# Vernonia 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.

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*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

Talented & Gifted Program & Services - IGBB
Talented & Gifted Identification - IGBBA
Records & Data Management - EH-AR

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

VSD is investing in improvements like never before in our effort to create a program to meet the unique and diverse needs of all students. We will collaborate with all stakeholders to support programs where we can better address all TAG students' needs, develop and nurture students who show potential for demonstrating high levels of critical thinking and establish a pathway to positive partnerships with families. TAG students will form a community of collaborative learners who have the skills necessary to positively impact the world around them.

# 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**<br>*Aligned to OAR 581-022-2325 (1)* | 1. Review Available Data<br>    a. Universal Screeners ( OSAS, CogAT)<br>*Aligned to OAR 581-022-2325 (1)*<br>    b. Quantitative Data: Curriculum-based assessments, Common assessments and/or Work Samples, Language Acquisition<br>    c. Qualitative Data: Gifted Profile Review, CLED Scale, Gifted ELL Characteristics, Classroom data and observations |

| Identification Practices (OAR 581-022-2500) | Evidence and Explanation of Identification Practices |
|---|---|
| | 2. Cast a Wide Net<br>      a. Who is in the top 5% of the district?<br>      b. Use guiding questions to make a decision to **refer**<br>   3. Collect Additional Evidence for Referral<br>      a. Family includes qualitative data via consent form<br>      b. Additional assessment evidence<br>      c. Classroom data and observations<br>   4. School Review Team makes final decisions<br>      a. Examines all evidence<br>      b. Determine need and identifications<br>      c. Notify TAG Office of final decisions<br><br>Process in Detail<br><br>STEP 1: Referral – A student may be referred for a TAG evaluation by a teacher, parent, or self.<br><br>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 complete Gifted Student Profile Checklist. Once these forms are completed, they are returned to the building-level TAG Coordinator.<br><br>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.<br><br>    • Gifted Student Profile Review<br>    • Gifted ELL Characteristics<br>    • CLED |

| Identification Practices (OAR 581-022-2500) | Evidence and Explanation of Identification Practices |
|---|---|
| | STEP 2: Gather Data from cumulative records and request permission to test.<br><br>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. *If available in the student's records.<br>B. 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.<br>C. 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.<br><br>STEP 3: Screening<br>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)<br>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 97th percentile will be used.<br><br>STEP 4: Documentation – 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:<br>a. Additional test scores that indicate talent in reading or mathematics or indicate high intelligence<br>b. Classroom work samples that indicate TAG quality. |

| Identification Practices<br>(OAR 581-022-2500) | Evidence and Explanation of Identification Practices |
|---|---|
| | c. Additional checklists appropriate for an individual student, such as: a. Gifted ELL Characteristics Gifted Student Profile<br>d. Behavioral Characteristics Checklist<br>e. Teacher Questionnaire<br>f. Parent Questionnaire<br>g. Student Questionnaire when appropriate<br><br>D. The Student Information form may be used if a student self-refers or to gather additional information that may be relevant for identification.<br><br>STEP 5: Additional Testing – If additional intelligence or academic testing is<br>f. needed to make an accurate determination, it is done at this point.<br><br>STEP 6: Submission of Profile<br><br>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 "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." ORS 343.395<br><br>STEP 7: Notification<br>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. |

| Identification Practices<br>(OAR 581-022-2500) | Evidence and Explanation of Identification Practices |
|---|---|
| | 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 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.<br><br>C. The building-level TAG Coordinator will send the teacher(s) the Personal Education Plan document to create a plan for the student. |
| **Multiple modes and methods of data collection used in the identification process.**<br>*Aligned to OAR 581-022-2325 (2)(b)(c)* | **Local Performance Assessment Data**<br>• Star Reading<br>• Star Math<br>• District Writing<br>• End of Course Exams<br><br>**State and National Assessment Data**<br>• OSAS Results<br>• CogAT<br>• Kaufman Brief Intelligence Test 2nd Edition (KBIT)<br>• Wechsler Intelligence Scale for Children 5th Edition (WISC®-V)<br><br>**Learning Progressions**<br>• Classroom Based-Assessments<br>• Progress Monitoring<br>• Grade Reports<br><br>**Evidenced-Based Checklist**<br>• Parents<br>• Teacher<br>• Student |

| Identification Practices (OAR 581-022-2500) | Evidence and Explanation of Identification Practices |
|---|---|
| | |
| **Culturally responsive practices specific to identification.** <br> *Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)* | **Outreach and Communication Protocols** <br><br> • ALL TAG communication to families is translated into languages Spanish. <br> • TAG Family Night presentation is provided in video form in the supported languages <br> • District staff are trained to support families with TAG procedures for identification and acceleration <br><br> **Data Collection Protocols** <br><br> • Non-Verbal Assessment <br> • Qualitative Checklists <br> • Local norms <br> • Universal Screener is nonverbal <br> • Multiple Modes & Measures of Data <br> • Rapid language acquisition for dual language students |
| **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** | • Gifted Student Profile Review <br> • Gifted ELL Characteristics <br> • CLED <br> • Parent questionnaire <br> • Using local cohort norms to identify the top 15% on universal screeners |
| **Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices** | • Non-Verbal Assessment <br> • Qualitative Checklists and profiles for diverse learners (profiles, CLED, ELL Characteristics) <br> • Local cohort norms |

| Identification Practices (OAR 581-022-2500) | Evidence and Explanation of Identification Practices |
|---|---|
| | • Universal Screener<br>• Multiple Modes & Measures of Data |
| **Universal Screening/Inclusive considerations** | • Teachers and proctors utilize best practices in test administration and provide accommodations as required in student 504s and IEPs.<br>• Universal screener in grade 3: CogAT is nonverbal<br>• STAR Reading and Math in grades 3-8: multiple opportunities, available in Spanish |
| **Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection** | District and Local cohort norms<br>• STAR Reading and Math<br>• OSAS<br><br>National Norms:<br>• CogAT<br>• STAR Reading and Math |
| **Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)** | Qualitative Checklists and profiles for diverse learners are provided to teachers through the TAG facilitator meetings and available as links in referral guidance and website.<br>Local cohort norms |
| **A tool or method for determining a threshold of when preponderance of evidence is met.** | School team evaluates data collected using guiding questions to determine if student is identified, not identified, or additional quantitative or qualitative evidence is needed. |
| **TAG Eligibility Team** | This team is school-based and may include, but is not limited to: the principal, TAG facilitator, counselor and at least one teacher from the school. |

| Identification Practices (OAR 581-022-2500) | Evidence and Explanation of Identification Practices |
|---|---|
| **Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification** | TAG identification Documentation Results/Identification letter |

## B. Universal Screening/Inclusive Considerations

| Key Questions | District Procedure |
|---|---|
| **Is a universal screening instrument used at a specific grade level?** | CogAT is used as a universal screening instrument at 3rd grade |
| **What is the broad screening instrument and at what grade level is it administered?** | VSD screens all third graders in the fall of the third grade year using the CogAT. All newcomers in grades 3-5 are screened using the CogAT . <br><br> Starting Fall 2024, students who qualify for Title X or migrant education will be screened using the NNAT3 upon identification. <br><br> STAR math and reading in grades 3-8 <br> State Summative (OSAS) 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 how are percentiles used to promote, rather than extinguish, eligibility)?** | CogAT – 97th percentile <br> STAR Reading and Math – 97th percentile <br> State Assessment Reading/Math/Science– Level 4 |

## C. Portability of TAG Identification

| Key Questions | District Policy and Practices |
| --- | --- |
| **Does your district accept TAG identification from other districts in Oregon?** | Yes |
| **Does your district accept TAG identification from other states?** | Yes, if the scores are from nationally normed acceptable tests |
| **Do local norms influence the decision to honor identification from other districts and states?** | VSD accepts TAG identifications from other districts in Oregon. VSD evaluates TAG identifications from other states using national norms. |

# 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 |
| --- | --- |
| TAG Services: Differentiation | **Curriculum Based Differentiation Strategies** <br> <u>K-5</u> <br> ELA: Journey's <br> • Complex Text |

| Instructional Programs and Services (OAR 581-022-2500) | Evidence and Explanation of Implementation: Grade Level and Content Area |
|---|---|
| | • Knowledge building<br>• Project-based learning.<br><br>**Math**<br>Savvas Invisions<br>• Enrichment Activities<br>• Personalized Instruction<br>• IXL Enrichment<br><br>**6-8 ELA & Math**<br>• Infusing Rigor and Challenge (DOK 3&4)<br><br>**9-12 Math**<br>• Infusing Rigor and Challenge<br>• Applied Mathematics (Online program enrichment onto core)<br>• Modeling<br><br>Differentiation Strategies for Gifted and Talented Learners<br><br>• Accelerated Learning Options- Students may accelerate in a grade, subject area, or course<br>• STEAM Class- K-5 TAG students may have an advanced STEAM class. |
| Tier 1 Universal Practices | K-12 Rate & Level Training Provided to all teachers during a September staff meeting: Includes Depth of Knowledge (DOK) strategies for higher level questioning and thinking. |
| Advanced Placement | VHS offers ELA: Language and Literature and AP History. |

| Instructional Programs and Services (OAR 581-022-2500) | Evidence and Explanation of Implementation: Grade Level and Content Area |
|---|---|
| Dual Credit Courses | VSD partners with Portland Community College, Western Oregon University to offer dual credit courses |

## B. Advanced Placement (AP) Course Offerings

| Name of AP Course | Schools and Grade Levels Offered |
|---|---|
| ELA: Language and Literature | Vernonia High School |
| AP History | Vernonia High School |
| | |
| | |

## C. International Baccalaureate (IB) Course Offerings

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

# 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?** | TAG facilitator collects evidence that teachers have access to Synergy data about TAG identifications. Compliance is monitored by the TAG facilitators at each building.<br><br>Teachers have access to a TAG report in Synergy that lists the students and areas of identification for all courses.<br><br>TAG alerts are available on the Synergy attendance screen. |
| **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?** | Each school has a TAG Facilitator that serves as a liaison to school administrators<br><br>• A list of all TAG Facilitators with contact information is provided on the district TAG website.<br>• TAG Facilitators meet quarterly with the elementary and Middle High principals for updates about processes and events.<br>• The TAG quarterly Checklist is accessible to all district staff.<br>• Teachers receive updates through weekly letter. |
| **How do teachers determine rate and level needs for students in their classrooms?** | Opportunities to determine rate and level needs can include but are not limited to:<br>• K-12 Curriculum-based pre-assessments<br>• K-12 On-going formal/ informal formative assessments<br>• K-12 Progress monitoring assessments (STAR and CBM)<br>• Consistent and ongoing patterns of need such as student completes most assignments more quickly and more comprehensively than other classmates |

# 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?** | Individualized TAG Plans are available at family request K-5. |
| **Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?** | Individualized TAG Plans are available at family request 6-8. |
| **How are families notified regarding the opportunity to discuss the PEP or IP designed for their student's learning?** | • Families are informed at the time of identification<br>• Fall Family email with TAG information<br>• Building website link to District TAG page<br>• Information is provided to TAG Facilitators at each school |

# F. TAG Enrichment Opportunities

| TAG Enrichment Opportunities<br>*(Note: After school opportunities do not replace daily TAG instruction and services)* | Explanation of Opportunity |
|---|---|
| School based opportunities: | Each school receives up to $500 to support activities, supplies, and events that provide |

| TAG Enrichment Opportunities<br>*(Note: After school opportunities do not replace daily TAG instruction and services)* | Explanation of Opportunity |
|---|---|
|  | enrichment for TAG students. Examples include but are not limited to:<br>• Book sets<br>• STEM kits<br>• Oregon Writing Festival<br>• Family literacy event<br>• Enrichment Online Courses |

# 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? |
|---|---|---|---|---|
| Goal: By the end of the 2023-24 school year, VSD will solidify | District TAG team will be created, trained, and will | Team to begin meeting Fall 2023 Team to review | Progress will be measured at check-ins through | VSD will have TAG created and identified on the |

| 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? |
|---|---|---|---|---|
| processes and procedures for identification of TAG students and have 90% of teachers trained in identification of TAG students by September 2024 | work collaboratively to develop updated process and procedures for identification of TAG students. | procedures November 2023 Team will solidify new procedures December 2023 | District TAG meetings, quarterly. | District Website by September 2023. New identification processes and procedures will be included on the TAG Plan and accessible on the Website by November 2023 |

| Goal Statement | What special programs or services will be provided to accomplish the goals? | Implementation Timeline | How will progress be measured? | How will success be measured? |
|---|---|---|---|---|
| Goal: By January 2023, VSD will develop a TAG identification training for teachers | District TAG Team will review and assist in the training development | Team to identify training model by November 1, 2023 TAG District Director will have draft of training | Progress will be measured at check-ins through District TAG meetings monthly | Success will be measured by completion of the training and the initial implementation. |

| 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? |
|---|---|---|---|---|
| | | to the TAG Team for review by November 30th, 2023. Edits will happen until December 15, 2023 | | |
| 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? |
| | Consultation and additional training around evidence based identification systems in creative ability, leadership ability, | TAG team will have training/consultation and work on developing an identification system October - April. By May 30, | 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 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 performing arts. | 2024 identification will be finalized and updated on District TAG plan | | |
| Goal: By the end of the 2024-25 school year, VSD 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 |
|---|---|---|---|
| Jim Helmen, Staff person responsible for TAG program in district | Required statewide training | Oregon Department of Education | Winter 202-24 |

| Who | What | Provided by | When |
|---|---|---|---|
| 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 VSD processes | Building level TAG Coordinators<br>● Pete Weisel: 6-12<br>● Kendra Schlegel: K-5 | August and September |

## C. Family Engagement

| Comprehensive TAG Programs and Services | Date and/or method of Communication |
|---|---|
| Identification procedures (including referral process) | • District Website Building Web Pages<br>• Meet the Family Night(Back to School) by October 30th Program description and contact information |

| Comprehensive TAG Programs and Services | Date and/or method of Communication |
|---|---|
| | by September 30th annually |
| Universal Screening/Testing grade levels | Individual and group testing notification comes from the TAG coordinator and classroom teacher |
| Individual and/or group testing dates | <ul><li>District Website</li><li>Building Web Pages</li><li>Back to School and Family Night by October 30th annually</li><li>Program description and contact information by September 30th annually</li></ul> |
| Explanation of TAG programs and services available to identified students | <ul><li>Annual review of individual TAG plan</li><li>Parent Teacher Conferences both Fall and Spring</li></ul> |
| Opportunities for families to provide input and discuss programs and services their student receives | <ul><li>District Website Building Web Pages</li><li>Meet the Family Night (Back to School) by October 30th</li><li>Program description and contact information by September 30th annually</li></ul> |
| Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available | <ul><li>District Website Building Web Pages</li><li>Meet the Family Night (Back to School) by October 30th</li><li>Program description and contact information by September 30th annually</li></ul> |
| TAG informational events (elementary) - where parents learn | <ul><li>District Website Building Web Pages</li><li>Meet the Family Night (Back to School) by October 30th</li></ul> |

| Comprehensive TAG Programs and Services | Date and/or method of Communication |
|---|---|
| about TAG profiles, explanations of district and schools programs and services, etc. | 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. | • District Website Building Web Pages<br>• Meet the Family Night (Back to School) by October 30th<br>• Program description and contact information by September 30th annually |
| 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. | • District Website Building Web Pages<br>• Meet the Family Night (Back to School) by October 30th<br>• Program description and contact information by September 30th annually |
| Notification to parents of their option to request withdrawal of a student from TAG services | • Annually at TAG review, parents are made aware<br>• District Website |
| Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process | • Annually at TAG review, parents are made aware<br>• District Website |

| 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** | Jim Helmen | jhelmen@vernoniak12.org | 503-429-5891 |
| **Person responsible for updating contact information annually on your district website** | Barb Carr | bcarr@vernoniak12.org | 503-429-5891 |
| **Person responsible for updating contact information annually on the Department** | Barb Carr | bcarr@vernoniak12.org | 503-429-5891 |
| **Person responsible for sending copies of the district-level TAG** | Jim Helmen | jhelmen@vernoniak12.org | 503-429-5891 |

| Contact Information for District and School TAG Personnel | Name of Contact | Email Address | Phone Number |
|---|---|---|---|
| plans to building-level personnel (TAG coordinators, principals, etc.) | | | |
| TAG contact for Vernonia Elementary School | Kendra Schlegel | kschlegel@vernoniak12.org | 503- 429-1333 |
| TAG contact for Vernonia Middle High School | Pete Weisel | pweisel@vernoniak12.org | 503- 429-1333 |

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

# Appendix: Glossary

| Term | Definition |
|---|---|
| Acceleration (subject) | Above grade-level standards and coursework. For example, a student who takes an advanced high school art class during middle school. |
| Acceleration (whole-grade) | Grade skipping. For example, a student who moves from 1st grade to 3rd grade (skips the 2nd grade). |
| Acceleration (standards) | Working ahead on grade-level standards (considerations include: pacing needs and |

| Term | Definition |
|---|---|
| | demonstrated levels of mastery on certain grade-level standards). This often occurs within the grade-level course. |
| **Advanced Placement (AP)** | College-level coursework with common nationally-normed assessments. AP coursework alone does not meet the needs of all TAG identified students. Differentiated instruction is often implemented to ensure growth and appropriate cognitive demand. |
| **Choice Assignments** | A selection of standards-based learning options/projects based on student interest and/or development that includes depth and complexity to address both motivation to learn and cognitive demand. |
| **Cluster Grouping** | TAG identified students are intentionally placed together into mixed ability classrooms. The structure of this educational practice allows students to have peer-alike time together to address both academic and social-emotional needs. |
| **Credit by Examination** | Students receive high school or college credit based on mastery of prior learning as measured through end of course examinations. District policies, assessment formats, and requirements may vary. Please check your local district policy. |
| **Curriculum Compacting (sometimes referred to as Compacted Curriculum)** | Honoring prior learning, typically measured through pre-assessments, by allowing students to skip lessons/standards where mastery has been met and providing opportunities to focus on standards in the current unit/curriculum that have not been mastered yet. |
| **Depth and Complexity** | A general framework to assess level of rigor specific to cognitive demand. Common frameworks include Webb's Depth Of Knowledge (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 |

| Term | Definition |
|---|---|
| | differentiate content, process, product, and environment to accommodate needs of learning. |
| **Flexible Readiness Grouping** | A strategic strategy designed to group students according to best fit instructional needs and student discourse opportunities. |
| **Formative Assessment as a Process** | Intentional teaching and learning practices in the classroom used by both teachers and students. Moment-by-moment evidence of student learning and thinking is used to inform and adjust teaching and learning. Descriptive feedback, established success criteria, and clear learning goals are essential. |
| **Independent Learning Contracts** | An agreement between student and teacher that outlines individual learning opportunities and outcomes for the student. This strategy is commonly used when a student has demonstrated mastery of a unit that is currently being taught (i.e. student has already read the novel that is being taught in a particular grade level) |
| **Instructional Plans (IPs)** | Communicates instructional strategies and services of how the teacher meets the needs of *all* TAG identified students in a particular course. Typically utilized at the secondary level. |
| **International Baccalaureate(IB)** | College level coursework with common internationally-normed assessments. IB coursework alone does not meet the needs of all TAG identified students. Differentiated instruction is often implemented to ensure growth and appropriate cognitive demand. |
| **Kaplan's Icons of Depth and Complexity** | Icons/tools used to provide a visual prompt that promotes thinking from various perspectives, designed to achieve in-depth learning opportunities. Often used as a schoolwide program where all teachers, classroom support staff, and students are taught how to interact with and use the icons. |
| **Level of Learning** | In reference to OAR 581-022-2500(3): The instruction provided to identified students shall be designed to accommodate their assessed **levels of learning** and accelerated |

| Term | Definition |
|---|---|
| | rates of learning<br><br>The student's instructional level in the curriculum and the place where the student will encounter knowledge and skills not yet learned or mastered. It is more than an advanced grade level. It involves depth and complexity in thinking. |
| **Option Schools** | Students choose to attend schools in their district with learning options that best fits their academic and affective needs. Some districts have alternative school options, magnet schools, and option programs (school within a school model) specifically designed for TAG students. Not all districts provide option schools or programs in Oregon. |
| **Oregon Administrative Rule (OAR)** | Rules adopted by the State Board of Education to support statutes (ORS). |
| **Oregon Revised Statute (ORS)** | Oregon laws passed by the State Legislature. |
| **Personal Education Plans (PEPs)** | A plan developed by the teacher, TAG student, and family that outlines and communicates the programs and services received throughout the school year. Personal Education Plans are for an individual student and are more common at the elementary level. |
| **Pull-Out Programs** | Students attend specialized instruction designed for TAG students, during school hours, at the school where the student is enrolled. Pull-out programs vary by district. Not all districts offer pull-out programs. |
| **Rate of Learning** | In reference to OAR 581-022-2500(3): The instruction provided to identified students shall be designed to accommodate their assessed levels of learning and accelerated **rates of learning.**<br><br>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 |

| Term | Definition |
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| | 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. |