



La Grande School District

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TAG Coordinator Contacts

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
District TAG Coordinator/Administrator	Scott Carpenter	Scott.carpenter@lagrandesd.org	(541) 663-3203
Person responsible for updating contact information annually on your district website	Scott Carpenter	Scott.carpenter@lagrandesd.org	(541) 663-3203
Person responsible for updating contact information annually on the Department	Scott Carpenter	Scott.carpenter@lagrandesd.org	(541) 663-3203
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Scott Carpenter	Scott.carpenter@lagrandesd.org	(541) 663-3203
TAG contact for Central Elementary	Monica West	Monica.west@lagrandesd.org	(541) 663-3505
TAG contact for Greenwood Elementary	Jennifer Melendez	Jennifer.melendez@lagrandesd.org	(541) 663-3602
TAG contact for Island City Elementary	Brett Smith	Brett.smith@lagrandesd.org	(541) 663-3275
TAG contact for La Grande Middle School	Chris Wagner	Chris.wagner@lagrandesd.org	(541) 663-3425
TAG contact for La Grande High School	Brett Baxter	Brett.baxter@lagrandesd.org	(541) 663-3304
TAG contact for La Grande Virtual Learning Academy	Scott Carpenter	Scott.carpenter@lagrandesd.org	(541) 663-3203

Additional TAG Staff

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
District TAG Specialist	Ellen Lester	ellen.lester@lagrandesd.org	(541) 663-3608
District TAG Diagnostician	Joel Goldstein	joel.goldstein@lagrandesd.org	N/A
District TAG Diagnostician	Dana Musgrove	dana.musgrave@lagrandesd.org	N/A
District TAG Diagnostician	Mary Walker	mary.walker@lagrandesd.org	N/A
District Data Specialist	Micah Tibbetts	micah.tibbetts@lagrandesd.org	N/A

TAG POLICIES/MISSION/GOALS

La Grande SD Board Policy: Talented and Gifted - Programs and Services (IGBBC)

A district written plan will be developed for programs and services beyond those normally offered by the regular school program. All required written course statements shall identify the academic instructional programs and services to be provided which accommodate the assessed levels and accelerated rates of learning in identified talented and gifted students. The superintendent will remove any administrative barriers that may exist, which restrict a student's access to appropriate services, and will develop program and service options.

The Board has established an appeal process for a parent or guardian to utilize if he/she is dissatisfied with the programs and services recommended for his/her student that has been identified as talented and gifted, and wish to request reconsideration. The appeal process is identified in administrative regulation IGBBA-AR: Appeal Procedure for Talented and Gifted Student Identification and Placement.

The Board has established a complaint procedure to utilize if a person who resides in the district or a parent or guardian of a student attending school in the district has a complaint regarding the appropriateness of programs and services provided for a student identified as talented and gifted. This complaint procedure, IGBBC-AR – Complaints Regarding the Talented and Gifted Program, is available at the district's administrative office and on the homepage of the district's website.

La Grande SD Mission Statement:

Empowering La Grande's learners to learn, staff to thrive, and our community to prosper!

La Grande SD TAG Goals

1. To meet the needs of all learners by providing quality instruction and services at each student's rate and level.
2. To work in full collaboration with parents to determine eligibility, services, and ways students can pursue their passions as Talented and/or Gifted learners.
3. To expand learning in and out of the classroom to meet student individualized needs and interests.

DISTRICT TAG POLICIES

- [School Board Policy IGBB - Talented and Gifted Program and/or Services](#)
- [School Board Policy IGBBA – Talented and Gifted Students Identification](#)
- [School Board Policy IGBBA-AR – Appeals Procedure for Talented and Gifted Identification and Placement](#)
- [School Board Policy IGBBA-AR – Complaint Regarding the Talented and Gifted Program. And/or Services](#)

TAG IDENTIFICATION PROCESS

1. La Grande School District actively solicits referrals from parents and staff throughout the year.
2. All referrals from parents/guardians and teachers are sent to the Building TAG Coordinator throughout the year, but especially in the spring with a copy to the District TAG Coordinator/District Office Staff.
3. Building TAG Coordinator will send out Parent/Guardian Nomination, Consent for Testing and Observation Forms to Parent/Guardian as needed.
4. Building TAG Coordinator will send out Teacher Nomination and Observation Forms to staff as needed.
5. The District TAG Coordinator and designated staff will review student's Oregon State Assessment scores for the past several years.
6. After the parent/guardian and/or teacher packet is received, the District TAG Coordinator will assign a designated staff member to perform additional testing if needed for the student.
7. The District Diagnostician will return the results to the District TAG Coordinator in a timely manner for review.
8. The screening committee will determine if the student is TAG. If the student is TAG the District Office will send out a TAG Program Placement Letter and Consent form. The Building TAG Coordinator will send out the Parent/Guardian Survey form with meeting information to parent/guardian to complete. If the student is identified as "not qualifying for TAG services" then a letter will be sent home explaining the decision and will let the parent(s) know we will monitor the student and their progress.
9. The TAG plan will be written by the classroom teacher in conjunction with the parent/guardian. Copies of the TAG Plan will be provided to the Building and District TAG Coordinators.

TAG IDENTIFICATION EVIDENCE (Policy: IGBBA)

In order to serve academically talented and intellectually gifted students in grades K through 12, the district directs the superintendent to establish a written identification process. This process of identification shall include as a minimum:

1. Use of research-based best practices to identify talented and gifted students from underrepresented populations such as ethnic minorities, students with disabilities, students who are culturally and/or linguistically diverse or economically disadvantaged.
2. Behavioral, learning and/or performance information;
3. A nationally standardized mental ability test for assistance in identifying intellectually gifted students;
4. A nationally standardized academic achievement test of reading or mathematics on a test of total English Language Arts/Literacy or total mathematics, or on the Smarter Balanced Assessment Consortium for assistance in identifying academically.

Identified students shall score at or above the 95th percentile on one of these tests.

Oregon State Assessment Achievement Indicators

The chart below shows the achievement standards for Oregon’s Statewide Assessments by content area and grade/ benchmark level.

Required State Assessments: English Language Arts/Literacy and Math assessments in Grades 3-8 and 11, and Science in Grades 5, 8, and 11 (omitted here).

Student Achievement above the 95% percentile on the Smarter Balanced Assessment in English or Math at your student’s grade-level may be one indication that your student may be academically gifted. Parents may request student state testing information to support their TAG nomination of their student. As part of the identification process, the district will review these scores as well as observations, diagnostic results, and all other pertinent information in making a final decision regarding TAG status and placement.

Grade	Test	SBAC Score: (95 percentile)
3	English Language Arts	2566
3	Mathematics	2560
4	English Language Arts	2612
4	Mathematics	2603
5	English Language Arts	2651
5	Mathematics	2639
6	English Language Arts	2670
6	Mathematics	2678
7	English Language Arts	2701
7	Mathematics	2702
8	English Language Arts	2719
8	Mathematics	2740
11	English Language Arts	2769
11	Mathematics	2775

DISTRICT TAG TIMELINE

<u>Activity</u>	<u>Timeline</u>	<u>Who is responsible</u>
Make staff aware of TAG Identification Process	September	Building TAG Coordinator
Solicit staff referrals (process paperwork for parent referrals submitted)	September - June	Building TAG Coordinator
Screeners: 4. iReady Diagnostic (Math/ELA) 5. OSAS/SBAC scores (Math/ELA) 6. In-Class Tests/Assignments/etc. (Portfolio Evidence)	September - October	District TAG Coordinator
1 st Contact to parents/guardian for observation / consent	September - June	Building TAG Coordinator
2 nd Contact to parents for observation (if needed)	September - June	Building TAG Coordinator
TAG Testing (as needed)	September - June	Diagnostician
TAG Notification and Placement	September - June	District TAG Coordinator
Interview sheets are sent to parents	September - June	Teachers/Building TAG Coordinator
Teacher meets with parent and student to write TAG plan (PEP)	September - June	Teachers/Building TAG Coordinator
Annual TAG Team Evaluation completed	November	District Office

***Annually: Classroom teacher observation forms are completed and TAG plans revised for existing TAG students**

TAG Timeline for Existing TAG Students		
<u>Activity</u>	<u>Timeline</u>	<u>Who is Responsible</u>
Current year teacher receives PEP and observation forms from previous school year	September	Building TAG Coord.
Teacher fills out observation forms for the current year.	September	Teacher
Teacher meets with parent and student to write new PEP	October	TAG Team
Annual TAG Team Evaluation completed	November	District Office
Current year PEP observation forms and any relevant conference information turned in to Building TAG Coordinator for next year	June	Teacher

TAG IDENTIFICATION PROCESSES

1. Teacher/Parent/Guardian notifies Building TAG Coordinator (BTC) of possible TAG student	
2. BTC sends Teacher/Parent/Guardian the nomination & observation forms. Teachers must include formative & summative assessments and/or a work sample for areas of strength/TAG being considered	
3. Teacher and Parent complete the nomination and observation forms and return them to the BTC	
4. BTC notifies the District TAG Coordinator (DTC)	
5. BTC sends completed referral packed (detailed in #2 above) to the DTC for Oregon State Assessment Score (OSAS) and/or documentation review	
6a. If documentation provided <u>SUPPORTS</u> nomination.	Result: DTC arranges for additional testing, if necessary
6b. If documentation provided <u>DOES NOT</u> support nomination	Result: DTC notifies the BTC and referring teacher/parent
6c. Parent or teacher can appeal the DTC decision	Result: See LGSD appeals procedure under district policy code: IGBBA-AR (See pg. ____)
7. DTC sends the Parent Consent testing form to the parents for further testing if necessary	
8. When Parent Consent for testing is obtained, the student is tested	
9. The DTC conducts a review of testing results and nomination information	
10. If the DTC concludes that the student is NOT TAG (based on all information provided), the DTC sends the TAG Letter B to parents/guardians	
11. If the DTC concludes that the student is TAG (based on all information provided), the DTC sends to parents TAG Letter A & consent for TAG placement. <u>NEXT:</u> The BTC sends the parents the survey form with a meeting date, including the time and place for the meeting	
12. IMPORTANT: A TAG plan is written with parent input	
13. MANDATORY: All Instructional TAG plans MUST be placed in the student cum. file and a copy is provided to the DTC so it can be placed in the TAG file at the district office	
14. TAG Supports/Services are provided per the completed TAG Plan	

INCLUSIVE PRACTICES IN TAG IDENTIFICATION

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
<p>Culturally responsive practices specific to identification. <i>Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)</i></p>	<p>We active review student data from historically underrepresented groups such as: poverty, mobility, race, disability, or language backgrounds.</p> <p>We support/encourage teacher and parent referrals for students who are in these underrepresented groups and provide IEP accommodations and/or translation services when students are being evaluated.</p>
<p>Research-based tools, instruments, or considerations utilized to equitably identify students from underrepresented populations including, but not limited to: students experiencing disabilities, students who are culturally and linguistically diverse</p>	<p>TAG Teams use the following to evaluate:</p> <ol style="list-style-type: none"> 1. SPED/EL Teacher Interview and Feedback 2. Student Portfolios 3. ELPA Screener/Summative 4. iReady with Translator 5. Woodcock Munoz
<p>Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices</p>	<p>Annual training for staff highlights bias in our system against students who are not proficient at English. We annually do empathy training with all staff where extended lessons are taught in a foreign language and then assess teachers based on what they have learned.</p> <p>TAG Team members are selected based on their strength as a student advocate and observation of inclusive practices and training.</p>

TAG PLANS FROM OTHER DISTRICTS

Key Questions	District Policy and Practices
Does your district accept TAG identification from other districts in Oregon?	Yes, La Grande School District accepts TAG plans from all Oregon Districts at face value. We do not make students be re-evaluated. We meet with families to review and transition the TAG Plan and immediately work to implement the TAG Plan.
Does your district accept TAG identification from other states?	Yes. Same as above.
Do local norms influence the decision to honor identification from other districts and states?	No. We accept all TAG Plans that have been previously established

DISTRICT TAG SUPPORTS AND INTERVENTIONS

La Grande School District recognizes that TAG plans should be individualized and focused on helping students reach their full potential. TAG plans may include, but are not limited to:

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Early Entrance; 2. Grade Skipping; 3. Ungraded/Multi-age Classes; 4. Cluster Grouping in Regular Classes; 5. Continuous Progress Monitoring; 6. Cross Grade Grouping; 7. Compacted/Fast-Paced Curriculum; 8. Special Full- or Part-time Classes; 9. Academic Competitions; | <ol style="list-style-type: none"> 10. Advanced Placement Classes; 11. Honors Classes; 12. Block Classes; 13. Independent Study; 14. Credit by Examination; 15. Concurrent Enrollment; 16. Mentorship/Internship; 17. Academic Competitions; 18. College/University Programming |
|---|--|

Strategies to Support Talented and Gifted Students

SPECIFIC INSTRUCTIONAL STRATEGIES MAY INCLUDE:	SPECIFIC PROGRAMS MAY INCLUDE:	SPECIFIC ASSESSMENT STRATEGIES MAY INCLUDE:
<ul style="list-style-type: none"> ● Differentiated Curriculum ● Enrichment Opportunities ● Compacted Curriculum ● Groupings ● Flexible, skill-based grouping ● Accelerating grouping ● Interest grouping ● Clusters ● Targets ● Critical Thinking ● Problem-solving ● Leadership ● Decision-making ● Motivation & Focus ● Counseling/Care Center ● Self-reflection ● Self-evaluation ● Self-direction ● Self-understanding ● Social Interactions ● Focus on open-ended study ● Independent/self-directed study ● In-depth learning of a self-selected topic within a classroom area of study ● Mentorships ● Complex, abstract, higher-thinking skills ● Questioning strategies ● Journals/Learning logs 	<ul style="list-style-type: none"> ● Literature Groups ● Writers Workshops ● Young Authors' Conferences ● Writing Festival ● Geography Bee ● Spelling Bee ● Pentagrams ● Chess Club ● High Five ● Success For All ● Bridges ● Investigations 	<ul style="list-style-type: none"> ● Formal/informal Class Tests ● Daily Work Samples ● Portfolios ● Observations ● Conferences ● Student/Parent Interviews ● Standardized Tests ● Criterion Referenced Tests ● Performance Assessment

La Grande School District Talented and Gifted Program

La Grande SD TAG Program Services

Services can be described in two ways: curriculum-based and student-based.

Curriculum-Based Services

Definition: Modifications to courses of study in content, instructional strategies, and expectations for performance and product. A written plan will reflect these options when developing the program for the TAG student.

Student-Based Services

Definition: Personalized/individualized planning to develop appropriate academic programs.

Curriculum-Based Services

Option	Description	Grade-Level
Cross-Grade Grouping	Students are ability grouped with students in a higher grade level.	K-5
Cross Tutoring	Students are paired with “buddies” to work on skills or special interests.	K-12
Fast Paced Groups	Curriculum is offered at a faster rate. It is often used in connection with compacting or acceleration	K-12
Learning Centers or Learning Packets	Materials to be used in small groups or for students to work on independently	K-5
Special Part-Time Class	Small group sessions working with other students of similar abilities	K-5
Cluster Grouping	Grouping according to ability or interest. May be skill oriented or project oriented, short-term or extensive.	K-12
Compacted Course or Curriculum	Content is compacted into abbreviated time. The result provides additional time for enrichment or study.	K-12
Differentiated Assignment	Content, process and/or product changed to challenge and encourage higher level thinking.	K-12
Whole Class Enrichment	The teacher provides the opportunity for the entire class to work beyond or outside of the regular curriculum	K-12
Advanced Placement or Honors Courses	Courses which offer content at advanced levels: often material is presented at a faster pace. Examples include: advanced placement courses, dual credit courses, etc.	7-12
Concurrent Enrollment	Dual enrollment in two levels of schooling. (i.e., a middle school student taking Algebra I or high school student taking college classes.)	7-12

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La Grande School District Talented and Gifted Program

Student-Based Services

Option	Description	Grade-Level
Acceleration	Instruction is delivered so that students move through the curriculum according to assessed skill levels rather than grade levels. The student moves ahead whenever mastery of content and skills are demonstrated.	K-12
Independent Study	Student-centered, directed by a classroom teacher or other resource person. Students learn and practice research and study skills by learning more about an interest area and communicating findings to an appropriate audience.	K-12
Individualized Instruction	One-to-one instruction matched to individual needs. It can be fast-paced, advanced level, or remedial.	K-12
Grade Advancement	Students are advanced one or more grades beyond the one normally prescribed for their age.	K-8
Mentorship/Internship	Student is paired with an expert in a field of common interest with the student being guided in a project or research, Internship may be in a prospective career field	9-12
Early Graduation	Student completes all required classes and graduates in less than four years	9-12
Enrollment in College Courses	Students enroll in college level classes while still enrolled in high school.	9-12

La Grande School District Talented and Gifted Program

TAG Opportunities in Core Academic Programs

English Program

Language is central to learning, thinking, and to expression. Through language, both spoken and written, we establish self-identity, understand others, communicate our own ideas, and give shape to our individual and collective experience. English comprises both content areas (literature and language) and performance skills (reading, writing, thinking, speaking, and listening). Because we believe that performance skills are most effectively learned through an integrated instructional approach, our primary goals are two-fold: first, to provide instruction in a literature-based 7-12 program that integrates skills with content; and second, to create a positive learning environment such that all student can have the opportunity to achieve to their fullest potential, reading critically and perceptively, listening with understandings and openness, thinking critically and creatively, writing with clarity, and communicating precisely and effectively.

At each grade level and in most instructional units, all English learning strands are addressed through lesson planning and teacher strategies that integrate the language instruction. Planned course statements for each course delineate specific learner outcomes referenced to the Common Core State Standards as well as suggested integrated learning activities as possible methods of evaluation that address a broad range of learning rates and levels.

In making instructional decisions for students, English teachers consider the following components: content (what teachers teach), process (how teachers teach), product (what teachers expect), and learning environment (teaching style). Teachers make adjustments for TAG and other high achieving students' regular English courses by differentiating curriculum, instructional strategies, expectations within units, and individual projects (oral, written, and multi-media).

Content for high achieving students might differ in abstractness, variety, or organization (patterns).

Process for high-achieving students might differ in:

- Higher levels of thinking taught and reinforced
- Open-endedness (divergent tasks; suspending closure)
- Discovery (inductive approaches)
- Evidence of reasoning
- Choice
- Group interaction
- Pacing
- Inquiry

La Grande School District Talented and Gifted Program

For high Achieving students, teachers place more emphasis on group work and cooperative strategies in which students are responsible for reading, interpreting, and representing. Choice is an integral component of assignments: essay topics, modes of writing, independent projects - more self-reflection of form/audience for writing.

Areas of Emphasis in English Program Strands for TAG/High Achieving Students

Writing

- More self-evaluation of writing
- Replacement of the learning log or journal by the dialectical notebook for a TAG student.
- Less emphasis on the skills of writing and more emphasis on the development and refinement of a personal style; on modeling, writing in a variety of styles, forms, structures; on assuming different personas.

Thinking

- Paradox, ambiguity
- Recognition of patterns, relationships, and parallels
- Analogies
- Creation of patterns
- Concept mapping
- Recognition of allusions
- Writing SAT-type multiple choice questions
- Recognition of the interrelatedness of knowledge - connections and transfer

Speaking/Listening

- Oral discussion leaders or facilitators
- Memorization and scansion of poetry
- Talk-writing

Reading/Literature

- Identified extended readings beyond the core literature curriculum at each grade level that teachers and/or students may choose for further study
- Emphasis on literary criticism and comparative reading of works of literature
- More expectations for independent reading

Language

- Analogies
- Allusions
- Dialects; varieties and levels of language
- Usage

La Grande School District Talented and Gifted Program

Math Program

The TAG component of the math program is a neutral expansion of the overall program. Math teachers believe all students have special needs to some extent. The placement of students, whether they are labeled or TAG or not, depends on:

- Past performance
- Teacher recommendation
- Parent and counselor guidance
- Previous coursework
- Study Habits
- Student interest, goals, and motivation

The following is a partial listing of aspects of the math program that address the special needs of TAG and/or highly motivated students.

- Teacher build projects and exploration exercises in the text materials that are relevant to the topics in the various chapters. These are used to broaden and expand the student's background on those topics.
- Teachers design challenge materials that add extra insights.
- The scope of the course offering beyond typical high school courses includes Pre-Calculus, AP Calculus, and dual credit options.
- Provide individualized support for students with particular interests in programming, design, coding, and simulations.
- Students in junior high are enrolled in high school math courses when acceleration is appropriate to meet their needs.
- High ability students are encouraged to participate in programs offered through OMSI, EOU, etc.

Science and Social Studies Program

The Science and Social Studies Departments offer a curriculum that address the needs of a broad spectrum of abilities and learning styles within the student population. The needs of students are met through differentiated course content and expectations (i.e., Honors or Advanced Placement). A variety of choice is offered within the curriculum, providing for differences in interest, levels, and rate of learning.

- Alternative means of assessment
- Honors or Advanced Placement Courses
- Creation of models or simulations
- Inquiry (i.e. labs or research projects)
- Research papers - student choice
- Journal writing - analogies/metaphors
- Assignments at greater depth of knowledge
- Assignments that allow students to reflect their individual skills and talent through various media.

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- Assignments that allow students to generate ideas or projects to reflect a specific interest area.

Parent Nomination Form

The purpose of this packet is to provide you with the necessary information and materials to nominate your child for possible inclusion in the program. Please follow the procedures listed below when nominating your child.

A section has been included addressing the characteristics and/or traits of the academically talented/intellectually gifted, thus requiring a differentiated program. Please fill out the Parent Nomination Form and the Parent Observation and return it to the Building TAG Facilitator.

Parent Nomination Form

Student		Grade		Age	
Parent's Name					
Teacher		Date		School	

If you wish to nominate your child for the TAG Program, please sign below.

Parent Signature	Date

La Grande School District complies with provisions of the various civil rights laws, such as the Fair Employment Practices Act, Title IX Regulations and section 504 of PL 93 112 in employment and educational programs and activities.

Send to District Office

La Grande School District Talented and Gifted Program

Parent Observation Form

Student		Grade		Teacher	
Parent's Name					
Daytime Phone				School	

Check any boxes that describe your child, when compared to others of the same age. Give specific examples whenever you can.

Characteristics/Examples	
	The student is exceptionally able to retrieve information from both short- and long-term memory.
	The student is unusually adept at connecting new learning to previously learned material to make it meaningful.
	The student exhibits a variety of learning strategies and is able to adapt the learning approach appropriately.
	The student is able to process information quickly.
	The student demonstrates a much wider range of vocabulary usage, is more precise in the use of words and uses complex sentence structure.
	The student asks questions which are unusual, insightful and/or show relationships to other experiences.
	The student uses appropriate and original examples and/or is able to produce unusual analogies to illustrate points.
	The student demonstrates a high level of understanding through concise or elaborate words or products; is able to translate verbal information into visual representations (charts, graphs, illustrations).
	The student exhibits special skills unusual for age.
	The student has collections or hobbies that are unusual or are organized in a sophisticated or original manner.
	The student has the ability to devise or adopt a systematic strategy for solving problems.
	The student exhibits exceptional ability in detecting relationships, similarities and differences.

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	The student exhibits innovative use of common materials by adapting or combining them in a new or unusual way.
	The student is able to change or adapt the problem-solving strategy in some way if the original approach is not working.
	The student exhibits a wide range of knowledge.
	The student exhibits a depth of information in one or more specific areas.
	The student exhibits persistence on topics of interest, often finding it difficult to leave until some closure is reached.
	The student completes only part of an assignment or project and then takes off in a new direction.
	The student becomes absorbed in intellectual tasks and seems highly resistant to distractions when focused on a topic of interest.
	The student exhibits intense and purposeful exploratory behavior on topics of interest.
	The student exhibits the ability to evaluate his/her own solutions to problems and his/her own performance objectively and realistically.
	The student becomes impatient and overly critical if work is not perfect.
	The student prefers to work on projects that provide a challenge.
	The student exhibits concern about social or political problems unusual for others; is concerned about right and wrong.
	The student exhibits a zany sense of humor; enjoys wordplay and the use of puns.
	The student is resistant to the routine drill on repetitive tasks covering information already known, such as math facts, spelling or handwriting.
	The student can produce "reasons" which may be elaborate and/or highly creative for not doing things in the way originally presented.
	The student likes to organize or bring structure to things and/or people.
	The student has unusual artistic, creative, or leadership abilities.

La Grande School District Talented and Gifted Program

INTELLECTUALLY GIFTED

Characteristics	Possible Negative Behavior	
<input type="checkbox"/> Learns rapidly, easily	<input type="checkbox"/> Finishes quickly and becomes disruptive <input type="checkbox"/> Shows off	<input type="checkbox"/> Has a lack of interest in repetitive work, perhaps doing work in sloppy careless manner
<input type="checkbox"/> Excellent retention of knowledge	<input type="checkbox"/> Attempts to control class	
<input type="checkbox"/> Independent	<input type="checkbox"/> Uncooperative in group situations	<input type="checkbox"/> Dislikes working with others
<input type="checkbox"/> Preference for unusual, original and creative responses	<input type="checkbox"/> Asks Impertinent questions <input type="checkbox"/> Unorganized and absent-minded	<input type="checkbox"/> Finds decision making difficult

MATH

Characteristics	Possible Negative Behavior	
<input type="checkbox"/> Advanced math skills	<input type="checkbox"/> May be 'bossy' and influence other students	
<input type="checkbox"/> Advanced math problem solving ability	<input type="checkbox"/> Neglects other work and responsibilities	<input type="checkbox"/> Avoids interaction with peers

READING

Characteristics	Possible Negative Behavior	
<input type="checkbox"/> Large vocabulary	<input type="checkbox"/> May be 'bossy' and influence other students	
<input type="checkbox"/> Advanced reading ability	<input type="checkbox"/> Neglects other work and responsibilities	<input type="checkbox"/> Avoids interaction with peers

OTHER:

Characteristics	Possible Negative Behavior	
<input type="checkbox"/> Learns faster than others	<input type="checkbox"/> May be 'bossy' and influence other students	
<input type="checkbox"/> Advanced ability	<input type="checkbox"/> Neglects other work and responsibilities	<input type="checkbox"/> Avoids interaction with peers

What special intellectual and/or academic strengths suggest that your child may need programs or services outside of the regular program? Please elaborate.

In which, if any, academic areas does your child's performance seem to be well below his/her ability

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La Grande School District Talented and Gifted Program

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Please attach any additional information concerning your child that you feel would be helpful for the TAG Team to consider regarding placement in TAG Services. I understand that consideration of my child does not guarantee a final identification as intellectually gifted or academically talented.

Parent/Guardian Signature		Date	
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Return to District TAG Coordinator
Scott Carpenter
1305 N. Willow
La Grande, OR 97850

La Grande School District Talented and Gifted Program

Teacher Nomination Form

The purpose of this packet is to provide you with the necessary information and materials to nominate a student for possible inclusion in the program. Please follow the procedures listed below when nominating your child.

A section has been included addressing the characteristics or traits of the academically and intellectually gifted, thus requiring a differentiated program. Please fill out the Teacher Nomination Form and the Teacher Observation form and return it to the Director of Education Programs at the LGSD District Office.

Teacher Nomination

Date		Grade		School	
Student		Age		Birthdate	
Parent's Name				Teacher	
Address		City		Zip	
Daytime Phone				Home Phone	
Work Telephone				Cell Phone	
Email Address					

Teacher Signature	Date

La Grande School District Talented and Gifted Program

Teacher Observation Form: Potential Talented and Gifted Students

Student:		Grade:		Teacher:	
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Check any boxes which best describe this student.

Characteristics		Possible Negative Behavior			
	Curious, asking endless questions. Observant. Wide variety of interests.		Poor participant in group tasks Asks questions at inappropriate times		Takes on too many projects Easily diverted from task; may not follow through
	Sensitive to beauty and people's feelings.		Dislikes interruptions and disruptive routines		Has a lack of interest in repetitive work, perhaps doing work in sloppy careless manner
	Thinks abstractly. Perceive subtle cause and effect relationships		Questions others' ideas and may be seen as disrespectful		Dislikes working with others
	Flexible in thinking. Comes up with better ways to do things. Gets excited about new ideas. Enjoys hypothesizing		May be seen as disrespectful of authority; can be disruptive		Frustration when working with others who do not meet their expectations
	An alert or subtle sense of humor		May use humor at others' expense		Appears opinionated or argumentative
	Learns rapidly, easily. Can track two or more things simultaneously.		Finishes quickly and becomes disruptive Shows off		Often teased by others Can become depressed as adolescents
	Excellent retention of knowledge		Attempts to control class		Isolates self from peer group
	Independent. Long attention span.		Uncooperative in group situations		Finds decision making difficult
	High level of personal responsibility and commitment.		Frustration with personal performance self-critical. Perfectionist.		Difficult to live with. Seems hyperactive. Stimulus seeker
	Strong feelings and opinions - Intense.		Overly sensitive to the opinions and behaviors of others		
	Advanced sense of justice and fairness		Frustrated attempting 'reforms'		
	Preference for unusual, original and creative response		Asks impertinent questions Unorganized and absent-minded		
	Immersion learner		Dislikes subject boundaries		
	Single minded, does not accept status quo		Appears bossy, stubborn, rebellious, tactless and attention seeking		
	High energy level, decreased need for sleep		Need to explore the environment and seek new experiences. Easily bored without challenge		

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MATH

Characteristics		Possible Negative Behavior	
	Advanced math skills Approximate level (grade) ____		May be 'bossy' and influence other students
	Advanced math problem solving ability		Neglects other work and responsibilities Avoids interaction with peers

READING

Characteristics		Possible Negative Behavior	
	Large vocabulary		May be 'bossy' and influence other students
	Advanced reading ability Approximate level (grade) ____		Neglects other work and responsibilities Avoids interaction with peers

OTHER SUBJECT:

Characteristics		Possible Negative Behavior	
	Learns faster than others		May be 'bossy' and influence other students
	Advanced ability		Neglects other work and responsibilities Avoids interaction with peers

After completing the checklist above, do you feel like this student is talented or gifted?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Pool
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Indicate specific behaviors, characteristics, or abilities supporting possible TAG identification.

Please provide work samples (photocopies are fine) which reflect this student's strength(s). In order to give the committee a clear understanding of this student's performance you are encouraged to write comments on the work samples. For example: Was the work completed independently or with help? Do you consider the work sample exemplary or above grade level?

If you feel that this child does not exhibit behavior typical of a TAG student and should not be considered for TAG placement, please comment. Attach additional sheets if necessary
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Teacher's Signature	Date

La Grande School District Talented and Gifted Program

ANNUAL TALENTED AND GIFTED PROGRAM STUDENT/PARENT SURVEY

Student Name		Grade		School	
Date				TAG Meeting Date	
Parent/Guardian					
Building TAG Facilitator Contact:	Name:			Phone:	

What are some of your child's favorite subjects, hobbies, books and activities at home and at school?

What lessons/programs, if any, are your child currently taking outside of school?

What courses/activities are there that your child may need to be more challenging or move at a faster rate?

In what areas do you think your child may need or want some additional help?

What type of activities would your child be interested in participating both during school and after?

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In what area(s) do you want to focus your child's learning activities this year?

What are your college and career goals?

What goals have you set for yourself as far as your academic career is concerned?

Please list the classes your child is currently taking and the periods in which your child takes them.

Any additional comments or things you would like us to know about your child and their needs.

Please mail or deliver completed forms to your student's school.

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Personal Education Plan

Student Name	Teacher	School Year	School	Plan Date
Parent Contact Dates				

Check those that apply based on TAG testing results			
Academically talented in:	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Reading	<input type="checkbox"/> Intellectually Gifted

Rate and Level of Learning

The Personal Education Plan will address all that apply for this student per subject. The student: (CHECK ALL THAT APPLY)				
Completes work quickly and accurately	Math	Reading	Writing	Other:
Is highly motivated	Math	Reading	Writing	Other:
Grasps new concepts quickly and easily	Math	Reading	Writing	Other:
Works at a higher level than peers	Math	Reading	Writing	Other:

Student Attributes and Current Learning Objectives

Learning Profile	
Interests	
Readiness	

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Learning objective(s)/goal(s) for current school year as set up through collaboration between teacher, student, and parent. Goals may be academic, social/emotional, or personal. Use a separate sheet for this section if needed.

1.
2.
3.

Differentiation Process

Use the table below to focus areas of differentiation.

Academic			Intellectual
<p style="text-align: center;"><u>Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading levels <input type="checkbox"/> Varied texts <input type="checkbox"/> Supplemental materials <input type="checkbox"/> Interest levels <input type="checkbox"/> Learning profiles <input type="checkbox"/> Compact curriculum <input type="checkbox"/> Learning contract <input type="checkbox"/> Interest groups <input type="checkbox"/> Enrichment opportunities <input type="checkbox"/> Other: 	<p style="text-align: center;"><u>Process</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Varied pacing <input type="checkbox"/> Leveled resources <input type="checkbox"/> Independent study <input type="checkbox"/> Flexible grouping <input type="checkbox"/> Learning stations <input type="checkbox"/> Mentorships <input type="checkbox"/> Other: 	<p style="text-align: center;"><u>Product</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Journal <input type="checkbox"/> Model <input type="checkbox"/> Demonstration <input type="checkbox"/> Brochure/booklet <input type="checkbox"/> Poster <input type="checkbox"/> Teaching a lesson <input type="checkbox"/> Flow chart <input type="checkbox"/> Multimedia presentation <input type="checkbox"/> Other: 	<ul style="list-style-type: none"> <input type="checkbox"/> Self-reflection <input type="checkbox"/> Self-evaluation <input type="checkbox"/> Critical thinking <input type="checkbox"/> Problem solving <input type="checkbox"/> Leadership <input type="checkbox"/> Decision-making <input type="checkbox"/> Motivation & focus <input type="checkbox"/> Questioning strategies <input type="checkbox"/> Other:

Date and describe formal or informal pre-assessment results and necessary modification in the teaching process.

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Subject/Area		Date	
Pre-assessment			
Academic and/or Intellectual Modification			

Subject/Area		Date	
Pre-assessment			
Academic and/or Intellectual Modification			

Subject/Area		Date	
Pre-assessment			
Academic and/or Intellectual Modification			

Parent Signature	Student Signature	Administrator Signature
Teacher Signature	Other	Other

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Personal Education Plan and Program Evaluation

Conference # 1	Date:			
Degree of Completion of Goals (Check one)	Beginning Progress	Adequate Progress	Strong Progress	Completed
Overall Program Evaluation				

Conference # 2	Date			
Degree of Completion of Goals (Check one)	Beginning Progress	Adequate Progress	Strong Progress	Completed
Overall Program Evaluation				

Parent Signature	Student Signature	Administrator Signature
Teacher Signature	Other	Other

La Grande School District Talented and Gifted Program

TAG COMPLAINT PROCESS: POLICY IGBBC-AR

La Grande School District 1

Code: IGBBC-AR
Adopted: 6/13/07
Readopted: 4/30/08; 10/10/18; 10/09/19
Orig. Code: IGBBC-AR

Complaints Regarding the Talented and Gifted Program

The following procedure will be utilized when complaints arise regarding the district's talented and gifted programs and services (TAG):

All complaints regarding TAG will be reported to the superintendent. The complainant will be given the Talented and Gifted Standards Complaint Form, which must be filled out, before further consideration can be given to the complaint.

1. Upon receipt of a TAG complaint, the superintendent shall arrange for a review committee consisting of the TAG coordinator/teacher, the program supervisor, a counselor and a school psychologist.
2. The review committee shall meet within two working days of when the superintendent received the written complaint and review all pertinent information. A recommendation from the review committee will be submitted to the superintendent within 10 working days of receiving the original complaint.

The review committee may recommend that:

- a. The programs or services are appropriate; or
- b. The programs or services are not appropriate.

The superintendent shall report the recommendations of the review committee to the Board at the next regularly scheduled Board meeting.

3. After consideration of the recommendations, if any, issued by the review committee the Board will issue a decision within 20 days of the Board meeting. The Board's decision will be final and will address each allegation in the complaint and contain reasons for the Board's decision. The Board's final decision will be issued in writing or electronic form.
4. If a complainant, who is a student, a parent or guardian of a student who attends school in the district or a person who resides in the district, remains dissatisfied and has exhausted local procedures, they may appeal with the district's final decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of the OARs upon request.

Timelines may be extended upon written agreement between the district and the complainant.

Complaints Regarding the Talented and Gifted Program – IGBBC-AR
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La Grande School District
1305 North Willow Street, Oregon 97850-3822

TALENTED AND GIFTED STANDARDS COMPLAINT FORM

Name: _____

Address: _____

Phone (Daytime): _____ (Evenings): _____

Date of Complaint: _____

1. What is the nature of your complaint? _____

2. What is the district currently doing? _____

3. In your opinion, in what way is this situation a violation of state standards?

4. What do you feel the district should be doing? _____

5. Other pertinent comments _____

Signature: _____ Date: _____

Complaints Regarding the Talented and Gifted Program – IGBBC-AR
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Guiding Principles of a Gift Kid

1. Gift children should be viewed as individuals, not as THE GIFTED, each of whom has a unique pattern of abilities and interests that need to be nurtured.
2. Gifted children should spend at least part of their time with others of similar ability and interests. This avoids possible social-emotional problems of isolation and feeling different.
3. Gifted children should work in basic skills areas such as reading and math at their level and ability. That is, they should move as fast and as far as they are able. Boredom and unchallenging work may cause frustration resulting in gifted children being at risk.
4. Gifted children should be allowed to investigate, in depth, areas in which they are greatly interested and should be encouraged to do original, creative work.
5. Gifted children may need counseling and guidance, whether from a counselor or from their classroom teacher to optimize their potential.

Adapted from:
Dr. Lenora Cohen
TAG Institute
University of Oregon

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Bright Child vs. Gifted Child

Bright Child	Gifted Child
Knows the answers	Asks the questions
Is interested	Is highly curious
Is attentive	Is mentally and physically involved
Has good ideas	Has wild, silly ideas
Works hard	Plays around, yet tests well
Answers the questions	Discusses in detail, elaborates
Top group	Beyond the group
Listens with interest	Shows strong feelings and opinions
Learns with ease	Already knows
6-8 repetitions for mastery	1-2 repetitions for mastery
Understands ideas	Constructs abstractions
Enjoys peers	Prefers adults
Grasps the meaning	Draws inferences
Completes assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates a new design
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Inventor
Good memorizer	Good guesser
Enjoy straight forward, sequential presentations	Thrives on complexity
Is alert	Is keenly observant

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TAG Frequently Asked Questions

Oregon Department of Education Resource Found At: <https://www.oregon.gov/ode/learning-options/TAG/Pages/TAG-FAQ.aspx>

Identification

1. At what grade level should identification procedures first occur?

The Oregon Department of Education has determined that the Oregon Administrative Rules, unless otherwise specified within a particular rule, apply to all children, grades kindergarten through 12. Identification protocol should be in place in all grades, K-12.

2. During the identification process, what should be kept in a student's file?

TAG identification teams must keep a record of the decision made by the team and the data used to make the decision. This record must become part of the student's education record, even when the decision was that the student did not qualify for TAG services.

3. What test should be used to identify a TAG student?

No single test should be the measure of TAG identification. The law requires multiple criteria. This can include teacher checklists, parent checklists, work samples, creativity assessments, etc. In addition, to be identified as a student who is intellectually gifted, the student must score at or above the 95th percentile on a nationally standardized test of mental ability. To be identified as a student who is academically gifted in reading or math, the student must score at or above the 95th percentile on a test of total reading or a test of total mathematics from a nationally standardized test or statewide assessment.

4. How long should the identification process take?

Best practice suggests a reasonable length of time from referral to decision regarding identification status as being thirty working days or six weeks. Deviation from this timeline should be documented, with the reason clearly stated. Decisions on end-of-year referrals may be held over to the beginning of

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the following school year to facilitate involvement of a building team. Parents should be notified of any delay in the established timeline.

Parental Rights

5. What does Oregon law say about parental rights?

Parent permission is required for any individual testing that may need to be administered for identification purposes. If a student is not identified as TAG, a parent has the right to appeal the results. When a student is identified as TAG, the district must inform the parents about the available programs and services. Parents must be provided an opportunity to give input and discuss with the district the programs and services available to their child. Parents may request withdrawal from TAG services and programs at any time, and parents must be informed of their right to file a complaint.

Programs and Services

6. At what point in the school year should TAG services begin?

Oregon state law does not specifically state any timeline for services. This is a matter of local control. However, where no timeline exists, or where the timelines are so delayed as to effectively deny TAG students their legal rights, ODE has established guidelines about timelines. First of all, students previously identified as TAG should be receiving appropriate instruction within the first three weeks of the beginning of the school year. Additionally, transfer students or new referrals should be receiving appropriate instruction within thirty school days.

7. How does an IB, AP, or Honors class meet the needs of a TAG student? Do they meet all the needs of a TAG student?

International Baccalaureate (IB), Advanced Placement (AP), and Honors classes typically have a faster rate than other classes, and they tend to have more advanced content. They may also require students to use higher-level thinking and **performance. However**, enrollment in an IB, AP, or Honors class does not automatically show that a TAG student's rate and level of learning are being addressed. The classroom teacher, in cooperation with the school's TAG team and district policy, should still be

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monitoring the student's academic needs to assure that his or her rate and level of learning are being appropriately addressed in the classroom instruction.

8. Do after school enrichment opportunities meet the demands of the TAG mandate?

No. The mandate demands appropriate instruction. School enrichment might be helpful, but it does not meet the requirements on its own.

9. How do schools that have only a handful of TAG students adequately provide services?

TAG students can be effectively served in the regular education setting when differentiation is used consistently and students' rate and level of learning are continually assessed.

10. Do elective teachers have to write a TAG plan? What about a science teacher?

Oregon TAG law does not specify what exact documentation a teacher needs to have. District policy will determine how teachers will show that they are providing instruction at each TAG student's rate and level of learning. The law states, "The instruction provided to identified students shall address their assessed levels of learning and accelerated rates of learning." The law does not state that this will only happen in reading and math class. ODE interprets this statement to mean that each individual TAG student will be met with a plan of instruction at her or his rate and level of learning whenever appropriate to that particular student's TAG identification.

For example, a student identified as talented and gifted in performing arts most definitely needs to have services in place in band or choir class. A student gifted in mathematics should most definitely have rate and level of learning assessed and implemented in every class that incorporates mathematics, even if it's an elective or science class. However, that same student may not be identified in reading, and may actually be on grade level in reading and need no TAG instructional services in language arts classes.

11. How can middle and high school teachers meet TAG students' needs and have appropriate evidence of compliance?

Determining how to provide and document services at the secondary level for TAG students can be challenging, especially when trying to incorporate recent adaptations in the new diploma requirements. First of all, OAR 581-022-1130 states: (7) School districts shall develop a process that provides each student the opportunity to develop an education plan and build an education profile in

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grades 7 through 12 with adult guidance. The plan and profile shall be reviewed and updated periodically (at least annually) and be supported by a Comprehensive Guidance Program as defined in OAR 581-022-1510.

ODE suggests that school districts use this individual plan and profile as a place for school staff, students, and parents to discuss overarching issues related to that particular TAG student's educational needs. This would also allow for the parent input required by both the plan and profile and TAG statutes and rules.

Additionally, secondary teachers across the state have met TAG students' needs with appropriate evidence of compliance in a variety of ways. Some utilize a course syllabus as the place to explain how individual rate and level of learning will be assessed and incorporated into classroom instruction. Sometimes content area departments establish a set of higher-level learning objectives and coinciding learning activities that can be introduced to students who have demonstrated mastery of the basic skills. Other times, teachers present pre-assessment data to parents and students early in the term and then discuss options for that student like curriculum compacting, independent learning contracts, and other instructional strategies. Finally, many secondary schools are incorporating options like proficiency credit, dual credit with community colleges and universities, grade acceleration as a way to provide services to secondary TAG students.

In all of these examples it is most essential that the classroom teacher is aware of who the TAG students are in his or her class, is able to show evidence of an assessed rate and level of learning for each TAG student, and is providing individual instructional opportunities that match that rate and level.

12. Who is responsible for meeting the needs of twice exceptional students---SPED or TAG?

Both have responsibility, and both should work in cooperation with students who are twice exceptional.

13. Is there a different set of requirements for meeting the needs of twice exceptional students?

The legal requirements are the same as with a TAG student who is not twice exceptional. The student's abilities will determine appropriate instruction.

14. What documentation should teachers collect when serving TAG students?

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Oregon TAG law does not specify what exact documentation a teacher needs to have. District policy will determine how teachers will show that they are providing instruction at each TAG student's rate and level of learning.

15. What are the legal obligations of a school or district when a student exhausts all of the courses offered?

It depends. Can the student get the required credits for the diploma? What classes does the district require? If the student will be able to graduate, the district is not legally required to offer additional coursework for free. However, many districts have made it their local policy to offer additional coursework at the college level or using other Expanded Options programming.

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Oregon Oregon Department of Education

Rule 581-022-2500

Programs and Services for Talented and Gifted Students

(1) Each school district shall have a written plan for programs and services beyond those normally provided by the regular school program in order to realize the contribution of talented and gifted children to self and society.

(2) The written plan for programs and services for talented and gifted children shall be submitted to the Oregon Department of Education on a date and in a format provided in guidance documents provided by the Oregon Department of Education.

(3) The written plan shall include, but is not limited to:

(a) A statement of school district policy on the education of talented and gifted children;

(b) An assessment of current special programs and services provided by the district for talented and gifted children;

(c) A statement of district goals for providing comprehensive special programs and services and over what span of time the goals will be achieved;

(d) A description of the nature of the special programs and services which will be provided to accomplish the goals; and

(e) A plan for evaluating progress on the district plan including each component program and service.

(4) The instruction provided to identified students shall be designed to accommodate their assessed levels of learning and accelerated rates of learning.

(5) 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:

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

(b) 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;

(c) Student interest, style, and learning preferences information from inventories or interviews; and

(d) Other measures determined by the school district to be relevant to the appropriate academic instructional program for the student.

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GLOSSARY OF IMPORTANT TERMS

Term	Definition
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 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.

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Term	Definition
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 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)
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	<p>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</p> <p>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.</p>
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.

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Term	Definition
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	<p>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.</p> <p>Addresses the measure of the pace at which the student is successfully progressing 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.</p>
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.