

I. **STATEMENT OF THE SCHOOL DISTRICT POLICY ON THE EDUCATION OF TALENTED AND GIFTED STUDENTS**

a. [Related School Board Policies](#)

b. **Vision, Mission, Philosophy**

District Mission:

Engage and challenge all learners to ensure academic success.

Talented and Gifted 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.

Talented and Gifted 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 their 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 rates of learning, and
- prepare students to become responsible, broad-minded, contributing members of a diverse society.

Talented and Gifted 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.

II. IDENTIFICATION SERVICES

a. Identification Measures

- i. Gifted Characteristics (Potential to Perform, Referral for formal testing)
 - 1. Kingore Observation Inventory (KOI): *6 week observation protocol, with holistic rubric*
 - 2. Kingore Planned Experiences (KPE): *3-4 classroom activities with criterion scoring and holistic rubric*
 - 3. HSD Talented & Gifted checklists: *includes anecdotal evidence to support checked items*
 - 4. Student Work Samples: *teacher evaluated*
 - 5. Student Interview
- ii. Intellectually Gifted
 - 1. Cognitive Ability Test (CogAT7)—*Nonverbal domain*
 - 2. Naglieri Non-Verbal Ability Test (NNAT2)
- iii. Academically Gifted (Reading or Math)
 - 1. Oregon Assessment of Knowledge and Skills (OAKS)
 - 2. Woodcock Johnson Achievement
 - 3. Kaufman Test of Educational Achievement (KTEA)
 - 4. Cognitive Ability Test (CogAT7): *Verbal and Quantitative domains*
- iv. Potential for Gifted Performance (Potential to Perform)

All of the measures above, plus:

 - 1. OAKS: *district subgroup percentile rankings*
 - 2. easyCBM: *state normed*

b. Identification Plan, including broad screening

The following indicates standard practices. Alternative actions may be made to meet individual student/case needs.

	KOI	KPE	CogAT	OAKS	Other
Kinder	first action after individual referral	when determined necessary via referral process			when determined necessary via referral process
1st	whole grade level screen Sept-Oct	whole grade level screen Oct-Nov			
2nd	first action after individual referral for new HSD students	when determined necessary via referral process	when determined necessary via referral process		
3rd			Whole grade level screen Sept-Oct*		
4th	first action after individual referral		when determined necessary via referral process	Whole grade level screen Sept-Oct	
5th					
6th					
7th					
8th					
9th					
10th					
11th					
12th					

*Grade 3 CogAT7 Screener given to all students. Those scoring in the top 15th percentile to be given complete CogAT7 assessment.

c. Current Talented and Gifted Identified Population (as of October 1, 2012)

Area of Gifted Identification	Number of Students	Percentage of student population
Intellectually Gifted	441	2.16%
Academically Gifted	Math	272
	Reading	321
	Math and Reading	110
Intellectually & Academically Gifted	Math	36
	Reading	19
	Math and Reading	39
TOTAL: Intellectually and/or Academically Gifted	1238	6.07%
Potential for Gifted Performance (Potential to Perform)	270	1.015%
TOTAL: Intellectually, Academically, and/or Potential	1508	7.39%

d. Identification Body of Evidence

Intellectually Gifted

Identification in this area includes multiple evidence points from the list above, with at least one measure of 97th percentile or greater on a nationally normed assessment of cognitive ability.

Academically Gifted: Math and Reading

Identification in these areas include multiple evidence points from the list above, with at least one measure of 97th percentile or greater on a nationally normed assessment of math or reading ability/achievement.

Potential for Gifted Performance: Potential to Perform

Identification in this area includes multiple evidence points from the list above that demonstrate advanced cognitive or academic achievement **and** the presence of gifted characteristics.

e. Talented and Gifted Eligibility Team

Each school identifies its own Talented and Gifted team to review and make decisions about gifted eligibility.

Each team must consist of at least two members.

Hillsboro School District recommends the following participants for Talented and Gifted teams:

- Administrator
- TAG Coordinator
- Counselor or Child Development Specialist
- Classroom Teacher
- Student Case Manager—ELL or Student Services
- Other qualified person(s)

f. Talented and Gifted Cumulative Record File

- Case Study form(s)—for identified and non-identified students referred for TAG eligibility
- All evidence considered as part of the eligibility review
- Personalized Education Plans
- Copies of official TAG notifications sent to parent/guardian
- Copies of TAG-related paperwork sent from out-of-district transfer students with a “gifted” designation

g. Talented and Gifted Transfer Students

Hillsboro School District accepts all gifted identifications from out-of-district.

Identification area is most closely matched from original eligibility to Hillsboro School District options.

A Hillsboro School District Case Study form with the transfer identification information/decisions is included in the TAG Cumulative Record File.

III. INSTRUCTIONAL SERVICES

- a. Each school in the Hillsboro School District serves a unique population of students, and works as a team to determine the most effective instructional options to offer for all students to experience new learning every day at their optimal rate and level. Specific options are indicated at the elementary level on a student's *Personalized Education Plan*, and at the secondary level as part of a *Course TAG Plan*. As a district, we promote the following options as best practices for Talented and Gifted students:

Pre-Assessment Options:

- Academic Peer Evaluations
- Benchmark Assessment Data
- Chapter/Unit Tests
- Common Formative Assessments
- District and/or State Assessment
- End-of-book Test
- Essay Questions
- Final/Semester Exams
- Journals
- Lab Work
- Monitoring of daily work
- Parent input and information
- Performance Task
- Performing Arts and Visual Arts
- Placement recommendations and specific data from previous teacher(s)
- Placement Test
- Research reports
- Skill Tests
- Specific teacher observational data
- Student input and self-assessment and/or interview
- Student Portfolio
- Teachers Observations
- Work Samples
- Other (to be identified as part of a student's Personalized Education Plan, or Course TAG Plan)

Instructional/Differentiation Options:

The following are options in the Hillsboro School District at the level indicated. Specific options at each school will vary; not all options indicated below will be available at each school.

Instructional Services	Elementary School	Middle School	High School
Ability Grouping	X	X	X
Ability Grouping in Math	X	X	X
Ability Grouping –Walk to Math	X	X	X
Ability Grouping in Reading	X	X	X
Ability Grouping – Walk to Reading	X	X	X
Acceleration above grade level in Math	X	X	X
Acceleration above grade level in Reading	X	X	X
Acceleration through grade skipping	X	X	X
Advanced Placement			X
Advanced Courses			X
Alternative Assessments	X	X	X
Alternative Environment	X	X	X
Choice Assignments	X	X	X
Cluster Grouping	X	X	
Compacting	X	X	X
Credit by Examination			X
Curriculum Compacting	X	X	X
Depth of Knowledge (Bloom’s Taxonomy, Quadrant Learning, Costa’s Thinking Levels)	X	X	X
Differentiated Instruction in Math	X	X	X
Differentiated Instruction in Reading	X	X	X
Dimensions of Complexity	X	X	X
Dimensions of Depth	X	X	X
Distance Learning		X	X
Dual Credit			X
Enrichment Activities	X	X	X
Expanded Options (post-secondary coursework)			X
Extension Activities	X	X	X
Flexible Grouping	X	X	X
Focused Programs of Study			X
Homogeneous Grouping	X	X	X
Honors Classes			X
Honors Options		X	X
Independent Study/Projects	X	X	X
Interdisciplinary Units	X	X	X
Interest-Options	X	X	X
International Baccalaureate		X	X
Learning Contracts	X	X	X
Learning Modalities	X	X	X
Mentorships			X
Mind-Alike Time	X	X	X
Modes of Expression	X	X	X
Multiple Intelligences	X	X	X
Portfolio Assessment for Placement	X	X	X
Pre-Test for placement	X	X	X
Pull-Out Programs			
Scaffolding or Tiered Instruction	X	X	X
Telescoping			

Tiered Assignments	X	X	X
Virtual Learning Options		X	X
Other (to be identified as part of a student's Personalized Education Plan, or Course TAG Plan)	X	X	X

b. School Specific Options

We believe the following school options greatly benefit the Talented and Gifted students in those schools.

School with Dual Language Programs:

- Eastwood ES
- Lincoln Street ES
- Minter Bridge ES
- Reedville ES
- Witch Hazel ES
- WL Henry ES
- South Meadows MS
- Hillsboro HS

STEM (Science, Technology, Engineering, and Mathematics) Schools:

- Farmington View ES
- Groner ES
- Quatama ES
- Tobias ES

Right-Brain Initiative Schools:

- Free Orchards ES
- Imlay ES
- Jackson ES
- Lincoln Street ES
- Minter Bridge ES
- Quatama ES
- WL Henry ES

Gateway to Technology Schools:

- Evergreen MS
- South Meadows MS

c. Advanced Placement and International Baccalaureate

In addition to the instructional options listed above, the following are school-specific AP and IB options.

	Century HS	Glencoe HS	Hillsboro HS	Liberty HS	South Meadows MS
IB Diploma Program			X		
IB Middle Years Program			X		X
AP Biology	X	X		X	
AP Calculus AB	X	X		X	

AP Calculus BC		X			
AP Chemistry	X	X		X	
AP Computer Science		X			
AP English Language	X	X		X	
AP English Literature	X	X		X	
AP Environmental Science		X		X	
AP European History	X			X	
AP Human Geography		X			
AP Macroeconomics	X			X	
AP Microeconomics	X			X	
AP Music Theory	X	X		X	
AP Physics A and B	X	X		X	
AP Spanish Language	X			X	
AP Statistics		X		X	
AP Studio Art	X	X		X	
AP United States History	X	X		X	
AP United States Government and Politics	X	X		X	

d. Teacher Knowledge of TAG students in class

Each building in Hillsboro School District has a TAG Coordinator. The TAG Coordinator provides a list of TAG identified students to teachers within the first 3 weeks of each term.

Teachers can also find TAG identification information for each student enrolled in their class(es) via our secure data management system.

e. Instructional Plans

Talented and Gifted students in Kindergarten through 6th grade have individual TAG plans, *Personalized Education Plans*. See [Appendix III.e.1](#) for a template.

Instructional plans for Talented and Gifted in 7th through 12th grades are part of *Secondary TAG Course Plan*. These can be embedded in district-wide *Planned Course Statements*, or specific to a building. See [Appendix III.e.2](#) for a template.

f. Optional Instructional Formats: School Choice and District-wide Enrichment

Hillsboro School District offers an in-district school transfer option that Talented and Gifted students can participate in to access academic programs and options better suited to their unique learning needs.

Hillsboro School District offers several enrichment opportunities specifically designed for Talented and Gifted students:

- TAG *You're It*, K-5th grade, offered four Saturdays per school year
- TAG *You're It*, 6th-9th grades, offered four Saturdays per school year

TAG *You're It* events offer Talented and Gifted students a chance to socialize with other mind-alike peers across the district as they engage in high-interest choice activities. Specific offerings vary by event and year.

Hillsboro School District also offers a district-wide, Kindergarten-12th grade Writing Festival. The festival is open to all students, but is well-attended by Talented and Gifted students.

In addition to the district-wide enrichment opportunities, each K-8 building has a separate budget for Talented and Gifted enrichment activities out of the classroom. TAG Coordinators determine the best enrichment activities to meet the needs of the gifted students in their building.

During the 2012-2013 school year, Hillsboro School District will be promoting *Destination Imagination* teams as an enrichment option for students. Gifted students are a target group for this experience.

All 11th and 12th grade students in the Hillsboro School District are required to participate in job shadow, and supported in mentorships and internships connected to Focused Programs of Study.

IV. PROFESSIONAL DEVELOPMENT

a. TAG Coordinator Support

Each building TAG Coordinator participates in group and individual support to help meet the needs of gifted students in their building. This professional development is tailored to the individual coordinator, ranging from basic understanding of Talented and Gifted students and services, to advanced considerations for supporting gifted students and staff working with gifted students.

b. Pacific University TAG Certification program

TAG Coordinators and teachers with gifted cluster groups have been invited to participate in Pacific University's Talented and Gifted Certification program, with tuition reimbursement provided by Hillsboro School District.

c. Kingore Observation Inventory and Planned Experiences

First grade teachers, as part of the grade level screening, will receive training with the Kingore Observation Inventory and Planned Experiences. This training also covers gifted characteristics and classroom activities designed for gifted learners.

d. Constructing Meaning

Secondary teachers across all schools and subject areas are participating in Constructing Meaning training which helps them scaffold content-area literacy instruction for students at all levels of learning, including advanced students.

e. CCSS Curriculum Development

All Hillsboro School District teachers and administrators are involved in facilitated work with the Common Core State Standards for English Language Arts, Mathematics, and Content-Area Literacy. This work includes new layers of complexity with knowledge and skills and collaborative work to meet these increased demands for all students, including advanced learners.

f. Professional Learning Communities

All Hillsboro School District teachers and administrators are involved with focused work around developing and maintaining effective Professional Learning Communities. This work helps our teachers focus on assessments and instruction to tailor the learning to meet individual student needs, including a focus on advanced students.

g. Virtual Professional Development

Hillsboro School District is designing and implementing a virtual Professional Development tool, *VERGE Learning*, for teachers and administrators. Components addressing gifted and advanced learners will be an essential part of this development.

V. **PARENT COMMUNICATION**

a. **Prior to testing for TAG identification**

Information about broad screening assessment for TAG eligibility are on the Hillsboro School District website Talented and Gifted page, and are communicated by individual elementary schools as part of their usual communication methods (e.g. newsletters, Back to School night presentations, class calendars, websites, etc.)

Individual testing of students outside of broad screens require *Permission to Test* form, including a parent/guardian signature.

A Child Find Notice is included in each building's fall parent communication and the district website Talented and Gifted page. It is published in English and Spanish.

b. **Notification of results of testing for TAG identification**

Notification of broad screen test results are communicated to parents upon request via the classroom teacher or building TAG Coordinator. *Note: We are in the process of building CogAT data into our virtual data warehouse which could then be added to assessment data printed and included in report card mailings.*

Notification of individually requested testing is communicated to parents via the classroom teacher or TAG Coordinator as part of the identification eligibility process.

c. **Explanations of TAG services available to identified students**

General information about TAG services are included on the district website Talented and Gifted page.

Parents of newly identified TAG students receive a letter outlining their rights and the TAG service options.

Building TAG Coordinators share information with parents of TAG students during Back to School events, and/or via a letter of introduction at the beginning of each school year.

The district hosts at least one TAG Parent Informational event each year, at which information about TAG services is shared.

d. **Explanations of TAG Learning Plans: Personalized Education Plans (PEP) and Secondary Course TAG Plans**

Building TAG Coordinators share general information about PEP and Secondary Course TAG Plans during Back to School events.

Elementary teachers review draft PEPs with parents prior to requiring their signature. This may take place during parent conferences or another identified time.

Secondary Course TAG Plans are available to parents via the school website and in the school counseling office.

Classroom teachers at all levels review TAG Learning Plans with parents/guardians upon request. This communication may be via email, phone, formal conferences and meetings, or informal meetings.

The district hosts at least one TAG Parent Informational event each year, at which information about TAG Learning Plans is shared.

e. Opportunities for parent input into the TAG Learning Plans

Parents of identified TAG students in grades K-6 receive an optional form to provide input on their student's Personal Education Plan. They also collaboratively review the plan with the teacher and/or TAG Coordinator prior to signing the plan.

Parents of identified TAG students in grades 7-12 may request a collaborative review of the Secondary Course TAG Plan with the teacher, TAG Coordinator, and/or administrator at any time.

f. Explanation of "what TAG identification means" to parents of newly identified students

Parents of newly identified TAG students receive a letter outlining what the identification means. Many TAG Coordinators also communicate with parents via phone or the identification meeting to explain the designation and answer questions.

The district hosts at least one TAG Parent Informational event each year, at which information about TAG identification and services is shared.

g. Transition of TAG students from elementary to middle school

Each middle school hosts an informational event for parents and students transitioning to their building in the spring prior to the transition. These events typically include information or a separate session about options for advanced and gifted students.

Each middle school TAG Coordinator introduces themselves to parents of TAG students via a letter home or Back to School event.

h. Transition of TAG students from middle to high school

Each high school hosts an informational event for parents and students transitioning to their building in the spring prior to the transition. These events typically include information or a separate session about options for advanced and gifted students.

Each high school TAG Coordinator introduces themselves to parents of TAG students via a letter home or Back to School event.

i. Notification to parents of option to request withdrawal of a student from TAG services

A copy of Parental Rights is included in the letter parents receive when their child is newly identified.

A link to Parental Rights is included on the district website.

j. Notification of right to file a complaint concerning TAG programs or services

Hillsboro School District policy KLD-AR outlines the process for parents to file any complaints. This policy is available on the district website and upon request.

VI. HILLSBORO SCHOOL DISTRICT TALENTED AND GIFTED GOALS

Goal	Actions	Timeline	Evaluation
Identification of underrepresented populations	Expand Kingore assessments	Begin fall/winter 2012	Demographic analysis Long –term tracking of students alternatively identified
	Continue TAG referrals via HSD normed data	Winter 2012	
	Begin using CogAT7 vs. CogAT6	Fall 2013	
Revise TAG testing plan to consider potential TAG students at various times throughout the primary grades (K-3).	1 st grade Kingore	Fall 2012 (expand pilot to all schools)	Review identified populations as compared to previous years, and follow academic and social-emotional progress of students identified in primary grades.
	3 rd grade CogAT7	Fall 2013	
	4 th grade+ state testing	Continue	
Align TAG identification to the district Student Study Team (SST) plan.	Work with SST Planning team	Fall 2012-Summer 2013	Involvement of TAG staff in SST meetings. TAG referrals from SST meetings. Progress of TAG students brought to SST.
To offer targeted teacher Professional Development for Talented and Gifted.	Primary grades-Kingore PD	Fall-Winter 2012	Student growth Parent, student, teacher and admin survey
	TAG Coordinators PLC	2012-2013	
	Pacific University TAG Certificate program	2012-2014	
	Cluster Grouping	TBD 2012-2014	
	Verge PD and Blog	Winter 2012/Spring 2013	
To increase TAG student academic growth	Teacher and Admin PD Plans	2012 and beyond	OAKS and other measures
			Student Survey
			Writing samples
Targeted Admin PD	Best Practices for TAG presentation	Fall-Winter 2012	Student growth measures Parent, student, teacher and admin survey
	<i>Tuesdays with Kathi</i> , informal gatherings for administrators to increase TAG awareness	2012-2013	
	Verge PD and Blog	Winter 2012/Spring 2013	
Parent Communication and Involvement	Web presence: TAG page, Facebook, Twitter	2012 and beyond	Parent survey
	Event communication	2012 and beyond	
	Secondary Course TAG Plans on school websites	Fall 2012	

Appendix I.a. Related Board Policy

HSD Policy IGBB:

The District is committed to an educational program that recognizes, identifies, and serves the needs of talented and gifted students. It is a shared responsibility between the District, staff, and parents to work as a team in selecting instructional programs and services to allow the able-and-gifted student to receive motivation at his/her appropriate level. Talented and gifted students are those who have been identified as academically talented and/or intellectually gifted.

The Board directs the Superintendent to develop procedures for identifying academically talented and intellectually gifted students. The Board further directs the Superintendent to develop a written plan that identifies programs or services needed to address the assessed levels of learning and accelerated rates of learning of identified students. All required written course statements shall identify the academic instructional programs and services that shall be provided.

The plan will include District-level student learning goals, procedures to foster each identified student's attainment of appropriate goals, strategies to identify and access parent community-based resources, and selecting programs and services for their talented and gifted students.

Students who demonstrate the potential to perform at the eligibility criteria, as well as additional students who are talented and gifted, shall be identified.

HSD Policy IGBBA:

In order to serve academically talented and intellectually gifted students in Grades K-12, the District directs the Superintendent to establish a written identification process. This process shall include as a minimum:

1. Behavioral, learning, and/or performance information supplied by classroom teachers and/or parents;
2. A nationally standardized mental ability test for assistance in identifying intellectually gifted students;
3. A nationally standardized academic achievement test for assistance in identifying academically talented students.

Identified students shall score at or above the 97th percentile on these tests. Other students who demonstrate the potential to perform at the eligibility criteria, as well as additional students who are talented and gifted, shall be identified.

The Board has established an appeals process for parents to utilize if they are dissatisfied with the identification process/placement of their student for the District program for talented and gifted students and wish to request reconsideration.

HSD Policy IG BBB:

The District will make an effort to identify talented and gifted students from special populations such as:

1. Ethnic minorities;
2. Economically disadvantaged;
3. Culturally different;
4. Underachieving gifted;
5. Students with disabilities.

Careful selection of appropriate measures and a collection of behavioral or learning characteristics shall be used.

The Board has established an appeals process for parents to utilize if they are dissatisfied with the identification process of their student for the District program for talented and gifted students and wish to request reconsideration.

HSD Policy IGBBC:

A District written plan will be developed for talented and gifted programs and services. All required written course statements shall identify the academic instructional programs and services to be provided which address the assessed levels and accelerated rates of learning in identified talented and gifted students. The Superintendent may remove any administrative barriers that exist which restrict students' access to appropriate services and will develop program and service options.

The Board has established an appeals process for parents to utilize if they are dissatisfied with the programs and services recommended for their identified talented and gifted student and wish to request reconsideration.

The Board has established a complaint procedure to utilize if an individual has a complaint regarding the appropriateness of programs and services provided for identified talented and gifted students.

HSD Policy IG BBD:

The District shall inform parents of the identification of their student as talented and gifted. The District shall further inform parents of program or service options available, and provide them with an opportunity to participate in selecting those programs or options most appropriate for their student.

The Board directs the Superintendent to develop written procedures for parent notification and participation.

Appendix III.e.1: Personal Education Plan



Hillsboro School District Form

TAG 15A Personal Education Plan (PEP) Elementary

Identification:

Intellectually Gifted

Reading Talented

Math Talented

Potential to Perform

STUDENT: _____ ID #: _____ DATE: _____

SCHOOL: _____ GRADE: _____ TEACHER(S): _____

GIFTED CHARACTERISTICS, *Student demonstrates the following behaviors:*

Seldom	Occasionally	Often	Categories of Gifted Characteristics (Kingore, 2001)
1	2	3	Advanced Language: The student unassumingly and appropriately displays an advanced vocabulary and an ability to effectively use more complex language in a variety of situations. The student naturally uses similes, metaphors, and analogies to express insights.
1	2	3	Analytical Thinking: The student demonstrates an ability to discern components of a whole, solves more difficult problems, and strives to determine more complex, abstract relationships and patterns in procedures, experiences, ideas, and/or objects.
1	2	3	Meaning Motivation: The student exhibits an inner drive for thorough, independent understanding that results in the development of expertise in one or more areas. The student is philosophical, pursues issues atypical of age mates, demonstrates an extensive memory, and asks penetrating, intellectual questions.
1	2	3	Perspective: The student develops unique graphics or patterns and displays an ability to interpret and incorporate unexpected or unusual points of view through oral language, writing, manipulatives, art, and/or problem-solving. The student insightfully interprets another's point of view.
1	2	3	Sense of Humor: The student demonstrates an appreciation of high levels of humor and an application of a finely developed sense of humor by understanding the subtle humor of others or by producing original jokes, puns, or other humorous effects. The student successfully uses humor to defuse volatile situations and gain approval.
1	2	3	Sensitivity: The student is very concerned about human issues, demonstrates a strong sense of justice, is intensely sensitive to the needs and motivations of others, and sets high standards for self and others. Empathy is expressed through words, art, or actions.
1	2	3	Accelerated Learning: The student demonstrates mastery or an ability to learn and interpret materials and concepts beyond the level typically expected for that age group. Exposure increases the rate of learning. The studentably uses a variety of tools to access information beyond age mates.

KEYS	LEVEL of Learning	RATE of Learning	Modification/DIFFERENTIATION Options		
	1. Not Yet Meeting 2. Nearly Meets 3. Meets 4. Exceeds	SR: Learns with Several Repetitions EP: Learns at Expected Pace RL: Learns at Rapid Pace	<ul style="list-style-type: none"> • Acceleration • Compacting • Complex/Abstract Concepts/Materials • Enrichment Activities • Flexible Pacing 	<ul style="list-style-type: none"> • Flexible Grouping w/TAG peers • Higher Order Questioning • Independent Study/Projects • Interdisciplinary Curriculum Connections 	<ul style="list-style-type: none"> • Interest-Area Emphasis • Learning-Style Emphasis • Tiered Lessons/Assignments

Subject-Area	RATE of Learning	How will you PRE-ASSESS Level of Learning?	If Level of Learning indicates Meets or Exceeds, what modifications/DIFFERENTIATION will occur?
READING Teacher:			
WRITING Teacher:			

Subject-Area	RATE of Learning	How will you <i>PRE-ASSESS</i> Level of Learning?	If Level of Learning indicates Meets or Exceeds , what modifications/ DIFFERENTIATION will occur?
MATH Teacher:			
SOCIAL STUDIES Teacher:			
SCIENCE Teacher:			



CHARACTERISTICS OF A SUCCESSFUL LEARNER: *What additional supports will be in place to help students socially and emotionally to cultivate effective academic behaviors, such as: Cooperation, Responsibility, Respect, Attentiveness, Work Ethic, Persistence, Thinking Flexibly, Taking Responsible Risks, Striving for Accuracy, Thinking Interdependently, etc?*

I have reviewed and agree with the instructional plans outlined in this form.

 Parent/Guardian Signature and Printed Name

 Date

 Home Room Teacher Signature and Printed Name

 Date

TAG Coordinator, please copy this document and distribute to student file, teacher(s), parent.

Appendix III.e.2: Secondary Course TAG Plan

School:

School Year:

Course Title:

Teachers:

Course modification and differentiation options for Talented and Gifted students

In accordance with OAR 581-022-1330 and HSD Board Policy IGBB, all required written course statements shall identify the academic instructional programs and strategies used to address the levels of learning and the accelerated rates of learning for TAG students. Classroom instruction is based on assessment data, and modifications should be documented in lesson plans and grade books.

Teachers will, as part of a collaborative team, write TAG Course Plans, outlining pre-assessments and instructional differentiation strategies specific to each course. These should be reviewed and revised, as necessary, within the first three weeks of the start of each school year.

The following information can be used as a list of options from which teachers, parents, and students can collaboratively work together to create a learning experience appropriate to the unique needs of each individual gifted student.

Pre-Assessment Options for Level and Rate of Learning	Instruction must be based on assessed rate and level of learning
<ul style="list-style-type: none"> ◆ Academic Peer Evaluations ◆ Benchmark Assessment Data ◆ Chapter/Unit Tests ◆ Common Formative Assessments ◆ District and/or State Assessment ◆ End-of-book Test ◆ Essay Questions ◆ Final/Semester Exams ◆ Journals ◆ Lab Work ◆ Monitoring of daily work ◆ Parent input and information ◆ Other: 	<p>Level of Learning is the student's instructional level in the curriculum, the place where the student will be successful, but will encounter new knowledge and/or skills. Student level of learning may be:</p> <ul style="list-style-type: none"> ◆ Significantly above grade level ◆ Above grade level ◆ On grade level with an accelerated pace ◆ On grade level with no modifications needed ◆ Below grade level <p>Rate of Learning is a measure of the pace which a student successfully progresses through the curriculum after being placed at the appropriate level. A student's rate of learning will vary depending on:</p> <p>The student may:</p> <ul style="list-style-type: none"> ◆ Subject ◆ Point in the learning process ◆ Degree of student interest ◆ Level of difficulty ◆ Work at a slower pace than peers ◆ Work at the same pace as peers ◆ Work at a faster pace than peers ◆ Complete work quickly and accurately ◆ Grasp new concepts quickly and easily ◆ Be highly motivated
<ul style="list-style-type: none"> ◆ Performance Task ◆ Performing Arts and Visual Arts ◆ Placement recommendations and specific data from previous teacher(s) ◆ Placement Test ◆ Research reports ◆ Skill Tests ◆ Specific teacher observational data ◆ Student input and self-assessment and/or interview ◆ Student Portfolio ◆ Teachers Observations ◆ Work Samples 	

Instructional/Differentiation Strategies

At all levels, the goal is to ensure the gifted learner is stimulated and challenged throughout the school day by means of advanced content, flexible pacing, higher-order thinking skills, intellectual peer mind-alike time, research, projects, and/or materials and experiences appropriate to the student's learning.

Differentiation Options	Course-Specific Differentiation Options
<ul style="list-style-type: none"> ◆ Ability Grouping, within a class or within a "walk-to" model ◆ Acceleration, subject-specific or whole grade ◆ Advanced/Honors Courses ◆ Alternative Assessments ◆ Alternative Environment ◆ Choice Assignments ◆ Cluster Grouping ◆ Compacting 	<p>Fill out this section:</p>

<ul style="list-style-type: none"> ◆ Depth of Knowledge (Bloom's Taxonomy, Quadrant Learning, Costa's Thinking Levels) ◆ Dimensions of Complexity ◆ Dimensions of Depth ◆ Enrichment Activities ◆ Expanded Options (post-secondary coursework) ◆ Extension Activities ◆ Flexible Grouping ◆ Focused Programs of Study ◆ Honors Options ◆ Independent Study/Projects ◆ Interdisciplinary Units ◆ Interest-Options ◆ Learning Contracts ◆ Learning Modalities ◆ Mentorship ◆ Mind-Alike Time ◆ Modes of Expression ◆ Multiple Intelligences ◆ Tiered Assignments/ Instruction ◆ Virtual Learning Options ◆ Other 	
---	--

Characteristics of a Successful Learner: *What additional supports will be in place to help students socially and emotionally to cultivate effective academic behaviors, such as: Cooperation, Responsibility, Respect, Attentiveness, Work Ethic, Persistence, Thinking Flexibly, Taking Responsible Risks, Striving for Accuracy, Thinking Interdependently, etc?*

Fill out this section:

Opportunities for parent input:
 Parents can request information about TAG services and options for their student at any time. This document should serve as a guide for collaborative conversations. Typical input opportunities include

- ◆ school conferences,
- ◆ telephone contact,
- ◆ email inquiries,
- ◆ parent surveys,
- ◆ parent-requested conferences, and
- ◆ other written communication.