

Pleasant Hill School District

Plan for Talented and Gifted Education

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Section 1: Introduction



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



**Section 3: Identification of
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**Section 5:
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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

| <i>PHSD Board Policy:</i> | <i>Code:</i> | <i>Date of Adoption or Last Revision:</i> | <i>Link:</i> |
|---|--------------|---|---|
| Talented and Gifted Program | IGBB | 1/10/2000 | https://policy.osba.org/phil/I/IGBB%20G1.PDF |
| Talented and Gifted Program | IGBB-AR | 2/07/2011 | https://policy.osba.org/phil/I/IGBB%20R%20G1.PDF |
| Talented and Gifted Students - Identification** | IGBBA | 9/23/2019 | https://policy.osba.org/phil/I/IGBBA%20D1.PDF |

| | | | |
|---|----------|-----------|---|
| Appeal Procedure for Talented and Gifted Student Identification and Placement** | IGBBA-AR | 9/09/2019 | https://policy.osba.org/phil/I/IGBBA%20R%20D1.PDF |
| Identification - Talented and Gifted Students among Nontypical Populations** | IGBBB | 2/07/2011 | https://policy.osba.org/phil/I/IGBBB%20D1.PDF |
| Talented and Gifted – Programs and Services** | IGBBC | 9/23/2019 | https://policy.osba.org/phil/I/IGBBC%20G1.PDF |
| Complaints Regarding the Talented and Gifted Program | IGBBC-AR | 9/23/2019 | https://policy.osba.org/phil/I/IGBBC%20R%20G1.PDF |

B. Implementation of Talented & Gifted Education Programs and Services

Pleasant Hill School District Mission Statement:

To graduate all students

- With high levels of academic and personal achievement,
- Ready for post-secondary excellence
- Prepared for productive, compassionate citizenship, through research-based instruction and a collaborative system of support

Talented and Gifted Education Philosophy

The Pleasant Hill School District community is deeply committed to high student achievement in academics, co-curricular activities, and life skills. We believe in fostering competence, confidence, and self-esteem since it is in their interrelationship that learning takes place. In a safe environment, students are challenged to meet or exceed state standards and to work individually and collectively to become productive, compassionate citizens of their community, country and ever-changing world.

Talented and Gifted Programs and Services in Pleasant Hill School District

While many TAG students exhibit similar characteristics and share a common need for instructional adaptations to meet their potential, Pleasant Hill School District recognizes that even within this group, there is a great deal of diversity. Our district provides a variety of programs to enrich

the educational experience of our TAG students; however, some of the most important services are provided at the individual level in the educational settings in which students spend the majority of their time. At our elementary level, students, teachers, and parents collaborate to create a written individualized TAG plan each year, including both adaptations in the classroom environment, along with potential extracurricular offerings in which the student can continue to grow as a learner. At the secondary level, these lines of communication remain open between teachers, parents, and students, as we seek to provide students with course offerings and programs suited to their needs and goals.

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>At the elementary level, teachers or parents may request that a student be evaluated for identification as talented and/or gifted. This request is often initiated as a result of observations at school or at home, as well as data gathered through academic universal screening tools, other classroom assessments, and student work samples. This data is combined with that of questionnaires for the child’s parents and current classroom teacher, which are submitted to the school principal and TAG coordinator. Parents are then asked to provide consent for additional testing, conducted by our school psychologist, which may provide additional evidence about the students’ intellectual and academic strengths related to national norms. All of the collected evidence is evaluated by a TAG team consisting of, but not limited to, the school principal, TAG coordinator, and classroom teacher. Parents are notified of the decision, and if the student qualifies, an individual TAG plan is created around the student’s needs.</p> |

| Identification Practices (OAR 581-022-2500) | Evidence and Explanation of Identification Practices |
|--|--|
| | <p>At the secondary level, students may refer themselves to be evaluated, or they may be referred by teachers or parents. Similarly, questionnaires are completed by parents and school staff members to support other evidence gathered from student assessments and work. Additional assessments may be completed, for which parent consent is acquired.</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> | <p>At the elementary level, data used in the identification process may include DIBELS reading scores over time, Acadience Math assessments, student performance on online learning platforms (for example LexiaCore5, DreamBox, Reflex, etc.), unit assessments from our reading and math curricula, parent and teacher questionnaires, formative classroom observations, and testing in cognitive and academic ability by our school psychologist.</p> <p>At the middle and high school level, data used may include DIBELS reading scores, parent and teacher questionnaires, formative classroom observations, and testing in cognitive and academic ability by our school psychologist.</p> |
| <p>Culturally responsive practices specific to identification. <i>Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)</i></p> | <p>Multiple methods of data are collected and considered during the identification process. Home language is considered in the use of forms and communication provided to students' families. Teachers work to follow up with families and offer support throughout the process.</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>Woodcock-Johnson IV Tests of Cognitive Abilities, Wechsler Intelligence Scale for Children, Fifth Edition, OSAS, or Comprehensive Test of Nonverbal Intelligence are optional instruments used to measure cognitive ability of students by the school psychologist. Teacher and parent observation surveys are another tool used to identify students.</p> |

| Identification Practices (OAR 581-022-2500) | Evidence and Explanation of Identification Practices |
|--|--|
| Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices | <p>We gather data through multiple assessments, questionnaires, observations, and other methods in order to form a more complete picture of students being considered for identification. No one piece of evidence is used to disqualify any student from being identified. Furthermore, in the evaluation of data, extenuating circumstances affecting a student's ability to demonstrate their giftedness are also considered. The TAG identification team, consisting of the TAG coordinator, teacher, and administrator confer to determine to what extent the available data supports an identification.</p> |
| Universal Screening/Inclusive considerations | <p>At the elementary level, all students are assessed at least three times per year using DIBELS 8 for reading and the Acadience Math assessment for math. We do not currently have a universal screening instrument for intellectual ability.</p> |
| Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection | <p>At the elementary level, all students are assessed using DIBELS and Acadience. We look at the students in the 90th percentile of their cohort to determine whether classroom data and observations support referring the student for further evaluation. Students are assessed by our school psychologist. Students who score in the 90th percentile or above on a nationally-normed academic or cognitive test are identified for TAG, provided that other evidence supports the identification, as well. Based on local norms, students whose scores place them in approximately the 85th percentile may also be identified, as long as there is sufficient evidence showing a pattern of performance or potential to score in the 90th to 95th percentile of their grade-level cohort on other school or district assessments.</p> |
| Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.) | <p>We use a self-developed teacher rating scale and open-ended parent questionnaire to collect qualitative data related to traits of giftedness in addition to general teacher observations.</p> |
| A tool or method for determining a threshold of when preponderance of evidence is met. | <p>Currently, test reports, questionnaires, and observations are reviewed by the eligibility team to make a determination of whether a preponderance of evidence, including both qualitative and quantitative, is met.</p> |

| Identification Practices (OAR 581-022-2500) | Evidence and Explanation of Identification Practices |
|--|---|
| TAG Eligibility Team | <p>Elementary school - Principal, TAG Coordinator, Classroom Teacher</p> <p>Middle school - Principal, TAG Coordinator, General Education Teacher(s)</p> <p>High school - Principal, TAG Coordinator, General Education Teacher(s)</p> |
| Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification | <p>Elementary school - TAG folder cover page, teacher questionnaire, parent questionnaire, consent to test form, school psychologist assessment results, other applicable assessment results/scores, parent notification letter, individual student TAG plan</p> <p>Middle/ High school- TAG folder cover page, teacher questionnaire, parent questionnaire, consent to test form, school psychologist assessment results, other applicable assessment results/scores, parent notification letter</p> |

B. Universal Screening/Inclusive Considerations

| Key Questions | District Procedure |
|---|--|
| Is a universal screening instrument used at a specific grade level? | All grades K-5 use the DIBELS 8 and Acadience screeners for all students |
| What is the broad screening instrument and at what grade level is it administered? | DIBELS 8 is administered to students K-5 three times per year to assess reading ability. Acadience Math is administered to students K-5 three times per year to assess math ability. We do not currently have a universal screening instrument for intellectual ability. |
| 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)? | Students who score in the 95th percentile, according to local norms, on the DIBELS 8 or Acadience are considered for a referral for TAG. Additionally, students who demonstrate the ability to score in the 90th percentile multiple times are considered. |

C. Portability of TAG Identification

| Key Questions | District Policy and Practices |
|--|---|
| Does your district accept TAG identification from other districts in Oregon? | Yes. |
| Does your district accept TAG identification from other states? | Yes. |
| Do local norms influence the decision to honor identification from other districts and states? | Students who transfer from other districts and states with a TAG identification in one of the areas serviced by the district will maintain their identification or be adopted into one of |

| Key Questions | District Policy and Practices |
|---------------|---|
| | these areas. Our local norms will not influence the decision to honor outside identification, and students will receive services according to their individual needs. |

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 |
|--|--|
| K-5 Walk-to-Read | Our elementary school implements a school-wide “walk-to-read” model to differentiate reading instruction for students of all levels, including those identified as Talented and Gifted in the area of reading. Through regularly-scheduled data team meetings, students are placed in groups of other readers with similar skill levels and needs. Talented and Gifted students are given small-group reading instruction on a daily basis which adapts to their specific reading goals and an appropriate level and rate of learning. |
| Differentiated online learning platforms | The elementary school provides access to differentiated online platforms, including Lexia and DreamBox. Students complete a placement test when starting the program. Additionally, teachers can create self-paced assignments within certain topics to allow students to work on related skills beyond their current grade level. |
| Subject Acceleration in Math | Need will be determined by teacher and counselor recommendation or scoring 95% on a proficiency test. Students are able to move up a math class level in math in order to be enriched by their curriculum. |

| Instructional Programs and Services (OAR 581-022-2500) | Evidence and Explanation of Implementation: Grade Level and Content Area |
|--|---|
| Whole Grade Acceleration | Need will be determined by administration based on testing results that show mastery of grade level standards in all subject areas and parent approval is required. Students are able to move up a grade level in order to be enriched by their curriculum. |
| Advanced Placement (AP) with differentiation of instruction based on learning evidence | See table below for list of courses offered |
| Honors English 9th Grade, World History | Students will receive an enriched curriculum that covers the same topics as the non honors classes just at a deeper Depth of Knowledge(DOK) level. Students will be determined by student interest, teacher or counselor recommendations. |

B. Advanced Placement (AP) Course Offerings

| Name of AP Course | Schools and Grade Levels Offered |
|-------------------|--|
| AP Biology | Pleasant Hill High School Grades 11-12 |
| AP Calculus | Pleasant Hill High School Grades 11-12 |
| AP Government | Pleasant Hill High School Grade 12 |
| AP Literature | Pleasant Hill High School Grades 11-12 |
| AP History | Pleasant Hill High School Grades 11-12 |

C. International Baccalaureate (IB) Course Offerings

Not Applicable

D. 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? | Teachers are notified by the school TAG coordinator at the beginning of each school year about the TAG students in their classrooms and their areas of identification. Additionally, when students are first identified, school secretaries flag the student’s record in the online gradebook, indicating their identification as a TAG student. |
| 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? | Teachers are notified about who the TAG coordinator in their building is and encouraged to direct questions to either them or an administrator. |
| How do teachers determine rate and level needs for students in their classrooms? | Pre-assessments, formative assessments, summative assessments |

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? | Individual TAG plans are required in grades K-5. They are developed either during goal conferences or upon the completion of the identification process and are kept in students’ TAG folders. |

| Key Questions | District Procedure |
|--|--|
| Are Instructional Plans required or optional? Which courses are required to have Instructional Plans? | Instructional Plans are optional; however, parents are welcome to reach out to individual teachers for more information about how their child’s needs will be met in the course. |
| How are families notified regarding the opportunity to discuss the PEP or IP designed for their student’s learning? | Families are notified during fall goal conferences or upon completion of the identification process. |

F. Option/Alternative Schools Designed for TAG Identified Students

Not applicable

G. TAG Enrichment Opportunities

| TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i> | Explanation of Opportunity |
|--|--|
| Destination Imagination (DI) | Both elementary and middle-school TAG students, along with other non-TAG students, form teams to design a project around one of six challenges. This year-long, primarily student-led, project culminates in the opportunity to present their project in a regional showcase and competition, in which they can also apply their creativity, teamwork, and problem-solving skills to solve a number of smaller challenges. |
| Oregon Battle of the Books (OBOB) | Both elementary and middle-school TAG students, particularly those identified in the area of reading, have the opportunity to form teams with other readers to read a special selection of books and compete against other teams to answer questions about them. |

| TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i> | Explanation of Opportunity |
|--|--|
| | Students can compete in grade-level, school and even regional “battles.” |
| Elementary After-School Enrichment Program | TAG students, as well as other high-achieving elementary students in the are invited to participate in an after-school enrichment class, which meets weekly for several weeks. Enrichment teachers choose topics and activities according to the needs and interests of students in their group, which may include, for example: social-emotional skills, strategy, historical topics, reading enrichment, etc. |
| Billie Ambassadors | Upper-level elementary students (4-5) who consistently meet “Billie Spirit” expectations for being Kind, Respectful, Responsible, and Safe can apply to be a “Billie Ambassador.” This designation allows the student additional autonomy and leadership opportunities throughout the school. For TAG-identified students, this opportunity challenges them to meet high academic and behavioral standards and provides them with appropriate opportunities to shape their learning environment. |
| Shakespeare Club | At the middle school level students get to apply to be part of the Shakespeare Club by turning in an application to their language arts teacher. Students get to engage with Shakespeare curriculum and travel to see a Shakespeare play in person. |

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>Improve equitable identification of TAG students by training/educating district staff about characteristics of giftedness, including how they may appear in underidentified populations.</p> | <p>Presentations in staff meetings, emails, and direct conversations with teachers</p> | <p>9/2024 - Reach out to teachers and present in staff meetings Ongoing - Analyze</p> | <p>Analyzing demographics of identified TAG students versus district populations</p> | <p>Numbers of identified TAG students will increase and more closely mirror district demographics.</p> |
| <p>Increase direct engagement with families of TAG students through opportunities for in-person events (i.e. Back to School night) and through a TAG email or Seesaw list.</p> | <p>Information table during HS Back to School night, generation of TAG email list to communicate and share opportunities directly</p> | <p>8/2024 - Back to School night 9/2024 - Begin collecting emails and communicating with families on a consistent basis</p> | <p>Revising TAG documents to contain parent contact information and record of three email communication per year</p> | <p>Successfully providing the opportunity for family contact at the beginning of year, having an email list, and sending at least 3 updates during the year</p> |
| <p>Continue to maintain cluster grouping already in place for TAG students while also</p> | <p>Walk to read, in addition to other similar programs for math;</p> | <p>9/2024 - 100% meetings for initial group formation,</p> | <p>Observation of instructional strategies being implemented</p> | <p>Increase in the number of programs and opportunities</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? |
|--|---|--|--------------------------------|--------------------------------------|
| providing more opportunities for cluster grouping of TAG students throughout the district. | counselors taking TAG identification into consideration for class placement | counselors place students at MS/HS Ongoing - analyze assessment data to adjust groupings, as needed | | district-wide using cluster grouping |

B. Professional Development Plan: Identification

| Who | What | Provided by | When |
|---|-----------------------------|--------------------------------|---|
| Staff person who is responsible for TAG identification in your district - Aaron Holladay and Alyson Messersmith | Required statewide training | Oregon Department of Education | Zoom - 10/21/22 In person- 4/20/23 |

C. Family Engagement

| Comprehensive TAG Programs and Services | Date and/or method of Communication |
|--|--|
| Identification procedures (including referral process) | Parent conferences each October and as needed |
| Universal Screening/Testing grade levels | District and school newsletters in September |
| Individual and/or group testing dates | Parent Consent to Test forms sent home as part of the referral process |
| Explanation of TAG programs and services available to identified students | Parent Notification of Identification Decision letter following evaluation and via teachers at parent conferences in October |
| Opportunities for families to provide input and discuss programs and services their student receives | Parent conferences in October and ongoing |
| Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available | Upon decision to identify and at parent conferences in November |
| TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc. | Varies, but usually dependent on specific programs' start dates |

| Comprehensive TAG Programs and Services | Date and/or method of Communication |
|---|--|
| TAG informational events (middle school) - where parents learn about TAG profiles, explanations of services and programs offered to TAG identified students, transition expectations from elementary to middle school, etc. | Back to school night and at parent teacher conferences |
| 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. | Back to school night and at parent teacher conferences |
| Notification to parents of their option to request withdrawal of a student from TAG services | Parent Notification of Identification Decision letter following evaluation |
| Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process | Ongoing via district website |

| Comprehensive TAG Programs and Services | Date and/or method of Communication |
|--|---|
| Designated district or building contact to provide district-level TAG plans to families upon request | Ongoing via district website, also provided in notification letters |

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 | Aaron Holladay (K-5 TAG Coordinator) | aholladay@pleasanthill.k12.or.us | (541) 736-0415 |
| | Alyson Messersmith (6-12 TAG Coordinator) | amessersmith@pleasanthill.k12.or.us | (541) 736-0725 |
| | Jim Crist (Superintendent) | jcrist@pleasanthill.k12.or.us | (541) 736-0701 |
| Person responsible for updating contact information annually on your district website | Kimberly Sibernagel (Board Secretary/Assistant to the Superintendent) | ksilbernagel@pleasanthill.k12.or.us | (541) 736-0788 |
| | Sheri Longobardo (Business Manager) | slongobardo@pleasanthill.k12.or.us | (541) 736-0797 |

| Contact Information for District and School TAG Personnel | Name of Contact | Email Address | Phone Number |
|---|--------------------------------------|-------------------------------------|---------------------|
| Person responsible for updating contact information annually with the Department of Education | Aaron Holladay (K-5) | aholladay@pleasanthill.k12.or.us | (541) 736-0415 |
| | Alyson Messersmith (6-12) | amessersmith@pleasanthill.k12.or.us | (541) 736-0725 |
| Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.) | Aaron Holladay (K-5) | aholladay@pleasanthill.k12.or.us | (541) 736-0415 |
| | Alyson Messersmith (6-12) | amessersmith@pleasanthill.k12.or.us | (541) 736-0725 |
| TAG contact for Pleasant Hill Elementary School | Aaron Holladay (TAG Coordinator) | aholladay@pleasanthill.k12.or.us | (541) 736-0415 |
| | Devery Stoneberg (Principal) | dstoneberg@pleasanthill.k12.or.us | (541) 736-0498 |
| TAG contact for Pleasant Hill Middle and High School | Alyson Messersmith (TAG Coordinator) | amessersmith@pleasanthill.k12.or.us | (541) 736-0415 |
| | Chris Reiersgaard (Principal) | creiersgaard@pleasanthill.k12.or.us | (541) 736-0705 |

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. |
| 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 |

| Term | Definition |
|---|---|
| | 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. |
| International Baccalaureate (IB) | College level coursework with common internationally-normed assessments. IB coursework alone does not meet the needs of all TAG identified students. |

| Term | Definition |
|---|--|
| | 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. |
| Pull-Out Programs | Students attend specialized instruction designed for TAG students, during school |

| Term | Definition |
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| | 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. |