary and Strategies for Differentiation

Blooms (Revised Taxonomy):

Category	Actions
Remembering: can the student recall or remember the information?	Define, duplicate, list, memorize, recall, repeat, reproduce, state
Understanding: can the student explain ideas or concepts?	Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Applying: can the student use the information in a new way?	Choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write
Analyzing: can the student distinguish between the different parts?	Appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test
Evaluating: can the student justify a stand or decision?	Appraise, argue, defend, judge, select, support, value, evaluate
Creating: can the student create new product or point of view?	Assemble, construct, create, design, develop, formulate, write

TAG Vocabulary and Strategies for Differentiation

Challenge Testing:

Allowing a student to demonstrate content mastery by providing the student with a cumulative course examination (taken all at once or broken into parts), and with the intention of advanced placement of the student within the content area tested. This process must be clearly outlined and submitted to building principal for approval.

Cluster Grouping/Learning Centers:

Cluster grouping is grouping a student in a mixed ability classroom for structured learning. It usually includes a small group of learners with similar instructional needs. It is an intentional placement of students based on the students' needs.

Grade Skipping:

Grade skipping should only be embarked upon as a result of a thorough child study including academic and social-emotional needs analysis. It is in the child's best interest to complete a thorough child study through the Iowa Acceleration. ODE can provide support for this endeavor.

TAG Vocabulary and Strategies for Differentiation

Independent Learning Projects:

Projects that give structure to the learning objectives and allow a student to create, evaluate, analyze, and apply their understanding and recall information.

Learning Contracts:

Agreements established in coordination with the teacher, parent, and student that a teacher will provide different work for the TAG student and/or hold the TAG student accountable to a higher level of achievement.

Open Questions:

Open ended questions are those questions that could be prompted by a teacher by providing a sentence starter or a group of numbers and is completed by each student at the own cognitive ability level. There are three main purposes for open ended questions:

1. Allowing each student multiple opportunities for success

TAG Vocabulary and Strategies for Differentiation

Open Questions (continued):

2. Providing a differentiated approach to lessons which will illicit thoughtfully constructed responses at various levels of Blooms Taxonomy.
3. Allow for teachers to formatively identify student ability levels.

In order for open questions to be effective, teachers must have a clear objective in mind, provide examples of what answers to the task may look like, and verify the student's work within a matter of minutes during class.

Creating open questions is easier with some standards than others. Teachers are encouraged keep open questions for future lessons.

Creating open questions is a skill. It takes time and practice to develop appropriate questions that provide true value to the students and teachers. Practice your open questions with colleagues and other persons you can trust to offer reliable feedback.

TAG Vocabulary and Strategies for Differentiation

Parallel Tasks:

Parallel tasks should be used as often as needed to provide students with appropriate tools to obtain information, develop their skills, and demonstrate understanding. Some textbooks offer parallel tasks in the form of different problem sets for different ability levels.

Scaffolding:

Scaffolding is a specialized teaching strategy geared to support new learning when students are first introduced to new content. Scaffolding provides the student with context, motivation, and a foundation from which new understanding can be built. The pathways to learning should be predetermined by the teacher for the activity.

Social Emotional Needs:

Gifted students have many affective needs that include heightened or unusual sensitivity to self-awareness, emotions, and expectations of themselves and others. They also have a sense of justice, moral judgment, or altruism. Counselors working with gifted learners may also need to address issues such as perfectionism, depression, underachievement, and career/college planning.

TAG Vocabulary and Strategies for Differentiation

Stretch Learning:

Stretch learning opportunities are learning experiences that allow students alternate opportunities for learning. Students identified as TAG students should not experience more work, but instead be given options for learning that allows them to demonstrate concept mastery. These options could be in the form of independent study assignments covering classroom concepts and topics.

This is a list of further examples of stretch learning that are not listed with definitions:

- *Individual instruction
- *Thematic cross-curricular units, in coordination with other teachers at the secondary level
- *Advanced course material
- *More difficult and individualized reading and spelling lists
- *Extension opportunities
- *Permission to read ahead

TAG Vocabulary and Strategies for Differentiation

Telescoping:

Telescoping applies to accelerating the timing of instruction into less time, such as completing three years of work in two years.

Tiered Assignments:

A total classroom model that differentiated instruction so that all students are working toward the same goal, but the learning activities are geared toward each TAG student's or group of TAG students' level of understanding and the instructional needs.

SAMPLE LETTER TO SECOND GRADE PARENTS

FROM: Scio School District, TAG

RE: Permission to test 2nd grade student academic abilities

Dear 2nd Grade Parents,

In order to support students whom attend our schools, we administer an academic ability test during students' second grade school year. This test is intended to give our school insight and gain information about these students.

With your permission we will administer the Cognitive Abilities Test, or CogAT, to obtain a little more information about your child's academic abilities. The test takes about one hour and will be administered by your child's second grade teacher during regular school hours. The information we collect from this test will give us valuable information needed to continue to provide the best possible educational setting for your student.

Please return this form to the CES office or your child's teacher. The results of the CogAT will be available to you by request.

Sincerely,
TAG Coordinator

TAG FAQs

1. At what grade level should identification procedures first occur?

Oregon Department of Education has determined that the Oregon Administrative Rules, unless otherwise specified within a particular rule, apply to all children, grade kindergarten through 12th grade. Identification protocol should be in place in all grades, K-12.

2. What test should be used to identify a TAG student?

No single test should be the measure of TAG identification. The law requires multiple criteria. This can include teacher checklists, work samples, creativity assessments, etc. In addition, to be identified as intellectually gifted, the student must score at or above the 97th percentile on a nationally standardized test of mental ability. To be identified as a student who is academically gifted in reading or math, the student must score at or above the 97th percentile on a test of total reading or a test of total mathematics from a nationally standardized test or statewide assessment.

3. What does Oregon law say about parental rights?

Parent permission is required for any individual testing that may need to be administered for identification purposes. If a student is not identified as TAG, a parent has the right to appeal the results. When a student is identified as TAG, the district must inform the parents about the available programs and services. Parents must be provided an opportunity to give input and discuss with the district the programs and services available to their child. Parents may request withdrawal from TAG services and programs at any time.

TAG FAQs

4. How does the IB, AP, or Honors class meet the needs of a TAG student?

International Baccalaureate (IB), Advanced Placement (AP), and Honors classes typically have a faster rate than other classes, and they tend to have more advanced content. They may also require students to use higher-level thinking and performance.

5. How do schools with only a handful of TAG students adequately provide services?

TAG students can be effectively served in the regular education setting when differentiation is used consistently and students' rate and level of learning are continually assessed.

6. What documentation should teachers collect when serving TAG students?

Oregon TAG law does not specify what exact documentation a teacher needs to have. District policy will determine how teachers will show what they are providing instruction at each TAG student's rate and level of learning.