

Joseph School District

Plan for Talented and Gifted Education

The following plan is to be implemented over a three year period. The plan explains new districts goals, activities, and implementation strategies that have not been in place but will be a work in progress over the course of three years.

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Section 1: Introduction



**Section 2:
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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

Joseph School District 6

Code: IGBB

Adopted: 5/12/14

Revised/Readopted: 9/10/18;11/14/22

Orig. Code: IGBB Talented and Gifted Program

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 and/or intellectually gifted. The Board directs the superintendent to develop a written identification process for identifying academically talented and intellectually gifted students in grades K through 12. A written plan shall be developed that identifies programs or services needed to address the assessed levels of learning and accelerated rates of learning of identified students. The district may also identify and provide programs for students who demonstrate creative abilities, leadership abilities or unusual abilities in visual or performing arts.

B. Implementation of Talented & Gifted Education Programs and Services

Talented and Gifted Program and/or Services**

The district is committed to an educational program that recognizes, identifies and serves the unique strengths and needs of students identified talented and gifted. Talented and gifted students demonstrate exceptional performance when compared to applicable developmental or learning progressions, with consideration given for variations in student's opportunity to learn and to culturally relevant indicators of ability.

The Board directs the superintendent to develop a process for identification of talented and gifted students in grades K through 12. (See Board policy IGBBA - Talented and Gifted Students - Identification**)

The district will develop a written plan of instruction for talented and gifted students in accordance with law, that:

1. Includes a statement of the district policy on the education of talented and gifted students (this policy;

2. Identifies and assesses special talented and gifted programs and services available in the district;
3. States goals related to providing such programs and services, including timelines for achievement;
4. Describes the programs and services intended to accomplish stated goals;
5. Describes how the district provides parents an opportunity to discuss and to provide input on programs and services for their child;
6. Describes how the district will evaluate progress of the plan; and
7. States the name and contact information for the district's talented and gifted coordinator.
- 8.

The district shall submit such plan to the Oregon Department of Education (ODE) as directed.

The plan will be provided at the school or the district office, when requested, and will be published on the district's website. The district website shall provide the name and contact information of the district's coordinator of special education and programs for talented and gifted. The district will annually report the name and contact information of the district's TAG coordinator to ODE.

The district may also identify and provide programs for students who demonstrate outstanding ability or potential in creative ability in using original or nontraditional methods in thinking and producing; leadership ability in motivating the performance of others in educational or noneducational settings; and/or ability in the visual or performing arts, such as dance, music or art.

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
<p>TAG Identification Process Overview <i>Aligned to OAR 581-022-2325 (1)</i></p>	<p>In order to serve academically talented and intellectually gifted students in grades K through 12, the district directs the superintendent, after due consideration of the input of staff, parents and the community, to establish a written identification process. Students are able to be identified TAG in any single area within all academics through the use of multiple measures to determine their individualized needs.</p>
<p>Multiple modes and methods of data collection used in the identification process. <i>Aligned to OAR 581-022-2325 (2)(b)(c)</i></p>	<ol style="list-style-type: none"> 1. Use of research based best practices to identify talented and gifted students from under-represented 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 the identification of intellectually gifted students; 4. A nationally standardized academic achievement test of reading or mathematics or a test of total English Language Arts/Literacy or total mathematics on the Smarter Balanced Assessment for assistance in identifying academically talented students. 5. Classroom performance and teacher observation 6. Utilization of Gifted Profiles as an additional means of identification TAG\Gifted Profiles Poster.pdf <p>Identified students shall score at or above the 97th percentile on one of these tests. Other students who demonstrate the potential to perform at the eligibility criteria, as well as additional students who are talented and gifted may be identified.</p> <p>Students may display above grade level performance within the classroom that may be exhibited by the characteristics listed in the Gifted Profiles (linked above).</p>

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>Our district utilizes two resources TAG\Culturally Linguistically Economically Diverse Characteristics (1).pdf to help with identification of ELL students. One resources I a list of characteristics that could be displayed by an English Language Learner who is gifted and the second resources is the High Potential Culturally and Linguistically Diverse Learner: Teacher Rating Scale.</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>At least two or more of the following are required: District TAG Data Classroom Observational Data utilizing Kingore Observation Inventory Characteristics/Profile Checklists TAG\Culturally Linguistically Economically Diverse Characteristics (1).pdf TAG\Gifted Profiles Poster.pdf Classroom Performance (portfolios, cohort comparisons, strengths, evidence of above grade level performance, accelerated rate of learning, classroom assessments) Standardized Testing Data/Ability Measures-CogAT Learning Performance Indicator- (OSAS) Local Performance Assessments-Writing samples, Fountas and Pinnell Benchmark Assessment System, Math Performance Tasks Kindergarten Assessment Progress Monitoring Tool- (iReady, IXL, EasyCBM) Interviews Data from assessments administered from other program Eligibility- (WISC, Woodcock-Johnson, ELPA)</p>
<p>Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices</p>	<p>Our district engages in a referral process that allows for a collection of various data (listed above) to be presented to a team for determination. Classroom teachers collect and use multiple modes and methods of qualitative and quantitative evidence that allow members of the identification team to make a determination about the identification or eligibility of the students for TAG services, supports, or programs. We ensure that no single test, piece of evidence, or other external factors (Special Education, Behavior, Language, etc...) will eliminate a student from eligibility.</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	Eligibility Identification Determination- Preponderance of Evidence
Universal Screening/Inclusive considerations	<p>Joseph SD utilizes iReady as a universal screener at all grade levels and is administered three times a year. Although our district, does not identify students until 2nd grade, the data from iReady allows for classroom teachers to provide differentiation and/or extension opportunities for students demonstrating proficiency or above grade level proficiency within the designated content area. Our percentile threshold is 97th percentile or leveling out above grade level but it is important to note that this is not our only means of identification, this is just utilized as our universal screener to help elevate the students who are showing to be above grade level within reading, writing, and math (and sub-categories within each content area).</p>
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection	<p>Through our referral/eligibility determination process we utilize various sources of data that are use local and national norms when identifying TAG students.</p>
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	<p>Observations utilizing the Kingore Inventory Accelerated rate of Learning within the classroom that could be within an entire content area or within a skill of that content area Standards-based coursework performance proving to be above grade level Student and Family Interviews Teach Rating Scales/Profile Checklists</p>
A tool or method for determining a threshold of when preponderance of evidence is met.	Eligibility Identification Determination- Preponderance of Evidence
TAG Eligibility Team	<p>A team is necessary to determine eligibility. The following may be included in the team: Principal Classroom teacher (previous, current, or future teacher) Parents Student</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	Assessment Specialist TAG Coordinator
Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification	<p>The following may be included but not limited by the following:</p> <ul style="list-style-type: none"> Observational data Profile Checklists Classroom Performance (portfolios, cohort comparisons, strengths, evidence of above grade level performance, accelerated rate of learning, classroom assessments) iReady, IXL, and EasyCBM diagnostic data Standardized Assessment/Ability Measure Assessment data-CogAT Learning Performance Indicator- OSAS Teacher/Parent Interviews (if conducted)

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	Joseph SD utilizes iReady, EasyCBM and IXL as universal screeners and are administered three times a year. Although our district, does not identify students until grade 2, the data from iReady allows for classroom teachers to provide extension opportunities for students demonstrating proficiency or above grade level proficiency within the designated content area.
What is the broad screening instrument and at what grade level is it administered?	CogAT (Grade 2 and above)

Key Questions	District Procedure
<p>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)?</p>	<p>Our percentile threshold is 97th percentile or leveling out above grade level but it is important to note that this is not our only means of identification, this is just utilized as our universal screener to help elevate the students who are showing to be above grade level within reading, writing, and math (and sub-categories within each content area).</p>

C. Portability of TAG Identification

Key Questions	District Policy and Practices
<p>Does your district accept TAG identification from other districts in Oregon</p>	<p>Our district will review and accept TAG identification from other districts in Oregon. If the provided documentation and mode of identification does not align with our plan, we will evaluate the student using our district TAG identification measures to determine TAG portability.</p>
<p>Does your district accept TAG identification from other states?</p>	<p>Our district will review and accept TAG identification from other states. If the provided documentation and mode of identification does not align with our plan, we will evaluate the student using our district TAG identification measures to determine TAG portability.</p>
<p>Do local norms influence the decision to honor identification from other districts and states?</p>	<p>If the transfer student has documentation that is within a relative similarity to our local norms, our district will accept their TAG identification. We will accept TAG identification transfers based upon the following: Local/national norms are within 1 percentile as our district norms Contains Observational data from previous teachers, Classroom Performance (portfolios, cohort comparisons, strengths, evidence of above grade level performance, accelerated rate of learning, classroom assessments), iReady diagnostic data (or similar from their district), Standardized Assessment/Ability Measure Assessment data, Learning Performance Indicator- OSAS(or similar from their state)</p>

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
Differentiated Instruction involving tiers of depth and complexity	K-12 engages in providing differentiation for different levels of students within the classroom that includes students achieving above grade level.
Project Based Learning	K-12 utilizes project based learning regularly throughout the year that allows for providing depth and complexity to TAG students with their project and to provide TAG students with opportunities to extend and expand their specific areas of strength.
Formative Assessment as a Process	Observed regularly in the grades K-12. Joseph SD utilizes curriculum formative assessment data, iReady assessments data, Fountas and Pinnell Benchmark Assessment Data, and weekly observations of in class performance.
Advanced Placement with differentiation of instruction based on learning evidence	See table below for list of courses offered

B. Dual Credit/Advanced Placement (AP) Course Offerings

Name of Dual/AP Course	Schools and Grade Levels Offered
Success 101	Joseph High School- Grades 9-12

Name of Dual/AP Course	Schools and Grade Levels Offered
Future Health Professionals	Joseph High School- Grades 9-12
Analytic Algebra and Trigonometry	Joseph High School- Grades 9-12
Calculus	Joseph High School- Grades 9-12
Advanced Biology	Joseph High School- Grades 9-12
Human Physiology	Joseph High School- Grades 9-12
Chemistry	Joseph High School- Grades 9-12
Computers in Agriculture	Joseph High School- Grades 9-12
Special Problems in Agriculture	Joseph High School- Grades 9-12
Introduction to Agriculture	Joseph High School- Grades 9-12
Introduction to Business	Joseph High School- Grades 9-12
Writing 121	Joseph High School- Grades 9-12
Individualized College Course Level Offerings	Joseph High School- Grades 9-12

C. Teacher’s Knowledge of TAG Students in Class

Key Questions	District Procedure
<p>What procedures are in place to ensure classroom teachers K – 12 know who the TAG identified students are in their classrooms?</p>	<p>TAG coordinator is responsible for providing information at grade/teacher transitions each year. They are also available within our student information systems.</p>
<p>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?</p>	<p>The TAG coordinator is responsible for support staff in finding support and services.</p>
<p>How do teachers determine rate and level needs for students in their classrooms?</p>	<p>During the referral and eligibility determination, staff are required to collect and review various sources of data that provide academic information of the student. As part of this process, staff have adequate knowledge around the skill areas that students are exceeding in and need additional support. In addition, during our identification process, the team collaboratively shares and documents how the learner will best be supported in the classroom.</p>

D. Instructional Plans for TAG Students

Key Questions	District Procedure
<p>Are Personal Education Plans (PEPs) required or optional? At which grade levels are PEPs required?</p>	<p>Optional</p>

Key Questions	District Procedure
Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?	Optional
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student's learning?	At the eligibility/identification meeting.

E. Option/Alternative Schools Designed for TAG Identified Students

NOT APPLICABLE

F. TAG Enrichment Opportunities

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
Curriculum Compacting	Our district honors proof of prior learning of specific standards/lessons/units that allow for enhancement opportunities for students by not requiring them to complete the content that has been proven to already have been mastered.
Pre Assessment/Formative Assessment Processes	Staff are using curriculum and other formative assessments to determine where students are at within the grade level standards. These assessments provide the needed academic data to drive the instructional decision making within their classroom.
Grouping Strategies	Based upon leveled assessments within the classroom, teachers provided tiered stations

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
	where the expectation at each station has a range of opportunities to meet the needs of our higher performing students.
Intentional/Relevant Educational Opportunities	Based upon TAG assessment data, students are provided with educational opportunities that range in depth and complexity around the content area or sub category within that content area where appropriate.
Acceleration/Advanced Placement	We offer students the opportunity to take above grade level math courses starting in the 6 th grade if assessments indicate appropriate. This an area we are working towards improving and enhancing within our elementary building (K-6). We are designing and building our schedule to allow for grade levels to teach content areas at the same time to allow for students to access above grade level content by subject where appropriate. Our HS offers a variety of AP courses while also providing differentiation within the course to allow for growth and appropriate cognitive demand.

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?
<p>Develop an enrichment program and improve daily enrichment opportunities in the classroom by providing appropriate and relevant training and educational opportunities around aligning services to identification to staff by the end of the 2022-2023 school year.</p>	<p>Training and exposure to implement our newly purchased Robotics curriculum and continued implementation of STEAM class.</p> <p>Redesign K-6 schedule align core classes to be taught at the same to begin incorporating accelerated learning by grade level.</p> <p>High School will be adding additional AP course offerings (Advanced Biology,</p>	<p>2022-25 School Year-Ongoing Effort to improve enrichment program over the duration of the plan that will occur during yearly in-services.</p>	<p>Staff will monitor and report at monthly meetings on the utilization of the Robotics curriculum, and implementation of newly added course offerings and collaborate on successes and areas of improvement for best implementation.</p>	<p>Pre/Post survey of staff and students regarding the Robotics/STEM curriculum to gather data around engagement, enhancement opportunities, successes and areas of improvement.</p>

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?
	Psychology, Dual English and Chemistry)			

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?
<p>Improve equitable identification and referral practices by that incorporates the use of local norms and includes family engagement of new practices by the end of the 2022-2023 school year.</p>	<p>1. Training in identification best practices, including use of local norms, as a means to services. 2. Provide training specific to instructional practices that promote and foster academic growth for</p>	<p>October 2023- TAG identification, services, and strategies presentation In-service and at student conferences. April 2024- Continuation of trainings</p>	<p>Completion of three trainings with staff sign-in for accountability Revising district documents specific to identification to include use of local norms</p>	<p>Classroom observations and walkthrough protocols note examples of instructional practices observed Examine identification data (who was referred and identified), and</p>

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?
	students identified as TAG			how that compares to the year prior

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?
Provide training of gifted characteristics of TAG students and instructional strategies and practices to teachers, education specialists, and classroom support staff by the end of the 2023-2024 school year.	Use of ODE provided resources around TAG characteristics, instructional approaches, and education on differentiation practices that are aligned with TAG	October 2023-identification, services and strategies presentation during in-service and student conferences.	Completion of three trainings with staff sign-in for accountability Revising district documents specific to identification to include use of local norms	Classroom observations and walkthrough protocols note examples of instructional practices observed

B. Professional Development Plan: Identification

Who	What	Provided by	When
Staff person who is responsible for TAG identification in your district (Administrator)	Required statewide training	Oregon Department of Education	In person at IMESD on March 9th
All district licensed educators who are responsible for identification	Training on Identification	Kayla Hull	August/September 2023

C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	Parent Teacher Conferences

Comprehensive TAG Programs and Services	Date and/or method of Communication
Universal Screening/Testing grade levels	Parent Teacher Conferences
Individual and/or group testing dates	Parent Teacher Conferences
Explanation of TAG programs and services available to identified students	Parent Teacher Conferences, Monthly Newsletter, Social Media Platforms, Handbook
Opportunities for families to provide input and discuss programs and services their student receives	Parent Teacher Conferences
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	N/A PEPs will not be required.
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	Parent Teacher Conferences, Monthly Newsletter, Social Media Platforms
TAG informational events (middle school) - where parents learn about TAG profiles, explanations of services and programs offered to TAG identified students, transition	Parent Teacher Conferences, Monthly Newsletter, Social Media Platforms

Comprehensive TAG Programs and Services	Date and/or method of Communication
expectations from elementary to middle school, etc.	
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.	Parent Teacher Conferences, Monthly Newsletter, Social Media Platforms
Notification to parents of their option to request withdrawal of a student from TAG services	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 IGBBAAR – Appeal Procedure for Talented and Gifted Student Identification and Placement.
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	The Board has established a complaints 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

Comprehensive TAG Programs and Services	Date and/or method of Communication
	gifted. This complaint procedure, IGBBC-AR – Complaints Regarding the Talented and Gifted Program, is available at the district’s administrative office and on the home page of the district’s website.
Designated district or building contact to provide district-level TAG plans to families upon request	Lance Homan– Superintendent/Principal

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/Administrator	Susan Koehn	Susan.koehn@josephcharter.org	541-432-7311
Person responsible for updating contact information annually on your district website	Miranda Micka	Mirand.micka@josephcharter.org	541-432-7311

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
Person responsible for updating contact information annually on the Department	Lance Homan	lance.homan@josephcharter.org	541-432-7311
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Susan Koehn	Susan.koehn@josephcharter.org	541-432-7311
TAG contact for [school A]*			
TAG contact for [school B]*			
TAG contact for [school C]*			

*[District directions: Add lines as needed to include a building-level contact for each school in the district.]

Appendix: Glossary



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.

Term	Definition
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 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.

Term	Definition
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	<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.

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.