

Estacada School District

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](#) (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

- ❖ [Talented and Gifted Program IGBB](#)
- ❖ [Talented and Gifted Students - Identification IGBBA](#)
- ❖ [Talented and Gifted - Programs and Service IGBBC](#)
- ❖ [Complaints Regarding Talented and Gifted Program IGBBC-AR](#)
- ❖ [Promotion and Retention of Students IKE](#)
- ❖ [Request for Advancing a Grade IKE-AR\(2\)](#)

B. Implementation of Talented & Gifted Education Programs and Services

Estacada School District's Mission Statement:

Our mission is to equip every student with the skills necessary to be resourceful and successful.

The Estacada School District places a strong emphasis on identifying talented and gifted students at all grade levels in the areas of general intellectual ability, unusual academic ability, creative ability, leadership ability, and ability in the visual and performing arts. We strive to provide them with developmentally appropriate programs of differentiated instruction and assessments designed to increase the depth, breadth, and complexity of the state and local standards.

It is our goal to identify all Talented and Gifted learners while working to identify students of color, economically disadvantaged, students with disabilities, students who are English language learners, and any other underrepresented focal groups.

We will address the unique needs of our TAG students' needs in every classroom K-12. Our teachers will provide effective differentiated instruction, assessment, and curriculum to increase the depth, breadth, and complexity of the standards for each course by adapting, modifying, or replacing the regular curricula and instruction. We will provide ongoing continuous professional development in the area of differentiated instruction to our staff to support our needs.

Each identified TAG student will, under the guidance and support of classroom teachers, counselors, and family, develop a Personalized Education Plan (PEP) designed to meet their unique needs as a TAG student. These PEP plans will be regularly evaluated and revised annually and as the needs of each learner evolve over time.

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 Aligned to OAR 581-022-2325 (1)</p>	<p>The Estacada School District will work diligently to identify every student who demonstrates exceptional performance when compared to applicable developmental or learning progressions, with consideration for variations in student’s opportunity to learn and to culturally relevant indicators of ability.</p> <p>We will conduct universal screening in the fall of 2nd grade for all students using <i>Raven</i> as our initial screener. In addition, we will screen all students new to the Estacada School District grades 3-12 in order to identify TAG students who meet our local norms using <i>NNAT</i>. All students scoring in the top 15% will be moved forward in our referral process.</p> <p>In addition to these screening measures of ability we will begin the referral process based on any teacher or parent recommendation or request. In order to move forward in the process multiple modes and methods of data will be used to screen students.</p> <p>Finally, as we continue to professionally develop our staff in the characteristics and qualities of gifted students we will be able to identify students based on qualitative and quantitative data identified below.</p>
<p>Multiple modes and methods of data collection used in the identification process. Aligned to OAR 581-022-2325 (2)(b)(c)</p>	<p>Universal screener: <i>RAVEN</i> for all second grade students in the fall and all new students to the Estacada School District grades 3-12 using <i>NNAT</i>.</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<p>Quantitative Data: Local assessments (common formative, summative, and interim), AIMSWeb, SBAC assessments, ELPA, local work samples, Gifted Profiles.</p> <p>Qualitative Evidence: Standards-based coursework performance, observations, student portfolios, student and family interviews, teacher ratings.</p> <p>We will target all students in the top 15% for normed assessments and the top 15% of students based on our local norms.</p>
<p>Culturally responsive practices specific to identification. <i>Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)</i></p>	<p>In order to minimize and seek to eliminate the effects of bias in assessment and identification of students from historically underrepresented populations the Estacada School District will use a high cut rate of the top 15% of student performance in both standardized and local assessments and student profiles. We will also utilize multiple modes and methods of data to identify students and not allow any one assessment to eliminate a student from identification. In addition, we will measure students based on our building and district norms and not just state or nationally.</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>In addition to nationally and state normed assessments we will rely on available tools that can help us determine if a student has rapid language acquisition, accelerated learning, and advanced vocabulary in any language. We will provide professional development to our teaching staff in the characteristics of a gifted learner for the purpose of identifying “all” students regardless of their diversity.</p> <p>We will train and utilize the <i>Characteristics of Gifted English Learners</i> Gifted English Learners guide to specifically try to identify students from this focal group.</p>
<p>Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices</p>	<p>The Estacada School District will regularly review data of students identified as Talented and Gifted in our programs looking for signs of missing focal group representation. If this data determines we are missing key sub groups we will actively continue to develop teachers in the identification policies and on how to identify underrepresented students.</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
Universal Screening/Inclusive considerations	Our universal screening tool is the <i>RAVEN</i> and is used for all 2nd graders in the fall. Our cut rate for moving a student forward in the process will be 85% and above in an attempt to identify early possible students who will be further evaluated.
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection	Local assessments (common formative, summative, and interim), AIMSWeb, SBAC assessments, ELPA, local work samples, Gifted Profiles will be used to assist in identification of Talented and Gifted students. We will expand our cut rate to the top 15% of students on both nationally and locally normed assessments.
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	Standards-based coursework performance, observations, student portfolios, student and family interviews, teacher ratings, parent, teacher, and student checklists will all be utilized to provide evidence of giftedness.
A tool or method for determining a threshold of when preponderance of evidence is met.	ESD108 Talented and Gifted Identification Eligibility Determination - Preponderance of Evidence
TAG Eligibility Team	<p>Elementary Schools: Classroom teacher, counselor, building TAG coordinator, all specialists assigned to the student, and principal or designee.</p> <p>Secondary Schools: Two classroom teachers who have direct knowledge of the student, counselor, building TAG coordinator, all specialists assigned to the student, and principal or designee.</p>
Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification	Referrals for TAG consideration, Assessment Scores, Observations and Work Samples, Parental Permission for Program Participation, TAG Eligibility Team Decision and Placement

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	Universal screener: <i>RAVEN</i> for all second grade students in the fall and all new students to the Estacada School District grades 3-12 using <i>NNAT</i> .
What is the broad screening instrument and at what grade level is it administered?	Universal screener: <i>RAVEN</i> for all second grade students in the fall and all new students to the Estacada School District grades 3-12 using <i>NNAT</i> .
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)?	Our beginning cut score for consideration is the top 15%.

C. Portability of TAG Identification

Key Questions	District Policy and Practices
Does your district accept TAG identification from other districts in Oregon?	Any student who enters the Estacada School District with a TAG identification from Oregon or another state will be honored.
Does your district accept TAG identification from other states?	Any student who enters the Estacada School District with a TAG identification from Oregon or another state will be honored.
Do local norms influence the decision to honor identification from other districts and states?	No

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
Pre-Assessment	Pre-assessment is utilized in all classrooms and courses in the Estacada School District. Based on the outcomes of the data student next steps will be determined in terms of Core instruction, interventions, and extensions of the learning.
Whole Grade Acceleration	The Estacada School District does allow students to take coursework higher than their age assigned grade for all courses or some subjects. Request for Advancing a Grade IKE-AR(2)
Tiered Assignments and/or Assessments	Tiered assignments and assessments are used throughout the Estacada School District and is a key piece of our differentiation practices discussed below.
Student Agency	Student agency is a key component of the work we do for all students in the Estacada School District. Our students set goals, monitor those goals, receive feedback on those goals and track these goals in a visible manner. Goals are set at the classroom level with the student’s teacher.
Differentiation	Our model of differentiation has four components: Depth, Complexity, Acceleration, and Novelty. We provide professional development to our teachers on how to provide and plan to use these pathways to differentiation for students. Differentiating the CORE Curriculum
Estacada Advanced College Program (EACP) -	Beginning in the 2023-24 school year Estacada High School will fully fund, promote, and support a program that provides students with an associates degree program in conjunction with their high school diploma.
Cluster Grouping	Cluster grouping is predominantly utilized in our K-5 schools and is incorporated with “Walk

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
	to Reading/Math” as well.
Scaffolding and Tiered Instruction	Scaffolding and Tiered Instruction are utilized K-12 and are encouraged for all students and not just our identified TAG students.
Flexible Readiness Grouping	Flexible Readiness Grouping is utilized in K-12 but is not part of the daily routine. This is utilized when the lesson and content are appropriate fits for using this technique.
Honors Courses	At Estacada High School we offer Honors courses in English 9 & 10 courses.

B. Advanced Placement (AP) Course Offerings

Name of AP Course	Schools and Grade Levels Offered
AP Psychology	Estacada High School
AP English 11	Estacada High School
AP English 12	Estacada High School
AP Calculus	Estacada High School

C. International Baccalaureate (IB) Course Offerings

Name of IB Course	Schools and Grade Levels Offered
None	None

D. 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>Each school building in the Estacada School has one TAG Coordinator identified. This person’s role is to inform staff of current TAG students in classes and collaborate to develop and revise the personal education plan for each student. In addition, our students are all flagged in our student information system which notifies teachers of who their TAG identified students are.</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>Each building TAG coordinator communicates with each building the services and opportunities for professional development available to them. In addition, our TAG plan and other resources are on our district website for the Teaching and Learning Department. At the building level all principals communicate the role of our TAG coordinators and offer additional support in assisting teachers.</p>
<p>How do teachers determine rate and level needs for students in their classrooms?</p>	<p>The work of determining the rate and level needs of our students is done during the process of evaluating a student for TAG identification and the creation of the individualized TAG Personal Education Plan. This plan, developed collaboratively with student, parents, teacher, and TAG coordinator, will include this information as a starting point.</p>

E. Instructional Plans for TAG Students

Key Questions	District Procedure
Are Personal Education Plans (PEPs) required or optional? At which grade levels are PEPs required?	Each identified TAG student has a Personal Education Plan and it is updated annually.
Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?	For students in mainstreamed courses and grade levels instructional plans are required at all levels. If a student is in an AP, Dual College Credit Course, or in an accelerated class then these plans are not required.
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student’s learning?	K-5 our parents participate in the creation of the PEP providing them an active role in the process. 6-12 parent notification is provided of the plan and offers to discuss and edit them are provided to all parents.

F. ~~Option/Alternative Schools Designed for TAG Identified Students~~

Program Elements	School Information
[Name of school A]	
TAG qualifying criteria for attendance	
Number of students currently served	
Level of the population, served, such as elementary, middle, or high school students	
[Name of school B]	

Program Elements	School Information
TAG qualifying criteria for attendance	
Number of students currently served	
Level of the population, served, such as elementary, middle, or high school students	

G. TAG Enrichment Opportunities

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
None	

Section 5: Plan for Continuous Improvement

A. District Goals

1.

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 practices by providing training of gifted characteristics to teachers, education specialists, and classroom support staff and incorporating the use of local norms at building levels by the end of the 2023-2024 school year.</p>	<p>Training in identification best practices, including use of local norms, as a means to services.</p>	<p>September 2023 1st of 3 trainings presented during principal-led staff meetings.</p>	<p>Completion of three training sessions with staff sign-in for accountability. Revising district documents specific to identification to include use of local norms.</p>	<p>Examine identification data (who was nominated and identified) and compare that to previous years.</p>

2.

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?
Improve academic growth of students identified as TAG by providing training to all staff responsible for monitoring, leading, and coaching teachers who serve TAG identified students by the end of the 2023-2024 school year.	Provide training specific to instructional practices that promote and foster academic growth for students identified as TAG.	October 2023 1st of 3 trainings presented during principal-led staff meetings.	Completion of these trainings with staff sign-in for accountability.	Classroom observations and walkthrough protocols note examples of use of instructional practices observed.

3.

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>Increase the frequency of communication with TAG families from the Estacada School District regarding our TAG program by 100% by the end of the 2023-2024 school year.</p>	<p>We will increase in person and electronic communication with our families regarding TAG programs.</p>	<p>October 2023 written communication will be delivered to families.</p> <p>Between November and February we will conduct one in person event.</p> <p>During the spring of 24 we will have our third communication with families via Facebook Live.</p>	<p>Completion of communications and attendance for in person and live events maintained.</p>	<p>We will collect feedback from our audience after each communication to see if we are providing the needed information for families to better understand our TAG program.</p>

B. Professional Development Plan: Identification

Who	What	Provided by	When
Staff person who is responsible for TAG identification in your district: Scott Sullivan	Required statewide training	Oregon Department of Education	2/23/2023 Clackamas ESD In Person
All district licensed educators who are responsible for identification	Training on Identification	Scott Sullivan, Estacada School District	September of each year
Staff who have already been trained in previous years (include if offered)	NA	NA	NA

C. Family Engagement

All communications are conducted in our currently identified languages of English and Spanish. If more languages are added to our local community we will add them as well.

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	<p>September Back to School Night and electronic communication to all families of process and upcoming dates.</p> <p>All families will be notified with the results of screening and assessments and explaining next steps.</p>
Universal Screening/Testing grade levels	<p>October We will send a permission letter home for parents to sign for permission to assess for our universal screener for all in the 2nd grade and for all new students to the district.</p>
Individual and/or group testing dates	<p>November For other non-screening assessments an individualized letter will be sent home prior to assessment explaining the purpose for additional screening, the selection process for TAG identification, and what it means to be identified as TAG. In addition, a personal phone call to the parent/guardian will be made to inform them of testing time and dates and to answer any questions from the family.</p>

Comprehensive TAG Programs and Services	Date and/or method of Communication
Explanation of TAG programs and services available to identified students	<p>Varies Upon completion of the identification process all parents will receive communication via mail and our district website where our TAG plan will be located for access.</p>
Opportunities for families to provide input and discuss programs and services their student receives	<p>November During grades K-5 parent conferences will be when and where parent participation will be solicited for students Personal Education Plan. When completed: September-December Grades 6-12 the TAG coordinator will reach out to families to gather input for the creation of the Personal Education Plan for their child.</p>
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	See above
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	<p>September: Back to School Night Ongoing: Monthly Family Nights</p>
TAG informational events (middle school) - where parents learn about TAG profiles, explanations of services	<p>September: Back to School Night May: Transition to next level information will be shared with all parents.</p>

Comprehensive TAG Programs and Services	Date and/or method of Communication
and programs offered to TAG identified students, transition 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.	<p>September: Back to School Night</p> <p>May: Transition to next level information will be shared with all parents.</p>
Notification to parents of their option to request withdrawal of a student from TAG services	<p>October</p> <p>All families will be notified of their right to withdraw from TAG services and the appropriate form will be available online and at our school sites. This notification will be in the families preferred method of communication.</p>
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	<p>October</p> <p>A notification letter will be sent to all families informing them of our complaint process. This letter will be shared using the families preferred method of communication.</p>
Designated district or building contact to provide district-level TAG plans to families upon request	<p>District Contact: Jen Behrman and Scott Sullivan</p> <p>Building Contact: Assistant Principal</p>

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	Jen Behrman	behrmanj@estacada.k12.or.us	503-630-6871
Person responsible for updating contact information annually on your district website	Maggie Kelly	kellym@estacada.k12.or.us	503-630-6871
Person responsible for updating contact information annually on the Department	Jen Behrman	behrmanj@estacada.k12.or.us	503-630-6871
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Jen Behrman	behrmanj@estacada.k12.or.us	503-630-6871
TAG contact for Estacada High School	Leah Riedel	riedell@estacada.k12.or.us	503-630-2822

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
TAG contact for Estacada Middle School	Greg Kelley	kelleyg@estacada.k12.or.us	503-630-8516
TAG contact for Clackamas River Elementary School	James Wolfe	wolfej@estacada.k12.or.us	503-630-8552
TAG contact for River Mill Elementary School	Trevor Syring	syringt@estacada.k12.or.us	503-630-8517

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.

Appendix A

Estacada School District Personal Education Plan

Student: _____ Grade: _____ Teacher: _____ School: _____
 _____ School Year: _____

Area(s) student is identified as **TAG**:

MATH	Instructional & Assessment Plan	Annual Review	Notes
	<i>Instructional Modifications</i>	<i>Evaluation</i>	<i>Suggestions for Next Year</i>
	How will we increase the complexity, depth, acceleration, and novelty of the curriculum and how will we assess the learning?		

READI NG	Instructional & Assessment Plan	Annual Review	Notes
	<i>Instructional Modifications</i>	<i>Evaluation</i>	<i>Suggestions for Next Year</i>
	How will we increase the complexity, depth, acceleration, and novelty of the curriculum and how will we assess the learning?		

OTHE R	Instructional & Assessment Plan	Annual Review	Notes
	<i>Instructional Modifications</i>	<i>Evaluation</i>	<i>Suggestions for Next Year</i>
	How will we increase the complexity, depth, acceleration, and novelty of the curriculum and how will we assess the learning?		

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EDUCATION PLAN: Teacher(s): _____ Date: _____
 TAG Coordinator: _____

Parent(s): _____ Date: _____

What is Differentiation?	Instructional Modification Options	Annual Review
<p>For the Talented and Gifted (TAG) student differentiation is not intended to just be more work for a student. Differentiation for our TAG students is to provide them instruction, curriculum, and assessment opportunities that take the required content to greater depth, breadth, and complexity.</p> <p>Once a TAG student has</p>	<p>Guidelines: Instructional modifications are based on assessment data. These modifications must be provided on a regular basis, and should be clearly documented in lesson plans and grade books.</p> <p>Depth: <i>Depth</i> Refers to approaching or studying something from the concrete to the abstract, from the known to the unknown. Requires students</p>	<p>The Annual Review section is to be completed by the appropriate teacher(s) at the end of the year. It should include a summary of the modifications made and the implementation of the plan. It should also include an evaluation of performance and progress of the student.</p> <p>The Annual Review may be completed by the teacher(s) on a</p>

demonstrated mastery in the content, **or during the journey towards mastery** teachers will provide appropriate opportunities to students that increase their depth, breadth, and complexity of the curriculum.

to examine topics by determining the facts, concepts, generalization, principles and theories related to them.

Depth necessitates uncovering more details and new knowledge related to a topic of study.

Encourages students to adopt perspectives and to see patterns in connections.

Depth has the following major dimensions:

Language of the Disciplines: Specialized

vocabulary, names of skills or tasks, tools used *Details:*

Attributes, parts, factors,

variables *Patterns:* Repetition,

predictability *Trends:* Influence,

forces, direction *Rules:* Structure,

order, hierarchy, explanation

Ethics: Points of View, Different

Opinions, judging *Big Idea:*

Generalization, principle, theory

Unanswered Questions:

Discrepancies, missing parts,

unclear ideas, incomplete ideas

Complexity: *Complexity* Includes making relationships, connecting

separate paper and transferred onto this form by the TAG Coordinator.

Notes:

This section can be used for any other notes regarding the implementation of the plan or the performance of the student. It should also include Suggestions for Next Year.

Suggestions for Next Year:

New Instructional Plans are usually not implemented until the second quarter (after parent/teacher conferences) of the new school year. These suggestions for next year will help the new teacher provide some appropriate services while a new plan is being developed. The current teacher(s) should use this space to provide instructions to next year's teacher(s).

other concepts, and layering.
Why/how approach that connects and bridges to other disciplines to enhance the meaning of a unit of study. *Complexity* encourages students to relate concepts and ideas at a more sophisticated level, see associations among diverse subjects, topics or levels, find multiple solutions from multiple points of view *Complexity* has three major dimensions:
Relationships Over Time: Between the past, present and future, and within a time period
Relationships From Different Points of View: Multiple Perspectives, opposing viewpoints, differing roles and knowledge
Interdisciplinary Relationships: With, between and across the disciplines
Acceleration: *Acceleration* refers to the idea that our TAG students can handle not only more complexity and depth, but more breadth, or a wide coverage of information. It is not about just more, but rather more detailed.

For example, we can teach about the Renaissance to a class and cover 10 pages of textbook information. To add breadth we add greater detail through primary documents, further reading, looking into relationships of music, art, and science of that time period.

Novelty: *Novelty* refers to bringing some new, out of the ordinary, unique to the learning experience of students. Educators have long known that experiencing something new enhances learning. Now scientists have shown that novel situations stimulate the dopamine system in the brain. And when novelty gets the brain's dopamine system working, that accelerates learning. Brain research also shows the power of breaking up the "routine" of lessons, assessments, and projects by adding novel approaches to our work. This does not mean getting rid of structure, that too is greatly

	<p>needed for our students. But rather, break up routine occasionally with novel approaches to learning. Allow students choice on how they wish to demonstrate their learning.</p>	
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Appendix B

Estacada School District

Talented and Gifted Identification Eligibility Determination - Preponderance of Evidence

Purpose: Students identified as talented and gifted require differentiated instructional services and/or programs designed to address their strengths and needs. This tool is designed to organize collected data that will be used to determine TAG eligibility and services.

Student Information:

Student Name:	IEP or 504 Plan:	Yes	No
Grade:	Heritage Language:		
Underrepresented Population:	Yes	No	Other Identifying Information:

Eligibility Team Members:

Name	Role	Trained or endorsed in gifted education	
1.		Yes	No
2.		Yes	No
3.		Yes	No
4.		Yes	No
5.		Yes	No

Learner Profile

What are the learner's observed strengths (academic, affective, school and non-school based)?

Student	Family	Teacher	Other

What are the learner's interests (both in and outside of school)?

Student	Family	Teacher	Other

What considerations (age, environment, experiences, language, opportunities to learn, culturally relevant indicators of ability, etc.) have been made for this learner when selecting appropriate assessments and reviewing the data/learning evidence collected?

--

Assessment Selection

Which area of strength is being considered for Talented and Gifted identification? If multiple areas of strengths are being considered, please ensure that the assessment selection aligns with each strength. Reminder: For each area of strength, multiple types of data need to be collected in addition to assessment data.

<input type="checkbox"/>	Reading	<input type="checkbox"/>	General Intellectual Ability
<input type="checkbox"/>	Writing	<input type="checkbox"/>	Performing Arts
<input type="checkbox"/>	Math	<input type="checkbox"/>	Visual Arts
<input type="checkbox"/>	Science	<input type="checkbox"/>	Leadership
<input type="checkbox"/>	Social Science	<input type="checkbox"/>	Creativity

Levels of Performance

Review of assessment and other sources of data gathered

Assessment results and other data collected	Type of Assessment	Norming Information	What evidence does this provide regarding the student's need for TAG programs and/or services
	<ul style="list-style-type: none"> ● Ability ● Achievement <ul style="list-style-type: none"> ○ Grade Level ○ Off Grade Level ● Observation ● Performance ● Other: 	<ul style="list-style-type: none"> ● Norm Referenced <ul style="list-style-type: none"> ○ National ○ Local <ul style="list-style-type: none"> ■ District ■ School ■ Group ● Criterion Referenced ● Qualitative Data 	
	<ul style="list-style-type: none"> ● Ability ● Achievement <ul style="list-style-type: none"> ○ Grade Level ○ Off Grade Level ● Observation ● Performance ● Other: 	<ul style="list-style-type: none"> ● Norm Referenced <ul style="list-style-type: none"> ○ National ○ Local <ul style="list-style-type: none"> ■ District ■ School ■ Group ● Criterion Referenced ● Qualitative Data 	

	<ul style="list-style-type: none"> ● Ability ● Achievement <ul style="list-style-type: none"> ○ Grade Level ○ Off Grade Level ● Observation ● Performance ● Other: 	<ul style="list-style-type: none"> ● Norm Referenced <ul style="list-style-type: none"> ○ National ○ Local <ul style="list-style-type: none"> ■ District ■ School ■ Group ● Criterion Referenced ● Qualitative Data 	
	<ul style="list-style-type: none"> ● Ability ● Achievement <ul style="list-style-type: none"> ○ Grade Level ○ Off Grade Level ● Observation ● Performance ● Other: 	<ul style="list-style-type: none"> ● Norm Referenced <ul style="list-style-type: none"> ○ National ○ Local <ul style="list-style-type: none"> ■ District ■ School ■ Group ● Criterion Referenced ● Qualitative Data 	
	<ul style="list-style-type: none"> ● Ability ● Achievement <ul style="list-style-type: none"> ○ Grade Level ○ Off Grade Level ● Observation ● Performance ● Other: 	<ul style="list-style-type: none"> ● Norm Referenced <ul style="list-style-type: none"> ○ National ○ Local <ul style="list-style-type: none"> ■ District ■ School ■ Group ● Criterion Referenced ● Qualitative Data 	

Review present levels of social emotional need- including the student's strengths and challenges.

--

Describe how the student's abilities and social emotional needs affect their involvement in the general education curriculum/classroom.

--

After reviewing academic baseline data and affective data does everyone agree that this preponderance of evidence accurately describes the student's strengths? If no, document why not.

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No, please document:

Does the data and evidence provide information to identify specific programming and/or instructional service needs? If no, explain what additional data is needed to be able to determine programming needs. This must be added to the body of evidence

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No, please document:

Determination of Eligibility

After reviewing academic and affective data, do we have enough information to make a determination for the need for gifted services and identify programming needs?

Yes	The preponderance of evidence supports TAG identification
	Document the specific programs and/or services the student will receive as a result of TAG identification:

Undecided	Additional information is needed to determine TAG eligibility
	Please list what additional information is needed and establish a timeline for the eligibility team to review the updated data and evidence gathered.

No	The preponderance of evidence does support TAG identification at this time
	Please list evidence that shows student's needs are being addressed in the regular classroom and no additional instructional services or programs are required:

Family Communication

Date:
Attach a Copy of the Determination Letter
Date of Initial Meeting to Discuss Programs and/or Services:

Appendix C

Differentiating the Core Curriculum

Depth	Complexity	Acceleration	Novelty
<ul style="list-style-type: none"> ❖ Quality of subject matter ❖ What we think about (not just higher levels) ❖ What we know and don't know ❖ Language 	<ul style="list-style-type: none"> ❖ Making Relationships across time ❖ Perspectives and points of view ❖ Context - relationships among the disciplines 	<ul style="list-style-type: none"> ❖ Pacing ❖ Clustering ❖ Changing the time factors 	<ul style="list-style-type: none"> ❖ Engaging students in inquiry ❖ Experimentation ❖ Invention

and patterns			
❖ Rules and Ethics			

PATHWAYS TO DIFFERENTIATION			
Depth	Complexity	Acceleration / Pacing	Novelty
<input type="checkbox"/> Learning from concrete to abstract <input type="checkbox"/> Learning from familiar to unfamiliar <input type="checkbox"/> Learning from known to unknown	<input type="checkbox"/> Focus on varying perspectives <input type="checkbox"/> Focus on relationships within, between, and among a topic or discipline	<input type="checkbox"/> Mentor or tutor <input type="checkbox"/> Self-Paced instruction <input type="checkbox"/> Advanced courses and classes	<input type="checkbox"/> Interpret meaning and give personal insights <input type="checkbox"/> Use non - traditional study methods <input type="checkbox"/> Provide personalized

<input type="checkbox"/> Uncovering more detail and new knowledge	<input type="checkbox"/> Enhance content to study issues, problems, and themes		approaches to inquiry and exploration <input type="checkbox"/> Synthesize information using irony, paradox, and metaphor
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Appendix D

☰ Characteristics of Gifted English Learners

Characteristics of Gifted English Learners

Table from *Special Populations in Gifted Education: Understanding Our Most Able Students from Diverse Backgrounds*
by Jaime A. Castellano and Andrea Frazier

- Strong desire to learn in English and their heritage language
- High interest in certain topics
- Quick grasp of new information
- Evidence of creative ability in problem solving or thinking
- Ability to see relationships and make connections
- Ability to improvise with everyday objects
- Exceptional ability in any of the fine arts
- Exceptional talent in areas valued by their culture
- High standards for themselves
- Curiosity
- Persistence
- Keen power of observation
- Self-direction
- Tendency to dominate peers in situations
- Take on leadership roles with other students from the same culture

- Ability to carry responsibilities well
- Sense of originality and imagination
- Ability to express feelings and emotions
- Articulate in role-playing and storytelling
- Richness in imaginary and informal language
- Eagerly shares culture
- Shows strong desire to teach peers words from heritage language
- Has a strong sense of pride in his or her cultural background
- Eagerly interprets and translates for peers and adults at high levels of accuracy
- Balances appropriate behaviors expected of the heritage culture and the new culture
- Possesses advanced knowledge of idioms and native dialects with ability to interpret and explain meanings in English
- Understands jokes and puns in English
- Had advanced sense of humor
- Reads in heritage language two or more grades above grade level
- Functions at language proficiency levels above that of nongifted peers who are EL
- Ability to code-switch
- Possesses cross-cultural flexibility
- Has a sense of global community and an awareness of other cultures and languages

- Learns a second or third language at an accelerated rate
- Excels in math achievement

Appendix E

What Does Giftedness Look Like?