

Central Linn School District 552

Plan for Talented and Gifted Education

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Section 1: Introduction



**Section 2:
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Education of Talented and
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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

Central Linn School District is in the process of revising our current TAG policies based on the recommendations from the Oregon Department of Education and best practices in education. These are the current policies as stated on the District website.

Talented and Gifted Programs and Services Board Policy IGBB: <http://centrallinn.k12.or.us/wp-content/uploads/IGBB-12-22.pdf>

Identification—Talented and Gifted Program Board Policy IGGBA: <http://centrallinn.k12.or.us/wp-content/uploads/IGBBA.pdf>

Identification—Talented and Gifted Board Policy IGBBA-AR: <http://centrallinn.k12.or.us/wp-content/uploads/IGBBA-AR.pdf>

Attached to the TAG plan are the proposed changes to our current TAG policies. Central Linn School District will be bringing these changes to the school board in August 2023 for a first reading, with the intention to have the policy updated by October 2023. This TAG plan has been written based on the changes the District intends to make to the TAG identification process to ensure equitable access to the TAG program.

B. Implementation of Talented & Gifted Education Programs and Services

How teachers accommodate identified TAG students' assessed levels of learning and accelerated rates of learning:

Teachers provide accelerated or differentiated instruction in the general education classroom at a rate and level that is appropriate for each student. Teachers use a variety of tools to assist them in determining the appropriate rate and level that a student requires, including pre-assessments, formative assessments, progress monitoring or benchmark assessments, work and task performance samples, Oregon Statewide Assessment System results, student interview/discussion, and observation.

The current District initiative is aligned with improving instructional strategies using the 5 Dimensions Rubric for Instructional Growth and Teacher Evaluation (Center for Educational Leadership, 2016). District leaders have provided training in utilizing the 5 Dimension framework to focus on instructional improvement and are committed to utilizing observation and the feedback loop to improve outcomes for students. Using the 5 Dimension framework as a guide, teachers are focusing on the category of Student Engagement, utilizing teaching strategies that increase student voice and experience. Teachers use discussion and questioning techniques that allow students to take greater ownership of their learning and question one another to deepen their own thinking. Teachers utilize Universal Design for Learning techniques to increase student advocacy and provide instructional strategies that challenge students to do their best work.

Our teachers use differentiation in the classroom to meet the needs of their learners, including students that are identified as Talented and Gifted. This may include modification of the content, product, process, or pace of learning. Students have access to flexible grouping, within and across grade levels and/or flexible pacing of content. Students may engage in enrichment activities that are aligned with their interests, talents, and abilities in the core curriculum. The curriculum may be compacted to allow for a faster pace. Services for students may include acceleration, mentorship, early entrance, or independent study.

Description of how classroom teachers and counselors assist TAG students to realize their contribution to themselves and to society:

Students in grades K-6 participate regularly using the grade-level appropriate social-emotional curriculum to develop self-awareness, self-control, and interpersonal skills that are necessary for life.

Students in grades 7-12 participate weekly in an Advisory class which allows teachers to connect with a smaller group of students, review their current progress and provide social-emotional learning and study skills instruction. Students in grades 11-12 work on their Personal Education Plan, which includes their contributions to society, volunteer hours, work experience, their personal story of what they learned in high school, and their plans for the future.

All students in grades K-12 have access to a school counselor and may be referred if they are struggling with social-emotional issues. Within the general education classroom, students are taught civil responsibility and how their actions and contributions relate to their local community and to society.

Section 3: Identification of TAG-Eligible Students

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



A. District TAG Identification Practices

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
<p>TAG Identification Process Overview <i>Aligned to OAR 581-022-2325 (1)</i></p>	<p>The District uses evidence-based practices that include a variety of tools and procedures to determine if a student demonstrates a pattern of exceptional performance and/or achievement that is relevant to the identification of TAG students under ORS 343.395.</p> <p>A teacher, data specialist, or parent may make a referral for the Talented and Gifted Program. Teachers may use a variety of instruments to determine students that should be referred, including pre-assessments, formative assessments, summative unit assessments, benchmark assessments, work and performance task samples, observation, checklists, and student interviews and discussions. Once referred, the Care Team or Data Team reviews the student’s information and determines if the student requires additional testing to determine eligibility. The team uses qualitative and quantitative data to determine eligibility for the Talented and Gifted Program. The district may utilize a mental ability test (COG-AT) as one of the tools used to determine eligibility.</p>
<p>Multiple modes and methods of data collection used in the identification process. <i>Aligned to OAR 581-022-2325 (2)(b)(c)</i></p>	<p>District policy states that the collection and use of multiple modes and methods of qualitative and quantitative evidence to allow appropriate members of a student's identification team to make a determination about the identification and eligibility of the students for TAG services, supports, and/or programs; with no single test or piece of evidence eliminating a student from eligibility.</p> <p>Data specialists trained in the use of a variety of tools, including the English Language Learner’s characteristic profile, giftedness profiles, the use of checklists, and the Kingore Observation Inventory are included in 100% meetings to identify students who may require specialized instruction and/or challenge beyond the general classroom to foster their academic growth.</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<p>The academic evidence reviewed shall align with the full depth, breadth, and complexity of Oregon's content standards and benchmarks. Standardized assessments used for academic/achievement-based identification shall include technical documentation demonstrating alignment or documentation of intended use for the purpose of TAG identification. Standardized assessments used for intellectually gifted identification shall include technical documentation demonstrating alignment to research-based best practices inclusive of students from underrepresented populations.</p>
<p>Culturally responsive practices specific to identification. <i>Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)</i></p>	<p>Professional development is provided to teachers in the area of possible characteristics of a TAG student that is identified as an English Language Learner.</p> <p>The Care Team or Data Team consists of several staff with various roles and experiences to review data and determine eligibility who have been trained in using a variety of qualitative and quantitative data for the purposes of eligibility for the TAG program. A variety of materials may be reviewed to determine eligibility, including checklists, TAG profiles, local performance assessments, work samples and performance tasks, observations, interviews, and standardized mental ability tests, using qualitative and quantitative data to determine if there is a preponderance of the evidence that the student requires specialized instruction beyond the general education classroom to foster their academic growth.</p> <p>District policy states the use of methods and practices that minimize or seek to eliminate the effects of bias in the assessment and identification of students from historically underrepresented populations including, but not limited to:</p> <ul style="list-style-type: none"> a. Students who are racially/ethnically diverse; b. Students experiencing disability; c. Students who are culturally and/or linguistically diverse; d. Students experiencing poverty; and

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<p>e. Students experiencing high mobility.</p> <p>The District will incorporate assessments, tools, and procedures that will inform the development of an appropriate plan of instruction for students who are identified as TAG and describe how information from the assessments, tools, and procedures used in the identification of students eligible for the TAG program will be used to support the development of the plan of instruction.</p>
<p>Research-based tools, instruments, or considerations utilized to equitably identify students from underrepresented populations including, but not limited to: students experiencing disabilities, students who are culturally and linguistically diverse</p>	<p>Professional development is provided to teachers in the area of TAG eligibility, including students that are typically underrepresented using TAG profiles as a source for teacher learning. Teachers are provided professional development in reviewing the characteristics of gifted students that are English Language Learners as well as the TAG profiles, which explain the possible characteristics of students who are twice exceptional, withdrawn, or at-risk.</p> <p>Teachers utilize checklists that are designed to remove barriers for underrepresented populations.</p> <p>Using 100% meetings, data specialists review the school-wide data for all students and screen those that are above the 90th percentile on either benchmark assessments or the Oregon Statewide Assessment System to determine who should be evaluated for the TAG program.</p>
<p>Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices</p>	<p>Eligibility is based on a multitude of factors and any one assessment is unable to determine that a student is not eligible. The Care Team or Data Team includes a variety of staff members from various roles and responsibilities, ensuring that the team is well-rounded</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<p>and taking qualitative and quantitative data into account to determine students who should be screened for the TAG program eligibility.</p> <p>Teachers are trained in culturally-responsive education techniques and are provided professional development in the area of utilizing the TAG profiles and the characteristics of talented and gifted English Language Learners to determine which students should be referred for the TAG program.</p>
Universal Screening/Inclusive considerations	<p>Students in grades K-6 participate in Benchmark assessments. Students in Grades 3-8, and 11 participate in the annual Oregon Statewide Assessment System. The data is reviewed by Data Specialists and students that score above the 90th percentile may be screened for a possible TAG referral. Teachers are provided professional development in the area of TAG identification, including characteristics of a TAG student that is identified as an English Language Learner and the TAG profiles, which highlight students that may be twice exceptional, withdrawn, or at-risk. The Care Team or Data Team uses a variety of quantitative and qualitative data to determine eligibility. Teachers complete checklists to consider student interests, the pace of learning, and a variety of characteristics about the learner, in order to determine the overall student profile.</p>
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection	<p>The District uses a variety of assessments to include in a student’s profile to determine eligibility for TAG.</p> <p>In grades K-8, teachers use NWEA MAP to determine student growth and performance in reading and math.</p> <p>In grades 3-8, and 11, teachers use Oregon Statewide Assessment to determine student performance towards national norms in the area of English language arts and math.</p> <p>In grades 5, 8, and 11, teachers use Oregon Statewide Assessment to determine student performance towards national norms in the area of science.</p> <p>The academic evidence reviewed shall align with the full depth, breadth, and complexity of Oregon's content standards and benchmarks. Standardized assessments used for academic/achievement-based identification shall include technical documentation demonstrating alignment or documentation of intended use for the purpose of TAG</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<p>identification. Standardized assessments used for intellectually gifted identification shall include technical documentation demonstrating alignment to research-based best practices inclusive of students from underrepresented populations.</p> <p>The district may utilize a mental ability test (COG-AT) as one of the tools used to determine eligibility.</p>
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	<p>The District may use a variety of qualitative data including teacher checklists, parent checklists, student checklists, and observations, aligning data with the TAG profile and the characteristics of the English Language Learner for TAG.</p> <p>The District utilizes teacher rating scales, such as the Kingore Observation Inventory as one of the tools used for obtaining qualitative data to determine if a student requires specially designed instruction beyond the regular classroom to foster academic growth.</p> <p>The District gathers student work samples, observational data, teacher and student checklists, and interviews to create a student portfolio used to determine if a student requires 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.</p>
A tool or method for determining a threshold of when preponderance of evidence is met.	<p>The District will use the template for the Talented and Gifted Eligibility and Determination Preponderance of Evidence worksheet provided by the Oregon Department of Education.</p> <p>Eligibility for the Talented and Gifted program will not be determined based on only one single piece of evidence.</p> <p>A team will review qualitative and quantitative data to determine if a student requires specially designed instruction outside the regular classroom to foster their academic growth.</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
TAG Eligibility Team	The TAG eligibility team includes the Care Team or Data team and may include the reading specialist, school counselor, special education staff, building principal, English Language Learning Specialist, general education teachers, and the TAG Director. Staff that are responsible for the identification of students that are Talented and Gifted will be trained in the use of qualitative and quantitative data for the purposes of TAG eligibility.
Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification	Checklists, assessment data, interviews, portfolios, work samples, and observations used to determine eligibility, along with the TAG Eligibility Determination Preponderance of Evidence document will be kept in the student's cumulative record. The members of the eligibility team will be documented on the TAG Eligibility Determination Preponderance of Evidence document.

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?	Grades K-6: NWEA MAP Grades 3-8, 11: OSAS
How is the screener used in the identification process (i.e. what percentile threshold, if any, is used to initiate the eligibility process; and	Teachers are provided training to refer a student for the TAG process. All students above the 90 th percentile in MAP or OSAS are reviewed by the Care Team or Data Team during 100% meetings to determine if further assessment is needed for TAG. Any student (even those scoring below the 90 th percentile) may be referred by their teacher for TAG consideration.

Key Questions	District Procedure
how are percentiles used to promote, rather than extinguish, eligibility)?	

C. Portability of TAG Identification

Key Questions	District Policy and Practices
Does your district accept TAG identification from other districts in Oregon?	The District has a policy stating that students on an inter-district transfer that are enrolled in a TAG program in their school will be reviewed to determine their eligibility for TAG.
Does your district accept TAG identification from other states?	Students from another state will be reviewed to determine their eligibility for TAG.
Do local norms influence the decision to honor identification from other districts and states?	Yes. The District will review all incoming information about the student along with any data gathered by the District (such as local performance assessment) to determine the student's eligibility for TAG. No single piece of evidence will be used to determine that the student is not eligible for TAG.

Current Eligible Students

TAG Category	Number of Students
Intellectually Gifted	4
Academically Gifted--Reading	3

Academically Gifted--Math	2
Academically Gifted—Reading and Math	6
Potential TAG	0
Leadership TAG	0
Creative Arts	0
Total	15

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
Cluster Grouping in regular classes	Students may be grouped in their regular classes to receive differentiation according to their needs and abilities. Available in grades K-12
Early entrance	Students may enter Kindergarten one year early. K only
Grade skipping	Students that demonstrate a need for accelerated learning may be placed in a higher grade level. Available in grades K-11.
Ungraded/Multi-age classes	Students may participate in classes that include multiple ages, grade-level bands, or are considered ungraded. Available in grades K-12

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
Continuous Progress	Students are working towards mastery of grade-level content standards and may use continuous progress to deepen their learning or increase the complexity of their thinking. Available in grades K-12
Cross Grade Grouping	Students may be grouped with a higher grade for differentiation that meets their learning needs. Available in grades K-12
Compacted/Fast-paced curriculum	Students may move more quickly through a curriculum than in the general education classroom. Content may be compacted as appropriate. Available in grades K-12
Special Full or Part-Time classes	The student may participate in special or part-time classes that allow students to have access to differentiation. Available in grades K-12
Advanced Placement Classes	Students in High School have access to advanced placement classes in Language Arts, Math, and Science. Available in grades 9-12.
Honors Classes	Students in High School have access to honors classes in Language Arts, Math, and Science. Available in grades 9-12.
Block Classes	Students may have access to block classes to provide additional time to engage deeply in a subject. ???
Independent Study	Students may participate in independent study, providing access to specialized instruction aligned with student interests and needs. Available in grades K-12.
Credit by Examination	Students may be able to participate in assessments that allow them to demonstrate proficiency in a subject. ?????
Concurrent Enrollment	Students may be concurrently enrolled in the local community college and Central Linn High School. Available in grades 9-12.

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
Mentorship/Internship	Students may receive credit for mentorship or internship opportunities. Available in grades 9-12.
Academic Competitions	Students have access to academic competitions, such as ????
Magnet Programs/Schools	????
Formative Assessments as a Process	Teachers utilize ongoing data to determine the appropriate content-specific rate and level for students in the general education classroom. Available in grades K-12.
Differentiation/Acceleration	Teachers differentiate or accelerate a student’s learning based on their needs. Available in grades K-12.

B. Advanced Placement (AP) Course Offerings

Name of AP Course	Schools and Grade Levels Offered
Math 111 and Math 112	Central Linn High School, Grades 11-12
Communication 111	Central Linn High School, Grades 11-12
Honors Econ and Government	Central Linn High School, Grades 11-12
Psychology 101 and 102	Central Linn High School, Grades 11-12
Writing 115 and 121	Central Linn High School, Grades 11-12
Human Anatomy	Central Linn High School, Grades 11-12
Intro to Natural Resources	Central Linn High School, Grades 11-12

Name of AP Course	Schools and Grade Levels Offered
Intro to Forestry	Central Linn High School, Grades 11-12

C. International Baccalaureate (IB) Course Offerings

Name of IB Course	Schools and Grade Levels Offered

D. Teacher’s Knowledge of TAG Students in Class

Key Questions	District Procedure
<p>What procedures are in place to ensure classroom teachers K – 12 know who the TAG identified students are in their classrooms?</p>	<p>The Student Information System highlights students that are TAG in the attendance/grade book system. There is a symbol next to the student’s name indicating the student qualifies for TAG.</p>
<p>What procedures are in place to ensure classroom teachers K – 12 know where they can get support if needed specific to the TAG services the district offers?</p>	<p>Building principals share the name and contact information of our District’s TAG coordinator.</p> <p>Teachers receive yearly training regarding TAG, the identification process and strategies to meet student needs in the classroom by the TAG coordinator.</p>

Key Questions	District Procedure
How do teachers determine rate and level needs for students in their classrooms?	Teachers use a variety of tools to determine the rate and level needs of the students in their classrooms, including pre-assessments, local performance assessments (NWEA MAP data), work samples and performance tasks, cumulative unit assessments, Oregon Statewide Assessments, formative assessments, observation, and student interview and discussion.

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?	PEPs are optional in all grade levels.
Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?	All courses in grades 7-12 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?	<p>Elementary school teachers may discuss the TAG plan for their students with families at the beginning of the school year.</p> <p>Annually, the district shall inform parents of the programs and services available to their student and provide an opportunity for parents to provide input to, and discuss TAG instruction proposed for their student.</p>

F. Option/Alternative Schools Designed for TAG Identified Students

Program Elements	School Information
[Name of school A]	None in the District
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]	None
TAG qualifying criteria for attendance	
Number of students currently served	
Level of the population, served, such as elementary, middle, or high school students	

G. TAG Enrichment Opportunities

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
Friday Enrichment	Students may participate in a variety of options including dance, art, gardening, and physical fitness as it relates to their own personal interests. Available in grades K-6.

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
Friday School	Themed courses provided in multi-age groups allow students to engage in project-based work tasks. Available in grades K-6.
Friday School	Teachers are available to provide differentiated learning activities aligned with student interests and needs. Available in grades K-12

Section 5: Plan for Continuous Improvement



A. District Goals

equitable identification practices, family engagement, and programs and services.

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?
By June 15 th , 2024, the District will provide professional development to 100% of teachers in the area of equitable identification processes, the TAG profiles,	Teacher professional development by the TAG Coordinator	During the 2023-24 School Year, By June 15 th 2024. During the 2024-25	Completion of professional development in the area of TAG	100% of teachers receive TAG identification training, with a specific focus on

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?
and the characteristics of English Language Learners to reduce barriers for students typically underrepresented in TAG.		School Year, by June 15 th , 2025.	identification.	identification for students typically underrepresented in the TAG program.

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?
The District will improve family engagement practices by utilizing a variety of formats, including email, phone applications such as Parent Square, flyers sent home, and mailings to communicate with parents regarding the eligibility process for a student identified for the TAG program along with the available services provided.	The TAG coordinator will communicate directly with families using email, phone applications such as Parent Square, flyers sent home with the students, and mailings to parents regarding the eligibility process and the available services provided.	During the 2023-24 School Year, By June 15 th 2024. During the 2024-25 School Year, by June 15 th , 2025.	Completion of communication with parents in all formats—email, phone applications such as Parent Square, flyers sent home with students, and mailings	100% of student families receive multiple modes of communication.

Goal Statement	What special programs or services will be provided to accomplish the goals?	Implementation Timeline	How will progress be measured?	How will success be measured?
<p>The District will increase the use of quality instructional practices in the classroom to meet the needs of all learners by utilizing the 5 Dimensions Rubric for Instructional Growth and Teacher Evaluation (Center for Educational Leadership, 2016) during regular classroom observations, with a specific focus on the use of Universal Design for Learning techniques to meet the various needs of students in the classroom.</p>	<p>The District will provide teachers with professional development regarding the 5 Dimensions Rubric for Instructional Growth and Teacher Evaluation (Center for Educational Leadership, 2016) The District will provide professional development for principals regarding effective observation and feedback aligned with the 5 Dimension framework. Teachers will be trained to provide a range of demands, and a range of possible resources, which allows all learners to find challenges that are optimally motivating.</p>	<p>During the 2023-24 School Year During the 2024-25 School Year</p>	<p>Observation data Teacher survey</p>	<p>100% of teachers will receive observation feedback related to their goals in alignment with the 5 Dimensions Rubric for Instructional Growth and Teacher Evaluation (Center for Educational Leadership, 2016) and the Universal Design for Learning techniques and strategies.</p>

B. Professional Development Plan: Identification

Who	What	Provided by	When
<p>Staff person who is responsible for</p>	<p>Required statewide training</p>	<p>Oregon Department of Education</p>	<p>In-Person TAG Professional Development Workshop, April 20th, 2023, Lane ESD by Angela Allen, Oregon Department of Education.</p>

Who	What	Provided by	When
TAG identification in your district Rachel Mckee			
All district licensed educators who are responsible for the identification, all teachers grades K-12.	Training on Identification	Rachel Mckee: TAG Coordinator	By December 2023, for the 2023-24 school year By December 2024, for the 2024-25 school year
Staff who have already been trained in previous years	OPTIONAL: Refresher Identification training	Rachel Mckee: TAG Coordinator	By December 2023, for the 2023-24 school year By December 2024, for the 2024-25 school year

C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	By October 30 th , 2023: The TAG Coordinator will use email, a phone application such as Parent Square, a flyer sent home with the student, and/or mailing detailing the

Comprehensive TAG Programs and Services	Date and/or method of Communication
	identification process, services, profiles, and the right to request a withdrawal of TAG services to all families enrolled in the District.
Universal Screening/Testing grade levels	Sent with the identification process and procedure By October 30 th , 2023: The TAG Coordinator will use email, a phone application such as Parent Square, a flyer sent home with the student, and/or mailing detailing the identification process and screening/testing information.
Individual and/or group testing dates	As determined by the Care or Data Team—phone calls and emails are sent to the family.
Explanation of TAG programs and services available to identified students	By October 30 th , 2023: : The TAG Coordinator will use email, a phone application such as Parent Square, a flyer sent home with the student, and/or mailing detailing identification process, services, profiles, and the right to request a withdrawal of TAG services. As identified, the information will be provided specifically to those families that are newly identified either in person, sent home with the student, or mailed home.
Opportunities for families to provide input and discuss programs and services their student receives	By October 30 th , 2023: email, phone application such as Parent Square, flyer sent home with the student, and mailing. As identified, the information will be provided specifically to those families that are newly identified either in person, sent home with the student, or mailed home. The families are given an opportunity to meet in person and discuss the plan for their student.

Comprehensive TAG Programs and Services	Date and/or method of Communication
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	Personal Education Plans are optional at all grade levels.
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	<p>Beginning of the School Year—back to school fair. August 2023. The TAG Coordinator will provide details in person to parents regarding the TAG program.</p> <p>By October 30th, 2023: : The TAG Coordinator will use email, a phone application such as Parent Square, a flyer sent home with the student, and/or mailing detailing information about the TAG program including explanations of the District and school programs and services offered.</p>
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.	<p>Beginning of the School Year—back to school fair. August 2023. The TAG Coordinator will provide details in person to parents regarding the TAG program.</p> <p>By October 30th, 2023: : The TAG Coordinator will use email, a phone application such as Parent Square, a flyer sent home with the student, and/or mailing detailing information about the TAG program including explanations of the District and school programs and services offered.</p>
TAG informational events (high school) - where parents learn about TAG profiles, explanations of services and programs offered to TAG identified students, transition	<p>Beginning of the School Year—back to school fair. August 2023. The TAG Coordinator will provide details in person to parents regarding the TAG program.</p> <p>By October 30th, 2023: : The TAG Coordinator will use</p>

Comprehensive TAG Programs and Services	Date and/or method of Communication
expectations from middle to high school, etc.	email, a phone application such as Parent Square, a flyer sent home with the student, and/or mailing detailing information about the TAG program including explanations of the District and school programs and services offered.
Notification to parents of their option to request withdrawal of a student from TAG services	Beginning of the School Year—back to school fair. August 2023. By October 30 th , 2023: email, phone application such as Parent Square, flyer sent home with the student, and mailing detailing identification process, services, profiles, and the right to request a withdrawal of TAG services.
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	By October 30 th , 2023: Beginning of the School Year—back to school fair. August 2023. The TAG Coordinator will provide details in person to parents regarding the TAG program, including the notification of the right to file a complaint and the complaint process. By October 30 th , 2023: : The TAG Coordinator will use email, a phone application such as Parent Square, a flyer sent home with the student, and/or mailing explaining the right to file a complaint and the complaint process.
Designated district or building contact to provide district-level TAG plans to families upon request	As requested by the family. In-person meeting or email as appropriate or requested by the family.

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	Rachel Mckee	rachel.mckee@centrallinn.k12.or.us	541-369-2811
Person responsible for updating contact information annually on your district website	Dena Crowell	dena.crowell@centrallinn.k12.or.us	541-369-2813
Person responsible for updating contact information annually on the Department	Rachel Mckee	rachel.mckee@centrallinn.k12.or.us	541-369-2811
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Rachel Mckee	rachel.mckee@centrallinn.k12.or.us	541-369-2811
TAG contact for Central Linn Elementary School	Rachel Mckee	rachel.mckee@centrallinn.k12.or.us	541-369-2811
TAG contact for Central Linn High School	Rachel Mckee	rachel.mckee@centrallinn.k12.or.us	541-369-2811

Appendix: Glossary



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

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

Term	Definition
International Baccalaureate (IB)	College level coursework with common internationally-normed assessments. IB coursework alone does not meet the needs of all TAG identified students. Differentiated instruction is often implemented to ensure growth and appropriate cognitive demand.
Kaplan's Icons of Depth and Complexity	Icons/tools used to provide a visual prompt that promotes thinking from various perspectives, designed to achieve in-depth learning opportunities. Often used as a schoolwide program where all teachers, classroom support staff, and students are taught how to interact with and use the icons.
Level of Learning	<p>In reference to OAR 581-022-2500(3): The instruction provided to identified students shall be designed to accommodate their assessed levels of learning and accelerated rates of learning</p> <p>The student's instructional level in the curriculum and the place where the student will encounter knowledge and skills not yet learned or mastered. It is more than an advanced grade level. It involves depth and complexity in thinking.</p>
Option Schools	Students choose to attend schools in their district with learning options that best fits their academic and affective needs. Some districts have alternative school options, magnet schools, and option programs (school within a school model) specifically designed for TAG students. Not all districts provide option schools or programs in Oregon.
Oregon Administrative Rule (OAR)	Rules adopted by the State Board of Education to support statutes (ORS).
Oregon Revised Statute (ORS)	Oregon laws passed by the State Legislature.
Personal Education Plans (PEPs)	A plan developed by the teacher, TAG student, and family that outlines and communicates the programs and services received throughout the school year. Personal Education Plans are for an individual student and are more common at the elementary level.

Term	Definition
Pull-Out Programs	Students attend specialized instruction designed for TAG students, during school hours, at the school where the student is enrolled. Pull-out programs vary by district. Not all districts offer pull-out programs.
Rate of Learning	<p>In reference to OAR 581-022-2500(3): The instruction provided to identified students shall be designed to accommodate their assessed levels of learning and accelerated rates of learning.</p> <p>Addresses the measure of the pace at which the student is successfully progressing through the curriculum after being placed at the appropriate level. A student's rate will vary depending on subject, interest, level of difficulty and point in the learning process.</p>
Scaffolding or Tiered Instruction	An instructional method that varies the level of learning (depth and complexity) of the assignment to provide all students an opportunity to engage in productive struggle and find success in academic growth.