

The Tools

Process Flowchart/ Checklist

 Tigard-Tualatin School District Talented and Gifted Program
Historically Underrepresented Populations Referral

Name: _____ Grade _____
Teacher _____ ID # _____
BIRTHDAY _____

MATH State Assessment score _____ (_____ %ile) Date: _____
RDG State Assessment score _____ (_____ %ile) Date: _____
NNAT Score _____ %ile Date: _____ ELPA Score: _____ Date: _____

REFERRAL SOURCE: NNAT _____ STATE TEST _____ TEACHER _____ PARENT _____
_____ Contact teacher to discuss current observations
_____ Plan/Begin Enrichment Opportunities (collect progress data)
_____ Schedule parent meeting (incl. ELL and interpreter, if applicable.)

In parent meeting:
_____ Conduct Parent Interview (U-PI)
_____ Complete home SIGS (in context of own culture)
_____ Request Permission to Begin Evaluation. (P-GE/S)
Date Rec'd: _____ Date Due: _____
_____ Complete SIGS with teacher: Int _____ LA _____ Mth _____
_____ Complete Attributes Rating Scale with teacher (U-RS): Lang _____ Cult _____ Soc _____ Learn _____
_____ Conduct File Review (FR)
_____ Gather assessment/cohort data (ELPA/LAS, OAKS/SBAC, DIBELS, classroom assessments)
_____ Gather Work Samples (for student and cohort group for comparison)
_____ Conduct student observations (U-OP)
_____ Determine if assessment will be given (NOT 2nd if ELL, per district plan)
If so:
_____ Administer assessment(s) - test _____
_____ Schedule TAG committee meeting
_____ Create DRAFT ID Profile (ID)
_____ Review evidence and scores in team mtg (U-EW)
_____ Decide on qualification in team mtg

If NO:
_____ Send Letter to Parents (phone call to parents) (E-GE/S)
_____ Sticker on Cum. File with "DNQ"
_____ House Eval. File in cum. file
_____ Process Complete

If YES:
_____ Sign ID form (ID)
_____ Letter of qualification, Parent Rights and annual Parent Input form to parents (phone call to parents) (E-GE/S, PIE/S)
_____ Request Secretary to add ID in Synergy
_____ Sticker on Cum File
_____ Draft TAG plan with teacher (ITP-E/S)
_____ Send Draft TAG plan to parents (make changes if necessary)
_____ Finalize file and house in TAG file
_____ Process Complete

The Tools: Process Flowchart/Checklist

Tigard-Tualatin School District Talented and Gifted Program
Historically Underrepresented Populations Referral

Name: _____ Grade: _____

Teacher: _____ ID #: _____

BIRTHDAY: _____

MATH State Assessment score: _____ (____ %ile) Date: _____

RDG State Assessment score: _____ (____ %ile) Date: _____

NNAT score: _____ %ile Date: _____ ELPA Score: _____ Date: _____

REFERRAL SOURCE: NNAT STATE TEST TEACHER PARENT

_____ Contact teacher to discuss current observations

_____ Plan/BEGIN Enrichment Opportunities (collect progress data)

_____ Schedule parent meeting (incl. ELL and interpreter, if applicable.)

In person meeting:

_____ Conduct Parent Interview (P-PI)

_____ Complete home SIS (in context of own culture)

_____ Request Permission to Begin Evaluation (P-GE/2)

Date Rec'd: _____ Date Due: _____

_____ Complete SIS with teacher: _____ A _____ Mth _____

_____ Complete Attributes Rating Scale with teacher (D-RS) Lang _____ Cult _____ Soc _____ Learn _____

_____ Conduct File Review (FR)

_____ Gather assessment/collected data (SIPAA/AS, OMS/2nd, OMS/5, classroom assessments) (D-CR)

_____ Gather Work Samples (for student and cohort group for comparison)

_____ Conduct student observations (D-OR)

_____ Determine if assessment will be given (NOT 2nd if ELL, per district plan)

If NO:

_____ Administer assessment(s) - send _____

_____ Schedule TAG committee meeting

_____ Create DRAFT ID Profile (D)

_____ Review evidence and scores in team mtg (D-EW)

_____ Decide on qualification in team mtg

If YES:

_____ Sign ID form (ID)

_____ Letter of qualification, Parent Rights and annual Parent Input form to parents (phone call to parents) (D-GE/2, PE/2)

_____ Request Secretary to add ID in Synergy

_____ Sticker on Cum File

_____ Draft TAG plan with teacher (DPA-E/2)

_____ Send Draft TAG plan to parents (make changes if necessary)

_____ Finalize file and house in TAG file

_____ Process Complete



Tigard-Tualatin School District Talented and Gifted Program Historically Underrepresented Populations Referral

Name: _____ Grade _____

Teacher _____ ID # _____

BIRTHDAY _____

MATH State Assessment score _____ (____ %ile) Date: _____

RDG State Assessment score _____ (____ %ile) Date: _____

NNAT Score _____ %ile Date: _____ ELPA Score: _____ Date: _____

REFERRAL SOURCE: NNAT STATE TEST TEACHER PARENT

_____ Contact teacher to discuss current observations

_____ Plan/BEGIN Enrichment Opportunities (collect progress data)

The Tools: Enrichment Opportunities

Enrichment Opportunity	Information Collected
TAI Math—give placement test first	-completion of each lesson in first 5 problems vs. needing more practice -scores on assessments
Participation in pull-out TAG groups	-work samples/products compared to TAG peers
Participation in after-school TAG groups	-work samples/products compared to TAG peers
Differentiation Menus	-Creativity of work samples -Comparison to peers (typical/TAG)
Book Clubs/Novel Studies (native or secondary language)	-work samples/products compared to group members -increased reading progress?
SET game	-Spatial reasoning; ability to quickly solve game sets
Math challenge games	-ability to find solutions quickly -comparison to peers -increased math progress?
Logic games/puzzles	-Intuitive solutions/problem solving compared to peers



The Tools: Enrichment Opportunities



TTSD - Talented and Gifted (TAG) Program Enrichment Tracking Form

Student name:
DOB:

Date:
Student ID:

TAG Specialist:
 Classroom Teacher:

Area of Enrichment:

- ☐ Language Acquisition
☐ Academic performance in Reading
☐ Academic performance in Math
☐ Other:

Enrichment Opportunity Provided:

[illegible]

The Tools: Process Flowchart/Checklist

Tigard-Tualatin School District Talented and Gifted Program
Historically Underrepresented Populations Referral

Name: _____ Grade: _____
Teacher: _____ ID #: _____
BIRTHDAY: _____
MATH State Assessment score: _____ / _____ Date: _____
RIG State Assessment score: _____ / _____ Date: _____
NWEA score: _____ Site: _____ ESEA score: _____ Date: _____
REFERRAL SOURCE: _____ STATE TEST: _____ TEACHER: _____ PARENT: _____
_____ Contact teacher to discuss current observations
_____ Plan/Begin Enrichment Opportunities (collect progress data)
_____ Schedule parent meeting (incl. ELL and interpreter, if applicable.)

In parent meeting:

_____ Conduct Parent Interview (P-PI)
_____ Complete home SIGS (in context of own culture)
_____ Request Permission to Begin Evaluation (P-GE/S)
Date Rec'd: _____ Date Due: _____

_____ Complete SIGS with teacher (in context of own culture)
_____ Complete Attributes Rating Scale with teacher (P-RS) Lang: _____ Lit: _____ Learn: _____
_____ Conduct I File Review (P-R)
_____ Gather assessment/collected data (SIPPA/AS, OMS/IBAC, DBELS, classroom assessments) (P-CG)
_____ Gather Work Samples (for student and cohort group for comparison)
_____ Conduct student observations (P-OR)
_____ Determine if assessment will be given (NOT 2nd if ELL, per district plan)
If so, _____
_____ Administer assessment(s) - send _____
_____ Schedule TAG committee meeting
_____ Create DRAFT IG Profile (IG)
_____ Review evidence and scores in team mtg (IG-EW)
_____ Decide on qualification in team mtg

If NO:

_____ Send Letter to Parents (phone call to parents) (P-GL/S)
_____ Sticker on Cum. File with "NAG"
_____ House Eval. File in cum. file
_____ Process Complete

If YES:

_____ Sign IG form (IG)
_____ Letter of qualification, Parent Rights and annual Parent Input form to parents (phone call to parents) (P-GL/S, PLE/S)
_____ Request Secretary to add IG in Synergy
_____ Sticker on Cum. File
_____ Draft TAG plan with teacher (P-TAG/S)
_____ Send Draft TAG plan to parents (make changes if necessary)
_____ Finalize file and house in TAG file
_____ Process Complete

_____ Schedule parent meeting (incl. ELL and interpreter, if applicable.)

In parent meeting:

_____ Conduct Parent Interview (U-PI)

_____ Complete home SIGS (in context of own culture)

_____ Request Permission to Begin Evaluation. (P-GE/S)

Date Rec'd: _____ Date Due: _____

The Tools: Parent Interview



Tigard-Tualatin School District TAG Program Parent Interview Questions for Historically Underrepresented Students

Language

What do you remember about your child's early language development?

Do you remember when he/she started talking? Reading?

Tell us about the process of your child acquiring a new language.

Can you give some examples of how/when your child uses both languages?

What else can you tell us about your child's language skills?

Learning

Tell us about your child's passions or interests in school and outside of school?
(imaginative, creative, artistic)

How can you tell your child is interested in something?
(highly motivated, self-driven, persistent)

Is your child curious? Do they ask a lot of questions? Give us some examples of questions your child has asked you.
(highly observant, notes details)

What is it like for your child to learn something new?
(memory retention, recall, connections, patterns, relationships, generalizations)

What can you tell us about your child's schoolwork and homework?

When something is hard or challenging, what does your child do?
(problem-solving, logical reasoning, intuition)

What else can you tell us about your child's learning and thinking?



Tigard-Tualatin School District TAG Program Parent Interview Questions for Historically Underrepresented Students

Social

Is your child a leader? Can you give us some examples of his/her leadership?
(shows leadership qualities, self confident, assumes responsibility)

Describe your child in social situations.
(well-liked, respected by peers, gets along with others)

Describe how your child reacts when confronted with a new situation.
(adapts easily, flexible, willing to take risks, problem solving)

Describe your child's emotions. Is he/she emotional?
(empathetic, intense emotional response)

Is your child funny? Does he/she understand humor? Please provide some examples.

Cultural

Tell us about your family's culture. What are some qualities that are valued or viewed as gifted in your culture?
Does your child have any of these qualities?

Does your child understand that he/she is part of more than one culture?

How has the process of adapting to a new culture been for your child?

Does your child like to talk about or share his/her culture with his/her friends?

The Tools: Parent Interview

*Also complete a Scales for Identifying
Gifted Students (SIGS) Home Rating Scale*

The Tools: Process Flowchart/Checklist

Tigard-Tualatin School District Talented and Gifted Program
Historically Underrepresented Populations Referral

Name: _____ Grade: _____
Teacher: _____ ID #: _____
BIRTHDAY: _____
MATH State Assessment score: _____ (_____ %ile) Date: _____
RIG State Assessment score: _____ (_____ %ile) Date: _____
NNAT score: _____ %ile Date: _____ (SFA score: _____ %ile)
REFERRAL SOURCE: NNAT STATE TEST TUGA & TALENT

Contact teacher to discuss current observations

Plan/Begin Enrichment Options (collect progress data)

Schedule parent meeting (incl. ELL and interpreter, if applicable.)
In parent meeting:

Conduct Parent Interview (E-PS)

Complete home SIGS (in context of student's culture)

Request Permission to Home Evaluation (P-GE/2)
Date Rec'd: _____ Date Due: _____

Complete SIGS with teacher: Int _____ LA _____ Mth _____

Complete Attributes Rating Scale with teacher (U-RS): Lang _____ Cult _____ Soc _____ Learn _____

Conduct File Review (FR)

Gather assessment/collected data (SFA/NAEP, ORE/OSBE, CBELLS, classroom assessments) (E-CR)

Gather Work Samples (for student and cohort group for comparison)

Conduct student observations (E-OR)

Determine if assessment will be given (NOT 2nd if ELL, per district plan)
If so, _____

Administer assessment(s) - send _____

Schedule TAG committee meeting

Create DRAFT ID Profile (ID)

Review evidence and scores in team mtg (E-EW)

Decide on qualification in team mtg
If NO:

Send Letter to Parents (phone call to parents) (E-GL/3)

Sticker on Cum. File with "NAG"

House Eval. File in cum. file

Process Complete
If YES:

Sign ID form (ID)

Letter of qualification, Parent Rights and annual Parent Input form to parents (phone call to parents) (E-GL/3, PE/3)

Request Secretary to add ID in Spring

Sticker on Cum File

Draft TAG plan with teacher (EPR-E/3)

Send Draft TAG plan to parents (make changes if necessary)

Finalize file and house in TAG file

Process Complete

_____ Complete SIGS with teacher: Int _____ LA _____ Mth _____

_____ Complete Attributes Rating Scale with teacher (U-RS): Lang _____ Cult _____ Soc _____ Learn _____

_____ Conduct File Review (FR)

The Tools: Attributes Rating Scale



Tigard-Tualatin School District

Attributes Rating Scale for Identifying Historically Underrepresented Talented and Gifted Students

Language		Much less than peers	Somewhat less than peers	About the same as peers	Somewhat more than peers	Much more than peers	Notes/Comments:
Advanced skills/fluency in native language		0	1	2	3	4	
acquires language rapidly		0	1	2	3	4	
translates/interprets between languages		0	1	2	3	4	
strong expressive language/verbal skills		0	1	2	3	4	
code switches easily		0	1	2	3	4	
large vocabulary		0	1	2	3	4	
Total:							/6 = Average

Learning		Much less than peers	Somewhat less than peers	About the same as peers	Somewhat more than peers	Much more than peers	Notes/Comments:
exceptional memory, retention or recall		0	1	2	3	4	
highly motivated or self-driven, persistent		0	1	2	3	4	
pursues an intense interest		0	1	2	3	4	
curious, inquisitive, asks unusual or penetrating questions		0	1	2	3	4	
quick mastery of new skills or information		0	1	2	3	4	
analytical—finds meaning, makes connections, generalizes and finds relationships		0	1	2	3	4	
demonstrates high levels of logical reasoning, intuition and problem-solving abilities		0	1	2	3	4	
highly observant, notes details		0	1	2	3	4	
academic achievement and work completion at high level (compared to cohort)		0	1	2	3	4	
discovers, applies and creates patterns		0	1	2	3	4	
impatient with repetition or routine		0	1	2	3	4	
imaginative, creative, original or novel ideas		0	1	2	3	4	
exceptional ability in the arts		0	1	2	3	4	
Total:							/13 = Average

The Tools: Attributes Rating Scale



Tigard-Tualatin School District

Attributes Rating Scale for Identifying Historically Underrepresented Talented and Gifted Students

Social		Much less than peers	Somewhat less than peers	About the same as peers	Somewhat more than peers	Much more than peers	Notes/Comments:
displays leadership qualities		0	1	2	3	4	
assumes mature responsibilities		0	1	2	3	4	
adapts easily to new situations, flexible		0	1	2	3	4	
well-liked, respected and acknowledged by peers		0	1	2	3	4	
gets along well with adults and older students		0	1	2	3	4	
empathetic		0	1	2	3	4	
intense or unmutual emotional depth or responsiveness		0	1	2	3	4	
advanced sense of humor		0	1	2	3	4	
self-confident and/or willing to take risks		0	1	2	3	4	
intuitive grasp of situations		0	1	2	3	4	
sees/understands multiple perspectives		0	1	2	3	4	
high expectations of self and others		0	1	2	3	4	
skilled at problem-solving; solves problems in various or unique ways (including both academic and social/emotional problems)		0	1	2	3	4	
Total:							/13 = Average

Cultural		Much less than peers	Somewhat less than peers	About the same as peers	Somewhat more than peers	Much more than peers	Notes/Comments:
mature sense of diverse cultures and languages		0	1	2	3	4	
respect for cultural differences		0	1	2	3	4	
navigates appropriate behaviors successfully in multiple cultures		0	1	2	3	4	
exceptional talent in areas specifically valued in culture of origin		0	1	2	3	4	
shows pride in cultural or ethnic background; is willing to share own culture or language		0	1	2	3	4	
Total:							/5 = Average

The Tools: Attributes Rating Scale

Also complete Scales for Identifying Gifted Students (SIGS) School Rating Scale

The Tools: Process Flowchart/Checklist

_____ Gather assessment/cohort data (ELPA/LAS, OAKS/SBAC, DIBELS, classroom assessments)

_____ Gather Work Samples (for student and cohort group for comparison)

Tigard-Tualatin School District Talented and Gifted Program
Historically Underrepresented Populations Referral

Name: _____ Grade: _____
Teacher: _____ ID #: _____
BIRTHDAY: _____
MATH State Assessment score: _____ (_____ / _____) Date: _____
RIG State Assessment score: _____ (_____ / _____) Date: _____
NNAT score: _____ Site Date: _____ ELPA Score: _____ Date: _____
REFERRAL SOURCE: NNAT STATE TEST TEACHER PARENT _____
_____ Contact teacher to discuss current observations _____
_____ Plan/Begin Enrichment Opportunities (include progress data) _____
_____ Schedule parent meeting (incl. ELL and interpreter, if applicable) _____

In parent meeting:

_____ Conduct Parent Interview (P-PI) _____
_____ Complete Home SIS (in context of _____ colors) _____
_____ Request Permission to Begin Evaluation (P-G/P) _____
_____ Date Rec'd: _____ Initials: _____
_____ Complete SIS with teacher: Init _____ LA _____ Mth _____
_____ Complete Attribution Rating Scale with teacher (D-RS) Lang _____ Cult _____ Soc _____ Learn _____
_____ Conduct 1st Review (P) _____
_____ Gather assessment/cohort data (ELPA/LAS, OAKS/SBAC, DIBELS, classroom assessments) (D-CB) _____
_____ Gather Work Samples (for student and cohort group for comparison) _____
_____ Conduct student observations (D-OP) _____
_____ Determine if assessment will be given (NOT 2nd if ELL, per district plan) _____
If so, _____
_____ Administer assessment(s) - send _____
_____ Schedule TAG committee meeting _____
_____ Create DRAFT ID Profile (D) _____
_____ Review evidence and scores in team mtg (D-EW) _____
_____ Decide on qualification in team mtg _____

If NO:

_____ Send Letter to Parents (phone call to parents) (E-G/P) _____
_____ Sticker on Cum. File with "NAG" _____
_____ House Eval. File in cum. file _____
_____ Process Complete _____

If YES:

_____ Sign ID form (ID) _____
_____ Letter of qualification, Parent Rights and annual Parent Input form to parents (phone call to parents) (E-G/P, PE/P) _____
_____ Request Secretary to add ID in Synergy _____
_____ Sticker on Cum. File _____
_____ Draft TAG plan with teacher (D-P-EJ/P) _____
_____ Send Draft TAG plan to parents (make changes if necessary) _____
_____ Finalize file and house in TAG file _____
_____ Process Complete _____

The Tools: Gather Cohort Data



Tigard-Tualatin School District Talented and Gifted (TAG) Program Cohort Study Protocol

Student name:

Date:

TAG Specialist:

DOB:

Student ID:

Classroom Teacher:

Area of Evaluation:

- ☐ Language Acquisition
- ☐ Academic performance in Reading
- ☐ Academic performance in Math

Testing that will be used:

- ☐ ELPA
- ☐ DIBELS
- ☐ Smarter Balanced
- ☐ Classroom unit tests
- ☐ Other:

Find a minimum of 3-5 other students of similar demographics whose data will be compared. The students must be the same ethnicity and grade. They also must have entered the culture/school at around the same time. Remember what area you are evaluating, and try to make all other demographics the same.

The Tools: Gather Cohort Data

Collect Cohort Data below or attach additional forms:

Assessment Used:

Student	Date(s)	Data/Evidence
Student 2		
Student 3		
Student 4		
Student 5		
Student 6		

Assessment Used:

Student	Date(s)	Data/Evidence
Student 2		
Student 3		
Student 4		
Student 5		
Student 6		

Review / Observations:

Next Steps:

Figure 2 Tualatin School District Talented and Gifted Program
Historically Underrepresented Populations Referral

Name: _____ Grade: _____
Teacher: _____ ID #: _____
BIRTHDAY: _____
MATH State Assessment score: _____ (_____ %ile) Date: _____
RSG State Assessment score: _____ (_____ %ile) Date: _____
NNAT score: _____ %ile Date: _____ ELPA score: _____ Date: _____
REFERRAL SOURCE: NNAT STATE TEST TEACHER PARENT

Contact teacher to discuss current observations

Plan/Begin Enrichment Opportunities (collect previous data)

Schedule parent meeting (incl. ELL and non-English, if applicable.)
In parent meeting:

Conduct Parent Interview (D-F)

Complete home visit (in context of own culture)

Request Permission to Begin Evaluation (P-G/E/F)
Date: _____ ID: _____ Date Due: _____

Complete work with teacher: Init. _____, IP _____, MA _____

Complete All Grades Rating Scale with teacher (D-RS) L _____, Cult. _____, Soc. _____, Learn. _____

Complete File Review (FR)

Gather assessment/cohort data (D-F/A/C/S, OAA/S/IBAC, DBELLs, classroom assessments) (D-CS)

Gather Work Samples (file in _____ and cohort group for comparison)

Conduct student observations (D-OP)

Determine if assessment will be given (NOT 2nd if ELL, per district plan)
If NO:

Administer assessment(s) - test _____

Schedule TAG committee meeting

Create DRAFT ID Profile (D)

Review evidence and scores in team mtg (D-EW)

Decide on qualification in team mtg
If NO:

Send Letter to Parents (phone call to parents) (E-G/E/F)

Sticker on Cum. File with "DNQ"

House Eval. File in cum. file

Process Complete
If YES:

Sign ID form (D)

Letter of qualification, Parent Rights and annual Parent Input form to parents (phone call to parents) (E-G/E/F, PR/E)

Request Secretary to add ID in Synops

Sticker on Cum File

Draft TAG plan with teacher (D-F/E/F)

Send Draft TAG plan to parents (make changes if necessary)

Finalize file and house in TAG file

Process Complete

Tigard-Tualatin School District Talented and Gifted Program
Historically Outstanding Achievement Recognition Referral

Name _____ Grade _____
Teacher _____ ID # _____
BIRTHDAY _____

MATH State Assessment score _____ (_____) _____ (_____) _____
EDG State Assessment score _____ (_____) _____ (_____) _____

WHAT Score _____ Skills Date: _____ ELPA Score _____ Date: _____
REFERRAL SOURCE: _____ STATE TEST TEACHER PARENT _____

_____ Contact teacher to discuss current observations
_____ Plan/Rego Enrichment Opportunities (select from page 2nd)
_____ Schedule parent meeting (incl. ELL and interpreter, if applicable.)

in parent meeting:

_____ Conduct Parent Interview (p. 10) _____
_____ Complete home visit (contact of non-custodial parent)
_____ Request Referral to Regio Evaluation (p. 6/EL2) _____
_____ Date Referral _____ Date Due: _____
_____ Complete Test with teacher: _____ (LA _____ Math _____)
_____ Consider Allottee Rating Scale with teacher (p. 10) (RA) _____ Conf _____ See _____
_____ Consider File Review (p. 8)

Teacher assessment/chart data (p. 10) (ELA, MATH, SCIENCE, GRADE, CLASS, classroom assessments) (p. 15)
Culter Work Samples (for student and teacher group for comparison)
Teacher student achievement (p. 10)
_____ Determine placement will be good (NOT 2nd if ELL, per district plan)
(p. 10)

_____ Administrator assessment(s) - test _____

Schedule TAG committee meeting
_____ Cover DRAFT ID Profile (p. 10)
_____ Review evidence and scores in team mtg (p. 10-W)
_____ Decide on qualification in team mtg

IF NO:

_____ Send Letter to Parents (phone call to parents) (p. 6/EL2)
_____ Clicker on Cum. File with "NO"
_____ Review Eval File in cum. file
_____ Process Complete

IF YES:

_____ Sign ID form (10)
_____ Letter of qualification, Parent Rights and annual Parent Input form to parents (phone call to parents) (p. 6/EL2, PHE)
_____ Request Secretary to add ID in Spontry
_____ Clicker on Cum. File
_____ Draft TAG plan with teacher (17P-4/7)
_____ Send Draft TAG plan to parents (include changes if necessary)
_____ Finalize file and house in TAG file
_____ Process Complete

The Tools: Student Observation(s)



Tigard-Tualatin School District Observation Protocol for Historically Underrepresented Gifted Students

Language	Notes/Comments:
Advanced skills/fluency in native language	
acquires language rapidly	
translates/interprets between languages	
strong expressive language/verbal skills	
code switches easily	
large vocabulary	
Other:	

Learning	Notes/Comments:
exceptional memory, retention or recall	
highly motivated or self-driven, persistent	
pursues an intense interest curious, inquisitive, asks unusual or penetrating questions	
quick mastery of new skills or information analytical-finds meaning, makes connections, generalizes and finds relationships demonstrates high levels of logical reasoning, intuition and problem-solving abilities	
highly observant, notes details academic achievement and work completion at a high level (compared to cohort)	
discovers, applies and creates patterns	
impatient with repetition or routine	
imaginative, creative, original or novel ideas	
exceptional ability in the arts	
Other:	

Social	Notes/Comments:
displays leadership qualities	
assumes mature responsibilities	
adapts easily to new situations, flexible	
well-liked, respected and acknowledged by peers	
gets along well with adults and older students	
empathetic intense or unusual emotional depth or responsiveness	
advanced sense of humor	
self-confident and/or willing to take risks	
intuitive grasp of situations	
sees/understands multiple perspectives	
high expectations of self and others various or unique ways (including both academic and social/emotional problems)	
Other:	

Cultural	Notes/Comments:
mature sense of diverse cultures and languages	
respect for cultural differences navigates appropriate behaviors successfully in multiple cultures	
exceptional talent in areas specifically valued in culture of origin shows pride in cultural or ethnic background; is willing to share own culture or language	
Other:	

The Tools: Additional Assessments

- Standardized testing and other assessments are not required
- Team evaluates potential for beneficial evidence from various assessments
- Assessments can be administered if team anticipates meaningful evidence
- Possible assessments include:
 - Academic: WIAT-III, KTEA-II, Stanford 10
 - Academic in Native Language: Woodcock-Muñoz III
 - Intellectual: NNAT-2, OLSAT, CogAT
 - Language: ELPA, LAS
- ***No cut scores!*** Assessment data is just one more piece of the puzzle.

The Tools: Process Flowchart/Checklist

Tigard-Tualatin School District Talented and Gifted Program
Historically Underrepresented Populations Referral

Name: _____ Grade: _____
Teacher: _____ ID #: _____
BIRTHDAY: _____
MATH State Assessment score: _____ (_____ / _____) Date: _____
RIG State Assessment score: _____ (_____ / _____) Date: _____
NMAT score: _____ Nite Date: _____ ELPSA score: _____ Date: _____
REFERRAL SOURCE: NMAT STATE TEST TEACHER PARENT
_____ Contact teacher to discuss current observations
_____ Plan/Begin Enrichment Opportunities (collect progress data)
_____ Schedule parent meeting (incl. ELL and interpreter, if applicable)
In parent meeting:
_____ Conduct Parent Interview (E-PS)
_____ Complete home SIS (in context of team culture)
_____ Request Permission to Begin Evaluation (P-GE/2)
Date Rec'd: _____ Date: _____
Complete SIS with teacher: _____ LA _____ Mth _____
Complete Attributes Rating Scale with teacher (E-RS) Lang _____ Cult _____ Soc _____ Learn _____
Conduct EIR Review (E-7)
Gather assessment/collect data (EUPA/NAT, OMS/ISAC, DBELS, classroom assessment) (E-2/3)
Gather work samples (for student and cohort group for comparison)
Complete student observations (E-OP)
Determine if assessment will be given (NOT 2nd & ELL, per district plan)
If NO:
_____ Administer assessment (E-PS)
Schedule TAG committee meeting
Create DRAFT ID profile (ID)
Review evidence and scores in team mtg (E-EW)
Decide on qualification in team mtg
If YES:
Sign ID form (ID)
Letter of qualification, Parent Rights and annual Parent Input form to parents (phone call to parents) (E-GE/3, PE/3)
Request Secretary to add ID in Synergy
Sticker on Cum File
Draft TAG plan with teacher (EPP-E/3)
Send Draft TAG plan to parents (make changes if necessary)
Finalize file and house in TAG file
Process Complete

- _____ Schedule TAG committee meeting
- _____ Create DRAFT ID Profile (ID)
- _____ Review evidence and scores in team mtg (U-EW)
- _____ Decide on qualification in team mtg

A TAG Committee consists of:

- TAG Specialist
- Counselor
- Classroom Teacher
- Building Administrator
- Others?

The Tools: Evidence Worksheet/Team Meeting



Tigard-Tualatin School District Evidence Worksheet for Identifying Historically Underrepresented Talented and Gifted Students

Areas to Consider	Possible Sources of Evidence Include:	Evidence Collected/Considered by Team:
Language	ELPA/LAS data (compare to cohort group):	
	Attributes Rating Scale (Language Average Score):	
	Observation Protocol (Language Notes/Comments):	
	Data/Evidence from File Review:	
	Anecdotal Teacher Reports/Observations:	
	Evidence from Parent Interview:	
Cultural	Other:	
	Attributes Rating Scale (Cultural Average Score):	
	Observation Protocol (Cultural Notes/Comments):	
	Data/Evidence from File Review:	
	Anecdotal Teacher Reports/Observations:	
	Evidence from Parent Interview:	
	Other:	

Areas to Consider	Possible Sources of Evidence Include:	Evidence Collected/considered by team:
Social	Attributes Rating Scale (Social Average Score):	
	Observation Protocol (Social Notes/Comments):	
	Data/Evidence from File Review:	
	Anecdotal Teacher Reports/Observations:	
	Evidence from Parent Interview:	
	Other:	
Learning	DIBELS Data (compare to cohort):	
	OAKS/SBAC Data (compare to cohort):	
	Classroom work samples and/or assessment data (compare to cohort):	
	Specific Instructional Enrichment Strategies/Opportunities Provided:	
	Growth data/Response to Enrichment/Progress Monitoring (compare to cohort or enrichment group):	
	Attributes Rating Scale (Learning Average Score):	
	Observation Protocol (Learning Notes/Comments):	
	Anecdotal Teacher Reports/Observations:	
	Report Card/Other Data from file review:	
	SIGS Percentiles (Home and/or School Rating Scales):	
	Evidence from Parent Interview:	
	Other:	

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Next Steps

- Visit <https://goo.gl/ZQQDhz> for access to PDF forms and documents, as well as a copy of this presentation.
- Use the process in your schools and districts.
- Contact us with questions, feedback or collaboration:
khughart@ttsd.k12.or.us; ccordes@ttsd.k12.or.us