

# Seaside School District

## Plan for Talented and Gifted Education

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

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## Section 1: Introduction



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).

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## 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

[Talented & Gifted Program & Services - IGBB](#)

[Talented & Gifted Identification - IGBBA](#)

[Appeal Procedure for Talented & Gifted Identification - IGBBA-AR](#)

[Records & Data Management - EH-AR](#)

### B. Implementation of Talented & Gifted Education Programs and Services

[District Strategic Plan](#)

[TAG Programming Description](#)

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## 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

<b>Identification Practices (OAR 581-022-2500)</b>	<b>Evidence and Explanation of Identification Practices</b>
<b>TAG Identification Process Overview</b> <i>Aligned to OAR <a href="#">581-022-2325 (1)</a></i>	<p><b>STEP 1: <u>Referral</u></b> – A student may be referred for a TAG evaluation by a teacher, parent, or self.</p> <ul style="list-style-type: none"><li>A. No matter who refers a student for TAG evaluation, the building-level TAG Coordinator will give the child’s teacher(s) or counselor the Referral for TAG Evaluation and the Bright Child-Gifted Learner Checklist. Once these forms are completed, they are returned to the building-level TAG Coordinator.</li><li>B. If a parent makes the referral, the building-level TAG Coordinator will have the parent sign the Permission for Testing form and complete the two-sided Parent Referral.</li></ul> <p><b>STEP 2: <u>Gather Data</u></b> from cumulative records and request permission to test.</p>

<b>Identification Practices (OAR 581-022-2500)</b>	<b>Evidence and Explanation of Identification Practices</b>
	<p>A. The teacher or counselor must gather information from the student's cumulative file to complete the Referral for TAG Evaluation form. The name of the test, scores, and percentile* score in total reading and total mathematics or general intelligence need to be recorded on the referral form. <i>*If available in the student's records.</i></p> <p>B. The teacher or counselor will return the Referral for TAG to the building-level TAG Coordinator, who will forward it to the District TAG Coordinator.</p> <p>C. The District TAG Coordinator will mail a letter to the student's parents to let parents know that their child has been referred for TAG evaluation, explain the steps in the process, and allow them to give permission for additional testing, as needed.</p> <p><b>STEP 3: <u>Screening</u></b></p> <p>A. If the child is being referred for general intelligence and there is no previous score on file, the district may administer the Kaufman Brief Intelligence Test (KBIT) or RAVEN as a screening tool or other appropriate assessment. (School Psychologist or other building staff)</p> <p>B. If the child is being referred because of talent in reading or mathematics, State test scores or other standardized test scores placing the child at or above the 97<sup>th</sup> percentile will be used.</p> <p><b>STEP 4: <u>Documentation</u></b> – At this point, the building-level TAG Coordinator will continue to develop a profile of the student to aid the team in making a correct determination. Other information that may be used includes:</p> <p>A. Additional test scores that indicate talent in reading or mathematics or indicate high intelligence</p> <p>B. Classroom work samples that indicate TAG quality.</p> <p>C. Additional checklists appropriate for an individual student, such as:</p> <ol style="list-style-type: none"> <li>a. Gifted ELL Characteristics</li> </ol>

<b>Identification Practices (OAR 581-022-2500)</b>	<b>Evidence and Explanation of Identification Practices</b>
	<ul style="list-style-type: none"> <li>b. Gifted Student Profile</li> <li>c. CLED</li> <li>d. Behavioral Characteristics Checklist</li> <li>e. Teacher Questionnaire</li> <li>f. Parent Questionnaire</li> <li>g. Student Questionnaire when appropriate</li> </ul> <p>D. The Student Information form may be used if a student self-refers or to gather additional information that may be relevant for identification.</p> <p><b>STEP 5: <u>Additional Testing</u></b> – If additional intelligence or academic testing is needed to make an accurate determination, it is done at this point.</p> <p><b>STEP 6: <u>Submission of Profile</u></b></p> <p>A. The District TAG Team, including teachers from all levels, the District TAG Coordinator, the School Psychologist, and the District TAG Administrator, using the above information, will review the profile and determine if the student meets the criteria for inclusion in the District’s TAG program. Oregon law defines TAG students as <i>“those 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.”</i> ORS 343.395</p> <p><b>STEP 7: <u>Notification</u></b></p> <p>A. The District TAG Coordinator will send a letter to the parents informing them of the Team’s decision. The letter will also inform parents of their right to appeal the decision. The Coordinator will also send a letter to the building-level TAG coordinator.</p> <p>B. If the student qualifies for TAG, the Special Services Secretary will create a blue TAG folder and ensure all items on the checklist are added. The blue</p>



<b>Identification Practices (OAR 581-022-2500)</b>	<b>Evidence and Explanation of Identification Practices</b>
	<p>file will be sent to the building to place in the student's cumulative file and will be updated yearly by the building-level TAG Coordinator.</p> <p>C. The building-level TAG Coordinator will send the teacher(s) the Personal Education Plan document to create a plan for the student.</p> <p><b>STEP 8: <u>Personal Education Plan:</u></b></p> <p>A. The student's classroom teacher(s) will develop a personal Education plan for the identified student to accommodate the student's individual rate of learning.</p> <p>B. The plan will indicate the rate and level of learning. The plan will indicate the rate and level of assessments used by the teacher and modifications the teacher will make if the assessment indicates the need for such modifications. This plan will be shared with the student's parents.</p> <p>C. Parents will receive a copy of the plan to sign and return to school.</p> <p><b><i>*This Plan will be reviewed and updated at the beginning of each school year.</i></b></p>
<p><b>Multiple modes and methods of data collection used in the identification process.</b></p> <p><i>Aligned to OAR <a href="#">581-022-2325 (2)(b)(c)</a></i></p>	<p><u>Local Performance Assessment Data</u></p> <ul style="list-style-type: none"> <li>● Star Reading</li> <li>● Star Math</li> <li>● District Writing</li> <li>● End of Course Exams</li> </ul> <p><u>State and National Assessment Data</u></p> <ul style="list-style-type: none"> <li>● OSAS Results</li> <li>● Raven</li> <li>● KBIT</li> </ul> <p><u>Learning Progressions</u></p> <ul style="list-style-type: none"> <li>● Classroom Based-Assessments</li> <li>● Progress Monitoring</li> <li>● Grade Reports</li> </ul>

<b>Identification Practices (OAR 581-022-2500)</b>	<b>Evidence and Explanation of Identification Practices</b>
	<u>Evidenced-Based Checklist</u> <ul style="list-style-type: none"> <li>● Parents</li> <li>● Teacher</li> <li>● Student</li> </ul>
<p><b>Culturally responsive practices specific to identification.</b>  <i>Aligned to OAR <a href="#">581-022-2325 (1)(a), (2)(d)(A-E)</a></i></p>	<ul style="list-style-type: none"> <li>● All TAG communication is translated.</li> <li>● TAG program information is translated.</li> <li>● Student Family Liaisons are bilingual and trained in supporting families with the TAG identification process.</li> </ul> <p><u>Data Collection</u></p> <ul style="list-style-type: none"> <li>● Non-Verbal Assessments</li> <li>● Qualitative Checklists</li> <li>● Parent Referral is Translated</li> <li>● Universal Screener is Non-Verbal</li> <li>● Multiple Measures of Data</li> </ul>
<p><b>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</b></p>	<ul style="list-style-type: none"> <li>● <a href="#">Behavioral Characteristics Checklist</a></li> <li>● <a href="#">Teacher Referral for TAG- Plan copy</a></li> <li>● Research-Based Checklist for Challenging Behaviors that Mask Giftedness</li> <li>● Gifted Student Profile</li> <li>● Characteristics of Gifted English Language Learners.pdf</li> <li>● CLED</li> <li>● Translated Parent Referral for TAG (Spanish)</li> <li>● Local norms to identify Top 10% on universal screener</li> </ul>

<b>Identification Practices (OAR 581-022-2500)</b>	<b>Evidence and Explanation of Identification Practices</b>
<b>Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices</b>	<ul style="list-style-type: none"> <li>● Non-Verbal Assessment</li> <li>● Qualitative Checklists and Profiles for Diverse Learners (profiles, CLED, ELL Characteristics)</li> <li>● Local Norms</li> <li>● Universal Screener</li> <li>● Multiple Modes and Measures of Data</li> </ul>
<b>Universal Screening/Inclusive considerations</b>	<p>Teachers and proctors utilize best practices in test administration. All accommodations as required in student's 504s and IEPs are provided</p> <p>Universal screener in grade 3: RAVEN is a non-verbal screener</p> <p>STAR Reading and Math with multiple opportunities in grades 1-8. STAR Early Literacy is given in Kindergarten. These assessments are provided in Spanish.</p>
<b>Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection</b>	<p>District and Local Norms</p> <p>STAR</p> <p>National Norms</p> <p>RAVEN</p> <p>OSAS</p>
<b>Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)</b>	<ul style="list-style-type: none"> <li>● Qualitative checklists and profiles for diverse learners are provided to teachers through the TAG building level coordinator and are available on the referral process and website.</li> <li>● Local Norms</li> </ul>
<b>A tool or method for determining a threshold of when preponderance of evidence is met.</b>	<p>District TAG team evaluates data collected using guided questions to determine if a student is identified, not identified, or additional quantitative or qualitative evidence is needed.</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
TAG Eligibility Team	The District TAG Eligibility Team includes but is not limited to the District TAG Coordinator, Building TAG Coordinators, Secondary Counselor(s), Elementary Intervention Teacher(s), School Psychologist
Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification	<a href="#">TAG File Requirements</a>

### B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	<a href="#">Raven</a> is used as a universal screening instrument at 3 <sup>rd</sup> grade
What is the broad screening instrument and at what grade level is it administered?	The RAVEN is used as a broad screening instrument in 3rd grade. All new students who come in grades 3-5 are given the RAVEN when they begin with our district. STAR Reading & Math grades 1-8 STAR Early Literacy Kindergarten State Assessment grades 3-8 and 11
How is the screener used in the identification process (i.e. what percentile threshold, if any, is used to initiate the eligibility process; and	Raven – 97 <sup>th</sup> percentile STAR Reading and Math – 97 <sup>th</sup> percentile State Assessment – Level 4

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?	Yes, Seaside School District accepts TAG identification from other school districts in Oregon.
Does your district accept TAG identification from other states?	No
Do local norms influence the decision to honor identification from other districts and states?	Seaside School District's TAG Team reviews TAG identification from other states to determine alignment with our district identification requirements. If the TAG identification does not meet our district requirements, additional testing and information is gathered.

## 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
Dual Credit Options	SSD partners with Clatsop Community College to offer 16 dual credit courses
Accelerated Learning Options	Students may accelerate in a grade, subject area, or course
STEAM Class	K-5 TAG students may have an advanced STEAM class

### B. Advanced Placement (AP) Course Offerings

Name of AP Course	Schools and Grade Levels Offered
NA	
NA	
NA	
NA	

### C. International Baccalaureate (IB) Course Offerings

Name of IB Course	Schools and Grade Levels Offered
NA	
NA	
NA	
NA	

### D. Teacher’s Knowledge of TAG Students in Class

Key Questions	District Procedure
<p><b>What procedures are in place to ensure classroom teachers K – 12 know who the TAG identified students are in their classrooms?</b></p>	<p>K-5 – At the start of the year or when the student is identified for TAG, the student’s TAG PEP is given to the classroom teacher            6-12 - At the start of each grading period, the student’s TAG PEP is given to the classroom teacher</p>
<p><b>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?</b></p>	<p>Teachers receive TAG identification training annually and this is covered in the training.</p>
<p><b>How do teachers determine rate and level needs for students in their classrooms?</b></p>	<ul style="list-style-type: none"> <li>● Opportunities to determine rate and level needs can include but are not limited to:</li> <li>● K-12 Curriculum-based pre-assessments</li> <li>● K-12 On-going formal/ informal formative assessments</li> <li>● K-8 Progress monitoring assessments (STAR)</li> </ul>

Key Questions	District Procedure
	<ul style="list-style-type: none"> <li>Consistent and ongoing patterns of need such as student completes most assignments more quickly and more comprehensively than other classmates</li> </ul>

### E. Instructional Plans for TAG Students

Key Questions	District Procedure
<p>Are Personal Education Plans (PEPs) required or optional? At which grade levels are PEPs required?</p>	<p>Personal Education Plans are required once a student has been identified for the TAG program. These plans are reviewed and updated annually.  <a href="#">TAG Personal Education Plan</a></p>
<p>Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?</p>	<p>Instructional Plans are not required.</p>
<p>How are families notified regarding the opportunity to discuss the PEP or IP designed for their student’s learning?</p>	<p>Parents are invited to the initial PEP planning meeting, and then an annual meeting is held with the parent, student, building coordinator, classroom teacher(s), counselor, and other relevant participants.</p>

### F. Option/Alternative Schools Designed for TAG Identified Students

Program Elements	School Information
[Name of school A]	



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

### G. TAG Enrichment Opportunities

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
School-based TAG Enrichment Opportunities	<ul style="list-style-type: none"> <li>● STEAM Activities/Kits</li> <li>● Field Trips</li> <li>● Enrichment Online Courses</li> </ul>

## Section 5: Plan for Continuous Improvement

### A. District Goals

Goal Statement	What special programs or services will be provided to accomplish the goals?	Implementation Timeline	How will progress be measured?	How will success be measured?
<p>Goal: By the end of the 2022-23 school year, SSD will solidify processes and procedures for identification of TAG students and have 90% of teachers trained in identification of TAG students by September 2024.</p>	<p>District TAG team will be created, trained, and will work collaboratively to develop updated process and procedures for identification of TAG students.</p>	<p>Team to begin meeting Fall 2022</p> <p>Team to review procedures November 2022</p> <p>Team will solidify new procedures December 2022</p>	<p>Progress will be measured at check-ins through District TAG meetings monthly.</p>	<p>Special Services District Coordinator will have TAG created and identified on the District Website by September 2023.</p> <p>New identification processes and procedures will be included on the TAG Plan and accessible on the Website by September 2023.</p>
<p>Goal: By January 2023, SSD will develop a TAG identification training for teachers</p>	<p>District TAG Team will review and assist in the training development.</p>	<p>Team to identify training model by October 1, 2023</p> <p>TAG District Director will have draft of training to the TAG Team for review by November 30th, 2023. Edits will happen until December 15, 2023.</p>	<p>Progress will be measured at check-ins through District TAG meetings monthly.</p>	<p>Success will be measured by completion of the training and the initial implementation.</p>

Goal Statement	What special programs or services will be provided to accomplish the goals?	Implementation Timeline	How will progress be measured?	How will success be measured?
		Rollout of Training will begin January 7, 2323		
Goal: By the end of the 2023-24 school year, SSD will develop a mechanism to identify students for TAG for creative ability, leadership ability, and ability in the visual and performing arts, with implementation in fall 2024.	Consultation and additional training around evidence based identification systems in creative ability, leadership ability, and performing arts.	TAG team will have training/consultation and work on developing an identification system October - April.  By May 30, 2024 identification will be finalized and updated on District TAG plan.	TAG Team will do timeline checks during TAG meeting times.	TAG identification procedures will be updated in plan and on website by June 2024.
Goal: By the end of the 2024-25 school year, SSD will increase the percent of students identified as TAG.	Training for all teachers on identification processes	By Fall 2025	Through District Identification Reports	By Percent of Identification

### B. Professional Development Plan: Identification

Who	What	Provided by	When
Jenny Risner, Staff person who is	Required statewide training	Oregon Department of Education	Winter 2022-23

Who	What	Provided by	When
responsible for TAG identification in your district			
Building Level TAG Coordinators responsible for referrals and staff training	ODE Training	District TAG Coordinator	Annually in August and September
All district licensed educators including ones who have been previously trained and are responsible for identification	ODE Training on Identification and SSD processes	Building level TAG Coordinators <ul style="list-style-type: none"> <li>• Wendy Crozier: 9-12</li> <li>• Jeremy Catt: K-5</li> </ul>	August and September

### C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process) and Universal Screening/Testing grade levels	District Website Building Web Pages Back to School and Family Night by October 30th annually Program description and contact information by September 30th annually
Individual and/or group testing dates	Individual and group testing notification comes from the TAG coordinator and classroom teacher
Explanation of TAG programs and services available to identified students	District Website Building Web Pages Back to School and Family Night by October 30th annually

Comprehensive TAG Programs and Services	Date and/or method of Communication
	Program description and contact information by September 30th annually
Opportunities for families to provide input and discuss programs and services their student receives	Parent Teacher Conferences both Fall and Spring Special Programs Newsletter Fall, Winter, and Spring Annual review of individual TAG plan
Explanation of the TAG learning plan (Personal Education Plans)	Annual review of individual TAG plan Parent Teacher Conferences both Fall and Spring
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	District Website Building Web Pages Back to School and Family Night by October 30th annually Program description and contact information by September 30th annually
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	Annually at PEP review parents are made aware District Website
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	

Comprehensive TAG Programs and Services	Date and/or method of Communication
Designated district or building contact to provide district-level TAG plans to families upon request	Building or District TAG Coordinators



## 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	Jenny Risner	<a href="mailto:jrisner@seasidek12.org">jrisner@seasidek12.org</a>	503-738-5591
Person responsible for updating contact information annually on your district website	Ashley Nelson	<a href="mailto:anelson@seasidek12.org">anelson@seasidek12.org</a>	503-738-5591
Person responsible for updating contact information annually on the Department	Ashley Nelson	<a href="mailto:anelson@seasidek12.org">anelson@seasidek12.org</a>	503-738-5591

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.)	Jenny Risner	<a href="mailto:jrisner@seasidek12.org">jrisner@seasidek12.org</a>	503-738-5591
TAG contact for Pacific Ridge Elementary	Jeremy Catt	<a href="mailto:jcatt@seasidek12.org">jcatt@seasidek12.org</a>	503-738-5161
TAG contact for Seaside Middle and High School	Wendy Crozier	<a href="mailto:wcrozier@seasidek12.org">wcrozier@seasidek12.org</a>	503-738-5586

## Appendix: Glossary



Term	Definition
<b>Acceleration (subject)</b>	Above grade-level standards and coursework. For example, a student who takes an advanced high school art class during middle school.
<b>Acceleration (whole-grade)</b>	Grade skipping. For example, a student who moves from 1st grade to 3rd grade (skips the 2nd grade).
<b>Acceleration (standards)</b>	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.

Term	Definition
<b>Advanced Placement (AP)</b>	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.
<b>Choice Assignments</b>	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.
<b>Cluster Grouping</b>	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.
<b>Credit by Examination</b>	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.
<b>Curriculum Compacting (sometimes referred to as Compacted Curriculum)</b>	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.
<b>Depth and Complexity</b>	A general framework to assess level of rigor specific to cognitive demand. Common frameworks include <a href="#">Webb's Depth Of Knowledge</a> (DOK) and Bloom's Taxonomy.
<a href="#"><u>Depth of Knowledge (DOK)</u></a>	A framework developed by Dr. Norman Webb to assess the level of rigor for standards, projects, assignments, and exams.
<b>Differentiated Instruction (involving tiers of depth and complexity)</b>	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.



Term	Definition
<b>Flexible Readiness Grouping</b>	A strategic strategy designed to group students according to best fit instructional needs and student discourse opportunities.
<b>Formative Assessment as a Process</b>	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.
<b>Independent Learning Contracts</b>	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)
<b>Instructional Plans (IPs)</b>	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.
<b>International Baccalaureate (IB)</b>	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.
<b>Kaplan's Icons of Depth and Complexity</b>	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.
<b>Level of Learning</b>	<p>In reference to OAR 581-022-2500(3): The instruction provided to identified students shall be designed to accommodate their assessed <b>levels of learning</b> and accelerated rates of learning</p> <p>The student's instructional level in the curriculum and the place where the student</p>

Term	Definition
	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.
<b>Option Schools</b>	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.
<b>Oregon Administrative Rule (OAR)</b>	Rules adopted by the State Board of Education to support statutes (ORS).
<b>Oregon Revised Statute (ORS)</b>	Oregon laws passed by the State Legislature.
<b>Personal Education Plans (PEPs)</b>	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.
<b>Pull-Out Programs</b>	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.
<b>Rate of Learning</b>	<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 <b>rates of learning</b>.</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>
<b>Scaffolding or Tiered Instruction</b>	An instructional method that varies the level of learning (depth and complexity) of

Term	Definition
	the assignment to provide all students an opportunity to engage in productive struggle and find success in academic growth.