

# Pleasant Hill School District

## Talented and Gifted Education Plan

Submitted to Oregon Department of Education

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## **1A: Policies**

Students can be identified as talented and gifted (TAG) in four areas: academically gifted in mathematics, academically gifted in reading, and intellectually gifted. Formerly, students could also be identified as “potential to perform” if they demonstrated characteristics of giftedness and the potential to perform at the 97th percentile on a nationally standardized test. However, due to recent changes in the identification process from the Oregon Department of Education, including no longer requiring students to perform at the 97th percentile to be identified as TAG, students previously identified with this designation will be absorbed into one or more of the other areas matching their strengths.

Many criteria are considered in the evaluation process, including classroom data, parent and teacher questionnaires, and other behavioral, learning, and performance information. Parents have the right to appeal an identification decision by contacting their child’s teacher, the school TAG coordinator, or the school administrator.

## **1B: District Mission Statement**

To graduate all students

- With high levels of academic and personal achievement,
- Ready for post-secondary excellence
- Prepared for productive, compassionate citizenship, through research-based instruction and a collaborative system of support

## **1C: Talented and Gifted Education Philosophy**

The Pleasant Hill School District community is deeply committed to high student achievement in academics, co-curricular activities and life skills. We believe in fostering competence, confidence and self-esteem since it is in their interrelationship that learning takes place. In a safe environment, students are challenged to meet or exceed state standards and to work individually and collectively to become productive, compassionate citizens of their community, country and ever-changing world.

## **2A1: TAG Service Identification**

TAG identification is an ongoing process. In K-3, teachers assess all of their students using DIBELS, web-based platforms for math, and other classroom assessment. Teachers are asked to complete a TAG Identification Survey for students demonstrating traits of gifted students. Next, teachers ask parents to complete a survey. If parents want to continue the process of identification, then we get written permission to test. At this time we have our school psychologist complete at least one assessment depending on the age of the child. In grades 4-8 we utilize the Smarter Balanced assessment for identification in reading or mathematics. When the percentile conversions are posted we screen the Smarter Balance data for potential TAG students. Teachers are then asked to collect more assessments for students showing evidence of TAG potential. We ask parents for written permission for

testing if they want to complete the TAG identification process. We are continually working on improving our process for collecting evidence for TAG identification. In the K-5 building, teachers or parents may also nominate students for TAG identification. Once a student is nominated then the screening and collecting of evidence begins. We rely on our school psychologist for testing students for intellectual giftedness. We have not added a universal screening tool for primary grade screening. Teacher checklists scales and teacher nominations are being used to help find the TAG students in underserved populations.

In the 6-12 building, students may self- nominate for TAG screening. Smarter balance data is also screened each year. Students may be identified with the screening of data as the first step in the process. Teachers and parents may also nominate. If a student is nominated then assessments are completed and other data is collected through surveys of staff and guardians so that there is evidence to make the decision. Parents must give written permission for testing.

**2A2: TAG Service Identification: Broad Screening Instrument**

We do not use a broad screening instrument at this time. However, in our K-5 building, all students are administered the DIBELS reading assessment, and data teams meet regularly to analyze student performance and identify students who might be referred for further evaluation. Additional math and reading data for all students is collected through web-based learning platforms.

**2A3: TAG Service Identification: Number of Students Identified**

In our K-5 building we have a total of 11 students identified as TAG in one or more categories. We have 5 students in the screening process.

In our 6-12 building we have a total of 37 students identified TAG in one or more categories.

We have a total of 48 identified students in our district. The district totals in each category are:

	Elementary School	Middle/High School
Intellectually Gifted	2	11
Academic Mathematics	1	9
Academic Reading	8	11
Potential to Perform*	0	6

Note: If individual students have been identified as TAG in more than one category, such as Mathematics and Intellectually Gifted, they are counted only once in the above chart, with academic subject or strongest subject taking priority. Due to recent changes from the Oregon Department of Education, students identified as Potential to Perform will be reidentified according to their areas of strength.

#### **2A4: TAG Service Identification: Body of Evidence**

For K-3 we include: a teacher survey, a parent survey, DIBELS data for reading, DreamBox data for math, and at least one other assessment.

For 4-5 we include: Smarter Balanced assessment, DIBELS data for reading, DreamBox data for math, a parent survey, a teacher survey, and at least one other assessment.

For 6-12 we include: Smarter Balanced assessment, student work samples, parent survey, teacher survey, and at least one other assessment.

#### **2A5: TAG Service Identification: TAG Eligibility Team**

The TAG eligibility team in our K-5 building includes the following people: building principal, TAG coordinator, current classroom teacher, and any other staff that may have a strong relationship with the student.

The TAG eligibility team in our 6-12 building includes the following people: building principal, TAG coordinator, current classroom teachers in the areas being identified and any other staff that may have a strong relationship with the student.

#### **2A6: TAG Service Identification: TAG Cumulative Record File**

Below is a copy of our cumulative record sheet we have added for each student identified TAG. We have not required a written plan each year in the 6-12 building. In the K-5 building, teachers work with parents to have a plan each year. When students are identified, the TAG coordinator oversees that the cumulative folder has the documentations needed for identification. Our cumulative records are kept with the regular cumulative folders. Teachers have access to cumulative folders. In the 6-12 building the registrar and TAG coordinator communicate to make sure electronic records include TAG-identified student information. At the middle school and high school, TAG students are identified by a notation in the digital gradebook.

**TAG STUDENT PORTFOLIO**  
**Pleasant Hill School District**  
**Screening and Assessment Record**

Date File Opened: \_\_\_\_\_ Date Decision Made: \_\_\_\_\_

Student is:  Eligible  Not eligible at this time

Student Name: \_\_\_\_\_ School: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Male  Female

Parent(s) \_\_\_\_\_ Address \_\_\_\_\_

Phone (H) \_\_\_\_\_ (W) cell \_\_\_\_\_

Required Documents	In Folder
Parent Referral/Permission to Test Form	
Teacher Referral	
Gifted Rating Scale (copy front cover)	
Initial Assessment Scores (OSAS, DIBELs, etc.)	
School Psychologist Test Results	
Copy of Parent Notification of TAG Eligibility Letter	
Student TAG Plans	

Student qualifies for TAG in the following area(s):

Academically Talented in:  Reading  Math  Intellectually Gifted

TAG Team Members/Title

Teacher \_\_\_\_\_

Principal \_\_\_\_\_

TAG Coordinator \_\_\_\_\_

**2A7: TAG Service Identification: TAG Transfer Students**

When a new student enrolls, our secretary at the elementary, and our registrar at the high school, let the building principal and TAG coordinator know. This information is then communicated to the student's teachers.

When a new student comes from another state the same process is followed. The records follow after the student's enrollment.

**2B1: Special Program: Instruction for TAG Students**

<b>Instructional Services</b>	<b>Elementary School</b>	<b>Middle School</b>	<b>High School</b>
Ability Grouping in Math	x	x	x
Ability Grouping – Walk to Math			
Ability Grouping in Reading	x		
Ability Grouping – Walk to Reading	x		
Acceleration above grade level in Math	x	x	x
Acceleration above grade level in Reading	x		
Acceleration through grade skipping	Early K	x	x
Advanced Placement			x
International Baccalaureate			
Dual Credit			x
Choice Assignments		x	
Cluster Grouping		x	
Credit by Examination			
Curriculum Compacting		x	

Differentiated Instruction in Math	x	x	x
Differentiated Instruction in Reading	x	x	
Distance Learning		x	x
Flexible Grouping	x	x	x
Homogeneous Grouping	x		
Honors Classes			x
Independent Study Projects	x		
Interdisciplinary Units	x		
Learning Contracts	x		
Mentorships			
Online College Courses			x
Portfolio Assessment for Placement			
Pre-Test for placement	x	x	
Pull-Out Programs	After school		
Scaffolding or Tiered Instruction	x		
Telescoping			

**2B2: Special Program Instruction: Optional Instructional Formats**

We have sustained a practice of providing some online learning opportunities for students needing or wanting courses we do not offer. A few students in grades 6-12 have been able to benefit from having online courses to help meet their needs. We found that these courses are successful if the students have built-in support at school to facilitate the learning. Our courses, combined with teacher differentiation, meet the needs of the majority of our students. The online opportunities have helped us meet the needs of a few students in math and language selection. The online format doesn't provide some needed elements for gifted students.



At the elementary, we offer a one day per week after-school enrichment course for high potential learners and TAG students. We are planning to continue this program with support from the district.

### **2B3: Special Program Instruction: Advanced Placement Course Offerings**

The following courses are being offered in the second semester of 2020 at PPHS:

AP English/College Now LCC  
AP Biology/Willamette Promise Dual Credit  
Pre-Calculus College Now LCC  
AP Calculus/College Now LCC  
AP US History/ Willamette Promise Dual Credit  
Child Development 2 & 3/College Now LCC credit  
Human Body Systems/College Now LCC  
Advanced American Literature  
Spanish/Willamette Promise Dual Credit

### **Other courses that help meet the needs of TAG students:**

Statistics  
Accelerated English  
High School Level Music Classes  
Art Courses including advanced & Independent Art Classes  
Scholars History  
Publications  
Robotics  
Computer Science Courses  
Drone Technology  
Physics and Chemistry

### **2C1: Special Programs Instruction: Teacher's Knowledge of Students in Class**

At the beginning of each school year, the TAG coordinator and/or building principal give teachers a roster of all students identified TAG in the building. The building registrars are in contact with the TAG coordinator. When a new student is enrolled and identified as TAG, teachers are also notified.

### **2D1: Special Programs: TAG Instructional Plans:**

TAG Instructional Learning Plans are required in the K-5 building. These include specific academic or social-emotional goals for the given school year, as well as instructional strategies and extracurricular activities that may be beneficial for the student. Teachers may invite the TAG coordinator and/or the building principal to the meeting with parents

for planning. The student and parents are encouraged to provide input around the identification of goals and programs to be included in the student's TAG plan.

In the 6-12 building, teachers are given the roster for TAG identified students. They are notified of all TAG students and their area of identification. At conference time in November the TAG rosters are given out to teachers again to remind them to include parents in the conversation on how their students' needs are being met.

In our K-5 building we are trying to continue after-school enrichment course offerings for high potential and TAG students. The students are selected to attend by invitation. The course is designed to extend knowledge and apply higher-level thinking skills. We also continue to have an established Destination Imagination program. Many students also participate in the Oregon Battle of Books reading competition. The TAG annual budget helps support these programs. Middle school students (6-8) have opportunities to participate on a Brain Bowl team and there is an annual class and field trip studying Shakespeare.

In our 6-12 building we have the following opportunities that happen during lunch and after school:

- Brain Bowl (6-8)
- Destination Imagination teams (K-12)
- Robotics team (9-12)
- Chess Teams (6-12)
- Clubs for developing leadership and social skills (6-12)
- Annual class and field trip studying Shakespeare (6-8)
- Student Councils (6-8 and 9-12)
- Internship with technology director (11-12)

## **2F1: Professional Development – Instructional**

### *Teacher Professional Development:*

Teachers at the elementary school receive information on the process for TAG identification each year. They are given information about the traits of gifted learners. Teacher checklists are available for the first step in teacher referral. Each year they are refreshed on the process of identification. When classes are made each year the placement of TAG students is considered in grouping students. Schoolwide curricula are selected and adopted with the aim of meeting all learners' needs. Additionally, teachers receive regular professional development about how to better implement or modify curriculum, as needed, to differentiate for the needs of TAG learners, along with the other students in their class.

### *Administrator Professional Development:*

The elementary principal has a strong background in TAG education. The TAG coordinator attends the annual TAG symposium taught by the ODE coordinator.

### **2G1-6: Communication with Parents**

Parents are informed of their child's potential for TAG identification after the screening tools are used by the classroom teacher. If a student shows potential then parents are asked to complete a survey. If parents are willing and wanting to continue the process then they are asked for their written consent for further testing. Parents are then notified of the results of the testing and the eligibility determination. When a student is identified as TAG, the parents work with the classroom teacher in determining how best to meet the student's needs.

**2G7:** When students transition from 5<sup>th</sup> to 6<sup>th</sup> grade their cumulative folders are sent up. The district TAG coordinator and the middle school counselor communicate to make sure students are placed in appropriate classes. There is an open door policy on parent communication. We deal with scheduling students in the appropriate classes on a case by case basis. The 5th grade teachers are asked to help place students in core classes. How TAG students are placed and grouped is considered at this point in time. Acceleration and course skipping may be recommended by teachers with the support of placement tests.

**2G8:** Our middle school and high school are in the same building. All students meet with advisory teachers in making their 4 year plan. All TAG students should have a meeting with the school counselor to see how scheduling their classes can help meet their needs.

**2G9:** Our district policies are posted on the district website. If parents wish to have their students withdrawn from TAG programming, there is a form included in these policy documents they can use to do so.

**2G10:** Our district policies also outline that parents have the right to file a complaint. The complaints are given directly to the superintendent.

### **3A1 & 3B1: District Goals for Providing Comprehensive Gifted Education Programs and Services**

#### **K-12 and Timeline for District Goals for TAG programs**

**Goal 1: Update and standardize communication for parents and teachers of TAG students.**

**Goal 2: Review and update identification tools and forms.**

**Goal 3: Continue to build our lending library for students, teachers, and parents to provide resources for supporting social-emotional needs and academic growth, and encourage its use.**

**4A1: Description of the Programs and Services**

The TAG coordinator will make sure all K-3 teachers receive TAG identification checklists to use with at least one of their students. They will also all receive parent referral forms to use as needed. The superintendent and school principals will decide how and when teachers will be trained on using differentiation in their classrooms. The TAG coordinator will make sure that all newly identified TAG students have a complete body of evidence prior to identification.

**5A1: Plan for Evaluating Progress on the District Goals**

Goal 1: We will review existing protocols, forms, and letters used for communicating with parents and teachers throughout the identification process and in keeping parties updated each year about our TAG offerings and what students, teachers, and parents can expect due to their identification status. We will assess the need for additional or updated forms and letters and work to create these. Our progress will be determined by whether these changes meet our needs.

Goal 2: We will review the surveys and forms used in the identification process and assess the need for updates, in particular to align with the new identification guidance from ODE. Our progress will be determined by whether this task is completed and whether the updated tools meet our needs.

Goal 3: We will work to further develop, publicize, and educate about our new TAG lending library. Progress will be determined based on the extent to which we see increased engagement from students, teachers, and parents in utilizing these resources.

**5A1: Attachments:**

Job Descriptions for TAG curriculum coordinators

K-3 TAG Identification Survey for Teachers

Self-Referral For Talented and Gifted Identification

## **Job Descriptions for TAG curriculum coordinators**

### **K-5 TAG coordinator:**

- Ensure that teachers are given notice of identified TAG students at the start of each school year or when new students arrive.
- Oversee the ongoing screening and identification of TAG students
- Ensure that K-5 teachers are trained and knowledgeable about identifying TAG students including students from underserved populations
- Facilitate TAG identification meetings
- Keep and file accurate records for students' cumulative folders
- Advocate for TAG students
- Support teachers' needs for meeting the needs of their TAG students
- Communicate with teachers and parents of TAG students when asked
- Write and evaluate the Chintimini grant each year for outside TAG funding for programs.
- Present to the school board four times per year.
- Be a member of the district PHIP committee
- Communicate with the 6-12 coordinator to ensure that the district is meeting the needs of our TAG population
- Engage in professional development in the area of TAG
- Communicate with the registrar to ensure that students are identified in the electronic gradebook.
- Facilitate the Destination Imagination program & after-school enrichment program

### **6-12 TAG coordinator:**

- Ensure that teachers are given notice of identified TAG students at the start of each school year or when new students arrive
- Oversee the ongoing screening and identification of TAG students
- Ensure that 6-12 teachers are trained and knowledgeable about identifying TAG students including students from under-served populations
- Facilitate TAG identification meetings
- Keep and file accurate records for students' cum folders
- Advocate for TAG students
- Support teachers' needs for meeting the needs of their TAG students
- Communicate with teachers, parents, the school counselor and TAG students when asked
- Write and evaluate the Chintimini grant each year for outside TAG funding for programs.
- Present to the school board four times per year.
- Be a member of the district PHIP committee
- Communicate with the K-5 coordinator to ensure that the district is meeting the needs of our TAG population

- Engage in professional development in the area of TAG
- Communicate with the registrar to ensure that students are identified in the electronic gradebook
- Make sure that brain bowl, Shakespeare program, robotics, and other opportunities for TAG students are facilitated.

Pleasant Hill School District  
TAG Identification Survey  
K-5

School \_\_\_\_\_ Teacher \_\_\_\_\_ Date \_\_\_\_\_

Student \_\_\_\_\_ Grade \_\_\_\_\_ DOB \_\_\_\_\_

Score each of the following observations with 0, 1, or 2.

0 = no evidence

1 = some evidence

2 = strong evidence

**Academic**

**Score**

1. Student with best all-around academic performance \_\_\_\_\_
2. Child most scientifically-oriented \_\_\_\_\_
3. Child with the biggest vocabulary \_\_\_\_\_
4. Child most ahead in grade placement. \_\_\_\_\_
5. Child who tries to understand complicated material;  
may prefer biographies, reference material. \_\_\_\_\_
6. Child who grasps new concepts quickly. \_\_\_\_\_
7. Child who may seem concerned about social or political problems. \_\_\_\_\_
8. Child with lots of information on many subjects. \_\_\_\_\_
9. Highest achieving, culturally-different child. \_\_\_\_\_

**Leadership**

1. Child who tends to dominate others or generally directs activities. \_\_\_\_\_
2. Child you see as a leader. \_\_\_\_\_
3. Student other children see as a leader. \_\_\_\_\_

**Underachievement**

1. Child believed bright and receiving Special Services. \_\_\_\_\_
2. Child believed bright but not producing \_\_\_\_\_
3. Child believed bright but poor test taker \_\_\_\_\_

**Motivation**

- 1. Student who surprised you with a good academic performance \_\_\_\_\_
- 2. Child who sticks to a certain topic long after the class has gone on to other things. \_\_\_\_\_
- 3. Child who demands and thrives on adult attention. \_\_\_\_\_

**Creativity**

- 1. Child who is most curious and asks the most thought-provoking questions. \_\_\_\_\_
- 2. Student who generates largest number of ideas;  
often gives “off-beat” but plausible answers. \_\_\_\_\_
- 3. Most original student. \_\_\_\_\_
- 4. Child who relishes problem-solving activities. \_\_\_\_\_
- 5. Most artistic child. \_\_\_\_\_
- 6. Most musical child. \_\_\_\_\_
- 7. Most creative writer. \_\_\_\_\_
- 8. Most dramatic child. \_\_\_\_\_
- 9. Child who exhibits a zany sense of humor. \_\_\_\_\_

**Emotional/Personality**

- 1. A child who becomes unusually upset at injustices. \_\_\_\_\_
- 2. A child who often has a better reason than you do for not doing what you want done. \_\_\_\_\_
- 3. A child who seems bored with routine tasks or ways of doing things. \_\_\_\_\_
- 4. A child who is critical of self and others. \_\_\_\_\_
- 5. A child who is easily frustrated if work is not perfect. \_\_\_\_\_
- 6. A child who seems to be a loner. \_\_\_\_\_
- 7. A child who completes only part of an assignment  
and then takes off in a new direction. \_\_\_\_\_
- 8. A child believed bright but experiencing social/emotional problems. \_\_\_\_\_
- 9. Child who is most competitive,  
either has to be first or won't try if not assured success. \_\_\_\_\_



SELF-REFERRAL FOR TALENTED AND GIFTED IDENTIFICATION

Name\_\_\_\_\_

Graduation Year\_\_\_\_\_

Address\_\_\_\_\_

Advisory Teacher\_\_\_\_\_

Date\_\_\_\_\_

1. Why do you wish to be identified as Talented/Gifted?
2. What strengths/special abilities would you like the screening committee to consider in processing your application?
3. Describe your progress in school. What specific events/achievements demonstrate your unusual abilities?
4. What else is there about you that reflects your giftedness?
5. Do you think that you are more likely Intellectually Gifted or Academically Talented?
6. In what areas do you feel your rate and level of learning surpasses your peers?

Please submit your application to the school principal, counselor or district TAG coordinator.