

Beaverton School District

BEST PRACTICES GUIDANCE DOCUMENT

Aligned to House Bill 2180, 2011

ELEMENT ONE: ORS 343.397 (1) and OAR 581-022-1330 (1) - (3) (a)

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

1 A: POLICIES: Local School Board Policies: What are the local school board policies which govern gifted education in your district? [School board policies in support of gifted education are usually in the IGB category.]
Local School Board Policies may be attached as:

See Attachment Element 1A

1B: POLICIES: District's Mission Statement: What is the district's mission in providing an appropriate education to identified Talented and Gifted students? District policies on gifted education *may* also include a district mission statement about identifying and serving gifted and talented students. The district mission statement about TAG may be attached as:

District Goal (2015-present):

“WE empower all students to achieve post-high school success.”

District Mission (2016-present):

BSD Pillars of Learning



WE Expect Excellence

- WE teach students knowledge and skills for our evolving world.
- WE seek, support, and recognize world-class employees.



WE Innovate

- WE engage students with a variety of relevant and challenging learning experiences.
- WE create learning environments that promote student achievement.



WE Embrace Equity

- WE build honest, safe, and inclusive relationships with our diverse students and their families.
- WE provide needed support so that every student succeeds.



WE Collaborate

- WE work and learn in teams to understand student needs and improve learning outcomes.
- WE partner with our community to educate and serve students.

☒ **1C: POLICIES: Talented and Gifted Education Philosophy:** District policies on gifted education *may also* include statements of the district’s Talented and Gifted Education Philosophy in the education of a special population of highly able learners. The district TAG philosophy *may* address but is not limited to the following;

- The unique needs of the TAG population as learners who have outstanding ability or potential [581-022-1310(1)]
- How the district’s education system addresses TAG students’ intellectual, academic needs as learners at the elementary, middle, and high school levels [ORS 343.407 and ORS 343.409]
- How teachers accommodate identified TAG students’ assessed levels of learning and accelerated rates of learning. [OAR 581-022-1330]
- How classroom teachers and counselors assist TAG students to realize their contribution to themselves and to society. [581-022-1330 (1)]

See Attachment Element 1B

ELEMENT 2: ORS 343.397 (2) and OAR 581-022-1330 (1) - (3) (b)

AN ASSESSMENT OF CURRENT SPECIAL PROGRAMS AND SERVICES PROVIDED BY THE DISTRICT FOR TALENTED AND GIFTED CHILDREN

Talented and gifted education is a needs-based program emanating from the student’s identified need for TAG services. Once identification is established, the student should receive instruction aligned to her/his area of identified need(s) or strength(s). After school enrichment programs should not be considered part of the daily instruction for TAG students.

2A: TAG SERVICE - IDENTIFICATION: Identification, Instruments, Body of Evidence, Cumulative Record File, Transfer Students

☒ 2 A 1: TAG SERVICE IDENTIFICATION: Instruments Used for TAG Identification

[OAR 581-022-1310, 2(b)]

Which instruments are used for TAG Identification at what levels?

**BEAVERTON SCHOOL DISTRICT
ACCEPTABLE TESTING MEASURES FOR IDENTIFICATION
Elementary, Middle & High School Levels**

Results from an acceptable (e.g., meets professional standards for technical adequacy), recently administered, standardized, nationally normed test of mental ability and/or academic achievement will be accepted. If there is an indication of giftedness and no test scores are available, students will be tested using the achievement and/or school ability test(s) administered districtwide. Tests indicated in bold below are administered in the Beaverton School District. The Beaverton School District does not accept private testing.

Achievement Tests

Terra Nova Achievement Test
Metropolitan Achievement Test (MAT8)
Stanford Achievement Test
Comprehensive Test of Basic Skills (CTBS)
California Achievement Test (CAT)

Iowa Test of Basic Skills (ITBS)

Aprenda

Supera

Logramos

Ability Tests

Otis-Lennon School Abilities Test (OLSAT)
Otis-Lennon Mental Ability Test
Cognitive Abilities Test (CogAT)
Test of Cognitive Skills (TCS)
Test of Cognitive Skills 2 (TCS2)
Primary Test of Cognitive Skills (PTCS)
Wechsler Intelligence Scale for Children-Revised (WISC-R)
Woodcock-Johnson Psycho-Educational Battery
Stanford-Binet Intelligence Scale (Revised)
Kaufman Assessment Battery for Children (K-ABC)
C-Toni

Naglieri Nonverbal Ability Test (NNAT2)

Ravens

See attachments 2A1

☒ 2 A 2: TAG SERVICE IDENTIFICATION: Broad Screening Instrument

- The CogAT Screener is administered to all 3rd and 5th graders in the fall.

☒ 2 A 3: TAG SERVICE IDENTIFICATION: Number of Students Identified: OAR 582-022-1310 (A) and (B) (e)

How many students are identified district-wide in each of the following categories? Each student should be counted one time regardless of the number of qualifying categories.

2A3a: General Intellectual: 2509 2A3b: Academic Mathematics: 4227

2A3c: Academic Reading: 3464 2A3d: Potential to Perform: 310

☒ 2 A 4: TAG SERVICE IDENTIFICATION: Body of Evidence: [OAR 581-022-1310 (2) (c)]

What is included in the body of evidence for TAG Identification?

Information to be considered must include a standardized, nationally normed test of mental ability and/or academic achievement score, behavioral information, cumulative records, learning and/or performance information.

- Kingore observations
- Parent/teacher referrals
- Classroom assessments
- Work samples
- Oregon Statewide Assessment scores
- Nationally normed tests of ability or academic score

☒ 2 A 5: TAG SERVICE IDENTIFICATION: TAG Eligibility Team: [OAR 581-022-1310 (2) (b)]

SCHOOL TAG COMMITTEE

The identification of talented and gifted students shall be the responsibility of a school TAG committee appointed by the principal. The composition of the committee may vary from school to school depending upon the circumstances.

At the elementary level the committee may include the school's TAG facilitator(s), two teachers, and the school's principal. At the middle school and high school levels, the committee should consist of at least four members and may include the school's TAG contact, two classroom teachers, a counselor, and an administrator or designee.

☒ 2 A 6: TAG SERVICE IDENTIFICATION: TAG Cumulative Record File: 581-022-1330 (5) (a) b)

What elements are contained in each TAG student’s TAG cumulative record file?

- Summary of Decision (test reports attached)
- Parent Permission Form
- Copy of recent TAG Planning Worksheets (elementary only)

☒ 2 A 7: TAG SERVICE IDENTIFICATION: TAG Transfer Students:

2 A 7(A): If a transfer student was previously identified as a gifted student, how is the transfer handled between the district and another Oregon district?

Beaverton accepts the identification of previously identified TAG students from within Oregon. The building TAG facilitator sends a letter of this recognition to the parent and the student’s identification is entered into the BSD student data system.

2 A 7(B): How is the transfer handled when the student transfers in from another state?

The TAG facilitator informs the parent that Beaverton will review the child’s previous identification to determine if it meets the criteria required in Oregon. Additional information may be requested. Once the process is complete, the parent will be notified by letter of the decision.

2B: SPECIAL PROGRAMS: INSTRUCTION FOR TAG STUDENTS: What instructional services are provided to identified Talented and Gifted Students at the elementary, middle, and high school levels? [OAR 581-022-1330 (4)]



The following instructional services vary by school:

Instructional Services	Elementary School	Middle School	High School
Ability Grouping in Math	x	x	
Ability Grouping –Walk to Math	x		
Ability Grouping in Reading	x	x	
Ability Grouping – Walk to Reading	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
International Baccalaureate	x	x	x
Dual Credit			x
Choice Assignments	x	x	x
Cluster Grouping			
Credit by Examination			

Curriculum Compacting		X	
Differentiated Instruction in Math	X	X	X
Differentiated Instruction in Reading	X	X	X
Distance Learning	X	X	X
Flexible Grouping	X	X	X
Homogeneous Grouping		X	
Honors Classes		X	X
Independent Study Projects	X	X	X
Interdisciplinary Units	X	X	X
Learning Contracts	X	X	X
Mentorships			
Portfolio Assessment for Placement			
Pre-Test for placement	X	X	X
Pull-Out Programs			
Scaffolding or Tiered Instruction	X	X	
Telescoping			

2 B 2: SPECIAL PROGRAM INSTRUCTION: Optional Instructional Formats:

Please list any other instructional formats that are available at elementary, middle or high school levels?

2 B 3: SPECIAL PROGRAMS INSTRUCTION: Advanced Placement Course Offerings:

Although this is a general education offering, Advanced Placement classes serve the needs of many TAG students. Please list the district's Advanced Placement Class offerings available district-wide during the 2016-2017 school year.

AP course offerings vary by school:

- AP Computer Science Principles
- AP Computer Science A
- AP Studio Art
- AP Studio Art Draw
- AP Studio Art 2D
- AP Studio Art 3D
- AP Music Theory
- AP English Language
- AP English Lit
- AP Calculus AB/BC
- AP Statistics
- AP Biology
- AP Chemistry
- AP Physics I & II
- AP Physics C
- AP Environ Sci

- AP Human Geography
- AP US History
- AP European History
- AP US Government
- AP World History
- AP Comparative Government
- AP Economics
- AP Micro & Macro Economics
- AP Psychology
- AP Spanish
- AP French
- AP Japanese
- AP German

☒ 2 B 4: SPECIAL PROGRAMS: International Baccalaureate Offerings:

(A) Does the district offer International Baccalaureate instruction?

- Yes.

(B) How many schools and students participate in IB?

- **Primary Years Programme** - school/students:
 - Bonny Slope (693)
 - Elmonica (528)
 - Findley (656)
 - Hiteon (653)
 - McKinley (674)
 - Raleigh Park (349)
 - Ridgewood (456)
 - West Tualatin Valley (345)

(There are two elementary schools in the consideration phase)

- **Middle Years Programme** - school/students:
 - Cedar Park (974 students)
 - ISB (476 students)
 - Meadow Park (864 students)

(There is one high school in the consideration phase)

- **Diploma Programme** – school/students
 - ISB (148)
 - Mountainside (782)
 - Southridge (estimated 450 students)
 - Sunset High Schools (estimated 450 students)

(C) Is an International Baccalaureate Diploma available to students?

- Yes, ISB, Mountainside, Southridge, and Sunset High Schools have the IB Diploma available.

2 C: SPECIAL PROGRAMS INSTRUCTION: Teacher’s Knowledge of Students in Class:

2 C 1: What procedures are in place so that classroom teachers K – 12 know who the gifted students are in their classrooms?

- Icon shows in student data system for all TAG identified students. This information is available to all teachers upon login of the electronic student data system.
- TAG icons are also available on the attendance screen of each class/course.

2 D: SPECIAL PROGRAMS: TAG Students Instructional Plans:

2 D 1: Are TAG Instructional Personal Learning Plans required?

Include grade levels at which TAG Plans are required.

- Elementary teachers complete TAG Planning Worksheets for individual TAG students.
- Secondary teachers write an Instructional Course Plan or Syllabus per core subject. Individual TAG plans are available upon request.

See Attachment Element 2D1

2E: OPTIONAL INSTRUCTIONAL FORMATS: MAGNET / CHOICE SCHOOLS and TAG ENRICHMENT

2 E 1: MAGNET SCHOOLS / CHOICE SCHOOLS: Does the district provide any magnet and/or choice schools for the gifted? If so, please include the name(s) of the school(s), TAG qualifying criteria, the number of students currently served, and the level of the population served such as elementary, middle, or high.

Summa

Summa is a special needs option designed for highly gifted students in grades 6-8. Summa provides a differentiated, challenging curriculum in mathematics, science, humanities and world languages that meets the intellectual needs of highly gifted students while being sensitive to their developmental level.

Summa is available at Meadow Park, Stoller and Whitford Middle Schools for students who meet the following criteria:

99th percentile on the Cognitive Abilities Test (CogAT)
OR

99th percentile on the total Reading or total Math Iowa Test of Basic Skills test (ITBS)

AND

at least a 97 in total ITBS Reading, total ITBS Math or CogAT)

All scores must be from a recently administered (since July 1, 2018) CogAT or Iowa Test of Basic Skills (ITBS) given within a school system. The Beaverton School District does not accept private testing. Students must be TAG identified and live within the Beaverton School District Boundaries.*

*Year changes annually.

2 E 2: OPTIONAL TAG INSTRUCTIONAL FORMATS - ENRICHMENT: Please list any optional topics which the district also includes in TAG instruction. This may include after-school Enrichment programs such as academic competitions, academically-based clubs, and internships/mentorships for which TAG students must apply or qualify.

Enrichment opportunities vary by school and may include, but are not limited to the following: (Activities in bold are supported by TAG Services):

- **MathCounts**
- **AMC8. 10 & AIME**
- **Scripps Spelling Bee**
- **District Spelling Bee**
- Geography Bee
- Battle of the Books
- **Oregon Writing Festival**
- Junior Great Books

2 F: PROFESSIONAL DEVELOPMENT- INSTRUCTIONAL

2 F 1: What professional development, if any, is planned for district general education teachers K-12 and school administrators for the 2020- 2021 school year involving instruction for high ability, TAG learners?

2020-2021: Teacher Professional Development:

- K-5 Reading and Writing Workshop Model
- 6-12 Reading and Writing Workshop Model
- K-8 Kingore Observation Inventory
- Social/Emotional Needs of Gifted Children
- Depth and Complexity
- K-5 Math Workshop Model
- K-8 Rick Wormeli (reschedule from Spring 2020. Canceled due to COVID19)
 - Presentation on differentiation with an emphasis on engagement and ELL students

2020-Present: Administrator Professional Development:

- Administrators may participate in any of the professional development offerings above.

2 G: COMMUNICATION WITH PARENTS: What are the district procedures for communicating with parents during the following timeframes? [OAR 581-022-1320]

- 2 G 1: Prior to testing for TAG Placement: Permission to evaluate letter/form sent to parents.
- 2 G 2: Notification of results of testing for TAG Placement: Parents notified via letter and permission form at the time of TAG placement.
- 2 G 3: Explanations of the TAG services available to identified students: TAG Planning Worksheets/Instructional Plans
- 2 G 4: Explanations of the TAG learning plan, (TAG PEP), if available: Teachers provide additional information at conferences
- 2 G 5: Opportunities for parent input into the TAG Learning Plans: Parent conferences
- 2 G 6: Explanations of “what TAG identification means” to parents of newly identified students: Parent Notification Letter
- 2 G 7: Transition of TAG students from elementary to middle: Orientation evenings, “Fifth grade fly-ups”
- 2 G 8: Transition of TAG students from middle to high: Orientation evenings, High school counselor visitations
- 2 G 9: Notification to parents of option to request withdrawal a student from TAG services: Permission Form, TAG Planning Worksheet (elementary)
- 2 G 10: Notification of right to file a complaint concerning TAG programs or services beginning with the district’s own complaint process: BSD Administrative Rules, TAG Planning Worksheet

ELEMENT 3: ORS 343.397(3) and OAR 581-02201330 (1) – (3) (c)

A STATEMENT OF DISTRICT GOALS FOR PROVIDING COMPREHENSIVE SPECIAL PROGRAMS AND SERVICES AND OVER WHAT SPAN OF TIME THE GOALS WILL BE ACHIEVED

- 3 A: What are the district goals for providing comprehensive gifted education programs and services, K -12? Overall, the goals should address Talented and Gifted Education program improvement. (see chart below)
- 3 B: Over what span of time will the goals as defined above, be implemented and met? [The amount of time will vary by the requirements for each goal.

ELEMENT 4: ORS 343.397 (4) and OAR 581-022-1330 (1) - (3) (d)

A DESCRIPTION OF THE NATURE OF THE SPECIAL PROGRAMS AND SERVICES WHICH WILL BE PROVIDED TO ACCOMPLISH THE GOALS

☒ 4 A. What district programs and services are linked to which goals? How will the goals be accomplished? What special programs or services will be provided to accomplish the goals?

ELEMENT 5: ORS 343.397 (5) and OAR 581-022-1330 (1) - (3) (e)

A PLAN FOR EVALUATING PROGRESS ON THE DISTRICT PLAN INCLUDING EACH COMPONENT PROGRAM AND SERVICE

☒ 5 A. Based on the goals noted in Element 4, how will the district evaluate its progress on the TAG district goals? Each component program and service should have an evaluation component

Goal (Element 3)	Implementation Timeline (Element 3)	Programs or Services linked to goal (Element 4)	Measure (Element 3)	Determination of Success/Evaluation of Progress (Elements 3 & 5)
Increase teacher participation in professional development opportunities for BSD teachers related to differentiation instruction, gifted student characteristics, and identifying and serving gifted students from underrepresented populations	2019-2022	Create online courses on the following topics: <ul style="list-style-type: none"> •Kingore Observations •Characteristics of Gifted Students •Social Emotional Needs of the Gifted •Differentiation/Depth and Complexity Reschedule Rick Wormeli for staff development on Differentiation, Engagement and ELLs	Attendance in workshops and online courses	Increased teacher participation in professional development opportunities
Increase numbers of identified students from underrepresented populations	2019-present	Use subtest data from CogAT to identify ELL students. Research the use of local norms for determining TAG students from underrepresented populations •Collaborate with ELD TOSAs and ELL Facilitators Help facilitate Logramos testing for TWI schools	BSD Synergy data	Percentage of TAG identified students from underrepresented populations increases

Attachments:

Element 1: Attachment 1 A: Local School Board TAG Policies

Element 1B: Attachment 1B: District's Philosophy/Position Statement on the Education of TAG Students

Element 2A1: Attachment 2A1: Flow Chart of TAG Identification Decisions

Element 2 D: Attachment 2D1: Blank TAG Personal Educational Plan at K-8 levels

ATTACHMENT 1A

IGBB - Talented and Gifted Program**

Code: IGBB

Revised/Readopted: 2/26/18

Adopted: 9/13/10 Orig.

Code(s): IGBB

The district is committed to an educational program that recognizes, identifies and serves the unique needs of talented and gifted (TAG) students.

Talented and gifted students are those who have been identified as academically talented and/or intellectually gifted.

The Board directs the superintendent to develop a written identification process for identifying academically talented and intellectually gifted students K-12.

A written plan that identifies programs or services needed to address the assessed levels of learning and accelerated rates of learning of identified students shall be similarly developed.

END OF POLICY

Legal Reference(s):

ORS 343.391 to -343.401

ORS 343.407 to -343.413

OAR 581-022-2325

OAR 581-022-2330

OAR 581-022-2500

IGBB - Talented and Gifted Program**

School TAG Committee

The identification of students eligible for services in the TAG program shall be the responsibility of a school TAG committee which is appointed by the principal. The composition of the committee may vary from school to school depending upon the circumstances. However, it could include the school TAG facilitator, teachers, a counselor or child development specialist and/or the teacher for the learning disabled.

No single test, measure or score shall be the sole criterion for the identification of students. A record of the TAG committee's decision, and the data used by the committee to make the decision, shall become part of the education record for each student considered. The school shall collect behavioral, learning and/or performance information and include the information in all procedures for the identification of students. Test scores, cumulative records and other information which indicate the students' assessed levels of learning and accelerated rates of learning shall be available to the school TAG committee for the identification of students.

Assessment

A basic element of identification is the standardized testing program. If a student meets one or more of the following criteria, he/she shall be referred for consideration:

1. Intellectually gifted students shall score at or above the 97th percentile on a nationally norm-referenced standardized test of school ability;
2. Academically talented students shall score at or above the 97th percentile on a test of total reading or a test of total mathematics from a nationally norm-referenced standardized test battery or a nationally norm-referenced standardized test of reading or mathematics. The tests in the battery used for the purposes of identification shall be limited to reading and mathematics. Oregon statewide assessment results from 1996 or after may also be used;
3. Students transferring to the district after the most recent districtwide test administration shall score at or above the 97th percentile on nationally norm-referenced standardized achievement or school ability tests, from testing in the previous district. Oregon statewide assessment results from 1996 or after may also be used;
4. If a student who transfers to the district was identified as intellectually gifted and/or academically talented in an Oregon public school, that student shall immediately receive services.

Potential to Perform

Schools shall identify students who demonstrate the potential to perform at the 97th percentile. A variety of methods, including but not limited to those listed in this regulation, shall be utilized to identify students with the potential to perform at the 97th percentile.

Schools shall make efforts to identify students from ethnic minorities, students with disabilities and students who are culturally different or economically disadvantaged.

Referral Process

In addition to the assessment process, students may be referred for TAG identification by parents or staff members. The referrals shall be in writing using the forms and procedures established by the district and found in the ***TAG Identification and Program Handbook***.

Case Study

Once the TAG committee has screened all referrals, a case study shall be established for each student being considered for TAG identification. If a student is referred by two or more sources or has other indicators of being gifted in his/her profile, but does not meet the testing criteria for identification, further data collection may be needed before recommending the student.

Parent Notification

Parents shall be notified in writing at the time of the identification of their child and informed of the programs and services available.

TAG Identification Appeal

An appeal regarding TAG identification may be initiated in writing by a parent or staff member by completing the district TAG Appeal form found in the ***TAG Identification and Program Handbook***. The request shall be referred to the school's principal. The principal and/or the school's TAG facilitator will discuss the appeal process and issues involved in the referral with the parent/guardian. This will be done either by telephone or in person. The appeal will then be submitted to the school TAG committee for consideration.

The school TAG committee shall review the records of the student whose eligibility is being appealed. It will determine if and what additional information is needed. After reviewing the appeal, and if necessary, gathering and considering any additional data, the committee shall make a recommendation to the principal. The principal's decision shall be final. The decision shall be communicated in writing to the parent(s), the person appealing the case (if not a parent) and to the TAG committee. The final decision shall be made no later than 45 calendar days from the date the written request for TAG appeal was received.

Withdrawal

The parents may, at any time, request the withdrawal of their child from programs and services provided under OAR 581-022-2330. The district shall notify parents of identified students of this right.

IGBBA - Identification - Talented and Gifted Students**

Code: IGBBA

Revised/Readopted: 2/26/18

Adopted: 6/07/11

Orig. Code(s): IGBBA

The district is committed to educational programs that recognize and service the unique needs of talented and/or intellectually gifted students. In order to serve academically talented and intellectually gifted students in grades K-12, the Board directs the superintendent (after due consideration of the input of staff, parents and the community) to establish a written identification process. This process shall include as a minimum:

1. Behavioral, learning and/or performance information;
2. A nationally standardized, validated intellectual ability test for assistance in identifying intellectually gifted students;
3. A nationally standardized academic achievement test for assistance in identifying academically talented students or statewide assessments.

Identified students shall score at or above the 97th percentile on a nationally standardized test. The district shall identify other students who demonstrate the potential to perform at the eligibility criteria.

A team shall make the final decisions on the identification of students using the information collected. No single test, measure or score shall be the sole criterion. A record of the team's decision, and the data used by the team to make the decision, shall become part of the education record for each student considered.

The district shall strive to identify all talented and/or intellectually gifted students.

The process also will provide for parent notification of and permission for testing, notification of decisions to parents and classroom teachers, and an appeals procedure.

END OF POLICY

Legal Reference(s):

ORS 343.395

ORS 343.407

ORS 343.411

OAR 581-021-0030

OAR 581-022-2325

OAR 581-022-2330

OAR 581-022-2370

OAR 581-022-2500



Philosophy/Position Paper

**Beaverton School District
Talented and Gifted Position Paper**

The goal of Beaverton School District's educational program is to enable each student to attain his or her "highest fulfillment as an individual." The district is committed not only to its strong core curriculum, but also to its additional offerings to serve the unique needs and abilities of our diverse student body that includes special education, English as a Second Language, and the district's intellectually and/or academically talented and gifted learners. A comprehensive K-12 talented and gifted program is vital to serving the unique needs of abilities of the district's intellectually and/or academically talented and gifted learners.

The educational program for talented and gifted students in the Beaverton School District is based on the belief that gifted students need intellectual peer stimulation and curriculum differentiation as well as a dynamic learning environment in every classroom. The values and beliefs reflected in this Position Paper are realized through the program standards. These standards are adapted from the NAGC Gifted Program Standards and meet the requirements of the Oregon TAG Mandate. The standards are organized into seven critical aspects of gifted programming: Program Design, Program Administration and Management, Socio-Emotional Guidance and Counseling, Student Identification, Curriculum and Instruction, Professional Development and Program Evaluation.

Standard 1: Program Design

The development of appropriate gifted education programming requires comprehensive services that are based on sound philosophical, theoretical and empirical support. Children who are gifted form a diverse group with a variety of needs, and require a range of service options, including, but not limited to: acceleration, curriculum compacting, differentiated instruction, dual enrollment, self-contained classrooms, or cluster grouping. Some gifted students have additional special needs which require accommodation or specialized services. When appropriate, both TAG and support services for twice-exceptional students and English language learners will be coordinated. Grouping practices in core content areas will be flexible and provide opportunities for gifted and talented students to learn with and from intellectual peers during the standard hours of the school day. Gifted services will be documented and updated twice a year, with input from parents and students (as appropriate).

Standard 2: Program Administration and Management

Appropriate gifted education programming must include development, implementation, and management of services for talented and gifted students. Program leadership will possess knowledge and background in gifted education. Communication among district staff and between staff and the community will support continuous improvement. District leadership will provide opportunities for staff to be involved and informed about gifted education and issues. A system of accountability will provide tools to ensure and evaluate that the Beaverton School District TAG program is successful in educating talented and gifted students.

Standard 3: Socio-Emotional Guidance and Counseling

Staff development will be provided to all teachers and counselors on the social and emotional needs of gifted learners. Gifted students at all levels will be offered small group support to provide socio-emotional curriculum to specifically address their needs. In addition, the Beaverton School District recognizes that parents may need support and information with regard to socio-emotional issues characteristic to TAG students.

Standard 4: Student Identification

The referral and identification process of talented and gifted students in grades K through twelve will be systematic, broad, frequent, inclusive, and based on valid, reliable research. Input will be sought from all members of the student's community, including parents, teachers, specialists, administrators, etc. Students from all cultural, racial, and economic backgrounds, including students with disabilities, will be offered multiple and diverse opportunities to show giftedness (ie: blanket testing, student work samples, off-grade level testing).

Standard 5: Curriculum and Instruction

Gifted education services must include curriculum and instruction directed to the unique needs of the gifted learner. Students will be provided instruction with higher levels of thinking and creativity within the engaging and rigorous curriculum. Student learning will be measured formally and informally throughout instruction so that curriculum and strategies can be systematically differentiated by rate and level according to student needs. Time and resources will be provided by the school district to support the curriculum.

Standard 6: Professional Development

All Beaverton School District staff will be provided professional development and collaboration time on the socio-emotional and academic needs of gifted students. This professional development will be curriculum-based, intentional, ongoing, and individualized to meet the needs of staff members. Additionally, District web resources will provide a venue for teachers to share their research and experiences with colleagues across the district.

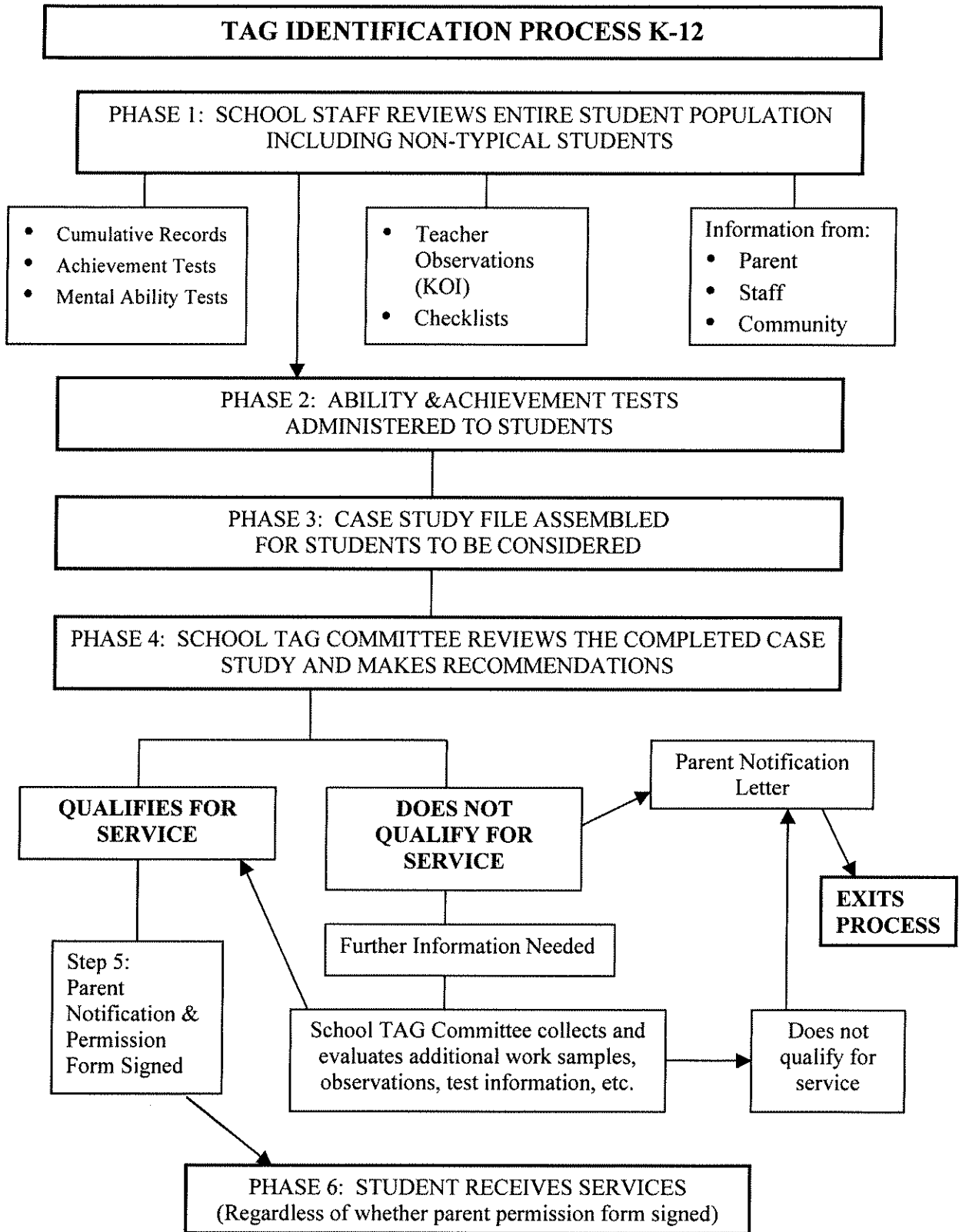
Standard 7: Program Evaluation

Program evaluation is the systematic study of the value and impact of gifted services provided.

Input will be solicited from students, parents and teachers. Qualitative and quantitative evaluation of the Beaverton School District TAG Program, including data on individual student progress, must be:

- Clear and purposeful
- Conducted competently, ethically, and efficiently
- Shared with staff and community in writing
- Completed by internal and external evaluators

BEAVERTON SCHOOL DISTRICT



Elementary School TAG Planning Worksheet Beaverton School District

Student Name: _____
 Student ID#: _____
 Grade: _____
 School: _____
 Teacher: _____
 School Year: _____

Areas of Identification (check all that apply)

- Intellect
 Reading
 Math
 Potential to Perform

- Initial Contact (early fall or within three weeks after initial identification)
 Date _____ Teacher's Initials _____
 Fall Contact (copy of TAG Planning Worksheet provided to parent)
 Date _____ Teacher's Initials _____
 Spring Contact (copy of completed TAG planning Worksheet mailed to parent)
 Date _____ Teacher's Initials _____
 New TAG ID
 Date _____ Teacher's Initials _____

Parents are invited to contact their child's teacher at anytime with questions or input regarding the TAG Planning Worksheet.

	Level of Learning (List type of assessment)	Rate of Learning (Check all that apply for each subject)	Differentiated Instruction and Strategies (Check all that apply for each subject. Definitions are on back of page 2.)	Spring Academic Summary
Math	<input type="checkbox"/> Above grade level <input type="checkbox"/> At grade level <input type="checkbox"/> Below grade level Type of assessments: _____	<input type="checkbox"/> Completes work quickly and accurately <input type="checkbox"/> Learns with few repetitions <input type="checkbox"/> Uses time wisely <input type="checkbox"/> Completes long-term assignments <input type="checkbox"/> Demonstrates self-motivation	<input type="checkbox"/> Differentiated Assignments <input type="checkbox"/> Compacting Curriculum <input type="checkbox"/> Higher-Order Thinking & Questioning Strategies <input type="checkbox"/> Independent Study/Research Project <input type="checkbox"/> Cluster/Flexible Grouping	<input type="checkbox"/> Above grade level <input type="checkbox"/> At grade level <input type="checkbox"/> Below grade level Comments: _____
Reading	<input type="checkbox"/> Above grade level <input type="checkbox"/> At grade level <input type="checkbox"/> Below grade level Type of assessments: _____	<input type="checkbox"/> Completes work quickly and accurately <input type="checkbox"/> Learns with few repetitions <input type="checkbox"/> Uses time wisely <input type="checkbox"/> Completes long-term assignments <input type="checkbox"/> Demonstrates self-motivation	<input type="checkbox"/> Differentiated Assignments <input type="checkbox"/> Compacting Curriculum <input type="checkbox"/> Higher-Order Thinking & Questioning Strategies <input type="checkbox"/> Independent Study/Research Project <input type="checkbox"/> Cluster/Flexible Grouping	<input type="checkbox"/> Above grade level <input type="checkbox"/> At grade level <input type="checkbox"/> Below grade level Comments: _____
Writing	<input type="checkbox"/> Above grade level <input type="checkbox"/> At grade level <input type="checkbox"/> Below grade level Type of assessments: _____	<input type="checkbox"/> Completes work quickly and accurately <input type="checkbox"/> Learns with few repetitions <input type="checkbox"/> Uses time wisely <input type="checkbox"/> Completes long-term assignments <input type="checkbox"/> Demonstrates self-motivation	<input type="checkbox"/> Differentiated Assignments <input type="checkbox"/> Compacting Curriculum <input type="checkbox"/> Higher-Order Thinking & Questioning Strategies <input type="checkbox"/> Independent Study/Research Project <input type="checkbox"/> Cluster/Flexible Grouping	<input type="checkbox"/> Above grade level <input type="checkbox"/> At grade level <input type="checkbox"/> Below grade level Comments: _____
Science	<input type="checkbox"/> Above grade level <input type="checkbox"/> At grade level <input type="checkbox"/> Below grade level Type of assessments: _____	<input type="checkbox"/> Completes work quickly and accurately <input type="checkbox"/> Learns with few repetitions <input type="checkbox"/> Uses time wisely <input type="checkbox"/> Completes long-term assignments <input type="checkbox"/> Demonstrates self-motivation	<input type="checkbox"/> Differentiated Assignments <input type="checkbox"/> Compacting Curriculum <input type="checkbox"/> Higher-Order Thinking & Questioning Strategies <input type="checkbox"/> Independent Study/Research Project <input type="checkbox"/> Cluster/Flexible Grouping	<input type="checkbox"/> Above grade level <input type="checkbox"/> At grade level <input type="checkbox"/> Below grade level Comments: _____
Social Studies	<input type="checkbox"/> Above grade level <input type="checkbox"/> At grade level <input type="checkbox"/> Below grade level Type of assessments: _____	<input type="checkbox"/> Completes work quickly and accurately <input type="checkbox"/> Learns with few repetitions <input type="checkbox"/> Uses time wisely <input type="checkbox"/> Completes long-term assignments <input type="checkbox"/> Demonstrates self-motivation	<input type="checkbox"/> Differentiated Assignments <input type="checkbox"/> Compacting Curriculum <input type="checkbox"/> Higher-Order Thinking & Questioning Strategies <input type="checkbox"/> Independent Study/Research Project <input type="checkbox"/> Cluster/Flexible Grouping	<input type="checkbox"/> Above grade level <input type="checkbox"/> At grade level <input type="checkbox"/> Below grade level Comments: _____

Documentation for TAG Planning Worksheet

Teachers will:

- Make initial parent contact.
- Complete an individual TAG Planning Worksheet by fall conference OR within three weeks after initial identification.
- Document pre-assessment and postassessment in lesson plans, grade book, student portfolio, or computer program.
- Provide parent opportunity for input.
- Review plan with parent(s) at fall conference OR within three weeks after initial identification.
- Update plan as necessary, including Mid-Year Update at Spring conference.
- Complete Spring Academic Summary by year's end or upon student transfer.
- Use Spring Academic Summary as a transition document for the coming year.

Parent Input:

- Parents are contacted by their child's teacher in early fall.
- The plan is reviewed at the fall conference OR within three weeks after initial identification.
- Discuss any significant changes in the student's response to classroom material, or student's social or emotional behavior.
- The plan is reviewed and updated as necessary.

Assessment Options for Rate and Level of Learning and Instruction:

In each subject/course students will be preassessed on the knowledge and skills that will be learned in the subject. The purpose of this preassessment is to find out what students already know and are able to do to avoid repetition and to give the student access to advanced and/or accelerated content.

A variety of assessment methods may be utilized such as:

- District/ State Reading, Writing, Math, Science and Social Studies Assessments
- Standardized tests
- District work samples/performance tasks
- Writing samples scored with analytical scoring guide
- Pretests
- Placement tests
- Chapter/Unit/End of Book tests
- Easy CBM – online progress monitoring
- Developmental Reading Assessment (DRA)
- DIBELS
- Student survey of books already read
- Informal reading inventories
- Skill tests
- Student portfolio
- Essay questions
- Journals
- Research reports
- Placement recommendations and specific data from previous teacher(s)

- Specific teacher observational data
- Student input, self-assessment, or interview
- Peer evaluations of performance or products
- Parent input and information
- Monitoring of daily work

Instruction Must Be Based on Assessed Level and Rate of Learning:

Guidelines:

Instructional strategies must be in the form of providing advanced level work and/or an increase in pace of instruction. Instruction is based on assessment data. Instruction must be provided on a regular basis and must be clearly documented in lesson plans and grade books. For further information see the Oregon Department of Education Content Standards and District curricular agreements.

Level of Learning is the student's instructional level in the curriculum, the place where the student will be successful but will encounter knowledge and skills he or she has not yet learned or mastered.

A student's level of learning may be:

- Above grade level
- At grade level
- Below grade level

Rate of Learning is a measure of the pace at 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 the following:

- Subject
- Point in the learning process
- Degree of interest to the student
- Level of difficulty of the materials
- Learning style of the student

Differentiated Instruction and Strategies:

Differentiated Assignments

- Compacting Curriculum
- Higher-order Thinking & Questioning Strategies
- Independent Study/Research Project
- Cluster/Flexible Grouping
- Individual Instruction
- Acceleration
- Extension Activities
- Other

Definitions of Rate and Level Modifications Differentiated Instruction and Strategies

Differentiated Assignments: Assignments changed to meet a variety of different students' needs. The content, the processes and skills, and/or the final product (essay, speech, visual display) may be modified to stimulate higher order, more sophisticated outcomes.

Compacting Curriculum: A three-step process that (1) assesses what a student knows about material to be studied and what the student still needs to master, (2) plans for learning what is not known and excuses student from what is known, and (3) plans for free time to be spent in enriched or accelerated study, or for self-selected independent work.

Higher-order Thinking and Questioning Strategies: Student responds to questions during the course of instruction that require the student to use higher-level thinking skills such as analysis, interpretation, evaluation, and creativity.

Independent Study/Project: Student may work independently, with teacher guidance, on a project or area of study. The teacher may assign the topic, the student may select a topic from a list of options, or the student may design his/her own project with the teacher's guidance.

Cluster/Flexible Grouping: Grouping by ability and interest; grouping within skill area, usually language arts or math. May be in classroom, grade level, or cross-grade; must include acceleration and advanced extensions. May be short or long term; may be project-oriented.

Individualized Instruction: Instructional rate, achievement level, curriculum content, and depth of exploration based on assessment of individual needs. Student may be instructed individually, in small or large group settings depending on learning needs. On-going assessment is essential. Gives the student instruction with the materials that match the individual's specific needs. This may include both one-on-one direct teaching and/or self-guiding materials and processes.

Acceleration: Students' needs are usually met and accommodated by teacher providing faster pacing and more advanced content within the regular classroom; may occasionally require moving a student to a more advanced classroom or grade level for all or part of a day.

Extension Activities: Activities and materials offered outside of the regular curriculum at an advanced assessed level.

Learning Style Emphasis: If the student shows a dominant style of learning, provide opportunities for the student to learn and demonstrate his/her knowledge in that style.

Contract: An agreement between the student and teacher where the teacher grants certain freedoms and choices about how a student will complete tasks. The student agrees to use the freedoms appropriately in designing and completing work according to specifications.

Rights of Parents of Talented and Gifted Students

In carrying out the requirements of OAR 581-022-1310 and 581-022-1330, the school district shall:

- Inform parents at the time of the identification of the child and the programs and services available.
- Provide an opportunity for parents to provide input to and discuss with the district the programs and services to be received by their child.
- The parents may, at any time, request the withdrawal of their child from programs and services provided under OAR 581-022-1320. The school district shall notify parents of identified students of this right.
- Parents shall be informed of their right to file a complaint under OAR 581-022-1940.

Beaverton School District #48
Middle School Talented and Gifted (TAG) Instructional Plan
Grades 6, 7, and 8

Course: _____

Date: _____

Teacher: _____

Semester/Trimester: _____

GUIDELINES

Instruction is based on assessment data. Instructional strategies must be in the form of providing advanced level work and/or an increase in pace of instruction. Appropriate instruction must be provided on a regular basis, and must be clearly documented in each teacher's lesson plans and grade book. This form, course outlines, and individual student TAG Planning Worksheets are also available upon parent request.

STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING

DEFINITION OF RATE AND LEVEL:

- **Rate** of learning is a measure of the pace at which a student successfully progresses through the curriculum after being placed at the appropriate level.
- **Level** of learning is the student's instructional level in the curriculum, the place where the student will be successful but encounter knowledge and skills he or she has not yet mastered. In placing students at an appropriate level, teachers should consider complexity, depth, and sophistication of curriculum.

The following assessments may be used to determine rate and level. A minimum of three pieces of evidence must be gathered.

- State and District assessment data
- Pre-assessment of existing knowledge and skills specific to each course. These will be given within the first three weeks of the course. (See reverse side for assessment options to determine level.)

The results (percent, grade, percentile, specific observation, etc.) will be documented.

PRE-ASSESSMENTS WILL BE ONGOING AND WILL OCCUR IN THE FOLLOWING WAYS:

1. State/District Assessment Data: _____
2. _____
3. _____

STEP 2: DIFFERENTIATED INSTRUCTION

Describe what and how differentiation will take place in this course. Specifics will be included in the attached course outline. (See reverse side for differentiation options.)

- | | |
|--|---|
| <input type="checkbox"/> Differentiated Assignments | <input type="checkbox"/> Cluster Grouping |
| <input type="checkbox"/> Interdisciplinary Curriculum | <input type="checkbox"/> Independent Study |
| <input type="checkbox"/> Extension Activities | <input type="checkbox"/> Higher Order Questioning |
| <input type="checkbox"/> More Complex/Abstract Materials | <input type="checkbox"/> Individualized Instruction |
| <input type="checkbox"/> Research Projects | <input type="checkbox"/> Learning Style Emphasis |
| <input type="checkbox"/> Curriculum Compacting | <input type="checkbox"/> Flexible Grouping |
| <input type="checkbox"/> Acceleration of Content | <input type="checkbox"/> Accelerated Class |
| <input type="checkbox"/> Contracts | |

STEP 3: POST-ASSESSMENTS

Other Options _____

10/18/04
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