[District Name]

Plan for Talented and Gifted Education

[District directions: Detailed instructions for completing the plan can be found in the [TAG Template Companion Guide.](https://www.oregon.gov/ode/learning-options/TAG/Documents/TAG%20Template%20Companion%20Guide.docx) 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: Introductionsection 1

Talented and Gifted (TAG) students are an important part of every school community across Oregon. In Oregon, districts and schools must plan for how they will meet the academic and social-emotional needs of TAG students, specific to their local context, and communicate these plans to the students and families they serve.

**District-level Talented and Gifted Education Plans serve as an integral communication tool to district educators, families, and community partners**. Districts are required to submit their TAG plans to the Oregon Department of Education (ODE) every year, provide copies upon request to schools within their district, and post a copy on their district website. (OAR [581-022-2500](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=286193) (2)(a)(A))

Oregon laws that govern Talented and Gifted Education include both Oregon Revised Statutes (Oregon laws passed by the State Legislature, abbreviated as ORS) and Oregon Administrative Rules (requirements that are adopted by the State Board of Education to support Oregon Revised Statutes, abbreviated as OAR). Statutes provide legal definitions and broad guidelines specific to gifted education. The Oregon Administrative Rules outline the specific requirements districts implement to meet the minimum standards for identification, parents rights, and programs and services. Specific statutes and OARs are referenced throughout this TAG plan.

## *Key Terminology*

**Talented and Gifted Students in Oregon**: Students who require special educational programs or services, or both, beyond those normally provided by the regular school program, in order to realize their contribution to self and society. These are students who demonstrate outstanding ability or potential in one or more of the following areas:

(a) General intellectual ability (often referred to as, Intellectually Gifted).

(b) Academic ability (often referred to as, Academically Talented) in one or more academic areas (including, but not limited to: reading, mathematics, science, and social science).

(c) Creative ability in using original or nontraditional methods in thinking and producing.

(d) Leadership ability in motivating the performance of others either in educational or noneducational settings.

(e) Ability in the visual or performing arts, such as dance, music or art.

**Oregon Revised Statutes (ORS):** Oregon laws passed by the State Legislature.

**Oregon Administrative Rules (OAR):** Rules adopted by the State Board of Education to support statutes (ORS).

**Rate of Learning**: The pace at which the student is successfully progressing through instructional materials and experiences after being placed at the appropriate level. A student’s rate will vary depending on subject, interest, level of difficulty and point in the learning process.

**Level** **of Learning:** The instructional level where the student will encounter new knowledge and skills. It involves depth and complexity in thinking.

**Historical reference of District TAG Plans:** House Bill (HB) 2180 (2011) and Senate Bill 486 (2021).

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

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

## Local School Board Policies

 [Insert a list or table here with links if available.]

## Implementation of Talented & Gifted Education Programs and Services

 [Insert a description here, along with any linked artifacts.]

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

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

## District TAG Identification Practices

| **Identification Practices****(OAR 581-022-2500)** | **Evidence and Explanation of Identification Practices** |
| --- | --- |
| **TAG Identification Process Overview***Aligned to OAR* [*581-022-2325 (1)*](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=287785)  |  |
| **Multiple modes and methods of data collection used in the identification process.** *Aligned to OAR* [*581-022-2325 (2)(b)(c)*](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=287785) |  |
| **Culturally responsive practices specific to identification.** *Aligned to OAR* [*581-022-2325 (1)(a), (2)(d)(A-E*](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=287785)*)* |  |
| **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** |  |
| **Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices** |  |
| **Universal Screening/Inclusive considerations**  |  |
| **Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection** |  |
| **Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)** |  |
| **A tool or method for determining a threshold of when preponderance of evidence is met.** |  |
| **TAG Eligibility Team**  |  |
| **Documents that are included in the students’ cumulative record file regarding TAG identification and the eligibility teams’ process to determine identification** |  |

## Universal Screening/Inclusive Considerations

| **Key Questions** | **District Procedure** |
| --- | --- |
| **Is a universal screening instrument used at a specific grade level?** |  |
| **What is the broad screening instrument and at what grade level is it administered?**  |  |
| **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)?** |  |

## Portability of TAG Identification

| **Key Questions** | **District Policy and Practices** |
| --- | --- |
| **Does your district accept TAG identification from other districts in Oregon?** |  |
| **Does your district accept TAG identification from other states?** |  |
| **Do local norms influence the decision to honor identification from other districts and states?** |  **[If yes, please explain how the district will address the identification of students identified as TAG using local norms from other districts or states.]** |

# Section 4: Instructional Services and ApproachesSection 4

## Instructional Programs and Services for TAG Students

| **Instructional Programs and Services****(OAR 581-022-2500)** | **Evidence and Explanation of Implementation:****Grade Level and Content Area** |
| --- | --- |
|  |  |
|  |  |
|  |  |
|  |  |

## Advanced Placement (AP) Course Offerings

| **Name of AP Course** | **Schools and Grade Levels Offered**  |
| --- | --- |
|  |  |
|  |  |
|  |  |
|  |  |

##  International Baccalaureate (IB) Course Offerings

| **Name of IB Course** | **Schools and Grade Levels Offered**  |
| --- | --- |
|  |  |
|  |  |
|  |  |
|  |  |

## 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?**  |  |
| **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?** |  |
| **How do teachers determine rate and level needs for students in their classrooms?** |  |

## Instructional Plans for TAG Students

| **Key Questions** | **District Procedure** |
| --- | --- |
| **Are Personal Education Plans (PEPs) required or optional? At which grade levels are PEPs required?** |  |
| **Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?**  |  |
| **How are families notified regarding the opportunity to discuss the PEP or IP designed for their student’s learning?** |  |

## 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]** |  |
| **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** |
| --- | --- |
|  |  |
|  |  |
|  |  |
|  |  |

# Section 5: Plan for Continuous ImprovementSection 5

## District Goals

| **Goal Statement** | **What special programs or services will be provided to accomplish the goals?** | **Implementation Timeline** | **How will progress be measured?** | **How will success be measured?** |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |

| **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?** |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |

## Professional Development Plan: Identification

| **Who** | **What** | **Provided by** | **When** |
| --- | --- | --- | --- |
| Staff person who is responsible for TAG identification in your district [Provide staff name] | Required statewide training  | Oregon Department of Education | [list date and location of training and type of training (in-person, Zoom, etc.)] |
| All district licensed educators who are responsible for identification  | Training on Identification  | [list roles/names of Professional Development providers] | [What month of each school year?] |
| Staff who have already been trained in previous years (include if offered) | OPTIONAL: Refresher Identification training[Enter “N/A” if refresher training is not provided] |  |  |

## Family Engagement

| **Comprehensive TAG Programs and Services** | **Date and/or method of Communication** |
| --- | --- |
| Identification procedures (including referral process) |  |
| Universal Screening/Testing grade levels  |  |
| Individual and/or group testing dates |  |
| Explanation of TAG programs and services available to identified students |  |
| Opportunities for families to provide input and discuss programs and services their student receives |  |
| Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available |  |
| TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc. |  |
| 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. |  |
| 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. |  |
| Notification to parents of their option to request withdrawal of a student from TAG services |  |
| Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process |  |
| Designated district or building contact to provide district-level TAG plans to families upon request |  |

# Section 6: Contact InformationSection 6

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

| **Contact Information for District and School TAG Personnel** | **Name of Contact** | **Email Address** | **Phone Number** |
| --- | --- | --- | --- |
| **District TAG Coordinator/Administrator** |  |  |  |
| **Person responsible for updating contact information annually on your district website** |  |  |  |
| **Person responsible for updating contact information annually on the Department** |  |  |  |
| **Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)** |  |  |  |
| **TAG contact for [school A]\*** |  |  |  |
| **TAG contact for [school B]\*** |  |  |  |
| **TAG contact for [school C]\*** |  |  |  |

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

# Appendix: Glossaryappendix glossary

| **Term** | **Definition** |
| --- | --- |
| **Acceleration (subject)** | Above grade-level standards and coursework. For example, a student who takes an advanced high school art class during middle school. |
| **Acceleration (whole-grade)** | Grade skipping. For example, a student who moves from 1st grade to 3rd grade (skips 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. |
| **Depth and Complexity** | A general framework to assess level of rigor specific to cognitive demand. Common frameworks include [Webb’s Depth Of Knowledge](https://www.webbalign.org/dok-primer) (DOK) and Bloom’s Taxonomy.  |
| [**Depth of Knowledge (DOK)**](https://www.webbalign.org/dok-primer) | A framework developed by Dr. Norman Webb to assess the level of rigor for standards, projects, assignments, and exams. |
| **Differentiated Instruction (involving tiers of depth and complexity)** | Instruction and learning options designed to reflect the needs of students specific to current learning evidence/data that fosters academic growth. Educators may differentiate content, process, product, and environment to accommodate needs of learning. |
| **Flexible Readiness Grouping** | A strategic strategy designed to group students according to best fit instructional needs and student discourse opportunities. |
| **Formative Assessment as a Process** | Intentional teaching and learning practices in the classroom used by both teachers and students. Moment-by-moment evidence of student learning and thinking is used to inform and adjust teaching and learning. Descriptive feedback, established success criteria, and clear learning goals are essential. |
| **Independent Learning Contracts** | An agreement between student and teacher that outlines individual learning opportunities and outcomes for the student. This strategy is commonly used when a student has demonstrated mastery of a unit that is currently being taught (i.e. student has already read the novel that is being taught in a particular grade level)  |
| **Instructional Plans (IPs)** | Communicates instructional strategies and services of how the teacher meets the needs of *all* TAG identified students in a particular course. Typically utilized at the secondary level.  |
| **International Baccalaureate(IB)** | College level coursework with common internationally-normed assessments. IB coursework alone does not meet the needs of all TAG identified students. Differentiated instruction is often implemented to ensure growth and appropriate cognitive demand. |
| **Kaplan’s Icons of Depth and Complexity** | Icons/tools used to provide a visual prompt that promotes thinking from various perspectives, designed to achieve in-depth learning opportunities. Often used as a schoolwide program where all teachers, classroom support staff, and students are taught how to interact with and use the icons.  |
| **Level of Learning** | In reference to OAR 581-022-2500(3): The instruction provided to identified students shall be designed to accommodate their assessed **levels of learning** and accelerated rates of learningThe student’s instructional level in the curriculum and the place where the student will encounter knowledge and skills not yet learned or mastered. It is more than an advanced grade level. It involves depth and complexity in thinking. |
| **Option Schools** | Students choose to attend schools in their district with learning options that best fits their academic and affective needs. Some districts have alternative school options, magnet schools, and option programs (school within a school model) specifically designed for TAG students. Not all districts provide option schools or programs in Oregon. |
| **Oregon Administrative Rule (OAR)** | Rules adopted by the State Board of Education to support statutes (ORS). |
| **Oregon Revised Statute (ORS)** | Oregon laws passed by the State Legislature. |
| **Personal Education Plans (PEPs)** | A plan developed by the teacher, TAG student, and family that outlines and communicates the programs and services received throughout the school year. Personal Education Plans are for an individual student and are more common at the elementary level. |
| **Pull-Out Programs** | Students attend specialized instruction designed for TAG students, during school hours, at the school where the student is enrolled. Pull-out programs vary by district. Not all districts offer pull-out programs.  |
| **Rate of Learning** | In reference to OAR 581-022-2500(3): The instruction provided to identified students shall be designed to accommodate their assessed levels of learning and accelerated **rates of learning.**Addresses the measure of the pace at which the student is successfully progressing through the curriculum after being placed at the appropriate level. A student’s rate will vary depending on subject, interest, level of difficulty and point in the learning process. |
| **Scaffolding or Tiered Instruction** | An instructional method that varies the level of learning (depth and complexity) of the assignment to provide all students an opportunity to engage in productive struggle and find success in academic growth.  |