

Gifted Education

- West Linn-Wilsonville
 - School District

West Linn-Wilsonville's Beliefs about Gifted Learners

- Gifted learners' needs are best met through experiences that are differentiated in pace and depth.
- Collaboration (among parents, teachers, students and others) is essential to our success in meeting the needs of gifted students.
- The inclusion of gifted learners in the regular classroom program is integral to their success as part of a community of learners. We also acknowledge the importance of gifted learners interacting with other students who share their skills and talents.

The Identification Process

- The identification process can begin at any grade level.
- The State of Oregon defines giftedness in two areas: academic and intellectual
- The process of identifying a child must be thoughtful. It can often take months or even years of careful observation to make an appropriate assessment.

Academic

- Academic identification is divided into two areas: math and/or reading
- An academic identification primarily measures what a child knows

Intellectual

- Intellectual identification addresses a child's mental ability
- An intellectual identification is an indicator of how a child knows what he or she knows

Potential to Perform

- In addition to the recognized areas of academic and intellectual identification, the state of Oregon has recently added the category of “potential to perform” at the 97th percentile. This category allows for the identification of students who show the potential to perform at this level, however, it does require substantial supporting data to meet the criteria set forth in the TAG Mandate.

State Requirements

- The state of Oregon requires that a formal identification of gifted students involves a test score at or above the 97th percentile on a nationally standardized test.
- The state also requires that there be supporting data in addition to the test score.
- No single measure may be used to make an identification.
- State definitions on Talented and Gifted identification may be found in the Oregon Administrative Rules (581-22-1310)
- The TAG Mandate set forth in the Oregon Administrative Rules is an unfunded mandate

Making an Identification

- A test score in the 97th percentile or above is required (with the exception of the “potential” category)
- Additional collected data:
 - Parent referrals
 - Teacher referrals
 - Work samples
 - Supplemental test scores
- Once information is gathered, a case study begins and a team meets to determine eligibility

Now what?

- Once a child is formally identified as gifted, the building's Gifted Education Coordinator formally informs the parent and meets with the classroom teacher to discuss instructional needs and options.
- It is our hope that all children are already being challenged within the classroom; but formal identification in Gifted Education provides us with additional information to better meet your child's needs.

Classroom Inclusive Challenges

- The needs of our gifted learners are best met within their classroom.
- Teachers employ a variety of instructional strategies to make this happen, these include:
 - Differentiated instruction
 - Flexible skill based groupings
 - Compacted curriculum
 - Tiered activities
 - Complex instruction

Additional Enrichment

- In addition to our classroom inclusive instruction in a student's area of giftedness, the district provides other enrichment opportunities specifically to our identified gifted learners.
- These enrichment activities not only provide students with additional areas of interest, they also allow for interaction with other children who might think in similar ways. Activities include field trips, workshops, seminars and more.