

## HSD TALENTED & GIFTED REDESIGN for 2013-2014

### Why do we need to redesign our programs and services?

- We have been attempting to provide the same level of services with less staff, less funding, and more students per classroom.
- Our gifted students are not showing adequate growth on state testing.
- Parents of gifted students are opting to send their students to other schools.
- All students, including students who have already mastered their grade level standards, deserve to learn something new every day, be engaged, and be challenged.
- Gifted students are increasingly becoming disenfranchised with the school experience at younger ages.
- Gifted students have different social-emotional needs that are critical to address.

**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.

## STUDENT Programs and Services

### OVERVIEW

#### Focus Areas:

- Identification & Eligibility
- Social-Emotional Well-Being
- Academic Enrichment (class-based)
- Academic Enrichment (out of class)
- Academic Differentiation Structures
- Parent Support & Engagement

Major Topics	Critical Components	Support Strategies
<b>Critical &amp; Creative Thinking and Problem Solving</b>	<ul style="list-style-type: none"> <li>• Similarities and Differences</li> <li>• Metaphors and Analogies</li> <li>• Patterns</li> <li>• Logic Puzzles</li> <li>• Fact vs. Opinion, and Inferences</li> <li>• Syllogisms</li> <li>• Open-Ended Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum Development</li> <li>• Professional Development</li> <li>• Destination Imagination</li> <li>• TAG You're It</li> <li>• School clubs</li> <li>• Competitions</li> </ul>
<b>Content-Area Enrichment/Differentiation</b>	<ul style="list-style-type: none"> <li>• Intentional Grouping</li> <li>• Compacting the Curriculum</li> <li>• Attending to Depth and Complexity</li> <li>• Science and Engineering</li> <li>• Student Choice</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum Development</li> <li>• Professional Development</li> <li>• Differentiation Enrichment Kits</li> <li>• Model Lessons</li> <li>•</li> </ul>
<b>Non-Fiction Literacy Enrichment</b>	<ul style="list-style-type: none"> <li>• Inquiry Discussion</li> <li>• Strengthening the Reading-Writing-Speaking-Listening Connection</li> <li>• Reading matched to interest and complexity</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum Development</li> <li>• Professional Development</li> <li>• Jr. Great Books</li> </ul>
<b>Positive Social-Emotional Development</b>	<ul style="list-style-type: none"> <li>• Positive Failure/Resiliency with Failure/Rallying from Failure</li> <li>• Positive Perfectionism/ Managing Perfectionism</li> <li>• The Why and How of Mind Alike Time</li> <li>• What does it mean to be Gifted</li> <li>• Group Dynamics</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy Risk Taking</li> <li>• Career Mentorships and Explorations</li> <li>• College Visits/Explorations</li> <li>• Sense of Self/Cusp of Possibilities/Multipotentiality</li> <li>• Community Engagement</li> <li>• Academic Study Groups</li> </ul>
<b>Academic Biliteracy &amp; Bicultural Understanding/Engagement</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum Development</li> <li>• Professional Development</li> <li>• School Clubs</li> <li>• World Language Specials?</li> </ul>

## Programs and Services

### BY GRADE LEVEL

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, Teachers, Teaching & Learning Team	District TAG Coordinator, Building TAG Coordinators	Principals, Teachers, Teaching & Learning Team	Building TAG Coordinator, Principal, Teachers
<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 experiences/activities</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> In-building <ul style="list-style-type: none"> <li>2 outside presenters</li> <li>2 fieldtrips</li> </ul> School club support <ul style="list-style-type: none"> <li>1 Science Technology club</li> <li>1 Art-based club</li> <li>1 Logic-based club (chess)</li> <li>World Languages</li> <li>Sustainability (Environmental Science)</li> </ul>	<ul style="list-style-type: none"> <li>As much Mind-Alike time as possible</li> <li>Intentional Grouping within heterogeneous classrooms</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>	<ul style="list-style-type: none"> <li>Perfectionism Awareness activities (e.g. Art on Demand)</li> </ul>				
<b>2</b>	<ul style="list-style-type: none"> <li>Child Find: Parent, staff, or student referral for eligibility</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 (<i>include rationale and example link</i>)</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               <ul style="list-style-type: none"> <li>KOI</li> <li>Individual testing if necessary, test to be determined on a case-by-case basis.</li> </ul> </li> </ul>					
<b>5</b>						
<b>6</b>	<ul style="list-style-type: none"> <li>Academic State Testing (National &amp; District Subgroup Norms)</li> </ul>	<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>		

8		<p>variety of mentorship experiences to explore careers</p> <ul style="list-style-type: none"> <li>• Managing Perfectionism</li> <li>• Rallying from Failure</li> <li>• 7th/8th Grade College Visits (Reed, L&amp;C, PacU, Oregon system schools)</li> </ul>	complexity	<p>In-building</p> <ul style="list-style-type: none"> <li>• Individual and Team Contest support</li> <li>• 2 outside presenters</li> <li>• 1 fieldtrip</li> </ul> <p>School club support</p> <ul style="list-style-type: none"> <li>• Destination Imagination</li> <li>• Gifted Book Club</li> <li>• World Languages</li> <li>• Social Justice</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</li> <li>• Trends</li> <li>• The Medici Effect: Innovation at the Intersection</li> </ul>	<p>In-building</p> <ul style="list-style-type: none"> <li>• Individual and Team Contest support</li> <li>• 4 outside presenters (Lecture Series)</li> </ul> <p>School club support</p> <ul style="list-style-type: none"> <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>• Programs &amp; Services</li> <li>• How to Advocate with Teachers and Admin</li> </ul>
10					<ul style="list-style-type: none"> <li>• Student-proposed learning pathways with accountability</li> <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>• <b>College Readiness</b></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> </ul>				
12		<ul style="list-style-type: none"> <li>• Multipotentiality and Post-Secondary options</li> <li>• Matt Cutt's <i>Try Something New for 30 Days</i> (Healthy Risk Taking)</li> </ul>				

**Programs and Services**

**IMPLEMENTATION TIMELINE**

<b>Focus Area</b>	<b>Major Topic</b>	<b>Summer 2012</b>	<b>Fall 2012</b>	<b>Spring 2013</b>	<b>Summer 2013</b>	<b>Fall 2013</b>	<b>Spring 2014</b>	<b>Summer 2014</b>
<b>Identification &amp; Eligibility</b>		Prep: <ul style="list-style-type: none"> <li>• Kingore Assessments (1<sup>st</sup> grade)</li> <li>• CogAT Assessments (3<sup>rd</sup> grade)</li> </ul>	Implement: <ul style="list-style-type: none"> <li>• Kingore Assessment Training &amp; Scoring</li> <li>• CogAT support</li> <li>• OAKS state norms</li> <li>• OAKS HSD-subgroup norms</li> </ul>					
<b>Social-Emotional Well-Being</b>	Positive Social-Emotional Development	Prep: <ul style="list-style-type: none"> <li>• K-6 Mind-Alike Time</li> <li>• K-3 Positive Failure</li> </ul>	Implement: <ul style="list-style-type: none"> <li>• K-3 Mind-Alike Time</li> <li>• K-3 Positive Failure</li> </ul>	Implement: <ul style="list-style-type: none"> <li>• 4-6 Mind-Alike Time (book club)</li> </ul>	Prep: <ul style="list-style-type: none"> <li>• 4-6 Positive Failure</li> </ul>	Implement: <ul style="list-style-type: none"> <li>• 4-6 Positive Failure</li> </ul>		Prep: <ul style="list-style-type: none"> <li>• 7-9 Positive Failure</li> </ul>
<b>Academic Enrichment (class-based)</b>	Critical & Creative Thinking & Problem Solving	Prep: <ul style="list-style-type: none"> <li>• 4-6 elements</li> </ul>	Implement: <ul style="list-style-type: none"> <li>• 4-6 elements</li> </ul>		Prep: <ul style="list-style-type: none"> <li>• K-3 elements</li> <li>• 7-9 elements</li> </ul>	Implement: <ul style="list-style-type: none"> <li>• K-3 elements</li> <li>• 7-9 elements</li> </ul>		
	Content-Area Enrichment/Differentiation	Prep: <ul style="list-style-type: none"> <li>• Elementary STEM kits</li> <li>• Secondary elements (Sci, SS, Math) kits</li> <li>• Depth &amp; Complexity</li> </ul>	Implement: <ul style="list-style-type: none"> <li>• Depth &amp; Complexity</li> </ul>	Implement: <ul style="list-style-type: none"> <li>• Elementary STEM kits</li> <li>• Secondary elements (Sci, SS, Math) kits</li> </ul>				
	Non-Fiction Literacy Enrichment	Prep: <ul style="list-style-type: none"> <li>• K-8 Jr Great Books</li> </ul>		Implement: <ul style="list-style-type: none"> <li>• K-8 Jr Great Books</li> </ul>		Prep: <ul style="list-style-type: none"> <li>• K-8 Jr Great Books</li> </ul>		

<b>Academic Enrichment (out of class)</b>	Academic Biliteracy & Bicultural Engagement							
	Positive Social-Emotional Development							
	Content-Area Enrichment							
<b>Academic Differentiation Structures</b>		Prep: <ul style="list-style-type: none"> <li>• Cluster Grouping PD</li> <li>• Intentional Grouping PD</li> </ul>	Implement: <ul style="list-style-type: none"> <li>• Cluster Grouping PD</li> <li>• Intentional Grouping PD</li> </ul>	Implement: <ul style="list-style-type: none"> <li>• Cluster Grouping PD</li> <li>• Intentional Grouping PD</li> </ul>	Prep: <ul style="list-style-type: none"> <li>• Cluster Grouping PD</li> <li>• Intentional Grouping PD</li> </ul>	Implement: <ul style="list-style-type: none"> <li>• Cluster Grouping PD</li> <li>• Intentional Grouping PD</li> </ul>	Implement: <ul style="list-style-type: none"> <li>• Cluster Grouping PD</li> <li>• Intentional Grouping PD</li> </ul>	
<b>Parent Support &amp; Engagement</b>		Prep: <ul style="list-style-type: none"> <li>• PAC formation guidelines and objectives</li> </ul>						

## HSD TAG Roles & Responsibilities

<b>District TAG Coordinator</b> 1.0 FTE	<b>Building TAG Coordinator</b> 1 per building/stipend	<b>TAG Enrichment Specialist</b> 0.3-0.5 FTE (New position, not funded)	<b>Teaching &amp; Learning Team</b>	<b>Principals</b>	<b>Teachers/Counselors</b>
<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>• Support and evaluation/self-reflection tools for principals working with TAG Coordinators.</li> <li>• Skills list for TAG Coordinators and Gifted Cluster teachers</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> <li>• Classroom teacher support (delivery of monthly 5-10 minute mini-lesson to staff about TAG to help foster a “gifted lens”)</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> <li>• Classroom teacher support</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>• Teachers: academic differentiation and class-based enrichment</li> <li>• Counselors: Social-emotional well-being support for gifted students in and out of the classroom.</li> </ul>

## TEACHER-COUNSELOR-ADMINISTRATOR Support and Professional Development

GOAL	ACTIONS	AUDIENCES
Develop awareness of gifted best practices <ul style="list-style-type: none"> <li>Programs and Services</li> </ul>		Principals, TAG Coordinators
Develop awareness of gifted best practices <ul style="list-style-type: none"> <li>Social-Emotional Needs</li> </ul>		Principals, Counselors, TAG Coordinators, Teachers
Develop awareness of gifted best practices <ul style="list-style-type: none"> <li>Instruction</li> </ul>		Principals, Teachers, TAG Coordinators, Teaching & Learning Team
Develop awareness of gifted best practices <ul style="list-style-type: none"> <li>Curriculum Materials</li> </ul>		Teachers, TAG Coordinators, Teaching & Learning Team
Develop awareness of gifted best practices <ul style="list-style-type: none"> <li>Acceleration</li> </ul>		Principals, TAG Coordinators
Develop awareness of gifted best practices <ul style="list-style-type: none"> <li>Subgroups/ CLED students</li> </ul>		Principals, TAG Coordinators, Counselors
Develop awareness of gifted best practices <ul style="list-style-type: none"> <li>Gifted Underachievers</li> </ul>		Principals, Counselors, TAG Coordinators, Teachers
Develop awareness of gifted best practices <ul style="list-style-type: none"> <li>Gifted over-excitabilities</li> </ul>		Principals, Counselors, TAG Coordinators, Teachers
Develop awareness of gifted best practices <ul style="list-style-type: none"> <li>Gifted Twice-Exceptional students</li> </ul>		Principals, Counselors, TAG Coordinators, Teachers
Implementation of gifted best practices <ul style="list-style-type: none"> <li>Class-based Academic Enrichment</li> </ul>		Principals, Teachers, TAG Coordinators, Teaching & Learning Team
Implementation of gifted best practices <ul style="list-style-type: none"> <li>Cluster Grouping</li> </ul>		Principals, TAG Coordinators
Implementation of gifted best practices <ul style="list-style-type: none"> <li>Academic Differentiation</li> </ul>		Principals, Teachers, TAG Coordinators, Teaching & Learning Team
Implementation of gifted best practices <ul style="list-style-type: none"> <li>Assessing for rate and level</li> </ul>		Principals, Teachers, TAG Coordinators, Teaching & Learning Team
Implementation of gifted best practices <ul style="list-style-type: none"> <li>Alternative Assessments</li> </ul>		Principals, Teachers, TAG Coordinators, Teaching & Learning Team
Implementation of gifted best practices <ul style="list-style-type: none"> <li>Compacting the Curriculum</li> </ul>		Principals, Teachers, TAG Coordinators, Teaching & Learning Team
Implementation of gifted best practices <ul style="list-style-type: none"> <li>Tiered Lessons and Student Choice</li> </ul>		Principals, Teachers, TAG Coordinators, Teaching & Learning Team
Develop teacher leaders for gifted education	Pacific University TAG Certificate program support	Principals, Teachers, TAG Coordinators, Teaching & Learning Team
Development of gifted programs		Principals, Counselors, TAG Coordinators, Teachers, Teaching & Learning Team
Development of gifted curriculum/materials		Principals, Teachers, TAG Coordinators, Teaching & Learning Team



**Budget Notes (see budget worksheet for draft plans)**

		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		