



Ontario School District

Plan for Talented and Gifted Education

Submitted 4/14/2023

Revised 9/8/2023

Table of Contents

Section 1: Introduction	3
Key Terminology	4
Section 2: School District Policy on the Education of Talented and Gifted Students	4
Local School Board Policies	5
Implementation of Talented & Gifted Education Programs and Services	7
Section 3: Identification of TAG-Eligible Students	5
District TAG Identification Practices	5
Universal Screening/Inclusive Considerations	7
Portability of TAG Identification	7
	1

Section 4: Instructional Services and Approaches	8
Instructional Programs and Services for TAG Students	8
Advanced Placement (AP) Course Offerings	8
International Baccalaureate (IB) Course Offerings	9
Teacher’s Knowledge of TAG Students in Class	9
Instructional Plans for TAG Students	10
Option/Alternative Schools Designed for TAG Identified Students	10
TAG Enrichment Opportunities	11
Section 5: Plan for Continuous Improvement	12
District Goals	12
Professional Development Plan: Identification	12
Family Engagement	13
Section 6: Contact Information	
TAG Forms	15
Appendix: Glossary	16



Section 1: Introduction



**Section 2:
School District Policy on the
Education of Talented and
Gifted Students**



**Section 3: Identification of
TAG-Eligible Students**



**Section 4: Instructional
Services and Approaches**



**Section 5:
District Goals - Plan for
Continuous Improvement**



**Section 6:
Contact Information**



**Section 7:
TAG Forms**



**Appendix:
Glossary**

Section 1: Introduction



Talented and Gifted (TAG) students are an important part of every school community across Oregon. In Oregon, districts and schools must plan for how they will meet the academic and social-emotional needs of TAG students, specific to their local context, and communicate these plans to the students and families they serve.

District-level Talented and Gifted Education Plans serve as an integral communication tool to district educators, families, and community partners. Districts are required to submit their TAG plans to the Oregon Department of Education (ODE) every year, provide copies upon request to schools within their district, and post a copy on their district website. (OAR [581-022-2500](#) (2)(a)(A))

Oregon laws that govern Talented and Gifted Education include both Oregon Revised Statutes (Oregon laws passed by the State Legislature, abbreviated as ORS) and Oregon Administrative Rules (requirements that are adopted by the State Board of Education to support Oregon Revised Statutes, abbreviated as OAR). Statutes provide legal definitions and broad guidelines specific to gifted education. The Oregon Administrative Rules outline the specific requirements districts implement to meet the minimum standards for identification, parents rights, and programs and services. Specific statutes and OARs are referenced throughout this TAG plan.

Key Terminology

Talented and Gifted Students in Oregon: Students 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. These are students who demonstrate outstanding ability or potential in one or more of the following areas:

- (a) General intellectual ability (often referred to as, Intellectually Gifted).
- (b) Academic ability (often referred to as, Academically Talented) in one or more academic areas (including, but not limited to: reading, mathematics, science, and social science).
- (c) Creative ability in using original or nontraditional methods in thinking and producing.
- (d) Leadership ability in motivating the performance of others either in educational or noneducational settings.
- (e) Ability in the visual or performing arts, such as dance, music or art.

Oregon Revised Statutes (ORS): Oregon laws passed by the State Legislature.

Oregon Administrative Rules (OAR): Rules adopted by the State Board of Education to support statutes (ORS).

Rate of Learning: The pace at which the student is successfully progressing through instructional materials and experiences after being placed at the appropriate level. A student's rate will vary depending on subject, interest, level of difficulty and point in the learning process.

Level of Learning: The instructional level where the student will encounter new knowledge and skills. It involves depth and complexity in thinking.

Historical reference of District TAG Plans: House Bill (HB) 2180 (2011) and Senate Bill 486 (2021).

Section 2: School District Policy on the Education of Talented and Gifted Students



Legal references: aligned to [ORS 343.397](#) (1)(a) and [OAR 581-022-2500](#)

A. Local School Board Policies

Ontario School District

Mission

All students will be equipped with the skills for lifelong learning and graduate as responsible adults prepared for college or career.

Introduction

Ontario School District is committed to providing a quality education for all students, including typically underrepresented populations. We recognize the wide variations that exist among the gifted and strive to meet their needs. Our goal is to ensure that the gifted learner is stimulated and challenged throughout the school day by means of advanced content, flexible pacing, higher order thinking skills, research, projects, and/or materials appropriate for the student's learning.

DISTRICT GOALS:

- To increase the number of gifted students who participate in Honors and Dual Credit classes at OHS.
- To increase the identification of students from typically underrepresented populations.
- To increase services for students identified as TAG across the District.

Belief Statements

We believe children are our wealth; of all that we have, our children are our greatest value. Children are our strength; through their efforts, weaknesses and challenges will be overcome. Children indeed are our future. We look forward to the future anticipating many successes.

Therefore, we pledge . . .

Our commitment to Achievement

We believe family, students, staff, and community members are responsible for the progress of all students. A community thrives when its members recognize and value their interdependence and cultural diversity.

Our commitment to Educating the Whole Child

We believe all students deserve the opportunity to reach their potential; therefore, the District will provide a wide range of opportunities, resources, and experiences in an equitable manner in all schools.

Our commitment to Excellence and Accountability

We believe in a commitment to excellence. Educational excellence requires that students, staff, and Board strive for continual growth and improvement as measured through established criteria.

Our commitment to Resources

We believe that human, financial, and physical resources are critical to education and that we are responsible for the equitable and effective use of District resources. We believe the District's physical resources should exemplify a 21st century learning environment.

Our commitment to Safety

We believe students should be valued, safe, and secure. Mutual integrity, trust, and respect are essential for positive relationships.

B. Implementation of Talented & Gifted Education Programs and Services

The district is committed to an educational program that recognizes, identifies and serves the unique needs of talented and gifted students. Talented and gifted students are those who have been identified as Academically Talented, Intellectually Gifted, and/or Twice Exceptional.

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.

Programs and Services-Talented and Gifted Students

The district will have a written plan to provide programs and services for talented and gifted students.

The instruction provided to identified students shall address their assessed levels of learning and accelerated rates of learning. The district superintendent will remove administrative and organizational barriers that may restrict student access to appropriate services. Program options will include, but not be limited to:

1. Cluster grouping in regular classrooms;
2. Cross grade grouping;
3. Compacted/fast-paced curriculum;
4. Honors classes;
5. Block classes;
6. Independent study;
7. Credit by proficiency;
8. Dual enrollment at Ontario High School and Treasure Valley Community College;
9. Mentors;
10. Online classes.

Assessments for the development of an appropriate academic instructional program shall include the information used by the team for identification purposes and also may include one or more of the following:

1. An academic history which may include grades, portfolio assessment records of other progress records, and achievement information that demonstrates the student's level of learning and rate of learning;

2. Other evaluation methods such as formal tests or informal assessment methods designed by teachers to determine the student's instructional level and rate of learning related to specific academic programs;
Programs and Services-Talented and Gifted Students – IGBBC 1-2
3. Student interest, style, and learning preferences information from inventories or interviews; and
4. Other measures determined by the district to be relevant to the appropriate academic instructional program for the student.

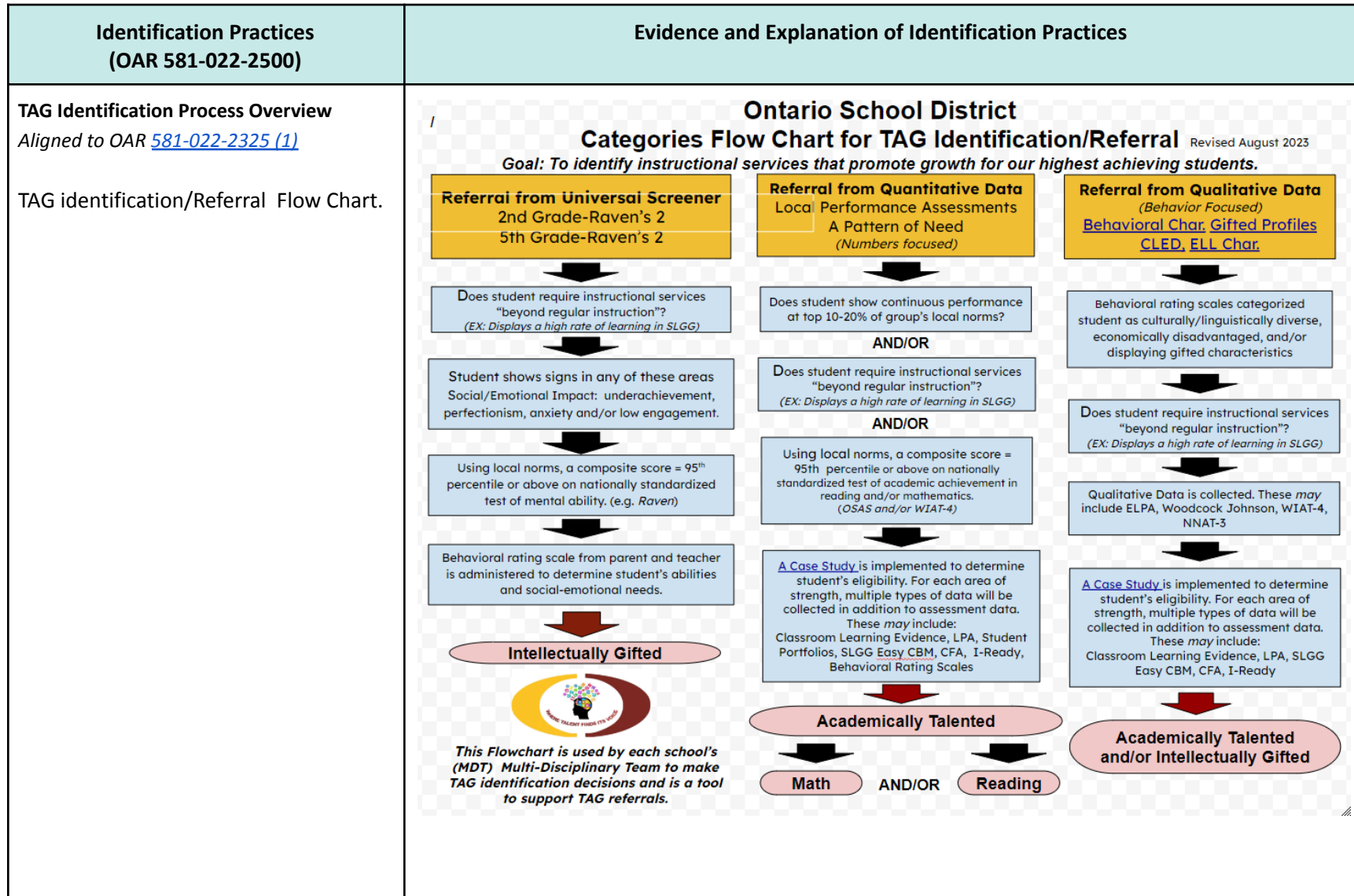
The Board has established an appeals procedure to utilize if an individual has a complaint regarding the appropriateness of programs and services provided for identified talented and gifted students.

Section 3: Identification of TAG-Eligible Students

Legal References: aligned to ORS 326.465; ORS 343.395; ORS 343.397; ORS 343.407; OAR 581-022-2325; OAR 581-022-2500



A. District TAG Identification Practices



Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	Explanation: Multiple pathways may lead to a TAG Identification. Students enter the identification eligibility process through one of the three options/on-ramps: • Universal Screening casting a wide-net to ensure identification methods do not immediately exclude potential talent. • Utilizing Local Performance Assessments for the need of differentiated instruction.<i>(Top 20% using local cohort norms)</i> • Inclusion of work samples, classroom observations, and research-based checklists. If a CLED, 504, IEP student performs in the top 5-10% in a local cohort norm or greater on the Raven's 2 or NNAT-3 plus shows qualitative evidence of gifted characteristics, this automatically qualifies them for TAG. If the initial data satisfies the guiding questions in the TAG identification/Referral Flow Chart case study is then opened to collect additional background information from school and home alone with multiple modes and measures of qualitative and quantitative data as outlined in the TAG identification/Referral Flow Chart Once a body of evidence has been collected, the case study is reviewed by each school's Multidisciplinary Team (MDT) to determine if a preponderance supports identification in or or more TAG areas: • Intellectually Gifted • Academically Talented in Math • Academically Talented in Reading Students who do not yet show preponderance for evidence continue to be monitored for consideration at a later date. Decisions are documented accordingly and parents are notified. All documents are filed into the students cum folder

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
Appeals Procedure for Talented and Gifted Identification and Placement**	Appeals Procedure for Talented and Gifted Identification and Placement** The Board has established an appeals process for parents to utilize if they are dissatisfied with the identification process and/or placement of their student in the district program for talented and gifted. (TAG) students and wish to request reconsideration. The district's desire and intent is to reach satisfactory solutions during the informal process: Informal Process 1. The parents will contact the school TAG coordinator/teacher to request reconsideration; 2. The district TAG coordinator & teacher will confer with the parents and may include any additional appropriate persons (e.g., principal, counselor, teacher, etc.). At this time, information pertinent to the selection or placement will be shared; 3. If an agreement cannot be reached, the parents may initiate the Formal Process. Formal Process 1. Parents shall submit a written request for reconsideration of the identification/placement to the district TAG coordinator; 2. The district TAG coordinator shall acknowledge in writing the receipt of the request within five working days and shall forward copies of the request and acknowledgment to the school TAG coordinator/teacher; 3. District and school TAG coordinator/teacher and other appropriate administrators shall review the student's file and earlier decisions within 10 working days of the original request. Additional data may be gathered to support or change the earlier decision; 4. Parents may be provided an opportunity to present additional evidence; 5. If deemed necessary, a formal hearing will be conducted by the district hearings officer utilizing the appropriate procedures;
Multiple modes and methods of data collection used in the identification	Identification is based on multiple measures and modes that call for a consistent pattern of excellence over time. Both qualitative and quantitative data is included and several pathways are aligned to cast a wide net as illustrated in our TAG Identification/Referral flowchart.

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
process. <i>Aligned to OAR</i> 581-022-2325 (2)(b)(c)	EXPLANATION: <u>Referrals:</u> Teacher, parent or student referrals can be initiated throughout the school year. <u>Universal Screening:</u> Raven's 2 Online Test for 2nd and 5th graders <u>Tests:</u> Raven's 2 Online Test Wechsler Individual Achievement Test (WIAT-4) Naglieri Nonverbal Ability Test (NNAT3) <u>Affective Characteristics & Cognitive and Language Skill Development:</u> Ranzulli's Behavioral Characteristics Rating Scale (TAG-3) and (TAG-4) CLED Scale (TAG-11A) Characteristics of Gifted ELD Learners (TAG11-B) <u>Areas of Identification:</u> ● Intellectually Gifted ● Academically Talented in Reading ● Academically Talented in Math
Culturally responsive practices specific to identification. <i>Aligned to OAR</i> 581-022-2325 (1)(a), (2)(d)(A-E)	The district will use Universal Screening of all 2nd and 5th grades using the Raven's 2 and local cohort norms by Cultural, Linguistic, or Economic (CLED) identifiers to locate students who are out-performing their most similar peer groups. Translated communications with families (Spanish and other languages upon request) are provided.
Research-based tools, instruments, or considerations utilized to equitably	A preponderance of Evidence will be collected using our case study form. This tool is designed to

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
identify students from underrepresented populations including, but not limited to: students experiencing disabilities, students who are culturally and linguistically diverse	organize collected data that will be used to determine TAG eligibility and services. This includes the following research based-tools: ● Raven’s 2 Universal Screener at 2nd and 5th Grades ● NNAT-3 ● Local Performance Assessments ● Qualitative data that includes: ○ Local Cohort Norms by CLED identifiers ○ Gifted Profiles ○ Ranzulli’s Scale for rating the Behavioral Characteristics of Superior Students s ○ Characteristics of Gifted English Language Learners ○ Rate of Learning Acquisition ○ Participation in Dual Language Programs
Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices	The district will use Universal Screening at 2nd and 5th grades using the Raven’s 2 , to make an effort to equitably to identify talented and gifted students from special populations such as: 1. Cultural and ethnic minorities; 2. Disadvantaged; 3. Underachieving gifted; 4. Disabled learners. 5. English Language Learners Careful selection of appropriate measures and a collection of behavioral or learning characteristics shall also be used. These measures shall include: ● Ranzulli’s Scale for rating the behavioral characteristics of Superior Students <i>(completed by parent, teachers and student when appropriate)</i>(TAG-4A) ● Classroom performance portfolio/teacher input

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	● Accumulation of ALL Standardized Data gathered from ongoing District 100% meetings. These measures may include: ● NNAT-3 ● The Environmental Opportunities Profile may be administered to determine the impact of the home environment on students from poverty and non-poverty households. School personnel look at the home and determine which factors within the environment exist that impact learning positively or negatively. This helps us equitably determine the degree to which home environment has shaped the performance of poverty and non-poverty students. ● CLED Scale for ELL newcomers and those receiving ELD services.TAG-11A
Universal Screening/Inclusive considerations	To cast a wide-net, our district uses the RAVENS-2 as a universal screening tool, as well as an identification instrument. Each year, <u>all</u> students in 2nd and 5th grades are tested. Any new students to these grades throughout the year are also tested. Students are not screened out before they are tested just because one thinks they won't perform well. We use this nonverbal test to help us identify students who may otherwise be overlooked. ○ Proctors follow best practices in test-taking and provide accommodations as noted in student IEP and 504. Exception to the rule of testing all: ● If a parent requests that his/her child not be tested, don't administer the test. ● If a student has already received a cognitive test, it is at your discretion to test again.

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	• If a student transfers to your school, check his/her records before testing as he/she may have already received the <i>Raven</i> test, especially if the student came from within our district.
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data TAG identification/Referral flowchart.	In order to serve academically talented and intellectually gifted students in grades K-12, the district will use the following standardized norms which have been adjusted to meet our local cohort norms in the identification process: Identified students shall score at or above the 95th percentile on one of these tests. This process shall include as a minimum: 1. Behavioral, learning, and/or performance information; 2. A nationally standardized mental ability test (RAVEN-2 or NNAT) for assistance in identifying intellectually gifted students; 3. A nationally standardized academic achievement test or Oregon State Assessment System (OSAS) for assistance in identifying academically talented students. Local Cohort Norms may include: Building, Distinct Grade Levels, Title-1 Schools, Gender, Program of Services Race, Environmental Background

Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	To cast a wide-net, multiple measures and modes are used to demonstrate a student’s preponderance of TAG ability that include qualitative and quantitative data as illustrated in our TAG identification/Referral Flow Chart. Circumstantial materials may be used to identify students with language, disability, cultural, or socio-economic issues: • ELPA • Woodcock Johnson • WIAT-4 • NNAT-3 • The Environmental Opportunities Profile may be administered to determine the impact of the home environment on students from poverty and non-poverty households. School personnel look at the home and determine which factors within the environment exist that impact learning positively or negatively. This helps us equitably determine the degree to which home environment has shaped the performance of poverty and non-poverty students. • CLED Scale and ELL Characteristics Check-list for ELL newcomers and those receiving ELD services.TAG-11A
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Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
TAG Eligibility Team	Members of the Multi-Disciplinary Team (MDT) at each school shall include: ▪ TAG Coordinator ▪ Administrator ▪ Classroom Teacher(s) - at least one, preferably two - teachers should be ones who know the student well (e.g. homeroom or previous year's teacher). ▪ If applicable, the MDT may also include support staff, such as counselor, art/music teacher, ELL, instructional coach, special education, etc.
Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification	TAG forms, including Case Study Report and all identification information, including test score reports, in manila envelope marked "confidential file" (<i>may say TAG</i>) to be located within student's cumulative file kept in office. The District Coordinator shall make a copy of the case study to keep in a working file just in case something happens to the original copies.

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	Yes

Key Questions	District Procedure
What is the broad screening instrument and at what grade level is it administered?	The Raven's 2 Online Test is administered first trimester for all second and fifth graders. The district TAG Coordinator is notified throughout the year of any new students to this grade level, and then they are also assessed.
How is the screener used in the identification process (i.e. what percentile threshold, if any, is used to initiate the eligibility process; and how are percentiles used to promote, rather than extinguish, eligibility)? Flowchart for TAG Identification	☐ 100% of scores are nominated for TAG Identification ☐ Top 10% of scores in a local cohort norm are considered for TAG Identification using a Case Study (<i>Additional students are considered if supporting data is collected</i>) ☐ 5-10% of these scores are selected for TAG identification when a preponderance of evidence is found through the case study process. ☐ CLED students who perform in the top 10% in a local cohort norm or greater on the NNAT-3 plus show qualitative evidence of gifted characteristics, are automatically qualified as TAG. *No single data point can eliminate a student from the referral process.
Parent Notification and Participation	The district shall inform parents of the identification of their student as talented and gifted. The district shall further inform parents of program or service options available and provide them an opportunity to participate in selecting those programs or options most appropriate for their student.

C. Portability of TAG Identification

Key Questions	District Policy and Practices
Does your district accept TAG identification from other districts in Oregon?	Yes. As long as records can be found indicating the student was identified as TAG in another district, the student will automatically be identified in our district. In this case, the student should be added to the TAG coordinator's list (in working files) and the district data coordinator should be asked to make sure the Synergy database lists the student as TAG. On the other hand, if supporting evidence cannot be found in the student's records for the identification from another district, the identification process will have to start anew in our district.
Does your district accept TAG identification from other states?	Yes. As long as records can be found indicating the student was identified as TAG in another district, the student will automatically be identified in our district. In this case, the student should be added to the TAG coordinator's list (in working files) and the district data coordinator should be asked to make sure the Synergy database lists the student as TAG. On the other hand, if supporting evidence cannot be found in the student's records for the identification from another district, the identification process will have to start anew in our district.
Do local norms influence the decision to honor identification from other districts and states?	No. As long as records can be found indicating the student was identified as TAG in another district, the student will automatically be identified in our district. In this case, the student should be added to the TAG coordinator's list (in working files) and the district data coordinator should be asked to make sure the Synergy database lists the student as TAG. On the other hand, if supporting evidence cannot be found in the student's records for the identification from another district, the identification process will have to start anew in our district.

Section 4: Instructional Services and Approaches



A. Instructional Programs and Services for TAG Students

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
Differentiation is implemented in every elementary grade level and secondary content area.	Philosophy of Differentiation Since students move through the core curriculum at varying rates and levels of learning, all students benefit from differentiation of curriculum. By adjusting the curricular elements of content, process, and/or product, the classroom teacher can address individual student needs, maintain rigorous standards, and provide all students with the opportunity to reach their full potential. Effective Practices Related to Differentiation • The instructional program is characterized by academic rigor, high expectations, and an active role for the learner. The curriculum is made meaningful by integration, cross-disciplinary connections, whole tasks, personal interests and concerns, and real-life application. Assessment would reflect these characteristics. • The amount of time scheduled for instruction with an intact group of students would be of such length that it allows for flexible and differentiated use of time to best match the desired instructional outcomes. • Student placement for instruction would be primarily heterogeneous with opportunities for homogeneous ability grouping where appropriate to the instructional objectives. Such groupings would be fluid and dynamic. Beliefs Related to Differentiation Curriculum should:

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
	• be designed to help students acquire the knowledge, understanding, skills and processes, and attitudes and attributes identified in District documents. • be built around intellectually challenging, rich content, and designed to help students deal with increasing levels of abstraction and complexity, promoting both an acquisition of in-depth knowledge and an understanding of how key concepts, generalizations, and skills from one discipline relate to other disciplines. • provide opportunities to make choices or pursue individual interests and abilities. Instruction should: • emphasize active and expressive learning and be designed to allow for physical activity, “hands-on” experiences, and creative expression. • include varied strategies, settings, activities, and groupings. • be designed to meet a wide range of individual differences: learning styles, and modes: intellectual and creative abilities; and stages of development (intellectual, psychological, social, and physical). • allow for skills to be taught within meaningful contexts and applied and reinforced in many curricular areas and in real-life situations. • employ strategies which engage students in complex, valued, authentic tasks. Assessment should: • emphasize high expectations which are explicitly communicated to all students. • be based on a variety of learning outcomes, including products, portfolios, and performances. • include opportunities for self-assessment and peer feedback. • be used to evaluate student progress, improve instruction, and make program decisions.
Formative Assessment as a Process	Observed regularly in K-12 classrooms.

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
Subject Acceleration (Above grade level course work)	Assessments for the development of an appropriate academic instructional program shall include the information used by the team for identification purposes and also may include one or more of the following: 1. An academic history which may include grades, portfolio assessment records of other progress records, and achievement information that demonstrates the student's level of learning and rate of learning; 2. Other evaluation methods such as formal tests or informal assessment methods designed by teachers to determine the student's instructional level and rate of learning related to specific academic programs; 3. Student interest, style, and learning preferences information from inventories or interviews; and 4. Other measures determined by the district to be relevant to the appropriate academic instructional program for the student.
Whole Grade Acceleration (grade skipping) TAG-9 Form	Students may be recommended for grade level advancement either by a parent or school personnel. Informal Conference to include classroom teacher, counselor, TAG coordinator, and principal will be had to meet with parent to explain: • Policy and procedures. • Reasons for recommendations including the student's academic level and attitude about grade skipping are presented. • Teacher discusses curriculum modifications currently in use for the student in the present classroom. If agreement is reached to pursue consideration of grade advancement, the next procedural steps are discussed.

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
	1. Data Collection a. Parent completes Parent Request for Student Grade Advancement; TAG-9 b. Teacher or counselor completes Student Grade Advancement Checklist; TAG-9 c. Test scores, work samples, TAG Student Plan, behavioral records, SWIS data, anecdotal records, etc., are collected and attached; d. The student is interviewed by the counselor; e. All forms and any other pertinent information are given to the principal. 2. EBISS (Effective Behavioral and Instructional Support Systems) Team a. Information collected is presented to the EBISS Team for evaluation; b. EBISS Team conducts meeting with the teacher(s), counselor, principal and TAG Coordinator; reaches a decision; and makes recommendations 3. Parent Conference a. The counselor, teacher, and principal present EBISS Team recommendations to parents and student; b. Parents and student add their signatures to the Grade Level Advancement Decision; Grade Advancement for Students Grades K-12 c. Parents have the right to appeal the decision in writing to the Director of Student Services and Instruction. 4. Timeline This procedure may take place any time throughout the year. Grades K-12 In all grades, there is a trial period of one term or semester with the student's adjustment being assisted by the school counselor. The student should be aware that if it does not go well he or she may go back to the original grade. Caution is needed to build up excessive expectations from grade advancement. The student should not be made to feel he or she is a failure if it does not go well. All documentation will be placed in the student's cumulative file and the student's TAG plan will reflect advancement decisions. Principal

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
	send list of any students advancing a grade level to the director of student services and instruction. Any decision for grade advancement is based upon the individual needs of a particular student. The final decision is the responsibility of the principal(s) involved and the procedures listed above may be modified to fit any unique circumstances. Grades 7-12 Same procedures as with grades K-6, except information may be gathered from several teachers. If the grade skipped means entrance into another level school, such as into the middle school or into the high school, the receiving principal should be included in the discussions.

B. Advanced Placement Course Descriptions (*Not applicable*)

C. Dual Credit Course Offerings

Name of Dual Enrollment Course	Schools and Grade Levels Offered
College Algebra/Pre-calculus (OIT Math 111 and 112)	OHS, Grade 11 or 12
Calculus (OIT Math 251 and 252)	OHS, Grade 12
Advanced Biology (TVCC)	OHS Grade 11 or 12
Advanced Chemistry (TVCC CHE 101 and 104)	OHS Grade 11 or 12
Honors English 12 (TVCC Writing 121 and 122)	OHS, Grade 12
Honors US History (TVCC History 202 and 203)	OHS Grade 11

Name of Dual Enrollment Course	Schools and Grade Levels Offered
Cultural Anthropology (TVCC)	OHS Grade 10, 11 or 12

D. International Baccalaureate Offerings (*Not applicable*)

E. Career Technology Education (CT) Course Offerings

Name of CT Course	Schools and Grade Levels Offered
Business Computer App 1 (TVCC OA121)	OHS Grade 9 through 12
Business Computer App 2 (TVCC OA122)	OHS Grade 9 through 12
Welding 2 (TVCC AET 221)	OHS Grade 9 through 12
Welding 3 (TVCC AG 221)	OHS Grade 10 through 12
Farm Business Management (TVCC AREC 221)	OHS Grade 10 through 12
AG Marketing (TVCC AG 111)	OHS Grade 10 through 12
Horticulture 2 (TVCC Hort 111)	OHS Grade 10 through 12
Culinary Arts 2 (Central Oregon CC)	OHS Grade 10 through 12
TVT Welding 1 (TVCC Welding 150, 120, 160)	OHS Grade 11 or 12
TVT Welding 2 (TVCC Welding 103, 104, 212)	OHS Grade 12

F. Teacher's Knowledge of TAG Students in Class

Key Questions	District Procedure
What procedures are in place to ensure classroom teachers K – 12 know who the TAG identified students are in their classrooms?	The District TAG Coordinator will: First week of school: ● Share list of previously identified TAG students with k-12 teachers. ● Alert teachers of any pertinent program information from the previous year. ○ If pertinent information is found (for example, a student worked at a different grade level for math, or a student has been enrolled in college courses), share information with appropriate teacher(s). By time of first Parent/Teacher Conferences: ● Review with teachers the requirements of TAG Mandate and 8C Board Policies for TAG during the first trimester of the school year. ● Collaborate with teachers to assure previously identified TAG students are assessed for, placed according to, and taught at their level and rate of learning. ● Initiate and assure completion of TAG plans (TAG-5 form) for previously identified students and share with new teachers. Ongoing throughout the year: ● Coordinate completion of TAG plans (TAG-5) for newly identified students. ● Work with classroom teachers and parents to plan and provide appropriate programs and services. ● Encourage teachers to monitor and adjust TAG plans as needed. ● Share resources and materials with teachers.

Key Questions	District Procedure
	• Communicate and facilitate opportunities for students. • Keep an informal working file. End of year: • Make program recommendations, including placements and schedules, for next year. • Make sure TAG student information is accurately recorded in Synergy database for teacher access.
What procedures are in place to ensure classroom teachers K – 12 know where they can get support if needed specific to the TAG services the district offers?	The District TAG Coordinator will: First Trimester: • Conduct district & building level TAG Identification & Services Professional Development in the first trimester to include the following topics: ○ Introduction of District TAG Coordinator and building level services provided ○ Review TAG Essentials: Identification, Programs & Services, statutes and Oregon Administrative Rules. ○ Communication of TAG Mandates and 8C Board Policies for TAG. <i>(Unpacking OAR 581-022-2325...An In-Depth Overview of Rule Requirements for Identification of Academically and Intellectually Gifted Students.)</i> At opportune times throughout the year: Presentations at staff meetings, grade level meetings, or team meetings may be such as

Key Questions	District Procedure
	when making class schedules, filling out TAG plans, or preparing for parent/teacher conferences, reminding teachers of our guidelines and responsibilities in meeting the mandate, professional development in differentiation strategies for increasing rate and rigor of curriculum.
How do teachers determine rate and level needs for students in their classrooms?	Assessment Options for Rate and Level of Learning and Instruction: ● Placement recommendations and specific data from previous teacher (s) ● Student input and self assessment and /or interview ● Parent input and information ● Observational data (anecdotal comments on daily work, etc.) ● Placement tests (check-up tests) ● End of book tests ● Chapter / unit tests ● Final / semester tests ● Criterion referenced tasks (i.e., scoring guides) ● Student portfolio / work folders ● Essay questions ● Lab demonstrations / tasks ● Standardized tests ● Statewide assessments ● Curriculum based district assessments ● Journals ● Research reports ● Independent study projects ● Writing samples scored with analytical scoring guides ● Pretests / post tests ● Peer evaluations of performance or products ● Monitoring of daily work

G. Instructional Plans for TAG Students

Key Questions	District Procedure
Are Personal Education Plans (PEPs) required or optional? At which grade levels are PEPs required?	<u>Elementary Personal Educational Plans are Required</u> Students identified as talented and/or gifted at the elementary level (K-5) have an instructional plan developed that meets the needs of their rate and level of learning. The plan may be reviewed and / or updated periodically. • Parents are invited to give input for the instructional plan at the first conference or the next available conference after a student is identified. • Parents receive a copy of the plan. 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 and mastered. Level is more than advanced grade level; it involves complexity and sophistication of concepts. 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. Assessment Options for Rate and Level of Learning and Instruction: • Placement recommendations and specific data from previous teacher (s) • Student input and self assessment and /or interview • Parent input and information • Observational data (anecdotal comments on daily work, etc.) • Placement tests (check-up tests) • End of book tests • Chapter / unit tests

Key Questions	District Procedure
	• Final / semester tests • Criterion referenced tasks (i.e., scoring guides) • Student portfolio / work folders • Essay questions • Lab demonstrations / tasks • Standardized tests • Statewide assessments • Curriculum based district assessments • Journals • Research reports • Independent study projects • Writing samples scored with analytical scoring guides • Pretests / post-tests • Peer evaluations of performance or products • Monitoring of daily work
Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?	Secondary Education Plans are NOT required. These are replaced with a <u>Course Description for Secondary TAG Students.</u> • Observational data (anecdotal comments on daily work, etc.) • Placement tests (check-up tests) • End of book tests • Chapter / unit tests • Final / semester tests • Criterion referenced tasks (i.e., scoring guides) • Student portfolio / work folders • Essay questions • Lab demonstrations / tasks

Key Questions	District Procedure
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student's learning?	Each teacher and parent will be notified by the TAG coordinator regarding the student's eligibility status. A letter will be sent to the parent indicating whether the student is eligible or not eligible. The parent may also request personal contact from the teacher, principal, or TAG coordinator. TAG Coordinator, Teachers, and/or Support Staff ● For currently identified students, develop a TAG Instructional Plan to be presented during the first conference. ● For students identified later in the school year, develop a TAG Instructional Plan to be presented during the next available conference. ● Document all assessment results in a grade book or other appropriate data file. ● Provide parent opportunity regarding assessments results of level and rate and instructional modifications. ● Discuss any significant changes in the student's ○ Pace, direction, or focus of classroom instruction ○ Response to classroom material ○ Social or emotional behavior Document and communicate placement recommendations for the coming year.

H. Option/Alternative Schools Designed for TAG Identified Students (*Not applicable*)

I. TAG Enrichment Opportunities

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
Elementary Grades 1st-6th Enrichment Class	To foster our Talented and Gifted students social and emotional development, students will have the opportunity to participate in Enrichment Class twice a week. The goal of this time is to expose students to a curriculum that accomplishes two objectives: 1. Creates cognitive demand and productive struggle early on in their educational career. Some examples of this work include the application of Design Thinking as they work with Coding Spero's, Dash Wonderbox and Lego Stem Challenges. 2. Provide an effective curriculum in addition to the differentiated instruction students receive in their CORE classes. Thus, we plan to implement the Brainology/Growth Mindset Curriculum in the Fall of 2023. This is a blended curriculum that teaches students how to develop a growth mindset. The program includes online animated instruction units as well as offline classroom instruction.
<i>(See Section 5/District Goals)</i> OMS Grades 7-8 TAG Advisory or Elective • Cluster Group of 7th/8th Graders • A two-year cycle of curriculum	Year One: YouScience SNAPSHOT Hyper-personalized pathways are created as students experience proprietary artificial intelligence to uncover their own aptitudes. Students are guided to connect these aptitudes to career and educational pathways designed to help them explore relevance in school and confidence beyond. This curriculum offers advanced instruction to prepare students for college and career. • Aptitude and career discovery: Students' unlock aptitudes and connect these to real in-demand careers. Access in-depth reports that help them understand impact. Connection with employers. • Industry-recognized certifications: Students are equipped with Industry Certifications that let them calidae their skills and knowledge to themselves and employers. • Work-based experiences: Create work-based learning programs that help prepare

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
	students for the careers they'll excel in. Year Two: Future City Competition. Using the Engineering Design Process (EDP) and project management skills, students showcase their solutions to a citywide sustainability issue. This will offer students opportunities to experience cognitive demand and productive struggle as they experience this hand-on cross-curricular educational program that brings STEM to life for Middle School students. Academic Standards Compliance: ● Common Core Stands: Science and Technical Literacy ● Common Core: ELA ● Common Core: Mathematics ● Next Generation Science Standards ● Benchmarks for Science Literacy ● Principles and Standards for School Mathematics.
OHS Grade 9 through 12 Variety of elective course-work offered that apply the concepts of Project-Based Learning and Design Thinking	● Stop Motion Animation ● Game Design ● Computer Sciences ● Drones (Opportunity to obtain Part 107 License and work as a drone pilot while they are still in high school.)
OHS Grade 10	You SCIENCE

Section 5: Plan for Continuous Improvement



A. District Goals

Goal Statement	What special programs or services will be provided to accomplish the goals?	Implementation Timeline	How will progress be measured?	How will success be measured?
K-12 Staff Enhance equity within the identification process by implementing newly adopted screening and identification processes that incorporate local norms at the district level. Improve staff knowledge of assessment practices and gifted characteristics.	A Google Survey will be administered to Identify k-12 teacher knowledge about TAG in the district and evaluate services and supports needed. Categories include: • TAG Identification & Referral • Personal Educational Plans (PEPS) • Curriculum and Instruction • Professional Development	First Trimester 2022 Administer teacher survey Second Semester 2022: Respond to survey areas and offer training and professional development for K-12 staff on recognizing gifted characteristics and referral procedures. First Trimester 2023: Refresher training on updated TAG Essentials: An Overview of TAG	Completion of professional training with staff sign-in sheets for accountability.	Compare identification data to prior years, looking for increases in: • Identified students from traditionally underrepresented groups. • Referred students from underrepresented groups. • Referrals from staff

Goal Statement	What special programs or services will be provided to accomplish the goals?	Implementation Timeline	How will progress be measured?	How will success be measured?
	in the are of Gifted Education	Identification, Programs and Service, Statutes and Oregon Admin. Rules		
Improve the use of elementary TAG plans and Secondary Course Descriptions to monitor effective differentiated strategies that foster the academic growth of students identified as TAG.	Provide training specific to differentiated instructional practices within the core.	2023-2026 School Year	Completion of professional training with staff sign-in sheets for accountability.	Increased number of authentic examples of differentiated instructional practices are observed on TAG plans and Course Descriptions
PARENTS/FAMILIES: Increase parent knowledge about TAG profiles, knowledge of district and school programs and services.	A Google Survey will be used to Identify parent knowledge about TAG in the district and evaluate services and supports desired. Categories to include: • TAG Plans and Services. • Parental	2022-2023 School Year	Survey Response Data	Monitor and promote parent surveys until 60% of responses are obtained. Marketing tools: TAG Website REMIND Parent Newsletter P/T Conf. QR code

Goal Statement	What special programs or services will be provided to accomplish the goals?	Implementation Timeline	How will progress be measured?	How will success be measured?
	Supports • TAG Family Nights •			
Develop a bank of resources and services determined by parent survey for our TAG parents and families to support them in the social and emotional well being of raising TAG students.	Develop a TAG website Begin a TAG parent monthly newsletter Organize Family TAG/Informational Nights	2022-2026 School Years 2022-2026 School Years 2023-2026 School Years each trimester at each K-12 individualized school.	Google Analytics snapshot report Monitor the number of emails that are delivered in contrast to how many are opened. Completion of Family TAG nights with verified attendance	Continuously compare identified data to prior years, looking for increases in: • Parents accessing Website using Google Analytics snapshot report • Views of Newsletter and time spent interacting • Increase in family attendance and participation

B. Professional Development Plan:

a. Identification

Who	What	Provided by	When
District TAG Coordinator	Required statewide training: • TAG Essentials • Unpacking the Rules	Oregon Department of Education	• Fall 2022/Zoom • January 2023/Zoom
District TAG Coordinator	District TAG Plan Review Coord. Responsibilities ID/Testing Protocols Data Analysis Updates Budget Building Level Services	Director of Instruction and Student Services	August
Administrators	District TAG Plan Review Admin. Responsibilities Building Level Services Budget Coord. Responsibilities District Expectations	Director of Instruction and Student Services	August
District K-12 Instructional Coaches	Review of TAG Identification/Referral Flow-Chart to be used during CORE Review meetings.	District TAG Coordinator	Each Trimester at District Coaches Meeting

Who	What	Provided by	When
All district licensed educators who are responsible for identification	Initial Training on TAG policies, identification processes and services provided by the classroom teacher. TAG Essentials from ODE	District TAG Coordinator	First Trimester of School Year
Staff who have already been trained in previous years	Refresher training on updated TAG policies, identification processes. and required services provided by the classroom teacher. Unpacking OAR 581-022-2325	District TAG Coordinator	First Trimester of School Year
New Teachers to district	Introduction to TAG policies, identification process and required services provided by the classroom teacher. Introduce Elementary Student Personal Educational Plans and Secondary Course Description for TAG students.	District TAG Coordinator	August during District New Teacher Institute

b. Instruction

Who	What	Provided by	When
District TAG Coordinator	Required statewide training: Different vs. Differentiation	Oregon Department of Education	March 2023/In-Person
Elementary TAG Enrichment Teachers	Building Level TAG services provided during weekly service blocks which have an intentional focus on the social and emotional development of TAG students.	District TAG Coordinator	Monthly collaborations during district early release days
OMS Grades 7-8 TAG Advisory or Elective - Cluster Group of 7th/8th Graders - A two-year cycle of curriculum	To provide advanced instruction to prepare students for college and career using YOU Science SNAPSHOT. To provide opportunities for students to work with peers and develop socially and emotionally.	Certified Teacher	BEGINNING Fall of 2023!!
All district licensed educators who are responsible for Instruction	Writing and Using Comprehensive Elementary TAG plans and Secondary Course Descriptions to meet the individual service	District TAG Coordinator	Beginning of each Trimester presented at principal led School Staff Meetings Fall/Spring: Reminder email before parent-teacher conferences.

Who	What	Provided by	When
	needs of identified TAG students. The focus will be on the effective use of differentiated strategies that foster the academic growth of students identified as TAG.		Attend P/T conferences well.
	Different vs. Differentiation In-Service	ODE Train the Trainer Recipient/District TAG Coordinator	Winter District Teacher Expo
	Workshop: Teaching Gifted Students in Today's Classroom	District TAG Coordinator	Winter District Teacher Expo
	Ongoing Independent Book Studies: <u>Removing the Mask: Giftedness in Poverty</u> <u>Genius Denied: How to Stop Wasting our Brightest Young Minds</u> <u>Teaching Gifted Kids in Today's Classroom</u> (This workshop correlates with book study.)	District TAG Coordinator	Each Trimester available for PDU and/or NNU Graduate Credit <i>*Also available through Summer</i>

Who	What	Provided by	When
	TAG Teacher Newsletter	District TAG Coordinator	Emailed each Trimester

C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process) TAG Identification/Referral Flow Chart	● Referrals may come from: ▪ SBAC screening ▪ Raven screening ▪ Teachers ▪ Parents ▪ Students ○ A referral may be a simple, verbal request to have a child tested for TAG. ○ In our district, the referral does not have to go to a “child study team” before the testing process is initiated. However, parental permission must be received before individual testing is done. ○ Tip –Teacher Behavioral Rating Scale (TAG-3) may serve as a “referral” form. Blank TAG-3 forms are handed out at the beginning of the school year during initial training and teachers are asked to watch for students who demonstrate the listed characteristics. Teachers should complete the forms for any students who will receive high marks in any or all of the four areas. This form should then be returned to the TAG Coordinator and treated as a referral.

Comprehensive TAG Programs and Services	Date and/or method of Communication
	When a student is referred because of SBAC or Raven scores and there is no need for further testing, parents should still receive notice of the referral (TAG-6A.1) along with a copy of parent rights with the form.
Universal Screening/Testing grade levels	TAG-2 “Notification of Group Testing” form, make copies and send home with <u>all</u> students in the 2nd and 5th grade level(s) during the first trimester of each year: - Forms do <u>not</u> need to be returned; parent signature is not necessary; no reply assumes parental permission to test. - Parents are to notify school if they do <u>not</u> want their child to be tested. - Allow at least one day for parents to reply. - Check with classroom teachers and office personnel to see if any parents requested that their child not be tested. Honor any such requests.
Individual and/or group testing dates	Our district uses RAVEN’2 as a universal screening device, as well as an identification instrument; therefore, <u>all</u> students in grades 2 and 5 will be screened by the end of the first Trimester of each school year. If a student transfers to the District: The District Data Specialist also notifies the District TAG Coordinator of students new to the district throughout the year in these grade levels. Their cum folders are reviewed and if they have not previously received a Raven Test or are identified as TAG, they are also screened. Individual Referrals: Teacher, parent or student referrals can be initiated any time throughout the school year.

Comprehensive TAG Programs and Services	Date and/or method of Communication
Parent Notification of of team decision	The TAG-8A form for students identified as TAG a copy of the parents rights shall be sent home. Tip - The TAG-8B form for students not identified as TAG .and a copy of the case report form will be sent home.
Explanation of TAG programs and services available to identified students	Upon notification, this communication opportunity can also be used to Schedule a meeting to discuss TAG plans also TAG resources such as the Ontario TAG Website and OATAG (Oregon Association of Talented and Gifted) membership/website, information about advanced classes, books or periodicals dealing with TAG issues, summer camp opportunities, scholarships, etc.
Opportunities for families to provide input and discuss programs and services their student receives	Parents are invited to give input for the instructional plan at the first conference or the next available conference after a student is identified. Parents receive a copy of the plan.
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	Teachers are coached into being communicative during parent/teacher conferences.
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	Starting in 2023: Each October & April TAG Family nights will be held at individual elementary schools.

Comprehensive TAG Programs and Services	Date and/or method of Communication
TAG informational events (middle school) - where parents learn about TAG profiles, explanations of services and programs offered to TAG identified students, transition expectations from elementary to middle school, etc.	Starting in 2023: Each October & April TAG Family nights will be held at individual elementary schools.
TAG informational events (high school) - where parents learn about TAG profiles, explanations of services and programs offered to TAG identified students, transition expectations from middle to high school, etc.	No Official Events (Yet)
Notification to parents of their option to request withdrawal of a student from TAG services	The parents may, at any time, request the withdrawal of their child from programs and services provided under OAR 581-022-2330. This is communicated to parents of identified students upon notification of TAG identification . (TAG-6A.1)
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	The Board has established a complaint process for parents to utilize if they are dissatisfied with the identification process relating to their student as talented and gifted. Parents are notified of this procedure during prior notice to determine identification as talented and/or gifted. (TAG-6A.1) This information is also available on our TAG website .

Comprehensive TAG Programs and Services	Date and/or method of Communication
Designated district or building contact to provide district-level TAG plans to families upon request	District TAG Coordinator



Section 6: Contact Information

Legal reference: [ORS 343.397](#) and [OAR 581-022-2500](#)

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
District TAG Coordinator	Valerie Reynolds	vreynolds@ontario.k12.or.us	541-889-0040 ext. 2054
Person responsible for updating contact information annually on your district website	Valerie Reynolds District TAG COordinator Taryn Smith District Public Relations/Communications	vreynolds@ontario.k12.or.us tsmith@ontario.k12.or.us	541-889-0040 ext. 2054 541-889-5374
Person responsible for updating contact information annually on the Department	Valerie Reynolds District TAG Coordinator	vreynolds@ontario.k12.or.us	541-889-0040 ext. 2054
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Valerie Reynolds District TAG Coordinator	vreynolds@ontario.k12.or.us	541-889-0040 ext. 2054

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
TAG contact for Ontario High School	Loren Willson Instructional Coach	lwilson@ontario.k12.or.us	541-889-5309
TAG contact for Ontario Middle School	Jennifer Capps Instructional Coach	jcapps@ontario.k12.or.us	541-889-5377
TAG contact for Aiken Elem.	Tobey Huddleston Principal	thuddleston@ontario.k12.or.us	541-889-5584
TAG contact for Alameda Elem.	Meg Galeener Instructional Coach	mgaleener@ontario.k12.or.us	541-889-5584
TAG Contact for Cairo ELEM.	Wendy Kemble and Jamie Martz Instructional Coaches	Wkemble@ontario.k12.or.us jmarts@ontario.k12.or.us	541-889-5745
TAG Contact for May Roberts ELEM.	Scott Poncy Principal	sponcy@ontario.k12.or.us	541-889-5379
TAG Contact for Pioneer Elem.	Erin O'Hara-Rines Principal	Eoharar@ontario.k12.or.us	541-262-3902



Appendix: Glossary

Term	Definition
Academically Talented	Students who perform at the 95 th percentile or above on a nationally standardized test or other state approved tests of academic achievement in the area of total reading and/or total math and who have confirming behavioral, learning, or performance information.
Acceleration (subject)	Above grade-level standards and coursework. For example, a student who takes an advanced high school art class during middle school.
Acceleration (whole-grade)	Grade skipping. For example, a student who moves from 1st grade to 3rd grade (skips the 2nd grade).
Acceleration (standards)	Working ahead on grade-level standards (considerations include: pacing needs and demonstrated levels of mastery on certain grade-level standards). This often occurs within the grade-level course.
Advanced Placement (AP)	College-level coursework with common nationally-normed assessments. AP coursework alone does not meet the needs of all TAG identified students. Differentiated instruction is often implemented to ensure growth and appropriate cognitive demand.
Choice Assignments	A selection of standards-based learning options/projects based on student interest and/or development that includes depth and complexity to address both motivation to learn and cognitive demand.
Cluster Grouping	TAG identified students are intentionally placed together into mixed ability

Term	Definition
	classrooms. The structure of this educational practice allows students to have peer-alike time together to address both academic and social-emotional needs.
Credit by Examination	Students receive high school or college credit based on mastery of prior learning as measured through end of course examinations. District policies, assessment formats, and requirements may vary. Please check your local district policy.
Curriculum Compacting (sometimes referred to as Compacted Curriculum)	Honoring prior learning, typically measured through pre-assessments, by allowing students to skip lessons/standards where mastery has been met and providing opportunities to focus on standards in the current unit/curriculum that have not been mastered yet.
Depth and Complexity	A general framework to assess level of rigor specific to cognitive demand. Common frameworks include Webb's Depth Of Knowledge (DOK) and Bloom's Taxonomy.
Depth of Knowledge (DOK)	A framework developed by Dr. Norman Webb to assess the level of rigor for standards, projects, assignments, and exams.
Differentiated Instruction (involving tiers of depth and complexity)	Instruction and learning options designed to reflect the needs of students specific to current learning evidence/data that fosters academic growth. Educators may differentiate content, process, product, and environment to accommodate needs of learning.
Flexible Readiness Grouping	A strategic strategy designed to group students according to best fit instructional needs and student discourse opportunities.
Formative Assessment as a Process	Intentional teaching and learning practices in the classroom used by both teachers and students. Moment-by-moment evidence of student learning and thinking is used to inform and adjust teaching and learning. Descriptive feedback, established success criteria, and clear learning goals are essential.
Independent Learning Contracts	An agreement between student and teacher that outlines individual learning opportunities and outcomes for the student. This strategy is commonly used when a

Term	Definition
	student has demonstrated mastery of a unit that is currently being taught (i.e. student has already read the novel that is being taught in a particular grade level)
Instructional Plans (IPs)	Communicates instructional strategies and services of how the teacher meets the needs of <i>all</i> TAG identified students in a particular course. Typically utilized at the secondary level.
Intellectually Gifted	Students who perform at the 95 th percentile or above on a nationally standardized test of mental ability and who have confirming behavioral, learning, or performance information. The <i>Raven's 2</i> is used to screen/identify intellectually gifted students.
International Baccalaureate (IB)	College level coursework with common internationally-normed assessments. IB coursework alone does not meet the needs of all TAG identified students. Differentiated instruction is often implemented to ensure growth and appropriate cognitive demand.
Kaplan's Icons of Depth and Complexity	Icons/tools used to provide a visual prompt that promotes thinking from various perspectives, designed to achieve in-depth learning opportunities. Often used as a schoolwide program where all teachers, classroom support staff, and students are taught how to interact with and use the icons.
Level of Learning	In reference to OAR 581-022-2500(3): The instruction provided to identified students shall be designed to accommodate their assessed levels of learning and accelerated rates of learning The student's instructional level in the curriculum and the place where the student will encounter knowledge and skills not yet learned or mastered. It is more than an advanced grade level. It involves depth and complexity in thinking.
Nationally Standardized Achievement Test	A test is considered "standardized" when it is administered, scored, and analyzed in the same consistent way for all test takers.

Term	Definition
	An achievement test measures a student's skills and abilities on particular subject matter at a particular time to determine academic progress.
Norm-Referenced Test	A norm referenced test compares a student's knowledge to the knowledge of a norm group (<i>a large number of students at specific grade levels who have taken the test and whose scores make up the norms for comparison</i>)
Option Schools	Students choose to attend schools in their district with learning options that best fits their academic and affective needs. Some districts have alternative school options, magnet schools, and option programs (school within a school model) specifically designed for TAG students. Not all districts provide option schools or programs in Oregon.
Oregon Administrative Rule (OAR)	Rules adopted by the State Board of Education to support statutes (ORS).
Oregon Revised Statute (ORS)	Oregon laws passed by the State Legislature.
Personal Education Plans (PEPs)	A plan developed by the teacher, TAG student, and family that outlines and communicates the programs and services received throughout the school year. Personal Education Plans are for an individual student and are more common at the elementary level.
Pull-Out Programs	Students attend specialized instruction designed for TAG students, during school hours, at the school where the student is enrolled. Pull-out programs vary by district. Not all districts offer pull-out programs.
Rate of Learning	In reference to OAR 581-022-2500(3): The instruction provided to identified students shall be designed to accommodate their assessed levels of learning and accelerated rates of learning. Addresses the measure of the pace at which the student is successfully progressing

Term	Definition
	through the curriculum after being placed at the appropriate level. A student's rate will vary depending on subject, interest, level of difficulty and point in the learning process.
Scaffolding or Tiered Instruction	An instructional method that varies the level of learning (depth and complexity) of the assignment to provide all students an opportunity to engage in productive struggle and find success in academic growth.
Talented and Gifted	Students who perform between the 92nd-94 th percentile on a nationally standardized test of mental ability or nationally standardized test of academic achievement in the area of total reading and/or total math and who have confirming behavioral, learning, or performance information. These include students from under-represented populations including: ethnic minorities, students with disabilities, students who are culturally and/or linguistically diverse, and students who are economically disadvantaged.

Section 7: TAG Forms



Form	Usage
<u>TAG-1</u>	TAG WORKSHEET
<u>TAG-2</u>	NOTIFICATION OF GROUP TESTING (RAVENs2)
<u>TAG-2-Sp</u>	NOTIFICACIÓN DE PRUEBAS DE GRUPO
<u>TAG-3</u>	SCALES FOR RATING THE BEHAVIORAL CHARACTERISTICS - TEACHER
<u>TAG-4A</u>	SCALES FOR RATING THE BEHAVIORAL CHARACTERISTICS - PARENT
<u>TAG-4A-Sp</u>	ESCALAS DE VALORACIÓN DE LAS CARACTERÍSTICAS DE COMPORTAMIENTO – PADRES
<u>TAG-4B</u> <u>TAG-4B2</u>	SELF-REFERRAL FORM
<u>TAG-4B-Sp</u> <u>TAG-4B-Sp2</u>	FORMULARIO DE AUTO-EXAMEN
<u>TAG-5A</u>	ELEMENTARY PERSONAL EDUCATIONAL PLAN
<u>TAG-6A.1</u>	PRIOR NOTICE TO DETERMINE IDENTIFICATION AS TALENTED AND/OR GIFTED
<u>TAG-6A.1-Sp</u>	PRIOR NOTICE TO DETERMINE IDENTIFICATION AS TALENTED AND/OR GIFTED

<u>TAG-6A.2</u>	PRIOR NOTICE AND PARENTAL CONSENT FOR AN EVALUATION
<u>TAG-6A.2-Sp</u>	AVISO PREVIO Y CONSENTIMIENTO DE LOS PADRES PARA UNA EVALUACIÓN
<u>TAG-6B</u>	PERMISSION TO EVALUATE
<u>TAG-6B-Sp</u>	PERMISO PARA EVALUAR
<u>TAG-7</u>	TALENTED AND GIFTED PROGRAM CASE REPORT
<u>TAG-7-Sp</u>	REPORTE DE PROGRAMA DE TALENTOSOS Y DOTADOS
<u>TAG-8A</u>	NOTIFICATION OF IDENTIFICATION AS TALENTED AND GIFTED
<u>TAG-8A-Sp</u>	NOTIFICACIÓN DE IDENTIFICACIÓN COMO TALENTOSOS Y DOTADOS
<u>TAG-8B</u>	NOTIFICATION OF IDENTIFICATION DECISION
<u>TAG-8B-Sp</u>	NOTIFICACION DE DECISION DE IDENTIFICACION
<u>TAG-9</u>	GRADE ADVANCEMENT FOR STUDENTS K-12
<u>TAG-10</u>	FLOW-CHART for IDENTIFICATION
<u>TAG-11A</u>	CULTURALLY, LINGUISTICALLY, and ECONOMICALLY DIVERSE LEARNER: TEACHER RATING SCALES
<u>TAG-11B</u>	CHARACTERISTICS of ENGLISH LANGUAGE LEARNER