Central Point School District 6

Plan for Talented and Gifted Education

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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](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=286193) (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 section 2

**Legal references:** aligned to [ORS 343.397](https://www.oregonlegislature.gov/bills_laws/ors/ors343.html) (1)(a) and [OAR 581-022-2500](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=286193)

## Local School Board Policies

[IGBBA- Talented and Gifted Students- Identification](https://drive.google.com/file/d/1hkm7xDruBP1zQxyD0bnFEj7vPVjv7dAq/view?usp=sharing)

[IGBB- Talented and Gifted- Programs and Services](https://drive.google.com/file/d/1GakHOvYQkPGtmpcOp2dQimD85mxuOT0S/view?usp=sharing)

[IGBBD- Talented and Gifted- Parent Notification](https://drive.google.com/file/d/1TfXlL_UvTjh22xv9x7rnAZpv3xSmgu5S/view?usp=sharing)

[KL-AR- Public Complaint Procedure](https://drive.google.com/file/d/1I7SAmO8rTNsgaN2HZkM83sg65oJ8hjhO/view?usp=sharing)

## Implementation of Talented & Gifted Education Programs and Services

**Mission**

The district Talented and Gifted program strives to nurture gifted students in developing their abilities in order to realize their full potential through challenging curriculum and authentic learning activities.

**Philosophy**

Central Point School District 6 is committed to an educational program that recognizes the unique diversity of the students we serve, identifies their needs and talents, and provides appropriate instructional services to create educational opportunities for all students, including those identified as Talented and Gifted.

Gifted and talented students are those students who demonstrate exceptional capabilities that require services beyond the scope of the regular classroom curriculum. Gifted students…

* are individuals with unique patterns of abilities and interests.
* benefit from intellectual stimulation and collaboration with peers with similar abilities and interests.
* are challenged through differentiated curriculum and instruction designed to meet the level and rate of learning.
* may need support and guidance to address their unique, academic, social, and emotional needs.
* benefit from access to future college and career opportunities.

# Section 3: Identification of TAG-Eligible Students section 3

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

## District TAG Identification Practices

| **Identification Practices**  **(OAR 581-022-2500)** | **Evidence and Explanation of Identification Practices** |
| --- | --- |
| **TAG Identification Process Overview**  *Aligned to OAR* [*581-022-2325 (1)*](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=287785) | [**CPSD6 TAG Identification Process Overview**](https://docs.google.com/document/d/104gwCOHBtI8UXM5MLmFwoCOUpYRejT_6/edit) |
| **Multiple modes and methods of data collection used in the identification process.** *Aligned to OAR* [*581-022-2325 (2)(b)(c)*](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=287785) | The school will collect and use multiple modes and methods of qualitative and quantitative evidence to allow appropriate members of the Academic Support Team (AST) to make a determination about the identification and eligibility of the students for talented and gifted services and supports. No single test or piece of evidence will eliminate a student from eligibility. |
| **Culturally responsive practices specific to identification.** *Aligned to OAR* [*581-022-2325 (1)(a), (2)(d)(A-E*](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=287785)*)* | CPSD6 uses methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification of students from historically underrepresented populations including, but not limited to: students who are racially/ethnically diverse; students experiencing disability; students who are culturally and/or linguistically diverse; students experiencing poverty; and students experiencing high mobility. |
| **Research-based tools, instruments, or considerations utilized to equitably identify students from underrepresented populations including, but not limited to students experiencing disabilities and students who are culturally and linguistically diverse** | CPSD6 uses research-based tools, instruments and consideration to equitably identify students from underrepresented populations including but not limited to: students experiencing disabilities, students who are culturally and linguistically diverse. |
| **Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices** | EPSD9 has created methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification by using local norms rather than national norms using an aptitude test and a body of evidence produced by the student and collected by the school. |
| **Universal Screening/Inclusive considerations** | All Second Graders in the district are screened with the CogAT in the Spring of the school year. If parents/guardians or teaching staff wish for a student that is not in Second Grade to be considered for TAG identification, the process will be followed with that student. |
| **Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection** | CPSD6 has created methods and practices in assessment and identification by using local norms rather than national norms using an aptitude test and a body of evidence produced by the student and collected by the school. National norms can also be used and no single test or piece of evidence will eliminate a student from eligibility. |
| **Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)** | As part of the TAG identification process, teachers, parents/guardians and in some cases students will be asked to complete checklists to ascertain qualitative data. As well, a body of evidence produced by the student and collected by the school will be used for consideration. |
| **A tool or method for determining a threshold of when preponderance of evidence is met** | Using local norms on a multiple-choice K-12 assessment that measures reasoning skills with different types of verbal, quantitative, and nonverbal questions(CogAT) in addition to qualitative data will be used to demonstrate a preponderance of evidence is met. |
| **TAG Eligibility Team** | Each CPSD6 school has an AST Team composed of appropriate school staff plus the student’s parent/guardian to make a determination about TAG identification and eligibility. |
| **Documents are included in the students’ electronic cumulative record file regarding TAG identification and the eligibility teams’ process to determine identification** | Documents are included in the students’ electronic cumulative record file regarding TAG identification and the eligibility teams’ process to determine identification. |

## Universal Screening/Inclusive Considerations

| **Key Questions** | **District Procedure** |
| --- | --- |
| **Is a universal screening instrument used at a specific grade level?** | All Second Graders in the District are screened with the CogAT (Cognitive Abilities Test) in the spring of the school year. |
| **What is the broad screening instrument and at what grade level is it administered?** | All Second Graders in the District are screened with the CogAT (Cognitive Abilities Test) in the spring of the school year. |
| **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)?** | The top 15% of Second Graders screened in each school with the CogAT are invited to complete the full battery in the Fall of their Third Grade Year to potentially initiate the eligibility process.  Of the Third Graders that take the full CogAT battery, those that score at 90% in their school are considered for TAG identification.  Central Point School District 6 comprises schools in three unique communities. Using percentages of the school rather than norms helps promote equity in TAG eligibility. |

## Portability of TAG Identification

| **Key Questions** | **District Policy and Practices** |
| --- | --- |
| **Does your district accept TAG identification from other districts in Oregon?** | CPSD6 honors and accepts TAG Identification from other Districts in Oregon. |
| **Does your district accept TAG identification from other states?** | CPSD6 honors and accepts TAG Identification from other states. |
| **Do local norms influence the decision to honor identification from other districts and states?** | Local norms do not influence the District’s decision to honor identification from other districts and states. If any staff member thinks a student may be TAG, we use the CogAT to initiate a potential eligibility. |

# Section 4: Instructional Services and ApproachesSection 4

## 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** |
| --- | --- |
| Cluster Grouping | Schoolwide cluster grouping in grades 1 - 5 when possible (all elementary campuses) |
| [Formative Assessment as a Process](https://www.oregon.gov/ode/educator-resources/assessment/Pages/Formative-Assessment-Resources.aspx) | Observed regularly in grades 3-5 (all classrooms, all elementary campuses) |
| Differentiated Instruction involving tiers of depth and complexity | 6-8 (language arts, math and social science,) and 9-12 (language arts, math, and science courses) all middle and high school campuses |
| Subject Acceleration | Primarily this occurs in mathematics. Students demonstrate what they know and their thinking about how to solve mathematics problems using an end of year tool. It is imperative that students show their work. Even if the answer is incorrect, the teacher can see the student’s reasoning to answer the problem. It becomes a body of work. |
| Advanced Placement (AP) with differentiation of instruction based on learning evidence | See table below for list of courses offered. |

## Advanced Placement (AP) Course Offerings

| **Name of AP Course** | **Schools and Grade Levels Offered (Can Vary by Year)** |
| --- | --- |
| AP Studio Art | Open to students in grades 11 and 12 at Crater High School Campus |
| Accelerated English Language & Comp | Open to students in grades 11 and 12 at Crater High School Campus |
| Accelerated English Literature & Comp | 23-24 - Open to students in grades 11 and 12 at Crater High School Campus |
| AP Statistics | Open to students in grades 10, 11, and 12 at Crater High School Campus |
| AP US History | Open to students in grades 10, 11, and 12 at Crater High School Campus |
| AP Government/Politics | Open to students in grade 10, 11, and 12 at Crater High School Campus |
| AP Psychology | 23-24 - Open to students in grades 11 and 12 at Crater High School Campus |
| AP Calculus | Open to students in grades 11 and 12 at Crater High School Campus |

## International Baccalaureate (IB) Course Offerings - Not Applicable

## Teacher’s Knowledge of TAG Students in Class

| **Key Questions** | **District Procedure** |
| --- | --- |
| **What procedures are in place to ensure classroom teachers K – 12 know who the TAG identified students are in their classrooms?** | * All TAG Students are flagged in the electronic student records system, Synergy. * Grades K-12: Each building has a TAG Coordinator with access to all TAG student records for the building. In September, the TAG Coordinator in each building notifies teachers in all grades of previously identified TAG students. * As students transfer into buildings over the course of the year, the TAG Coordinator will notify teachers of TAG status of incoming students. If documentation of TAG status is found within the cumulative folder, status will be noted through the file review. |
| **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?** | Each school has a Student Wellness Specialist assigned to the school. Each school also has a TAG Coordinator that is known to the teachers and support staff. |
| **How do teachers determine rate and level needs for students in their classrooms?** | Many teachers use formative assessment to guide instruction. |

## Instructional Plans for TAG Students

| **Key Questions** | **District Procedure** |
| --- | --- |
| **Are Personal Education Plans (PEPs) required or optional? At which grade levels are PEPs required?** | Flex Plans are required for TAG students whose parents have agreed to their student being identified as TAG. The FLEX Plan is used for all students. |
| **Are Instructional Plans (IP) required or optional? Which courses are required to have Instructional Plans?** | All teachers are required to prepare and use Instructional Plans/Lesson Plans. |
| **How are families notified regarding the opportunity to discuss the PEP or IP designed for their student’s learning?** | FLEX Plans are reviewed and edited at Conference time, Fall and Spring of each school year. |

## Option/Alternative Schools Designed for TAG Identified Students - Not Applicable

## TAG Enrichment Opportunities

| **TAG Enrichment Opportunities**  ***(Note: After school opportunities do not replace daily TAG instruction and services)*** | **Explanation of Opportunity** |
| --- | --- |
| Academic Competitions provided by Southern Oregon University | Southern Oregon University (SOU) offers intercollegiate opportunities for students to participate in Academic Competitions such as Brain Bowl, Scavenger Hunt, Regional Spelling Contest, and Mathematics League, and Best of the Best Art Show. These opportunities are available for 6-12 graders to compete in annually. |
| Extracurricular enrichment opportunities | Science Fair, National Junior Honor Society, National Honor Society, etc. |
| SOU also offers Academy for one week each summer. | SOU offers TAG students the opportunity to visit their campus and stay for one week in the dorms for a college-like experience and exploration of many high interest topics for students. |
| SOESD strives to put together TAG Enrichment Opportunities for TAG students in our region. | SOESD strives to put together TAG Enrichment Opportunities for TAG students in our region. Examples include Ropes Course, Day Camps, etc. This has been derailed by COVID. |

# Section 5: Plan for Continuous ImprovementSection 5

## 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?** |
| --- | --- | --- | --- | --- |
| CPSD6 will improve equitable identification practices by providing training of gifted characteristics to teachers, and incorporating the use of local norms at building levels, by the end of the 2022-23 school year. | Training 2nd grade staff on transition from nationally normed assessment to local norms and selecting a student’s body of evidence.  Training K-12 staff on how to recognize gifted characteristics. This would include information on how gifted characteristics may present differently in twice exceptional students or in English Learners. | **Sept/Oct 2023:**   * Screener Training for 2nd grade staff * Screen all 2nd graders using CogAT Screener * Top 15% of each school invited to complete full battery with parent permission * Top 15% of school complete full battery * Body of evidence gathered for Top 10% of that group * Meet with Team to determine next steps | Completion of Screening Process for all 2nd graders  Completion of full battery of CogAT of Top 15% in each elementary school  Completion of staff trainings with verified attendance | Compare identification data to prior years, looking for increases in:   * Identified students from traditionally underrepresented groups * At least a 1% increase in TAG identification will be realized at each elementary school. |
| CPSD6 will continue to engage with families regarding support for their TAG student(s). | Parent-Teacher Conferences | 2 times annually | Plans reviewed | Parent and School Collaboration |
| CPSD6 will continue to support programs and services to support TAG students. | Continued access to existing programming and watchful awareness of new opportunities | Continual | Tracking of student interest and involvement through PEP documentation. | Tracking of student interest and involvement through PEP documentation. |
| Provide professional development opportunities for TAG facilitators, teachers and administrators | Fall of each school year  and ongoing professional development annually | * CogAT Training for Account holder, Technology, District Administrator and proctor * Annual Facilitator and Administrator Training * Annual Staff Training Opportunities (inservice/ after-school) * Information about Differentiated Instruction,TAG Conferences, etc. | * District TAG Administrator/ Facilitator * Building TAG Facilitator * Department of Education | * District Professional Development Calendar * Building TAG Facilitator attendance at TAG and/or Differentiated Instruction Trainings |
| CPSD will improve recognition and identification practices for underrepresented populations. | By using district norms rather than national norms, recognition and identification for underrepresented populations will improve. | * Assess the demographics of the TAG Population vs. the demographics of the district at least once a year * Included in the Fall annual Facilitator/ Administrator Training * Annual Fall Staff Training Agenda | * District TAG Administrator/ Facilitator, Building TAG Facilitator will evaluate progress yearly. * Department of Education will provide feedback * School Data meetings (3 x a year) will review practices | The demographic  makeup of the TAG population should approximate the  demographic makeup of the overall district  population |

## Professional Development Plan: Identification

| **Who** | **What** | **Provided by** | **When** |
| --- | --- | --- | --- |
| Staff person who is responsible for TAG identification in your district - DIrector of Education Department | Required statewide training | Oregon Department of Education/Angela Allen | October 5, 2023 |
| All district licensed educators who are responsible for identification | Training on Identification  Emails each Trimester for reminders | Building TAG Coordinators  Director of Education | February 2023 |

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## Family Engagement

| **Comprehensive TAG Programs and Services** | **Date and/or method of Communication** |
| --- | --- |
| Identification procedures (including referral process) | Letters contained within [**CPSD6 TAG Identification Process Overview**](https://docs.google.com/document/d/104gwCOHBtI8UXM5MLmFwoCOUpYRejT_6/edit) |
| Universal Screening/Testing grade levels | CogAT, Grade 2, Transitioning to Grade 3 |
| Individual and/or group testing dates | Spring 2023, Transitioning to October 2023 |
| Explanation of TAG programs and services available to identified students | As students are identified, this is explained to TAG students. Additional TAG options will be shared with TAG families through each school’s TAG Coordinator. |
| Opportunities for families to provide input and discuss programs and services their student receives | Family Conferences:   * Fall * Spring   Anytime Family, Student, or Teacher requests a meeting. |
| Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available | Family Conferences:   * Fall * Spring   Anytime Family, Student or Teacher requests a meeting.  Viewable on the District website. |
| TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc. | Information about TAG can be found on our website. Onsite TAG coordinators also provide ongoing communication with staff and families. |
| TAG informational events (middle school) - where parents learn about TAG profiles, explanations of services and programs offered to TAG identified students, transition expectations from elementary to middle school, etc. | Information about TAG can be found on our website. Onsite TAG coordinators also provide ongoing communication with staff and families. |
| 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. | Information about TAG can be found on our website. Onsite TAG coordinators also provide ongoing communication with staff and families. |
| Notification to parents of their option to request withdrawal of a student from TAG services | Letter contained within [**CPSD6 TAG Identification Process Overview**](https://docs.google.com/document/d/104gwCOHBtI8UXM5MLmFwoCOUpYRejT_6/edit) |
| Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process | Notice at each PEP meeting as well as notice in each school’s Handbook. |
| Designated district or building contact to provide district-level TAG plans to families upon request | Each school has access to the district-level TAG plan; as well, it is posted on the [district website](https://www.district6.org/). |

# Section 6: Contact InformationSection 6

**Legal reference:** [ORS 343.397](https://www.oregonlegislature.gov/bills_laws/ors/ors343.html) and [OAR 581-022-2500](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=286193)

| **Contact Information for District and School TAG Personnel** | **Name of Contact** | **Email Address** | **Phone Number** |
| --- | --- | --- | --- |
| **District TAG Coordinator/Administrator** | Christine Beck | christine.beck@district6.org | 541-494-6224 |
| **Person responsible for updating contact information annually on your district website** | Christine Beck | christine.beck@district6.org | 541-494-6224 |
| **Person responsible for updating contact information annually on the Department** | Christine Beck | christine.beck@district6.org | 541-494-6224 |
| **Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)** | Christine Beck | christine.beck@district6.org | 541-494-6224 |
| **TAG contact for Crater Renaissance Academy** | Elizabeth Shea | elizabeth.shea@district6.org | 541-494-6300 |
| **TAG contact for Crater Academy of Health and Public Service** | Kaitlyn Nelson | kaitlyn.nelson@district6.org | 541-494-6300 |
| **TAG contact for Crater School of Business** | Kristen Sullivan | kristen.sullivan@district6.org | 541-494-6300 |
| **TAG contact for Scenic Middle School** | Kelly Winfield | kelly.winfield@district6.org | 541-494-6400 |
| **TAG contact for Hanby Middle School** | Taren Hayes | taren.hayes@district6.org | 541-494-6800 |
| **TAG contact for Central Point Elementary** | Jason Kuhlman | jason.kuhlman@district6.org | 541-494-6500 |
| **TAG contact for Jewett Elementary** | Tami Gwilliam | Tami.Gwilliam@district6.org | 541-494-6600 |
| **TAG contact for Mae Richardson Elementary** | Sid Rambo | sid.rambo@district6.org | 541-494-6700 |
| **TAG contact for Patrick Elementary** | Dawn Wiley | dawn.wiley@district6.org | 541-494-6840 |
| **TAG contact for Sams Valley Elementary School** | Wendy Smith | wendy.smith@district6.org | 541-494-6870 |
| **TAG Contact for Rogue Primary School** | Maggie Staley | maggie.staley@district6.org | 541-494-6570 |

# Appendix: Glossaryappendix 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 2nd). |
| **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](https://www.webbalign.org/dok-primer) (DOK) and Bloom’s Taxonomy. |
| [**Depth of Knowledge (DOK)**](https://www.webbalign.org/dok-primer) | 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 *all* TAG identified students in a particular course. Typically utilized at the secondary level. |
| **International Baccalaureate(IB)** | College level coursework with common internationally-normed assessments. IB coursework alone does not meet the needs of all TAG identified students. Differentiated instruction is often implemented to ensure growth and appropriate cognitive demand. |
| **Kaplan’s Icons of Depth and Complexity** | Icons/tools used to provide a visual prompt that promotes thinking from various perspectives, designed to achieve in-depth learning opportunities. Often used as a schoolwide program where all teachers, classroom support staff, and students are taught how to interact with and use the icons. |
| **Level of Learning** | In reference to OAR 581-022-2500(3): The instruction provided to identified students shall be designed to accommodate their assessed **levels of learning** and accelerated rates of learning.  The student’s instructional level in the curriculum and the place where the student will encounter knowledge and skills not yet learned or mastered. It is more than an advanced grade level. It involves depth and complexity in thinking. |
| **Option Schools** | Students choose to attend schools in their district with learning options that best fits their academic and affective needs. Some districts have alternative school options, magnet schools, and option programs (school within a school model) specifically designed for TAG students. Not all districts provide option schools or programs in Oregon. |
| **Oregon Administrative Rule (OAR)** | Rules adopted by the State Board of Education to support statutes (ORS). |
| **Oregon Revised Statute (ORS)** | Oregon laws passed by the State Legislature. |
| **Personal Education Plans (PEPs)** | A plan developed by the teacher, TAG student, and family that outlines and communicates the programs and services received throughout the school year. Personal Education Plans are for an individual student and are more common at the elementary level. |
| **Pull-Out Programs** | Students attend specialized instruction designed for TAG students, during school hours, at the school where the student is enrolled. Pull-out programs vary by district. Not all districts offer pull-out programs. |
| **Rate of Learning** | In reference to OAR 581-022-2500(3): The instruction provided to identified students shall be designed to accommodate their assessed levels of learning and accelerated **rates of learning.**  Addresses the measure of the pace at which the student is successfully progressing through the curriculum after being placed at the appropriate level. A student’s rate will vary depending on subject, interest, level of difficulty and point in the learning process​. |
| **Scaffolding or Tiered Instruction** | An instructional method that varies the level of learning (depth and complexity) of the assignment to provide all students an opportunity to engage in productive struggle and find success in academic growth. |