Corbett School District #39

Plan for Talented and Gifted Education

CORBETT SCHOOL DISTRICT NO. 39

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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

[http://policy.osba.org/corbett/i/igbb%20d1.pdf.]
[http://policy.osba.org/corbett/i/igbba%20r%20d1.pdf]

B. Implementation of Talented & Gifted Education Programs and Services

By Oregon State law all schools are required to formally identify all students who are "intellectually" or "academically" gifted. By state definition, "talented and gifted children" means "those children 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 or society and who demonstrate outstanding ability or potential..." This historically included those students who rank in the top 5% on nationally standardized tests of mental ability or achievement in reading and/or math; however, these students are now identified by local norms of the Corbett School District.

Characteristics of intellectually gifted students include:
- Advanced vocabulary, ease of communication
- Interest in solving problems
- Asking many complex questions
- Learning/remembering information easily
- A keen sense of observation
- Curiosity and interest in many things

Teachers will screen at least once a year to identify a group of students who will receive further testing for possible TAG identification. If you believe that your child is in the top 5% of his/her class in mental ability, reading, or math, a good first step is to talk with his/her teacher.

Students who qualify are served in the regular classroom through modifications to the curriculum, which are designed to meet the child's assessed level and rate of learning.

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 *Aligned to OAR 581-022-2325 (1)*	Corbett School District takes seriously the obligation to educate all students to the highest possible levels in accordance with their abilities. Corbett School District uses the CogAT and the Smarter Balanced Assessment (SBAC) as initial identification tools. The Intellectually Gifted identification process begins in the second grade. All students take the CogAT Screener. Students who score in the top ten percent of the class on the Screener then take the full CogAT. Students who score in the 90th percentile on that assessment are recommended to be identified as Intellectually Gifted. After second grade, students are evaluated individually using the CogAT for Intellectually Gifted identification based on teacher or parent/guardian recommendation. The Academically Talented identification process begins when a student scores at the 93rd percentile on the SBAC reading or math assessment. Additional data gathered as part of the process may consist of a second standardized assessment score, performance assessments, parent/guardian surveys, and teacher recommendations. A team, including the building principal and appropriate teachers, reviews the data and makes a recommendation regarding final identification. Parents/guardians are informed of the recommendation and asked for permission for the student to be identified as Academically Talented. Teachers or parents/guardians may also request a student be considered for identification. Additional data at the discretion of the district is then collected. These new local norms were set for our community and district to encourage inclusivity from all focal groups in our district and to broaden our reach to identify talented and gifted students in our student population.

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
Multiple modes and methods of data collection used in the identification process. *Aligned to OAR 581-022-2325 (2)(b)(c)*	Students in kindergarten through 12th grade may be referred for TAG eligibility by parents, teachers, other school staff, students, or themselves. Students also may be eligible based on results from universal screening assessments. Universal screening: 2nd grade) Cognitive Abilities Test (CogAT) Screener; followed by full Assessment 3-10 – Oregon Statewide Assessments (OSAS) or CogAT 1. Questions to guide the referral process: • Does the student require instructional services (differentiated rate or level, or acceleration)? • Is the student showing exceptional performance (top 10-20%) compared to the group's local norms? • Is the student showing ability "beyond grade level instruction"? 2. Evidence collection: Multiple measures and modes of qualitative and quantitative evidence are collected such as: district assessments, classroom-based assessments, local performance assessments, performance tasks, work samples, language acquisition assessments (ELPA), learning progressions, attributes checklists, behavioral and observational inventories, parent and teacher advocacy information through the using the printed TAG Eligibility Form, and student self-evaluations. 3. School team review: Once evidence is collected, school teams consisting of classroom teachers, building TAG coordinators (or building administrators), and the district TAG specialist meet to review multiple measures of qualitative and quantitative evidence including academic and social emotional needs in order to determine student eligibility. Guiding questions: • Is there a preponderance of evidence to identify specific programming and/or instructional service needs?

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	• Does the evidence include both qualitative and quantitative data? 4. Eligibility determination: If a student is determined eligible for TAG services, the team determines the area of TAG identification and starts the process of developing a personalized learning plan (K-8). Information gathered from the multiple measures of evidence guides the writing of the personalized learning plan for both K-5 and 6-12; as the plan helps the team determine student needs. Whether the final determination finds that a student is determined eligible or ineligible for TAG services, a letter is sent home to parents. 5. File completion: The district TAG specialist completes the TAG Identification Record, a letter is sent home to parents, the student information system, Synergy, is updated with identification documentation, and communication is sent to the school for the student's cumulative file.
Culturally responsive practices specific to identification. *Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)*	Parents and teachers provide advocacy information using the updated TAG Eligibility Form which reflects questions from several culturally responsive sources including: • CLED Scales: High Potential Culturally, Linguistically, and Economically Diverse Learner Teacher Rating Scales • HOPE Scale, Prufrock Press, Inc., 2015 – Designed to help guide teachers in reversing the inequities in identifying culturally, economically, and linguistically diverse students. • Kingore Observation Inventory, by B. Kingore, Professional Associates Publishing, 2001 – This equitable rating scale elicits input from educators regarding students in a classroom learning environment who may be gifted, potentially gifted, or currently revealing emerging talents. • SIGS-2 Scales for Identifying Gifted Students - Second Edition, Prufrock Press Inc., 2021 – This comprehensive observational instrument with extensive statistical and research support is an effective method for identifying gifted children.

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
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	Research-based tools used in the evidence-gathering process include: • CLED Scales: High Potential Culturally, Linguistically, and Economically Diverse Learner Teacher Rating Scales • High Achiever, Gifted Learner, Creative Thinker checklist by Bertie Kingore, Ph.D. – A three-way comparison of a high achiever, a gifted learner, and a creative thinker. Students may exhibit behaviors from one, two or all three columns. In addition, gifted children might also exhibit some concomitant problems such as dislike for routine and drill, a critical attitude toward others and/or self, occasional resistance to direction, stubbornness, frustration with inactivity (boredom), and a tendency to dominate others. There is a considerable amount of individual difference found within the gifted population, and profiles are likely to vary a great deal. • Slocomb-Payne Teacher Perception Inventory: "A Scale for Rating Superior Students from Diverse Backgrounds" Developed by Paul D. Slocumb, Ed.D, and Ruby K. Payne, Ph D.,Aha Process, Inc. 2000. •Special Populations in Gifted Education: Understanding our Most Able Students from Diverse Backgrounds by Jaime Castellano and Andrea Dawn Frasier • Traits of Giftedness Checklist – Clark, B. (2008). Growing Up Gifted (8th ed.) – No gifted individual is exactly the same, each with their own unique patterns and characteristics. There are many traits that gifted individuals have in common, but no gifted learner exhibits attributes in every area. • Scales for Rating the Behavioral Characteristics of Superior Students by Joseph S. Renzulli, Linda H. Smith, Alan J. White, Carolyn M. Callahan, and Robert K. Hartman.

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	By assessing all second grade and new-to-the building third grade students, the district aims to eliminate bias by affording every student an opportunity to test for TAG eligibility. In addition, the director of assessment assists the district TAG specialist with determining the local norms criteria on assessments annually in order to diversify the TAG student population in the district. These measures help to minimize bias and increase our identification of historically underserved focal group students as talented and gifted.
Universal Screening/Inclusive considerations	Universal screening is offered to all second and third grade students. These groups of students take the Cognitive Abilities (CogAT) Screener and, if they score within the top 10% on this screener, they are then invited to be assessed by the full battery of the CogAT assessment.
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection	District level local norms are used when evaluating assessment data from the CogAT, IOWA Basic Skills Assessment, where appropriate, and the Smarter Balanced Assessment System, or SBAC tests administered through OSAS.
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	Parents and teachers provide advocacy information by using the printed TAG Eligibility Form. Additional evidence may be collected in the form of observational checklists, classroom work samples, and behavior checklists.
A tool or method for determining a threshold of when preponderance of evidence is met.	Guiding questions: • Does the student require instructional services (differentiated rate or level, or acceleration)? • Is the student showing exceptional performance (top 10-20%) compared to the group's local norms? • Is the student showing ability "beyond grade level instruction"? • Does the data and evidence collected provide information to identify a specific need for TAG instructional services? • Is there a team consensus?

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	The TAG Eligibility Form records qualitative and quantitative data providing evidence of the student's need for TAG services.
TAG Eligibility Team	Classroom teachers, building TAG coordinators,, or building administrators, and the district TAG specialist make up the TAG eligibility team at each school.
Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification	Three copies of the student's TAG file are created and stored in the following locations: 1. Parent's personal files 2. Student's cumulative file at their school 3. A digital copy is uploaded to Synergy The following documents are included in the student's cumulative file: ● Letter to parent ● TAG Identification Record (includes information from teacher and parent surveys, anecdotal evidence, test scores) ● Eligibility Decision and Signature Page ● Additional evidence (checklists, observations, etc.) if needed ● CogAT score report ● District SBAC assessment score reports ● ELPA score reports (if needed)

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	Universal screening is offered to all second and third grade students with the administration of the Cognitive Abilities Test (CogAT).

Key Questions	District Procedure
What is the broad screening instrument and at what grade level is it administered?	All second and third-grade students take the Cognitive Abilities Test (CogAT) in the fall.
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 90th percentile or higher using local norms are considered for eligibility. The district does not let a test score eliminate a student from eligibility, so if a student does not score in the 90th percentile or higher and the team wants to move forward with student eligibility, additional evidence is collected. Research-based tools described above are used in the evidence-gathering process as well as district assessments. Additional testing may be done by the district TAG specialist and may include the Iowa Assessments.

C. Portability of TAG Identification

Key Questions	District Policy and Practices
Does your district accept TAG identification from other districts in Oregon?	TAG identifications are accepted from other districts in Oregon with identification documentation.
Does your district accept TAG identification from other states?	TAG identifications are accepted from other states with identification documentation.
Do local norms influence the decision to honor identification from other districts and states?	Local norms do not influence the acceptance of TAG identifications from neither other districts within Oregon nor from other states.

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
Differentiated Instruction involving tiers of depth and complexity	All schools grades K-12 Multiage classrooms K-5 at the Grade School (K-1, 2-3, 4-5); and at CAPS (K-2, 3-5, 6-8)
Scaffolding or tiered instruction	All schools grades K-12 Multiage classrooms K-5 at the Grade School (K-1, 2-3, 4-5); and at CAPS (K-2, 3-5, 6-8)
Subject acceleration (above grade level coursework)	All schools grades K-12 Multiage classrooms K-5 at the Grade School (K-1, 2-3, 4-5); and at CAPS (K-2, 3-5, 6-8)
Whole grade acceleration (grade skipping)	All schools grades K-7 Multiage classrooms K-5 at the Grade School (K-1, 2-3, 4-5); and at CAPS (K-2, 3-5, 6-8)
Choice assignments with depth and complexity	All schools grades K-12 Multiage classrooms K-5 at the Grade School (K-1, 2-3, 4-5); and at CAPS (K-2, 3-5, 6-8)
Independent learning contracts	All schools grades 6-12 Multiage classrooms K-5 at the Grade School (K-1, 2-3, 4-5); and at CAPS (K-2, 3-5, 6-8)
Credit by examination	Corbett High School and Reynolds Learning Academy allow students to take the Standards-based Measurement of Proficiency (STAMP) test in order to earn foreign language credit and earn a seal of biliteracy or multiliteracy.
Middle College	Middle College is a cooperative program between Mt. Hood Community College and Corbett High School. The program allows CHS' 11th and 12th grade high school students to take a full-time (12 credit) college course load at Mt. Hood Community College during the fall, winter, and spring terms. Students earn dual credit toward their high school diploma and their desired college certificate or degree

AP for ALL	An initiative that began with Mayor DiBlasio in New York in 2015, led to CSD's adoption of this program. AP for ALL addresses the inequities and opportunity gaps which exist among historically underserved students. The work is entrenched in the desire to allow all families with necessary access to the full landscape of a high-quality education. https://apforallnyc.com/about/ Please see the courses offered listed below.

B. Advanced Placement (AP) Course Offerings

Name of AP Course	Schools and Grade Levels Offered
AP Statistics	Students in grades 11-12
AP Language	All students in grades 11-12
AP Literature	All students in grades 11-12
AP Seminar	Students in grades 10-12; generally taken in 10th grade
AP Environmental Science	Students in grades 10-12; generally taken in 11th grade
AP Psychology	Students in grades 11-12
AP Computer Science Principles	Students in grades 9-12; generally taken in 10th grade, with some 9th graders
AP US History	Students in grades 11-12
AP World History	Students in grades 9-12; generally taken in 10th grad with some 9th graders
AP Art	Students in grades 9-12; generally taken in 10th or 11th grade
AP Human Geography	Students in grades 9-12; generally taken in 9th grade
AP Spanish	Students in grades 10-12
AP Research	Students in grades 10-12
AP Physics	Students in grades 10-12
AP CALC AB	Students in grades 11-12
AP CALC B, C	Students in grades 11-12; generally taken in grade 12

C. International Baccalaureate (IB) Course Offerings

Name of IB Course	Schools and Grade Levels Offered
Not Applicable	CSD39 does not offer any IB coursework at this time.

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?	Student Alerts 1: TAG notes on file - See Student screen > Documents tab When a student is designated as TAG, an email is sent to their teacher of record, as well as documents placed in the child's electronic file in Synergy. The TAG student icon looks like the one above and teachers are alerted to visit the Documents page to see what has previously been put in place for the student to meet their specific TAG needs.
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?	In the email communication sent to teachers both at the beginning of each school year and when a new student is identified, resources are provided to support meeting the assessed levels and accelerated rates of learning of TAG students. Building TAG coordinators , or building administrators, also provide support for teachers as needed. The district TAG specialist is available to consult with building TAG coordinators and teachers.
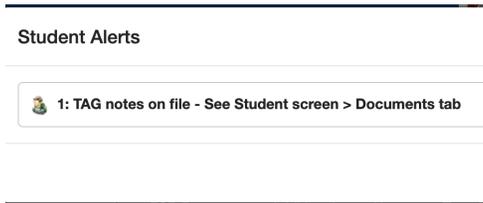
Key Questions	District Procedure
How do teachers determine rate and level needs for students in their classrooms?	Assessed level of learning is the instructional level where the student will encounter new knowledge and skills. It involves depth and complexity in thinking. Assessment options to determine level of learning may include but are not limited to: • Pre-assessment data to determine prior knowledge • Formative assessments and performance tasks • Informal assessments including observational and behavioral data • Student input, self-assessment, portfolio, or interview • District and state assessments Rate of learning is 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 of the material, and point in the learning process. Considerations for rate of learning include: • Finishes assignments quickly and correctly • Grasps new concepts easily • Learns with few repetitions • Processes, problem solves, and responds quickly and accurately • Is highly motivated to learn, especially in areas of interest

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?	Personal Education Plans are not required, but are usually created for TAG students in grades K-8.

Key Questions	District Procedure
Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?	Instructional Plans are optional and usually refer to students in grades 9-12, unless the parent has requested a plan prior to that. The TAG instructional Plan in high school highlights the post-secondary goals of the TAG student and parallels the coursework needed to achieve those goals.
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student's learning?	When elementary students are identified, parents receive a notification letter stating that the classroom teacher will connect with the parent regarding the development of a personalized education plan (PEP) that will be used to set goals for the student. At fall conferences, parents and teachers may review the PEP and update it as needs arise.

F. Option/Alternative Schools Designed for TAG Identified Students

Not Applicable

G. TAG Enrichment Opportunities

TAG Enrichment Opportunities *(Note: After school opportunities do not replace daily TAG instruction and services)*	Explanation of Opportunity
Math is Cool	An opportunity for students identified as TAG to participate in math enrichment with a competitive piece.
STARBASE PDX	The mission is to empower every student to explore STEM and keep them current with the quickly evolving world we live in today.
Reed Young Scholars	Reed College has been dedicated to providing a challenging education for academically gifted and motivated students. The Young Scholars program, extends this opportunity to

TAG Enrichment Opportunities *(Note: After school opportunities do not replace daily TAG instruction and services)*	Explanation of Opportunity
	selected high-school students who are ready for part-time, rigorous college study. This highly selective scholarship program allows students to take one college class at Reed for the full academic year while concurrently enrolled in high school.
FIRST Robotics	Under strict rules and limited time and resources, teams of high school students are challenged to build industrial-size robots to play a difficult field game in alliance with other teams, while also fundraising to meet their goals, designing a team "brand," and advancing respect and appreciation for STEM within the local community. https://ortop.org/programs/frc/#gsc.tab=0
Counseling Team - Lunch Bunch	Sponsored by our counseling team, the Lunch Bunch Team meets with TAG students twice a trimester to discuss mental health issues and share SEL strategies.
Oregon Battle of the Books (OBOB)	Some elementary and middle school students participate in the statewide reading competition. OBOB's mission is to encourage and recognize students who enjoy reading, to broaden reading interests, to increase reading comprehension, promote academic excellence, and to promote cooperative learning and teamwork among students.

Section 5: Plan for Continuous Improvement

A. District Goals

2023-2025 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?
Improve equitable identification practices by revising the TAG student survey by November 2022 for the purpose of highlighting culturally responsive characteristics of gifted students from underrepresented populations.	Communication to parents and teachers regarding use of the new survey to provide advocacy information about their student	Fall 2022 – Draft of new survey reviewed by TAG coordinators and TAG department administrator End of Fall 2022 – New survey posted on district website	Note use of updated survey Compare identification demographic	Examine identification data (who was nominated and identified) and how that compares to the prior year when the previous advocacy survey was in use
Improve equitable identification practices by using local norms at the district level and collecting additional qualitative and quantitative evidence by end of the 2022-2023 school year for the purpose of supporting student eligibility for TAG.	Training during TAG eligibility team meetings to consider multiple modes and methods of data collection to determine student need for TAG services	Spring 2023 – Second and third grade eligibility teams meet End of 2022-2023 school year – teams meet to make eligibility determinations on remaining students	Revision of TAG Identification Form to include qualitative and quantitative evidence and reflect local norms	Examine identification data (who was nominated and identified) and how that compares to the prior year
Revise TAG personalized learning plan (PLP) by end of fall 2022 for the purpose of	Digital materials, including a training video to support teachers writing PLPs	End of fall 2022 – new PLP complete along with supporting materials	Teachers digitally submitting new PLP	All elementary students have a completed PLP submitted to the district TAG specialist

focusing on the TAG student as a whole child and having a working document that follows the student from year to year.				
Following CogAT testing, third grade teams will use the Differentiated Instruction Report provided by Riverside Insights to assist in the development of PLPs by end of 2023- 2024 school year for the purpose of supporting learning and instructional strategies for students.	Training and support in writing PLPs and using the Riverside Differentiated Instruction Report The Differentiated Instruction Report groups students by their learning styles and offers suggestions for building on strengths, scaffolding, and other instructional recommendations.	Fall 2023 – Training provided to TAG coordinators and instructional coaches End of school year 2023-2024 – Third grade teams will complete and submit PLPs	Completion of training for TAG coordinators and instructional coaches Building meetings with third grade teams and TAG coordinators and/or instructional coaches	All third grade PLPs submitted and PLPs incorporate data from the Differentiated Instruction
Teachers will receive professional development by end of fall 2023 for the purpose of supporting differentiation efforts for TAG students' accelerated rates and assessed levels of learning.	Provide training specific to instructional practices that promote and foster academic growth for students identified as TAG	August 2023 – Training provided to TAG coordinators End of Fall 2023 – Training shared with staff by TAG coordinators	Completion of training for TAG coordinators and staff	Staff sign-in at the trainings and an exit ticket or survey designed to measure understanding of rate and level presented in the training
In collaboration with TAG coordinators, secondary teachers will develop instructional plans by the end of the 2023-2024 school year for the purpose of communicating how the teacher will meet the needs of all TAG identified students in their particular course.	Provide training specific to instructional practices that promote and foster academic growth for students identified as TAG Provide exemplars for secondary teachers	August 2023 – Training provided to TAG coordinators End of Fall 2023 – Training shared with staff by TAG coordinators	Completion of training for TAG coordinators and staff	Instructional plans submitted for review

B. Professional Development Plan: Identification

Who	What	Provided by	When
Shelia Morgan Osborne, PhD District TAG Specialist	Required statewide training	Oregon Department of Education	10/21/2022 – Zoom 11/4/2022 – Zoom 2/22/2023 – In-person
All district licensed educators who are responsible for identification	Training on Identification	Shelia Morgan Osborne, PhD District TAG Specialist	By end of fall 2023
Staff who have already been trained in previous years (include if offered)	N/A		

C. Family Engagement

The district makes every effort to communicate with families in their home language. The district is beginning to routinely translate documents into Spanish and Russian for communication with families.

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	TAG identification information is posted on the district website throughout the school year.
Universal Screening/Testing grade levels	Dates for second and third grade universal screening are posted on the TAG page and assessment page of the district website in the fall. In addition, second and third grade teachers share information with families at fall conferences and communication is sent via ParentSquare
Individual and/or group testing dates	Teachers or TAG coordinators notify families when individual testing is scheduled.
Explanation of TAG programs and services available to identified students	A letter is sent home to families in their home language once the student is identified. A brochure titled Being TAG in School is included.
Opportunities for families to provide input and discuss programs and services their student receives	This is noted in the letter that is sent home following identification.
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	This is noted in the letter that is sent home following identification.
TAG informational events (elementary) - where parents learn	During the fall back-to-school nights, TAG coordinators have a slide show to present to families.**

Comprehensive TAG Programs and Services	Date and/or method of Communication
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.	During the fall back-to-school nights, TAG coordinators have a slide show to present to families.**
TAG informational events (high school) - where parents learn about TAG profiles, explanations of services and programs offered to TAG identified students, transition expectations from middle to high school, etc.	During the fall back-to-school nights, TAG coordinators have a slide show to present to families.**
Notification to parents of their option to request withdrawal of a student from TAG services	This is noted in the letter that is sent home following identification
Notification of the right to file a complaint concerning TAG programs	This is noted in the letter that is sent home following identification. A brochure about the appeals and complaint process is included

Comprehensive TAG Programs and Services	Date and/or method of Communication
or services, beginning with district-level complaint process	
Designated district or building contact to provide district-level TAG plans to families upon request	This is noted in the letter that is sent home following identification.

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	Shelia Morgan Osborne, PhD	smorganosborne@ corbett.k12.or.us	503.261.4238
Person responsible for updating contact information annually on your district website	Shelia Morgan Osborne, PhD	smorganosborne@ corbett.k12.or.us	503.261.4238
Person responsible for updating contact information annually on the Department	Shelia Morgan Osborne, PhD	smorganosborne@ corbett.k12.or.us	503.261.4238

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Shelia Morgan Osborne, PhD	smorganosborne@ corbett.k12.or.us	503.261.4238
TAG contact for Corbett Grade School	Michelle Dawkins, Principal	mdawkins@corbett.k12.or.us	503.261.4234
TAG contact for Corbett Middle School	Brian Lutes, Principal	blutes@corbett.k12.or.us	503.261.4226
TAG contact for Corbett Arts Performing w/ Spanish (CAPS)	Sara Brounstein, Principal	sbrounstein@corbett.k12.or.us	503.261.4294
TAG contact for Corbett High School	Cassie Duprey, Asst. Principal	cduprey@corbett.k12.or.us	503.261.4292

Appendix: Glossary

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

Term	Definition
Curriculum Compacting (sometimes referred to as Compacted Curriculum)	Honoring prior learning, typically measured through pre-assessments, by allowing students to skip lessons/standards where mastery has been met and providing opportunities to focus on standards in the current unit/curriculum that have not been mastered yet.
Depth and Complexity	A general framework to assess level of rigor specific to cognitive demand. Common frameworks include Webb's Depth Of Knowledge (DOK) and Bloom's Taxonomy.
Depth of Knowledge (DOK)	A framework developed by Dr. Norman Webb to assess the level of rigor for standards, projects, assignments, and exams.
Differentiated Instruction (involving tiers of depth and complexity)	Instruction and learning options designed to reflect the needs of students specific to current learning evidence/data that fosters academic growth. Educators may differentiate content, process, product, and environment to accommodate needs of learning.
Flexible Readiness Grouping	A strategic strategy designed to group students according to best fit instructional needs and student discourse opportunities.
Formative Assessment as a Process	Intentional teaching and learning practices in the classroom used by both teachers and students. Moment-by-moment evidence of student learning and thinking is used to inform and adjust teaching and learning. Descriptive feedback, established success criteria, and clear learning goals are essential.
Independent Learning Contracts	An agreement between student and teacher that outlines individual learning opportunities and outcomes for the student. This strategy is commonly used when a student has demonstrated mastery of a unit that is currently being taught (i.e. student has already read the novel that is being taught in a particular grade level)
Instructional Plans (IPs)	Communicates instructional strategies and services of how the teacher meets the needs of *all* TAG identified students in a particular course. Typically utilized at the secondary level.

Term	Definition
International Baccalaureate(IB)	College level coursework with common internationally-normed assessments. IB coursework alone does not meet the needs of all TAG identified students. Differentiated instruction is often implemented to ensure growth and appropriate cognitive demand.
Kaplan's Icons of Depth and Complexity	Icons/tools used to provide a visual prompt that promotes thinking from various perspectives, designed to achieve in-depth learning opportunities. Often used as a schoolwide program where all teachers, classroom support staff, and students are taught how to interact with and use the icons.
Level of Learning	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.

Term	Definition
Pull-Out Programs	Students attend specialized instruction designed for TAG students, during school hours, at the school where the student is enrolled. Pull-out programs vary by district. Not all districts offer pull-out programs.
Rate of Learning	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.