

North Clackamas School District

Plan for Talented and Gifted Education

[District directions: Detailed instructions for completing the plan can be found in the [TAG Template Companion Guide](#). Please review the instructions in advance and consult them as each section is completed. Be sure to remove these directions before publishing the plan.]

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Section 1: Introduction



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



Section 3: Identification of TAG-Eligible Students



Section 4: Instructional Services and Approaches



Section 5: District Goals - Plan for Continuous Improvement



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Appendix: Glossary

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](#)

- **Local School Board Policies**

[Talented and Gifted Program: IGBB](#)

[Identification - Talented and Gifted Students** IGBBA](#)

[Appeal Procedure for Talented and Gifted Student Identification and Placement** IGBBA-AR](#)

- **Implementation of Talented & Gifted Education Programs and Services**

[NCSD: Mission Statement](#)

The mission of the North Clackamas School District is to inspire graduates who are empowered to act with courage in life and to strengthen local and global communities. We build relationships with students to honor their cultural heritage, foster their physical, social, and emotional well-being, cultivate joy in learning, and engage each student to reach their full potential. We create environments where students are inspired to be creative and critical thinkers as they prepare for success in life, college, and career. North Clackamas School District is committed to examining and improving our system by affirming students' many identities while building inclusive, barrier-free schools and workplaces.

NCSD: TAG Philosophy

The North Clackamas School District is committed to an educational program that recognizes the unique values, needs, and talents of each individual student. NCSD identifies Talented and Gifted students as Intellectually Gifted or Academically Talented in the areas of math and/or reading. The goal of Talented and Gifted education is to identify, encourage, and respond to the diverse needs of students identified as TAG by facilitating and/or providing differentiated curriculum and instruction to meet students' academic rate and level of learning. The purpose of this instruction is to provide students with intellectual challenges and methods to extend learning, and encourage exploration, self-discovery, inquiry, and perseverance. Curriculum and instruction designed by classroom teachers to meet the rate and level of learning of talented and gifted students is an integral part of this commitment.

A description of how teachers accommodate identified TAG students' assessed levels of learning and accelerated rates of learning (required by OAR [581-022-2500\(3\)](#)):

At all levels, teachers identify and plan instructional modifications that will accommodate the rate and level of learning of TAG-identified students. In elementary and middle school, these instructional modifications are outlined in the student's Individualized Classroom Plan (ICP). At a minimum, this plan is reviewed annually. At the high school level, an ICP is available by request. The instructional modifications outlined in these plans are designed for each student based on their academic needs derived from formal and informal assessments in the classroom. The instructional modifications are adjusted as needed depending on students' needs.

A description of how classroom teachers and counselors assist TAG students in realizing their contribution to themselves and society (aligned to [ORS 343.395](#)):

As part of our district mission, we inspire graduates who are empowered to act with courage in life and to strengthen local and global communities. All students are engaged in learning, which cultivates a joy of learning and engages each student to reach their full potential. Specifically, educators utilize instructional practices that include interventions and extensions to maximize access to complex strategies that challenge a student's rate and level. Additionally, college and career readiness classes and strong relationships with counselors support programming aligned with post-secondary education.

Advanced Placement (AP) or International Baccalaureate (IB) courses, as well as dual credit options, are offered at all comprehensive high schools in every subject area. Sabin-Schellenberg Professional Technical Center allows students to explore interests and apply learning in authentic settings. Areas available include Robotics, Computer Science, Health Occupations, and Animal Science.

After-school enrichment opportunities are available K-12, allowing students to explore interests during hands-on, project-based activities. High school clubs, including Spanish Honor Society, National Honor Society, and Science National Honor Society, and middle school enrichment programming such as MESA (Mathematics, Engineering, Science, and Achievement) offer experiences that extend learning beyond the classroom setting.

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
TAG Identification Process Overview <i>Aligned to OAR 581-022-2325 (1)</i>	The identification process begins with an initiator, which can be either a qualifying test score or a TAG referral. The TAG screening and identification is based upon a portfolio of evidence, which consists of a collection of strengths-based qualitative and quantitative evidence. The evidence reviewed for possible TAG identification includes an ability test score (NNAT3), any state or standardized test scores (OSAS, STAR, Fastbridge, etc...), Scales for Identifying Gifted Students feedback forms from teacher and parent/guardian, authentic strengths-based student work samples, and any other pertinent evidence that aids in a holistic understanding of the individual student. All TAG identification decisions are based on the entire portfolio of evidence and are made by the identification team. The North Clackamas School District uses a NCSd TAG Identification Flowchart to clearly describe the process to parents, guardians and educators.
Multiple modes and methods of data collection used in the identification process. <i>Aligned to OAR 581-022-2325 (2)(b)(c)</i>	• Qualitative data: Scales for Identifying Gifted Students (SIGS2) from teacher and parent/guardian; student work samples • Quantitative data: Ability test score (NNAT), OSAS, STAR, Fastbridge, classroom assessment data, student work samples
Culturally responsive practices specific to identification. <i>Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)</i>	• NNAT3 universal screening at 2nd grade and 3-5th grade students who are new to the district • Teacher/Parent Referral • Translated communication with families • Six Gifted Profiles guidance
Research-based tools, instruments, or considerations utilized to equitably identify	• Nonverbal screener - NNAT3 • Universal Screening at 2nd grade utilizing district norms

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
students from underrepresented populations including, but not limited to: students experiencing disabilities, students who are culturally and linguistically diverse	• Scales for Identifying Gifter Students - SIGS2 • Data analysis processes included in the Multi-Tiered Systems of Support
Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices	• NNAT3 as a universal screener • Professional development is provided to teachers to address culturally responsive instructional and assessment practices supportive of diverse learners • Utilization of the MTSS process for team analysis of data • Six Gifted Profiles guidance • NCSD Equity Policy
Universal Screening/Inclusive considerations	• NNAT3 at 2nd grade and 3-5th grade students who are new to the district • Fastbridge/STAR • Accommodations outlined in the student's 504 or IEP are utilized
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection	• NNAT3: nationally normed; automatically screening at 97th percentile and up • STAR/MAP using national and local norms (normed for the district); automatically screening for 97th percentile and up. Implementation of school norms if students are not being identified using district-normed data
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	• Scales for Identifying Gifted Students (SIGS2) from teacher and parent/guardian • Student work samples that are authentic assessments clearly demonstrating student thinking • Student writing samples • Exit tickets

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
A tool or method for determining a threshold of when preponderance of evidence is met.	The team forms a consensus as to whether or not a preponderance of evidence has been met. Preponderance of evidence document
TAG Eligibility Team	Elementary: - Classroom teacher(s), TAG Support Teacher Leader (Optional: Principal, TAG Instructional Coach, ELD Teacher, Special Education Teacher, other school or district staff that may have expertise in TAG or the student being screened) - Must include at least one person who has received PD in Oregon TAG identification processes and requirements Middle: - Classroom teacher(s), TAG Support Teacher Leader (Optional: Principal, TAG Instructional Coach, ELD Teacher, Special Education Teacher, other school or district staff that may have expertise in TAG or the student being screened) - Must include at least one person who has received PD in Oregon TAG identification processes and requirements High: - Classroom teacher(s), TAG Instructional Coach (optional: Principal, ELD Teacher, Special Education Teacher, other school or district staff that may have expertise in the student being screened) - Must include at least one person who has received PD in Oregon TAG identification processes and requirements
Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification	Referral (if applicable) TAG screening notification letter - SIGS

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	• Parent • Teacher • Preponderance of evidence doc • Notification letter to parents (identified) • Ineligible letter (NOT identified) • ICP (if identified)

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	Yes
What is the broad screening instrument and at what grade level is it administered?	NNAT3 is used as a district-wide universal screening tool at the 2nd grade level and 3-5th grade students who are new to the district
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)?	Automatic screening is initiated at the 97th percentile based on national norms.

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?	A file review is conducted by the district TAG Coach and/or building-level TAG Coordinator, and if the screening requirements are similar to Oregon, then we honor the designation. If the screening requirements differ vastly from Oregon, the family is notified of the opportunity for the student to be rescreened.
Do local norms influence the decision to honor identification from other districts and states?	Local norms will not influence the decision to honor identification.

Section 4: Instructional Services and Approaches



● 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
Formative Assessment as a Process	- Embedded in the instructional model: Sample format secondary, sample format elementary - K-5: by grade level, includes Dual Language Immersion, specific models 6-8 Language Arts 6-12 Math - Adaptive computer-based tools (Lexia, Dreambox, Newsela)

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
Differentiated Instruction involving tiers of depth and complexity	- Embedded in the instructional model: Sample format secondary, sample format elementary - K-5: by grade level, includes Dual Language Immersion, specific models 6-8 Language Arts 6-12 Math
Advanced Placement (AP) with differentiation of instruction based on learning evidence	See below for a list of courses offered.
International Baccalaureate (IB) with differentiation based on learning evidence	See below for a list of courses offered.
Flexible Readiness Grouping	- Embedded in the instructional model: Sample format secondary, sample format elementary - K-5: by grade level, includes Dual Language Immersion, specific models 6-8 Language Arts 6-12 Math
Credit By Examination	STAMP and SLIP used for World Language Credit. IKH-AR - Credit for Proficiency
Subject Acceleration	Subject acceleration is available when appropriate. Parents initiate this conversation with the school principal. See School Board Policy IKE-AR(1) - Acceleration of Students
Whole Grade Acceleration	See NCSD School Board Policies: Promotion, Acceleration and Retention of Students: IKE

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
	Acceleration of Students: IKE-AR(1) - Acceleration of Students**
Adaptive curriculum that accelerates learning addressing rate and level.	- Dreambox - Lexia - Newsela
District professional development on 5 high quality instructional practices: - Collaborative Learning - Feedback - Metacognitive Strategies - Setting Goals - Student Expectations	- Focus on highly effective instructional practices to increase engagement and provide rigorous learning opportunities - Universal design strategies focused on engagement and representation - Strategies selected because of their support for diverse learners
Curriculum incorporates differentiated assessments, activities, that engage students, provide information and extensions ensuring individual and collaborative learning.	Curriculum adoption process includes cross-departmental representation, school administration, and instructional staff
Students have access to a variety of program and subject area opportunities for advanced coursework.	- Dual Credit, Advanced Placement and/or IB options are available in every core content area - PSU Challenge Program - NSCD Charter Schools: - Clackamas Middle College - Clackamas Web Academy - Milwaukie Academy of the Arts - Sabin Schellenberg Professional Technical Center

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
Math Habits of Mind focus on depth and complexity of math content	• Yearly Professional Development for K-12 teachers from the Teachers Development Group • Math Habits of Mind Poster

• **Advanced Placement (AP) International Baccalaureate IB and dual credit Course Offerings**

Course Name	Schools and Grade Levels Offered
AP Language & Composition	Milwaukie High School Grade: 11
AP Literature & Composition	Milwaukie High School Grade: 12
AP Seminar	Milwaukie High School Grade: 11
AP Psychology	Milwaukie High School Grade: 11-12
AP U.S. Government	Milwaukie High School Grade: 12
AP U.S. History	Milwaukie High School Grade:10-12
AP World History	Milwaukie High School Grade: 10-12
AP Biology	Milwaukie High School Grade: 11-12
AP Calculus	Milwaukie High School Grade: 11-12
AP Japanese	Milwaukie High School Grade: 12
AP Spanish 5	Milwaukie High School Grade: 11-12

Course Name	Schools and Grade Levels Offered
AP Research	Milwaukie High School Grade: 12
AP Statistics	Milwaukie High School Grade: 12
AP Studio Art	Milwaukie High School Grade: 11-12
AP Advanced Art	Milwaukie High School Grade: 11-12
Math 105 Math in Society	Milwaukie High School Grade: 10-12
Pre-Calculus	Milwaukie High School Grade: 10-12
Spanish 3	Milwaukie High School Grade: 10-12
Spanish 4	Milwaukie High School Grade: 10-12
Writing 121	Milwaukie High School Grade: 10-12
Writing 222	Milwaukie High School Grade: 10-12
AP Language & Composition	Adrienne C Nelson High School Grade: 11-12
AP Literature & Composition	Adrienne C Nelson High School Grade: 11-12
AP Seminar	Adrienne C Nelson High School Grade: 10-12
AP Human Geography	Adrienne C Nelson High School Grade: 9-12
AP Government	Adrienne C Nelson High School Grade: 10-12
AP U.S. History	Adrienne C Nelson High School Grade: 11-12
AP Physics	Adrienne C Nelson High School Grade: 11-12

Course Name	Schools and Grade Levels Offered
AP Biology	Adrienne C Nelson High School Grade: 11-12
AP Environmental Science	Adrienne C Nelson High School Grade: 10-12
AP Chemistry	Adrienne C Nelson High School Grade: 11-12
AP Statistics	Adrienne C Nelson High School Grade: 11-12
AP Calculus (offered as Calculus)	Adrienne C Nelson High School Grade: 11-12
AP Research	Adrienne C Nelson High School Grade: 11-12
AP Spanish 5	Adrienne C Nelson High School Grade: 11-12
AP Japanese 5 (SSC-schedule)	Adrienne C Nelson High School Grade: 11-12
AP Art-Drawing	Adrienne C Nelson High School Grade: 11-12
AP 2D Design	Adrienne C Nelson High School Grade: 11-12
AP 3D Design	Adrienne C Nelson High School Grade: 11-12
AP Studio Art	Adrienne C Nelson High School Grade: 11
AP Advanced Art	Adrienne C Nelson High School Grade: 11-12
Math 105 Math in Society	Adrienne C Nelson High School Grade: 10-12
Pre-Calculus	Adrienne C Nelson High School Grade: 10-12
Spanish 3	Adrienne C Nelson High School Grade: 10-12
Spanish 4	Adrienne C Nelson High School Grade: 10-12

Course Name	Schools and Grade Levels Offered
Writing 121	Adrienne C Nelson High School Grade: 10-12
Writing 222	Adrienne C Nelson High School Grade: 10-12
College Chemistry	Clackamas High School Grade: 10-12
AP Language & Composition	Clackamas High School Grade: 12
AP Literature & Composition	Clackamas High School Grade: 12
AP Seminar	Clackamas High School Grade: 10-12
AP Human Geography	Clackamas High School Grade: 9-12
AP U.S. Government	Clackamas High School Grade: 12
AP U.S. History	Clackamas High School Grade: 11
AP Psychology	Clackamas High School Grade: 11-12
AP Biology	Clackamas High School Grade: 11-12
AP Chemistry	Clackamas High School Grade: 11-12
AP Physics	Clackamas High School Grade: 11-12
AP Japanese	Clackamas High School Grade: 12
AP Spanish 5	Clackamas High School Grade: 9-12
Ap French 4	Clackamas High School Grade: 11-12
AP Research-Humanities	Clackamas High School Grade: 11-12

Course Name	Schools and Grade Levels Offered
AP Studio Art	Clackamas High School Grade: 12
AP Advanced Art	Clackamas High School Grade: 11-12
AP Statistics	Clackamas High School Grade: 11-12
Math 105 Math in Society	Clackamas High School Grade: 10-12
Pre-Calculus	Clackamas High School Grade: 10-12
Spanish 3	Clackamas High School Grade: 10-12
Spanish 4	Clackamas High School Grade: 10-12
Writing 121	Clackamas High School Grade: 10-12
Writing 222	Clackamas High School Grade: 10-12

- **International Baccalaureate (IB) Course Offerings**

IB Course Name	Schools and Grade Levels Offered
IB Literature HL1	Rex Putnam High School Grade: 11-12
IB Literature HL2	Rex Putnam High School Grade: 12
IB Language & Literature HL 1	Rex Putnam High School Grade: 11-12
IB Language & Literature HL2	Rex Putnam High School Grade: 11-12
IB Spanish Language & Literature	Rex Putnam High School Grade: 9-12

IB Course Name	Schools and Grade Levels Offered
IB Theatre Analysis	Rex Putnam High School Grade: 9-12
Marine Science SL	Rex Putnam High School Grade: 9-12
IB Math Applications SL1	Rex Putnam High School Grade: 10-12
IB Math Applications SL2	Rex Putnam High School Grade: 12
IB Math Analysis SL1	Rex Putnam High School Grade: 10-12
IB Math Analysis SL2	Rex Putnam High School Grade: 12
IB Biology HL1	Rex Putnam High School Grade: 11-12
IB Biology HL2	Rex Putnam High School Grade: 11-12
IB Biology SL	Rex Putnam High School Grade: 11-12
IB Geography HL	Rex Putnam High School Grade: 9-12
IB History HL1	Rex Putnam High School Grade: 11-12
IB History HL2	Rex Putnam High School Grade: 12
IB Psychology	Rex Putnam High School Grade: 11-12
IB Spanish SL1	Rex Putnam High School Grade: 9-12
IB Spanish SL2	Rex Putnam High School Grade: 10-12
IB Spanish HL	Rex Putnam High School Grade: 11-12

- **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?	NCSD highlights students who are identified as TAG in Synergy (our Student Information System) with a specific alert. Additionally, at the elementary and middle school level the school TAG support teacher/leader communicates with teachers about any identified TAG students in their classes. This communication includes the specific designation of the student and their current ICP. At high school teachers are notified of TAG identified students by an alert in Synergy.
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?	● Elementary and Middle: TAG Support Teacher Leader at each school ○ Professional development for TAG support teachers include information regarding identification, attributes of gifted students, strategies to identify and match a students rate and level, and resources. ○ Sample professional development presentation ● High School: Curriculum/Instruction/Counseling Assistant Principal
How do teachers determine rate and level needs for students in their classrooms?	Assessing Rate and Level of Learning

● 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 Classroom Plans (ICPs) are required for all elementary and middle school students. High school counselors and teachers work directly with students to advise on a program of study that provides the appropriate level of rigor and preparation for students' future plans. ICPs are available to high school students upon request.
Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?	• All high school courses are required to have instructional plans. • Advanced Placement and IB course plans are submitted for approval to College Board and IB. • K-8 math and language arts utilize an instructional framework that includes grouping and the use of adaptive tools that provide learning at the students rate and level.
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student's learning?	Individual Classroom Plans (K-8) are reviewed with parents in the fall around conference time. At this time families are given the opportunity to discuss available instructional services and offer input into the students ICP. Through the forecasting process, families work with high school counselors to discuss course selections based on student interest and skills.

● Option/Alternative Schools Designed for TAG Identified Students

Program Elements	School Information
[Name of school A]	Not Applicable
TAG qualifying criteria for attendance	
Number of students currently served	

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

● TAG Enrichment Opportunities

TAG Enrichment Opportunities (Note: After school opportunities do not replace daily TAG instruction and services)	Explanation of Opportunity
School clubs based on interest and achievement	Including Spanish Honor Society, National Honor Society and Science National Honor Society
School Embedded Enrichment Activities	● Including Oregon Battle of the Books, MESA (Mathematics, Engineering, Science and Achievement), Portland Opera productions, subject-related competitions, etc. ● Career Related Learning Experiences 6-12 ● Career Technical Education (CTE) pathways provided through Sabin-Schellenberg Professional Center

TAG Enrichment Opportunities (Note: After school opportunities do not replace daily TAG instruction and services)	Explanation of Opportunity
After school clubs	Including Chess Club, Robotics, and Computer Science Clubs

Section 5: Plan for Continuous Improvement



- District Goals:** In alignment with our commitment to continuous improvement, a review of disaggregated TAG data and a root cause analysis with the North Clackamas School District (NCSD) coaching team is conducted each year. This comprehensive evaluation allows us to identify systemic patterns, address key areas for improvement, and derive relevant, timely goals centered on student achievement, equity, and targeted support.

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?
1. Increase equitable identification of academically talented and gifted students: with a specific focus on Hispanic, English	Share info with families that they can refer their student for TAG services. Have TAG Teacher Leaders/Admin/Building Coaches complete a	Designate 30 minutes of one staff meeting per fall and one per spring. Training will be	Website “hits”, attendance and engagement at trainings and events, Professional development calendar	Training of 90-100% of staff. Proportional Identification of students from Hispanic

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?
Language Learner, and female student groups.	PDSA for their school, focusing on identification based on each building's disaggregated data. Continue professional development for instructional staff on gifted characteristics and the importance of identification. This professional development will be led in buildings by our building TAG teacher leader and/or coaching staff, especially those specializing in Dual Language Immersion. Provide resources for identifying underrepresented student groups	throughout the year with TAG Teacher Leaders and building coaches. Families will be engaged through multiple modalities in the fall (sharing TAG brochure at BTSN and again at Conferences, referral info through ParentSquare).	and exit tickets, feedback from coaches and liaisons -TAG Newsletter shared -Schools provide brochures at fall conferences -District shares brochures and in-person communication at Community Resource Fair. -District provided communication for school leaders to share in school-based communication (newsletter).	and female student groups.

2. Increase knowledge regarding appropriate instruction and support for talented and gifted students.	Professional learning, differentiated by role and responsibility, will be provided to: Instructional staff Administrators Instructional Coaches, including DLI coaches. Professional learning will include components of Depth and Complexity and Depth of Knowledge (DOK) for use in classroom instructional planning. Emphasize math differentiation through coaching at the elementary level. Building-level professional learning that embeds differentiation strategies for gifted students.	The professional development calendar will include quarterly training for the TAG teacher leader. Administrator training twice a year. Building-level professional learning that embeds differentiation strategies for gifted students.	Exit tickets Building coach feedback	Administrator walk-through feedback on “look-fors”
3. Staff will increase	In-service week	Throughout the year:	Look-fors have been	Data from I-walk will be

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?
their use of strategies supportive of diverse learners by focusing on five high-impact “HI-5” instructional strategies: ● Collaborative Learning ● Feedback ● Metacognitive Strategies ● Setting Goals ● Lesson Design	professional development provided by every school. Meaningful Tasks and Questioning Strategies are identified as required strategies in our districtwide instructional practices because of their efficacy in implementing DOK and will be embedded in districtwide PD. Professional learning at the building level models and provides support for the HI-5. Content/subject specific district-wide in-service through the year models and provides support for the HI-5.	August Inservice, Inservice days, Monthly District Meetings	developed and will be embedded in I-walk for use by administrators.	collected and utilized for planning and support purposes.

- **Professional Development Plan: Identification**

Who	What	Provided by	When
Staff person who is responsible for TAG identification in your district: Maranda Otto	Required statewide training	Oregon Department of Education	TBD
All district licensed educators who are responsible for identification	Training on Identification	Building TAG Teacher Leaders, TAG District Coaches (Maranda Otto, Luke Weinbrecht, Stephanie Van Eps), Associate Director TLPD (Rob Holloway), Executive Director TLPD (Tammy O'Neill)	Elementary: Quarterly (fall, winter, winter, spring) Middle School: Quarterly and as needed
Staff who have already been trained in previous years (include if offered)	Refresher Identification training	District TAG Coaches: Maranda Otto, Luke Weinbrecht, Stephanie Van Eps	Fall

- **Family Engagement**

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	TAG brochure, Identification flowchart, and FAQ on the district and individual school websites and shared with families in each school's fall newsletter

Comprehensive TAG Programs and Services	Date and/or method of Communication
Universal Screening/Testing grade levels	● Schools send communication to families a couple weeks prior to testing (2nd grade) ● Posted on district website on TAG page
Individual and/or group testing dates	Based on school schedule
Explanation of TAG programs and services available to identified students	● Schools send families a letter notifying them of the students' identification and the services provided ● "Back to school night" includes information for families ● Fall parent-teacher conferences ● District TAG newsletter
Opportunities for families to provide input and discuss programs and services their student receives	● Elementary and Middle Schools: ICP is updated <i>with families</i> at Parent/Teacher Conferences ● Forecasting process for high school course selection provides family correspondence and avenues of input
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	Communication explaining the purpose and elements of the plan is sent out prior to conferences (when the ICP is reviewed for each student).
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	A "TAG Information" session offers families information regarding the identification process and services. Community Resource Fair

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.	A “TAG Information” session offers families information regarding the identification process and services. Community Resource Fair
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.	A “TAG Information” session offers families information regarding the identification process and services. Community Resource Fair
Notification to parents of their option to request withdrawal of a student from TAG services	Included in TAG brochure and on district website
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	Included in TAG brochure and on district website
Designated district or building contact to provide district-level TAG plans to families upon request	Posted on all school websites and the district website

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	TAG Coaching Team: Maranda Otto, Luke Weinbrecht, and Stephanie Van Eps	ottom@nclack.k12.or.us weinbrecht@nclack.k12.or.us vanepss@nclack.k12.or.us	503-353-3297
	TAG Administrator: Rob Holloway	hollowayr@nclack.k12.or.us	503-353-6138
Person responsible for updating contact information annually on your district website	Tiffany Reed	reedt@nclack.k12.or.us	503-353-6136
Person responsible for updating contact information annually on the Department	Donna Collingwood	collingwoodd@nclack.k12.or.us	503-353-6002
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Aileen Hernandez-Maltos	hernandezmaltosai@nclack.k12.or.us	503-353-6138

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
TAG contact for Ardenwald	Keri Kimberly (Teacher Leader) Rosina Hardy (Admin)	kimberlyk@nclack.k12.or.us hardyro@nclack.k12.or.us	503-353-5320
TAG contact for Bilquist	Paige Parr (Teacher Leader) Nathan Mount (Admin)	parrp@nclack.k12.or.us mountna@nclack.k12.or.us	503-353-5340
TAG contact for Beatrice Morrow Cannady	James Ringo (Teacher Leader) Alison Schlicht (Admin)	ringoj@nclack.k12.or.us schlichta@nclack.k12.or.us	503-353-5780
TAG contact for Verne Duncan	Julie Brown (Teacher Leader) Katrina Edwards (Admin)	brownj@nclack.k12.or.us edwardska@nclack.k12.or.us	503-353-3270
TAG contact for Happy Valley	Casey Pflieger (Teacher Leader) Sarah Jones (Admin)	pfliegerca@nclack.k12.or.us jonessar@nclack.k12.or.us	503-353-5420
TAG contact for Seth Lewelling	MaryAnn Clarke (Teacher Leader) Mason Branstetter (Admin)	clarkem@nclack.k12.or.us branstetterm@nclack.k12.or.us	503-353-5440
TAG contact for Linwood	Sarah Silva (Teacher Leader) Nabil Zerizef (Admin)	silvas@nclack.k12.or.us zerizefn@nclack.k12.or.us	503-353-5460
TAG contact for Sojourner	Sarah Silva (Teacher Leader) Nebil Zerizef (Admin)	silvas@nclack.k12.or.us zerizefn@nclack.k12.or.us	503-353-5460
TAG contact for Milwaukie El Puente	Luis Guerrero (Teacher Leader) Chelsea Aillon (Admin)	guerrerol@nclack.k12.or.us aillonc@nclack.k12.or.us	503-353-5480

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
TAG contact for Mount Scott	Jenny Schmidt (Teacher Leader) Jeff Green (Admin)	schmidtj@nclack.k12.or.us greenje@nclack.k12.or.us	503-353-5500
TAG contact for Oak Grove	James Edwards (Teacher Leader) Heidi Dodge (Admin)	edwardsj@nclack.k12.or.us didgeh@nclack.k12.or.us	503-353-5520
TAG contact for Oregon Trail	Gretchen Rowland-Horrigan (Teacher Leader) Marcus Reynolds (Admin)	rowlandhorrigan@nclack.k12.or.us reynoldsmar@nclack.k12.or.us	503-353-5540
TAG contact for Riverside	Noel Carey (Teacher Leader) Teresa Jaramillo (Admin)	careyn@nclack.k12.or.us jaramillot@nclack.k12.or.us	503-353-5560
TAG contact for Scouters Mountain	Annie Tobler (Teacher Leader) Mike Potter (Admin)	toblera@nclack.k12.or.us potterm@nclack.k12.or.us	503-353-3250
TAG contact for Spring Mountain	Kelly Schiedler (Teacher Leader) Joel Dunn (Admin)	schiedlerk@nclack.k12.or.us dunnjo@nclack.k12.or.us	503-353-5600
TAG contact for Sunnyside	Kathryn Bergsma-Glenn (Teacher Leader) Glory Okeke (Admin)	bergsmaglennk@nclack.k12.or.us okekeg@nclack.k12.or.us	503-353-5620

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
TAG contact for View Acres	Ellen Megson Dyer (Teacher Leader) Andrea Bryant (Admin)	megsondyere@nclack.k12.or.us bryanta@nclack.k12.or.us	503-353-5640
TAG contact for Lot Whitcomb	Tami Nelson (Teacher Leader) Aaron Moreno	nelsont@nclack.k12.or.us morenoa@nclack.k12.or.us	503-353-5660
TAG contact for Alder Creek Middle	Carly Spidle (Admin Assistant) Brian Cates (Admin)	spidlec@nclack.k12.or.us catesb@nclack.k12.or.us	503-353-5700
TAG contact for Happy Valley Middle	Liddy Schmidt (Teacher Leader) Michelle Doyle (Admin)	schmidtld@nclack.k12.or.us doylem@nclack.k12.or.us	503-353-1920
TAG contact for Rock Creek Middle	Drake Ewing (Teacher Leader) Karol Otto (Admin)	ewingd@nclack.k12.or.us ottok@nclack.k12.or.us	503-353-5680
TAG contact for Wilbur Rowe Middle	Coco Vernon (Teacher Leader) Blythe Duffield (Admin)	vernonn@nclack.k12.or.us duffieldb@nclack.k12.or.us	503-353-5725

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

Appendix: Glossary



Term	Definition
Acceleration (subject)	Above grade-level standards and coursework. For example, a student who takes an advanced high school art class during middle school.
Acceleration (whole-grade)	Grade skipping. For example, a student who moves from 1st grade to 3rd grade (skips the 2nd grade).
Acceleration (standards)	Working ahead on grade-level standards (considerations include: pacing needs and demonstrated levels of mastery on certain grade-level standards). This often occurs within the grade-level course.
Advanced Placement (AP)	College-level coursework with common nationally-normed assessments. AP coursework alone does not meet the needs of all TAG identified students. Differentiated instruction is often implemented to ensure growth and appropriate cognitive demand.
Choice Assignments	A selection of standards-based learning options/projects based on student interest and/or development that includes depth and complexity to address both motivation to learn and cognitive demand.
Cluster Grouping	TAG identified students are intentionally placed together into mixed ability classrooms. The structure of this educational practice allows students to have peer-alike time together to address both academic and social-emotional needs.
Credit by Examination	Students receive high school or college credit based on mastery of prior learning as measured through end of course examinations. District policies, assessment formats, and requirements may vary. Please check your local district policy.
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.

Term	Definition
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. Differentiated instruction is often implemented to ensure growth and appropriate cognitive demand.

Term	Definition
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

Term	Definition
	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.