

## HSD TALENTED & GIFTED REDESIGN for 2013-2014

**HSD Mission:** Engage and challenge all learners to ensure academic success.

**HSD TAG Vision:** The Hillsboro School District, in collaboration with parents and community, will recognize and actively support gifted and high potential students so they may achieve academic and personal excellence in a rigorous and relevant learning environment.

### **HSD TAG Mission:**

Gifted students will

- become analytical thinkers, creative producers, and practical problem solvers,
- develop and demonstrate individual confidence and personal responsibility, and
- use their gifts to contribute to the betterment of the community.

Differentiation in curricula, instruction, and assessment will

- stimulate and challenge gifted students to expand their intellectual horizons,
- emphasize advanced, conceptually challenging, in-depth, distinctive, and complex content,
- be specific to individual student's assessed levels and accelerated levels of learning, and
- prepare students to become responsible, broad-minded, contributing members of a diverse society.

### **HSD TAG Philosophy**

Every student is entitled to equal opportunities to develop at his/her maximum potential. The District acknowledges that talented and gifted students have unique abilities that can be enhanced and encouraged. These abilities may include intelligence, academic achievement, creativity\*, leadership\*, athletic ability\*, and visual/performing arts\*.

\* Student identification of these abilities is not included at this time.

These abilities sometimes are visible through high achievement in the classroom, and/or performance on standardized achievement tests, intelligence tests, and student generated products and performance. Sometimes these abilities are not as visible due to the effects of cultural/ethnic differences, environmental considerations, social/emotional factors, or disabilities. Efforts will be made to seek students whose exceptionalities are more difficult to ascertain.

We believe it is important to consider the academic and social-emotional needs of gifted students. Our first priority is to focus on what happens in the classroom, during the school day, striving to ensure our gifted students receive challenging and appropriate instruction and content at their individual rate and level of learning. To aid in the development of gifted students as life-long learners, we will also attempt to provide a variety of enrichment opportunities outside of the classroom experience.

**Comment [AA1]:** Sounds passive – like, maybe we'll think about enhancing and encouraging growth...

## HSD TAG Roles & Responsibilities

District TAG Coordinator 1.0 FTE	Building TAG Coordinator 1 per building/stipend	TAG Enrichment Specialist 0.3-0.5 FTE	Teaching & Learning Team	Principals	Teachers/Counselors
<b>Focus Areas:</b> <ul style="list-style-type: none"> <li>• Identification and Eligibility</li> <li>• Social-Emotional Well-Being</li> <li>• Class-based Academic Enrichment</li> <li>• Non Class-based Social &amp; Academic Enrichment</li> <li>• Academic Differentiation Structures</li> <li>• Parent Support &amp; Engagement</li> </ul>	<b>Focus Areas:</b> <ul style="list-style-type: none"> <li>• Identification and Eligibility</li> <li>• Non Class-based Social &amp; Academic Enrichment</li> <li>• Parent Support &amp; Engagement</li> </ul>	<b>Focus Areas:</b> <ul style="list-style-type: none"> <li>• Non Class-based Social &amp; Academic Enrichment</li> </ul>	<b>Focus Areas:</b> <ul style="list-style-type: none"> <li>• Social-Emotional Well-Being</li> <li>• Class-based Academic Enrichment</li> <li>• Academic Differentiation Structures</li> </ul>	<b>Focus Areas:</b> <ul style="list-style-type: none"> <li>• Identification and Eligibility</li> <li>• Social-Emotional Well-Being</li> <li>• Class-based Academic Enrichment</li> <li>• Academic Differentiation Structures</li> <li>• Parent Support &amp; Engagement</li> </ul>	<b>Focus Areas:</b> <ul style="list-style-type: none"> <li>• Social-Emotional Well-Being</li> <li>• Class-based Academic Enrichment</li> <li>• Academic Differentiation Structures</li> <li>• Parent Support &amp; Engagement</li> </ul>
<b>Responsibilities:</b> <ul style="list-style-type: none"> <li>• Work to actualize the HSD TAG Vision and Mission</li> <li>• Maintain a gifted lens in daily work</li> <li>• Identification testing and training</li> <li>• Identification for Equity project coordination <ul style="list-style-type: none"> <li>○ HSD subgroup normed data</li> <li>○ TAG Equity awareness</li> </ul> </li> <li>• IT partnership for Gifted data systems</li> <li>• Acceleration support</li> <li>• Building Coordinator support</li> <li>• Enrichment Specialist support</li> <li>• Administrator support</li> <li>• ODE TAG Plan and partnership</li> <li>• NWRESD TAG Network</li> <li>• TAG budget</li> <li>• District Academic Enrichment support: materials development and promotion, check-out, training, and support</li> <li>• Teacher instructional support, in partnership with building administration and Teaching &amp; Learning team</li> <li>• District-wide parent event/engagement coordination</li> <li>• Teaching &amp; Learning website tools for TAG and Advanced Learners</li> <li>• District website TAG pages</li> <li>• Pacific University Gifted partnership <ul style="list-style-type: none"> <li>○ TAG Certificate course site coordination</li> <li>○ TAG Certification HSD participant support, practicum project supervision</li> <li>○ Partnership research</li> </ul> </li> </ul>	<b>Responsibilities:</b> <ul style="list-style-type: none"> <li>• Work to actualize the HSD TAG Vision and Mission</li> <li>• Maintain a gifted lens in daily work</li> <li>• Identification Testing</li> <li>• Eligibility Case Studies</li> <li>• PEP/TAG Plans Coordination</li> <li>• Acceleration Support</li> <li>• File Reviews</li> <li>• Building-level parent events/engagement</li> <li>• Partner with District Coordinator and Enrichment Specialist to support teachers and students</li> <li>• Develop professional awareness of Gifted best practices</li> </ul>	<b>Responsibilities:</b> <ul style="list-style-type: none"> <li>• Work to actualize the HSD TAG Vision and Mission</li> <li>• Maintain a gifted lens in daily work</li> <li>• In-building enrichment event coordination</li> <li>• TAG You're It event coordination</li> <li>• School club support coordination</li> <li>• Building Coordinator Support</li> <li>• Enrichment communication via website, Facebook, Twitter</li> </ul>	<b>Responsibilities:</b> <ul style="list-style-type: none"> <li>• Work to actualize the HSD TAG Vision and Mission</li> <li>• Maintain a gifted lens in daily work</li> <li>• Collaborate with District TAG Coordinator to support differentiated instruction for gifted</li> </ul>	<b>Responsibilities:</b> <ul style="list-style-type: none"> <li>• Work to actualize the HSD TAG Vision and Mission</li> <li>• Maintain a gifted lens in daily work</li> <li>• Support and Evaluate Building TAG Coordinator</li> <li>• Collaborate with District TAG Coordinator, TAG Enrichment Specialist, and Teaching &amp; Learning Team</li> </ul>	<b>Responsibilities:</b> <ul style="list-style-type: none"> <li>• Work to actualize the HSD TAG Vision and Mission</li> <li>• Maintain a gifted lens in daily work</li> </ul>

**Comment [AA2]:** Maybe a monthly 5 minute mini lesson on TAG topics... Constant TAG messages may help foster a "TAG lens" for all staff. I don't know ... just something that makes them more committed to spreading the love of TAG on a regular basis.

**STUDENT Programs and Services**

Focus Areas	Identification & Eligibility	Social-Emotional Well-Being	Academic Enrichment (class-based)	Social-Academic Enrichment (out of class)	Academic Differentiation Structures	Parent Support & Engagement
<b>Lead</b>	<b>District TAG Coordinator</b>	<b>District TAG Coordinator</b>	<b>District TAG Coordinator</b>	<b>TAG Enrichment Specialist</b>	<b>District TAG Coordinator</b>	<b>District TAG Coordinator</b>
<b>Support</b>	Building TAG Coordinator, Principal	Principals, Counselors	Principals, Teaching & Learning Team	District TAG Coordinator, Building TAG Coordinators	Principals, Teaching & Learning Team	Building TAG Coordinator, Principal
<b>K</b>	<ul style="list-style-type: none"> <li>Child Find: Parent, staff, or student referral for eligibility</li> </ul>	<ul style="list-style-type: none"> <li>Mind-alike time</li> <li>Free to Fail</li> <li>Perfectionism Awareness (Art of Demand)</li> </ul>	<ul style="list-style-type: none"> <li>Critical and Creative Thinking, Problem Solving</li> <li>Similarities and Differences</li> <li>Metaphors and Analogies</li> <li>Patterns</li> <li>Biliteracy</li> <li>Reading matched to interest and complexity</li> </ul>	TAG You're It K-5 <ul style="list-style-type: none"> <li>Pilot During the Day options; plan to transition away from weekend events.</li> </ul>	<ul style="list-style-type: none"> <li>As much Mind-Alike time as possible</li> <li>Intentional Grouping</li> <li>Compacting</li> </ul>	<ul style="list-style-type: none"> <li>Programs &amp; Services</li> <li>Social-Emotional Awareness</li> <li>Gifted Characteristics</li> <li>How to Advocate with Teachers and Admin</li> <li>Book Clubs</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>Child Find: Parent, staff, or student referral for eligibility</li> <li>Whole Grade: Kingore Assessments for Gifted Potential</li> </ul>			In-building <ul style="list-style-type: none"> <li>2 outside presenters</li> <li>2 fieldtrips</li> </ul>		
<b>2</b>	<ul style="list-style-type: none"> <li>Child Find: Parent, staff, or student referral for eligibility</li> </ul>			School club support <ul style="list-style-type: none"> <li>1 science/ tech based club</li> <li>1 art-based club</li> <li>1 logic-based club (chess)</li> <li>World Languages</li> <li>Sustainability</li> </ul>		
<b>3</b>	<ul style="list-style-type: none"> <li>Child Find: Parent, staff, or student referral for eligibility</li> <li>Whole Grade: CogAT Screener</li> <li>Top 15%: Complete CogAT 7</li> </ul>	<ul style="list-style-type: none"> <li>Book clubs/studies about being gifted</li> <li>Positive Failure</li> <li>Understanding Perfectionism</li> <li>Group Dynamics</li> </ul>	<ul style="list-style-type: none"> <li>Critical and Creative Thinking, Problem Solving</li> <li>Science &amp; Engineering</li> <li>Biliteracy</li> <li>Reading matched to interest and complexity</li> <li>Fact vs. Opinion and Inferences</li> <li>Syllogisms</li> <li>Open-Ended Questions</li> <li>Symbolism</li> </ul>		<ul style="list-style-type: none"> <li>Clustered Academic Subject-Area Groups</li> <li>As much Mind-Alike time as possible</li> <li>Intentional Grouping</li> <li>Compacting</li> </ul>	
<b>4</b>	<ul style="list-style-type: none"> <li>Child Find: Parent, staff, or student referral for eligibility</li> <li>Academic State Testing (National &amp; District Subgroup Norms)</li> </ul>					
<b>5</b>						
<b>6</b>		<ul style="list-style-type: none"> <li>Healthy Risk-Taking (ropes course)</li> <li>Career Mentorship Explorations               <ul style="list-style-type: none"> <li>Small group in the schools (cross schools)</li> <li>Students attend a</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Case Studies</li> <li>Think Like a Scholar</li> <li>Ethical Considerations</li> <li>Social Justice</li> <li>Science &amp; Engineering</li> <li>Biliteracy</li> <li>Reading matched to interest and</li> </ul>		<ul style="list-style-type: none"> <li>Student choice with Accountability</li> <li>As much Mind-Alike time as possible</li> <li>Intentional Grouping</li> <li>Compacting</li> <li>Subject-Specific Acceleration</li> </ul>	<ul style="list-style-type: none"> <li>Social-Emotional Awareness</li> <li>How to Advocate with Teachers and Admin</li> <li>Shifts in Programs &amp; Services for Secondary</li> </ul>
<b>7</b>				TAG You're It 6-8 <ul style="list-style-type: none"> <li>Pilot During the Day options; plan to transition away from weekend events.</li> </ul>		

**Comment [AA3]:** Awesome!!

**Comment [AA6]:** More opportunities to experience positive failure is essential in middle school (especially in math and writing)!!

**Comment [AA4]:** YES!!

**Comment [AA5]:** Sustaining Clubs, or as in, environmental science sustainability?

**Comment [AA7]:** Is it possible to offer the Naglieri as a screening option or assessment for special populations (low socioeconomic, ELL, etc.)?

**Comment [AA8]:** Awesome! We definitely need to do something in lieu of weekend events.

8		<ul style="list-style-type: none"> <li>variety to explore careers</li> <li>Managing Perfectionism</li> <li>Rallying from Failure</li> <li>7th/8th Grade College Visits (Reed, L&amp;C, PacU)</li> </ul>	complexity	<ul style="list-style-type: none"> <li>In-building</li> <li>Individual and Team Contest support</li> <li>2 outside presenters</li> <li>1 fieldtrip</li> </ul>		<ul style="list-style-type: none"> <li>College Preparation</li> <li>Book Clubs</li> </ul>
9		<ul style="list-style-type: none"> <li>Sense of Self, Cusp of Possibilities</li> <li>Social Justice/Community Engagement (mentorship)</li> <li>The Medici Effect: Innovation at the Intersection</li> </ul>	<ul style="list-style-type: none"> <li>Social Justice</li> <li>Biliteracy</li> <li>Multiple Perspectives/Lens</li> <li>Ambiguity/Shades of Grey</li> <li>Trends</li> <li>The Medici Effect: Innovation at the Intersection</li> </ul>	<ul style="list-style-type: none"> <li>School club support</li> <li>Destination Imagination</li> <li>Gifted Book Club</li> <li>World Languages</li> <li>Social Justice</li> </ul>		
10				<ul style="list-style-type: none"> <li>In-building</li> <li>Individual and Team Contest support</li> <li>4 outside presenters (Lecture Series)</li> </ul>	<ul style="list-style-type: none"> <li>Student-proposed learning pathways with accountability</li> <li>Student choice with accountability</li> </ul>	<ul style="list-style-type: none"> <li>Programs &amp; Services</li> <li>How to Advocate with Teachers and Admin</li> <li>College Readiness</li> <li>Multipotentiality</li> <li>Gifted Adults</li> </ul>
11	<ul style="list-style-type: none"> <li>Child Find: Parent, staff, or student referral for eligibility</li> </ul>	<ul style="list-style-type: none"> <li>Mentorship of younger TAG students.</li> <li>One-to-one career or college mentorships off-site</li> <li>Multipotentiality</li> <li>Matt Cutt's <i>Try Something New for 30 Days</i> (Healthy Risk Taking)</li> </ul>		<ul style="list-style-type: none"> <li>School club support</li> <li>Destination Imagination</li> <li>Gifted Book Club</li> <li>Academic Study Groups</li> <li>Social Justice</li> </ul>	<ul style="list-style-type: none"> <li>As much Mind-Alike time as possible</li> <li>Intentional Grouping</li> <li>Compacting</li> <li>Subject-Specific Acceleration</li> </ul>	
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**Comment [AA9]:** A variety of what?

**Comment [AA10]:** Is there a reason why state schools are not on the list? Just thinking about the pressure some TAG students put on themselves to only apply to elite or private schools.

**Comment [AA11]:** I ♥ The Medici Effect.

**Comment [AA12]:** Amazing!!!

**Comment [AA13]:** Awesome!!!

**Comment [AA14]:** •Maybe some counseling/guidance for selecting colleges for those who struggle with multipotentiality or for those who opt out of applying to certain schools due to fear of failure/rejection.

**TEACHER-COUNSELOR-ADMINISTRATOR Support and Professional Development**

GOAL	ACTIONS	...
Develop awareness of gifted best practices <ul style="list-style-type: none"> <li>• Programs and Services</li> </ul>		
Develop awareness of gifted best practices <ul style="list-style-type: none"> <li>• Social-Emotional Needs</li> </ul>		
Develop awareness of gifted best practices <ul style="list-style-type: none"> <li>• Instruction</li> </ul>		
Develop awareness of gifted best practices <ul style="list-style-type: none"> <li>• Curriculum Materials</li> </ul>		
Develop awareness of gifted best practices <ul style="list-style-type: none"> <li>• Acceleration</li> </ul>		
Develop awareness of gifted best practices <ul style="list-style-type: none"> <li>• Subgroups/ CLED students</li> </ul>		
Implementation of gifted best practices <ul style="list-style-type: none"> <li>• Class-based Academic Enrichment</li> </ul>		
Implementation of gifted best practices <ul style="list-style-type: none"> <li>• Cluster Grouping</li> </ul>		
Implementation of gifted best practices <ul style="list-style-type: none"> <li>• Academic Differentiation</li> </ul>		
Implementation of gifted best practices <ul style="list-style-type: none"> <li>• Assessing for rate and level</li> </ul>		
Implementation of gifted best practices <ul style="list-style-type: none"> <li>• Alternative Assessments</li> </ul>		
Implementation of gifted best practices <ul style="list-style-type: none"> <li>• Compacting the Curriculum</li> </ul>		
Implementation of gifted best practices <ul style="list-style-type: none"> <li>• Tiered Lessons and Student Choice</li> </ul>		
Develop teacher leaders for gifted education		
Development of gifted programs		
Development of gifted curriculum/materials		

**Budget Notes**

		2013-2014	2012-2013
<b>Identification &amp; Eligibility</b>	Supplies		
	Services		
	Training/Support		
	Ext. Cont/Sub		
<b>Social-Emotional Well-Being</b>	Supplies		
	Services		
	Training/Support		
	Ext. Cont/Sub		
<b>Class-Based Academic Enrichment</b>	Supplies		
	Services		
	Training/Support		
	Ext. Cont/Sub		
<b>Out-of-Class Enrichment</b>	Supplies		
	Services		
	Ext. Cont/Sub		
	Travel		
<b>Academic Differentiation</b>	Supplies		
	Services		
	Training/Support		
	Ext. Cont/Sub		
	Travel		
<b>Parent Support &amp; Engagement</b>	Supplies		
	Services		
	Training/Support		
	Ext. Cont/Sub		
<b>Coordinators</b>	Stipend		
	Extended Contract/Sub Coverage		