

PPS K-12 Talented and Gifted Education: PROGRAM DESIGN 2018/19



According to the **Oregon Revised Statute (June 22, 2012- ORS 343.409)** a school district shall provide educational programs and/or services to talented and gifted students enrolled in public schools under rules adopted by the Board of Education. There is no specific definition for how a district must design such programs or services but a flexible system of viable program options that provide a learning continuum developed throughout the district and reinforces the strengths, needs, and interests of TAG students should be taken into consideration.

PPS School Board Policy: 6.10.015-P

Talented and Gifted Education

1. *The district is committed to an educational program that recognizes the unique value, needs and talents of the individual student. Curriculum and instruction designed to meet the level and rate of learning of talented and gifted students is an integral part of this commitment. Talented and gifted students means those children who require special educational programs or services, or both, beyond those normally provided by the regular school program in order to realize their contribution to self and society and who demonstrate outstanding ability or potential in one or more of the following areas:*
 - a. *Intellectual ability*
 - b. *Unusual academic ability in reading or mathematics.*
2. ***The Board, therefore, directs district staff to provide classroom or school programs designed to promote educational opportunity for talented and gifted students commensurate with their ability.***
3. *The district has established an appeals process for parents to utilize if they are dissatisfied with the identification process or appropriateness of programs and services provided for their talented and gifted student.*

Legal References: ORS 343.391; ORS 343.395; ORS 343.407; ORS 343.409; ORS 343.413; OAR 581-015-0805 00825; OAR 581-02201310

History: Adpt 3/10/83; Amd 10/26/95; Amd 9/9/02; BA 2421

Children with special abilities and talents are part of the human mosaic in our schools and communities. They typically learn at a pace and depth that set them apart from the majority of their same-age peers. Because they have the potential to perform at high levels of accomplishment and have unique affective and learning style need when compared to others of their age, they require instructional and curricular adjustments that can create a better match between their identified needs and the educational services they typically receive.

Our theory of action reflects the Portland Public Schools' collective beliefs and links our mission with the strategy we will use to increase student achievement. It asserts that

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If

- we provide educators with meaningful professional learning that strengthens their knowledge of a ***Guaranteed and Viable Curriculum***, their understanding of how students learn best, the teaching methods that meet the needs of all students with an understanding of the shifts in student learning, teacher practice, and leadership support; and,
- we work closely with other departments, our schools, and classrooms, to help **promote effective implementation** of their core curriculum; and,
- we promote and encourage the use of **equity-based teaching and leadership practices**; and,
- we **expand learning opportunities** through multiple pathways and partnerships,

then every student who enrolls in our schools can achieve his or her maximum potential.

Continuum of Talented and Gifted Services in PPS

Elementary	Middle School	High School
Strategies to address Depth and Complexity- (DOK Wheel)		
Young Scholars Program K-12 – (97 th -99 th percentile)		
Flexible Grouping		
Developing Scholars K-12- (Potential to perform)		
ACCESS ACADEMY Grades 1-8		
<ul style="list-style-type: none">• IBPYP- select schools	<ul style="list-style-type: none">• IBMYP- select schools• Compacted Math Cy1 and Cy2	<ul style="list-style-type: none">• IB- select schools• AP- select schools• Dual Credit• CTE• Middle College- Jefferson High
Single Subject Acceleration: MATH grades 2-7		
Whole Grade Acceleration		

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1. GROUPING & PLACEMENT

Differentiating in four foundation areas (reading/language arts, math, science, social studies) through flexible grouping:

K-5: Participates in flexible grouping opportunities.

6-8: Participates in IBMYP courses, curricular acceleration, across- curricular projects and products and flexible grouping

9-12: Participates in AP, IB or dual credit courses in at least two foundation areas, works with a professional, external mentor in producing high level products based on interest and possible career path, leadership and flexible grouping

2. INSTRUCTIONAL CORE

Differentiating in four foundation areas (reading/language arts, math, science, social studies) through the addition of the dimensions of depth and complexity:

K-2: Identifies and defines dimensions, e.g. recall, infer, predict, hypothesize, critique, analyze, prove, synthesize, of depth and complexity and relates them to the foundation areas.

3-5: Identifies keywords that define the dimensions, e.g. recall, infer, predict, hypothesize, critique, analyze, prove, synthesize of depth and complexity; uses the dimensions as prompts to form questions and/or answers.

6-8: Integrates the dimensions, e.g. recall, infer, predict, hypothesize, critique, analyze, prove, synthesize of depth and complexity with the content imperatives in courses.

9-12: Integrates the dimensions, e.g. recall, infer, predict, hypothesize, critique, analyze, prove, synthesize of depth and complexity with the content imperatives in AP, IB or dual credit courses, conducts interdisciplinary studies, and makes decisions based on reasoned arguments using dimensions of depth and complexity and content imperatives as substantiation.

RATE	LEVEL	RATE AND LEVEL
Ability grouping in reading	Lit circles/Book clubs	Dual credit
Curriculum compacting	Inquiry based learning	Choice assignments
Ability grouping in math	Learning Centers	Credit by examination
	AP & IB	Distance learning
	Whole grade level acceleration K-5	Independent study projects
	Single Subject Acceleration- Math- K-4	Interdisciplinary units
	Interdisciplinary units	Flexible Grouping
	Research and Investigations	
	Development of original products	

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Portland Public Schools: Young Scholars Program

The Young Scholars' Program is a broad, district K-12 program developed and implemented in neighborhood schools to meet the diverse and complex intellectual and academic needs of students who have been identified as talented and gifted at the 97th to 99th percentile. The PPS TAG Department works with schools to complete a needs assessment in order to determine what level of support is needed and what is necessary to broaden and deepen the level of opportunities for students. Once this is established, we work to tailor, develop, and sustain an effective program of services and opportunities for the students and teachers.

Outcomes of the program are:

- *Equitable access for all students at their neighborhood school*
- *Consistent implementation of services*
- *The learning experiences of students are relevant, engaging and at their rate and level*
- *Support students' experience so that depth and complexity interact with the curriculum*
- *To develop the intellectual capacity of students and provide a classroom that requires cognitive demand*
- *To develop the professional skill-set and capacity of teachers*
- *To encourage a culture of intellectualism*
- *To provide standardized, universal tools and processes for students and teachers*
- *To nurture the innate and learned gifts and talents of students in a way that is deliberate and intentional*
- *To positively impact our community*
- *Allow like peers to think and plan together in an effort to build community and prevent isolationism*
- *Encourage and create multiple pathways and entry points to learning*
- *One required competition and an end of year EXPO for TAG students*
- *Enrichment opportunities*

Additional Program Options:

Grades K-7 (Enrichment)

- School level enrichment that may take place before, during or after school
- PPS Spelling Bee
- Oregon Writing Festival
- PPS Science Fair Grades 3-5
- Mathlete Competitions
- PPS Battle of the Books
- EXPO
- Summer Camps

Measurable Outcomes:

- SBAC
- Grades
- Work Samples
- Easy CBM
- DRA (where used)
- Summative TASK (IB)
- Comprehensive Growth Assessment for Bridges
- Student/Parent Survey
- Teacher Survey

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Grades 8-12 (Enrichment):

- School level enrichment that may take place before, during or after school
- PPS Spelling Bee
- Oregon Writing Festival
- PPS Science Fair/EXPO
- Mathlete Competitions
- Odyssey of the Mind
- PPS Battle of the Books
- Summer Leadership Institute
- Internships and Study Abroad Opportunities
- Required volunteer hours
- Accelerated pathways
- Talented and Gifted Requirements
- Summer Camps

Measurable Outcomes:

- Studied Abroad: %
- Held internship/conducted research: %
- Enrolled in a 4-year college and or university: %
- Attend a most competitive or highly competitive college or university: %
- Enrollment in CTE courses or "Creative Industry": %
- Enrollment in AP classes: %
- Enrollment in IB classes: %
- Minimum score of 3 on AP exams: %
- Minimum score of 5 on IB exams: %
- Number of students awarded IB Diploma: %
- High school graduation rates: %

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Young Scholars: 97th - 99th percentile

School Focus	Social/Emotional - School	Academic - School	Common Traits May Exhibit Some, But Not All
<ul style="list-style-type: none"> Responsible for all goals, concerns, and issues related to students Focus deliberate and intentional support for students Plan with other teachers to help support depth and complexity in the classroom Utilize best practices and high leverage strategies School staff should support developing an individual TAG Plan when requested Communicate openly, honestly, and consistently with families 	<ul style="list-style-type: none"> A safe and nurturing learning environment provides opportunities to explore new ways to think and pursue real-world application of their knowledge and skill Teachers, specialist, counselors, and other professional work together to support and nurture the social and emotional growth of these young learners Access to like-minded peers weekly, and preferably daily Placement of student in homeroom with another TAG peer Supporting the student when they feel isolated from other peers or are dealing with being socially awkward Allowing for time and resources to engage in highly focused pursuits Guiding students to understand perfectionism; failure and struggle are normal and productive Understanding some students may act out and/or socially withdraw because of feeling disconnected with peers and/or curriculum Students of color may intentionally underperform or mask their giftedness in order to fit in and not be rejected by peers. 	<ul style="list-style-type: none"> Support assessments that determine rate and level Implement appropriate placement based on data and need: <ul style="list-style-type: none"> SSA Whole Grade Flexible Grouping Compacting Ambiguous and open-ended learning experiences help student develop the practices and thinking habits of experts in the field. Critical and creative thinking skills are nurtured through problem-solving and problem-posing activities that challenge students TAG school work should replace current school work, not create additional work Engaging at rate and level may be more successful for 2E students than a traditional approach 	<ul style="list-style-type: none"> Capacity and predilection for complex reasoning Need for precision Facility with abstract material and awareness of underlying patterns Ease with metaphors and symbols Early grasp of an essential element of an issue Exceptional speed of processing Capacity for intuitive knowing Strong tendency toward psychological introversion Tendency to process information and sensations internally Social awkwardness and isolation Heightened sensitivity/stronger reactions to stimuli "Overexcitabilities" Asynchronous behavior/s Complex sense of justice and/or morality May develop complex emotional and intellectual defenses

Additional Considerations

The development of students who fall into this category often places them at odds with their various contexts. When they develop beyond the expectations of their family, classmates, and teachers, they may experience periods of greater inner disequilibrium and feelings of being out of sync with their environment. Without the appropriate supports and creative outlets, anxiety states, depressive disorders, eating disorders, and obsessive-compulsive behaviors can result. (Dabrowski, 1967; Jackson, 1995)

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Developing Scholars Program

Students who have been identified as a **Developing Young Scholar** are students who have been designated as “**Potential to Perform.**” This program is designed to reach our **historically underserved students** who typically may not be nominated for the Talented and Gifted Program. This program is designed to not only find and acknowledge these students but also provide a deliberate framework and opportunity to develop any gifts and talents related to the student’s intellect, and/or academics. The goal of such a program is to evaluate, support, and monitor student achievement in order to encourage participation in higher-level courses, advanced classroom activities, flexible grouping; culminating in college readiness. The ongoing development of students who fall into this category is critical to their success.

General Teaching Behaviors	Differentiated Teaching Behaviors	Problem Solving/Research	Critical Thinking
<ul style="list-style-type: none"> • The teacher creates a safe and nurturing learning environment • The teacher sets high expectations for student performance • The teacher provides adequate scaffolding so students may reach into higher levels of thinking • The teacher engages students in planning, monitoring, or assessing their own learning • The teacher has students reflect on what they have learned • The teacher communicates that struggle and failure are normal and productive 	<ul style="list-style-type: none"> • The teacher provides opportunities for independent, group learning and centers to promote depth and complexity in understanding content • The teacher accommodates individual or subgroup differences • The teacher encourages multiple interpretations of events and situations • The teacher allows students to discover key areas individually through structures activities and/or questions • The teacher differentiates time, resources, and/or assistance • The teacher differentiates either product and/or process • Ambiguous and open-ended learning experiences help student develop the practices and thinking habits of experts in the field • Critical and creative thinking skills are nurtured through problem solving and problem posing activities that challenge students 	<ul style="list-style-type: none"> • Students employ brainstorming techniques • Students engage in solution finding activities • Students solve problems in unique and diverse ways based on the situation • Students gather evidence from multiple sources through research based techniques • Students analyze data and represent it in appropriate charts, graphs, or tables • Students make inferences from data and drawing conclusions • Students determine implications and consequences • Students communicate research and study findings to relevant audiences in a formal report and/or presentation 	<ul style="list-style-type: none"> • Students judge or evaluate situations, problems, or issues • Students compare and contrast ideas • Students generalize from concrete data or information to abstract • Students synthesis and/or apply information within or across disciplines • Students make connections among various and multiple attributes centers on one concept • Students prove with evidence, judge with criteria, and/or argue • Students share original thoughts about issues or ideas in context • Students explore diverse points of view to reframe ideas • Students develop and elaborate on their ideas • Students add to, combine, minimize/maximize, and/or substitute • Critical thinking, reasoning, reflecting, discussing, and applying new ideas are essential characteristics of a climate of learning that encourages students to think on a higher level

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Year of Implementation	Instructional Focus	PPS Staff & PD Platform
2018-19	DOK (Depth and Complexity) PPS Young Scholars	Grades K-5 TAG Facilitators Learning Management System (LMS) Modules School Based Staff
2019-20	DOK PPS Young Scholars Flexible Grouping Developing Scholars	K-12 TAG Facilitators LMS Modules School Based Staff
2020-21	DOK (Depth and Complexity) Flexible Grouping PPS Young Scholars Developing Scholars	K-12 TAG Facilitators LMS Modules School Based Staff