

The State of Oregon passed the Talented and Gifted Education Act during the 1987 legislative session. The mandate is based on sound principles and research regarding the needs of talented and gifted students. It has required a dramatic shift in thinking for parents, educators, and students alike. The law speaks directly to assessing individual needs of students. The regular classroom teacher has become the major player in providing appropriate services.

Oregon Administrative Rules 581-22-1310, 1320 and 1330 outline enforcement of The Oregon Talented and Gifted Education Act. OAR 581-022-1510 address guidance and counseling. These rules apply to all children, grades K-12, in all public schools.



✓ Identification

Identification of talented and gifted (TAG) students is prescribed by the law. Each district must have written policies and procedures describing how they will collect and use information to identify students K-12. The district or building TAG coordinator or school principal will be able to describe these procedures to you.

In what areas are students to be identified?

1. as intellectually gifted
2. as academically talented in reading
3. as academically talented in math

Districts may also identify in the areas of creativity, leadership, and performing arts.

What criteria must be used?

Behavioral, learning and/or performance information must be used, including

- a score of 97th percentile or greater on a nationally standardized mental ability test for students identified as intellectually gifted
- a score equal to or greater than the 97th percentile on a nationally standardized achievement test in reading or in math for students identified as academically talented in reading or in math
- Districts shall also identify students who demonstrate the potential to perform at the 97th percentile (these may include students from cultural and ethnic minorities, disadvantaged or underachieving students, and learning disabled students)



✓ Programs and Services

District policies and procedures also include the specific programs and services available to identified students within their district and at each building. The TAG law states that the instruction provided to identified students must address each student's assessed level of learning and rate of learning in all relevant subjects.

What is the level of learning?

- Level of learning is the student's instructional level in the curriculum and the place where the student will be successful but will encounter knowledge and skills not yet learned or mastered. Level is more than advanced grade level; it involves complexity and sophistication of concepts.

What is rate of learning?

- Rate is a measure of the pace at which the student successfully progresses through the curriculum after being placed at an appropriate instructional level.
- A student's rate of learning will vary, depending on the subject, point in the learning process, degree of interest, level of difficulty, and learning style.

How do parents know the level and rate are appropriate?

- The student will be challenged.
- The student is learning new concepts.
- The student pursues deeper and/or more complex work.
- The student is not frustrated by work that is too easy or too hard.

How are programs and services described?

Services are to be implemented in a timely manner.

Educators may use some of the following terms:

- **Acceleration** - altering the pace or speed of learning and providing more sophisticated resources for learning
- **Flexible skill or ability grouping** - students of similar ability are grouped for specific skill areas, within a classroom, at grade level, or across grade levels
- **Differentiation** - teachers modify the content (curriculum standards, goals), the process (activities) to learn content, the product (demonstration of what has been learned), or the environment (where learning takes place) to match a student's needs

- **Cross-grade grouping** - students may be ability grouped for specific skills or content with students in a higher grade
- **Compacted curriculum** - the amount of time normally required to master a subject is reduced; often a pre-test determines current level of mastery and students are given a decreased amount of review of previous skills and/or less practice for new skills
- **Early entrance** - children enter a higher level of schooling (such as kindergarten, first grade, middle school, high school, or college) prior to the standard age for the grade
- **Grade skipping** - students are placed in a higher grade ahead of usual placement
- **Advanced Placement** - a formal curriculum for high school students who may take an AP exam for college credit after completion of the AP course
- **Concurrent enrollment** - allows students to take classes in the next higher level of school and obtain credit in both settings
- **Independent study** - the student identifies problems or topics of personal interest; the teacher assists in planning a method of investigation and identifying the product





✓ Parents or Guardians' Responsibilities and Rights

How Are Parents Involved?

The major **responsibility** of parents is to be informed about and involved in their child's education so they can be supportive advocates. Most often, good communication between parents and the school allows for questions to be raised and addressed. Parents and guardians may:

- attend meetings offered by their district or building to learn about giftedness and opportunities for their child
- read about TAG education in libraries or on the web and share what they learn
- network with other parents (see suggested resources)
- donate to the classroom:
 - time and expertise to allow the teacher to work with gifted children
 - transportation to allow students access to advanced research materials or experts for a research project
 - needed materials to extend the curriculum

The Oregon Talented and Gifted Education Act guarantees the following **specific rights** to parents of children identified under this act:

- Parental permission must be obtained for any individualized testing.
- Parents are to be notified of their children's identification as talented and gifted and of the programs and services available in their district.
- Parents must be given the opportunity to provide input to and discuss the programs and services to be received by their child.
- Parents must be informed of the procedure for a complaint or appeal. In general this procedure, contained in the district's policy and procedures, provides for resolution at the local level. The policy usually directs parents to bring their complaint or appeal for resolution first to the teacher. If not satisfactorily resolved, the complaint may then go to the building principal or building TAG contact, then to the district TAG contact or administrator with TAG responsibilities, to the district superintendent, and finally to the local board of education. After exhausting local complaint procedures, parents may address a written complaint indicating which state standard is being violated to the State Superintendent of Public Instruction.
- Parents may request access to the records used in the identification process along with an explanation by a knowledgeable district employee.
- Parents may, at any time, request the withdrawal of their child from talented and gifted programs and services.

✓ Questions? Contact:

- Your building principal or building TAG coordinator
- The district administrator with TAG responsibilities

✓ Additional resources:

Rebecca Blocher

Education Specialist, TAG
Oregon Department of Education
255 Capitol Street NE
Salem, OR 97310-0203
(503) 947-5931
rebecca.blocher@state.or.us
<http://www.ode.state.or.us/go/TAG>

NAGC (National Association for Gifted Children)

There is a parent division of this organization. The website includes brief position papers. www.nagc.org

Oregon Association of Talented and Gifted (OATAG)

This organization also includes both parents and educators.
P.O. Box 1703
Beaverton, OR 97075
www.oatag.org



To the Parents or Guardians
of Students Identified as

Talented and Gifted

in Oregon



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