

Hood River County School District

Plan for Talented and Gifted Education

Table of Contents

Section 1: Introduction	3
Key Terminology	4
Section 2: School District Policy on the Education of Talented and Gifted Students	5
Local School Board Policies	5
Implementation of Talented & Gifted Education Programs and Services	5
Section 3: Identification of TAG-Eligible Students	5
District TAG Identification Practices	5
Universal Screening/Inclusive Considerations	7
Portability of TAG Identification	8
Section 4: Instructional Services and Approaches	8
Instructional Programs and Services for TAG Students	8
Advanced Placement (AP) Course Offerings	9
International Baccalaureate (IB) Course Offerings	9
Teacher’s Knowledge of TAG Students in Class	10
Instructional Plans for TAG Students	10
Option/Alternative Schools Designed for TAG Identified Students	11

TAG Enrichment Opportunities	12
Section 5: Plan for Continuous Improvement	12
District Goals	12
Professional Development Plan: Identification	13
Family Engagement	14
Section 6: Contact Information	17
Appendix: Glossary	18



Section 1: Introduction



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



**Section 3: Identification of
TAG-Eligible Students**



**Section 4: Instructional
Services and Approaches**



**Section 5:
District Goals - Plan for
Continuous Improvement**



**Section 6:
Contact Information**



**Appendix:
Glossary**



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. Hood River County School District Board Policies

[IGBBA: Identification – Talented and Gifted Students](#)

[IGBBC: Talented and Gifted – Programs and Services](#)

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>TAG SERVICE IDENTIFICATION: Instruments Used for TAG Identification [OAR 581-022-1310, 2(b)]</p> <p>Intellectually Gifted:</p> <ul style="list-style-type: none"> ● RAVEN Nonverbal Abilities test (Broad Screening) ● Naglieri Nonverbal Abilities Test. <p>Academically Talented:</p> <ul style="list-style-type: none"> ● Oregon State Assessment of Knowledge and Skills ● Iowa Test of Basic Skills
<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>	<ul style="list-style-type: none"> ● RAVEN Nonverbal Abilities test (Broad Screening) ● Oregon State Assessment of Knowledge and Skills ● Broad Screening: Students in grades 3-12
<p>Culturally responsive practices specific to identification. <i>Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)</i></p>	<ul style="list-style-type: none"> ● OSAS data will be used as a universal screening for underrepresented racial groups. Students who score at or above the 97th percentile in math or reading when compared to their Oregon cohort peers. ● Each teacher in the designated academic area will complete the Attribute Rating Scale for identifying historically underrepresented talented and gifted students. ● A team will decide whether to qualify the student for TAG.

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
Research-based tools, instruments, or considerations utilized to equitably identify students from underrepresented populations including, but not limited to: students experiencing disabilities, students who are culturally and linguistically diverse	<p>As part of the MTSS process in HRCSD, 100% of Core Review meetings occur three times per school year where all students' growth from formative assessments are reviewed at each school. As a result, opportunities are provided to staff to review and assist with identification of students from underrepresented populations.</p> <p>In addition, other forms of evidence can include:</p> <ul style="list-style-type: none"> ● Local performance assessments ● Work samples/performance tasks ● Evidence of rapid language acquisition ● Accelerated learning ● Advanced vocabulary in any language ● Performance and Observations ● Checklist ● Interviews
Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices	<ul style="list-style-type: none"> ● Formative assessments that are provided in the students native language ● Use multiple sources of data ● Assess students using a variety of methods ● Review findings with multiple personnel (TAG identification team)
Universal Screening/Inclusive considerations	<p>To identify Intellectually Gifted students, a district wide screening of all 1st and 6th grade students takes place during the fall of each year. To identify Academically Talented students, in reading and mathematics, current Oregon State Standardized Test scores are used in grades 3rd-12th. K-2nd students may be referred for Intellectually Gifted and/or Academically Talented in reading and mathematics by their parents or teacher. The TAG coordinator will gather information that will be considered part of the evaluation process.</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection	<ul style="list-style-type: none"> ● Naglieri ● RAVEN ● Iowa Assessments ● DIBELS ● iREADY ● STAR
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	<ul style="list-style-type: none"> ● Standards-based coursework performance (cohort comparisons, class comparisons) ● Observations ● Accelerated Rate of Learning (language, skill, prior mastery) ● Student Portfolios (standards-based coursework, range of interest in and out of school) ● Student and Family Interviews ● Teacher Rating Scales
A tool or method for determining a threshold of when preponderance of evidence is met.	<ul style="list-style-type: none"> ● TAG Identification Eligibility Determination - Preponderance of Evidence
TAG Eligibility Team	<ol style="list-style-type: none"> 1. Student Record TAG checklist 2. Test results sent home 3. Tests and test scores 4. Parent permission to test 5. Broad screener (IG/ATR/ATM) or Referral form from teacher or parent
Documents that are included in the students' cumulative record file regarding TAG	<ul style="list-style-type: none"> ● Student Record TAG checklist ● Test results sent home

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
identification and the eligibility teams' process to determine identification	<ul style="list-style-type: none"> ● Tests and test scores ● Parent permission to test ● Broad screener (IG/ATR/ATM) or Referral form from teacher or parent

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?	<ul style="list-style-type: none"> ● RAVEN Nonverbal Abilities test (Broad Screening) ● Oregon State Assessment of Knowledge and Skills
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)?	<p>A student is defined as Academically Talented in reading or math if he or she is able to score at or above the 97th percentile (higher than 97% of the test population) on a nationally normed test of academic skill in mathematics or reading. These tests are designed to measure a student's learning in comparison to other students of the same age. No single test or piece of evidence will eliminate a student from eligibility as stated under the "Evidence and Explanation of Identification Practices."</p>

C. Portability of TAG Identification

Key Questions	District Policy and Practices
<p>Does your district accept TAG identification from other districts in Oregon?</p>	<p>When a student arrives from another district in Oregon, the cumulative file is screened for TAG documentation/identification. Parents may also inform the school of their student's participation in a previous location. If there is no documentation, the District TAG Coordinator confirms to verify TAG eligibility with previous schools/districts. If TAG eligibility is confirmed, students are immediately added to the roster and the current plan is implemented. If no plan can be located, a new plan is created.</p>
<p>Does your district accept TAG identification from other states?</p>	<p>When a student arrives from another state, the cumulative file is screened for TAG documentation/identification. Parents may also inform the school of their student's participation in a previous location. If there is no documentation, the District TAG Coordinator confirms to verify TAG eligibility with previous schools/districts. If TAG eligibility is confirmed, students are immediately added to the roster and the current plan is implemented. If no plan can be located, a new plan is created.</p>
<p>Do local norms influence the decision to honor identification from other districts and states?</p>	<p>No. If TAG eligibility is confirmed from other districts or states, students are immediately added to the roster and the current plan is implemented. If no plan can be located, a new plan is created.</p>

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		
<input type="checkbox"/> Those that apply are checked however; they may not happen in every classroom or building.			
Instructional Services	Elementary School	Middle School	High School
Ability Grouping in Math	x	x	x
Ability Grouping –Walk to Math	x		
Ability Grouping in Reading	x	x	x
Ability Grouping – Walk to Reading	x		
Acceleration above grade level in Math	x	x	x
Acceleration above grade level in Reading	x		
Acceleration through grade skipping	x	x	x
Advanced Placement			x
Dual Credit			x
Choice Assignments	x	x	x
Cluster Grouping	x	x	x
Credit by Examination			x
Curriculum Compacting	x	x	x
Differentiated Instruction in Math	x	x	x
Differentiated Instruction in Reading	x	x	x
Distance Learning			x
Flexible Grouping	x	x	x

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area		
Honors Classes		x	x
Independent Study Projects		x	
Interdisciplinary Units	x	x	
Learning Contracts	x	x	
Mentorships			x
Pre-Test for placement		x	x
Scaffolding or Tiered Instruction	x	x	x

B. Advanced Placement (AP) Course Offerings

Name of AP Course	Schools and Grade Levels Offered
AP Courses:	Dual Enrollment College Credit Courses
Acting 1	TA 141 (CGCC)
Acting 2/3	TA 141 (CGCC)
AP Calculus AB	Math 251 (CGCC)
AP Calculus BC	Math 252 (CGCC)

Name of AP Course	Schools and Grade Levels Offered
AP Literature and Composition	ENG 104/105/106 (CGCC)
AP Pre Calc/Honors Pre Calc	Math 111/112 (CGCC)
AP Statistics	Math 243 (CGCC)
AP US History	HST 201/202/203 (CGCC)
AP Environmental Science	ESR 171/172 (CGCC)
Cadet Teaching: Teachers Making A Difference	ED 101 (CGCC)
Child Development	HEC 226 (CGCC)
Exploring the Early Childhood Education Field	ECE 101 (CGCC)
Film As Art	ENG 195 (CGCC)
General Psychology	PSY 201a (CGCC)
Healthcare Work Experience 1 & 2	BA 280A (CGCC)

Name of AP Course	Schools and Grade Levels Offered
Improvisation	TA 144 (CGCC)
Intro to ED: Purposes, Structure & Functions of Education in a Democracy	ED 216 (CGCC)
Intro to Folklore and Mythology	ENG 250 (CGCC)
Intro to Theater Tech	TA 111(CGCC)
Intro Anatomy & Physiology	BI 121 (CGCC)
Keys to Math in Society	MTH 105 (CGCC)
Medical Terminology	MP 111 (CGCC)
Performance Production	TA 180C (CGCC)
Phoenix Theater	TA 148 (CGCC)
Plant Science	HORT 100 (CGCC)
Public Speaking	COMM 111 (CGCC)

Name of AP Course	Schools and Grade Levels Offered
RD 115/ WR 115	RD 115/WR 115 (CGCC)
Spanish for Spanish Speaker 2	SP 101/102/103 (CGCC)
Spanish for Spanish Speaker 3	SP 201/202/204 (CGCC)
Technical and Professional Writing	WR 227 (CGCC)
Welding, Fabrication and Metal Art	WLD 195 (CGCC)
WR 121/122	WR 121/122 (CGCC)
Metals Technology	AGM 221 (BMCC)
Future Healthcare Professionals	SCI 116 (EOU)
Video Production	IM 282, WA-90 (MHCC)

C. International Baccalaureate (IB) Course Offerings

Non Applicable

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>At all levels, teachers are provided with a copy of each TAG student's individualized plan. A roster of all TAG students is kept by the District TAG Coordinator and provided to building principals and teachers at the beginning of each school year. The students are flagged in Eschool. Information is also available in student cumulative files and red TAG files of each TAG student for teacher access.</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>At the beginning of the school year, teachers are provided information that details what TAG services the HRCSD offers, including links to our web-site and contact information for the Director of C&I and TAG coordinator.</p>
<p>How do teachers determine rate and level needs for students in their classrooms?</p>	<ul style="list-style-type: none"> ● Rate of learning: Finishes daily assignments quickly & correctly, wants to move ahead, learns processes, skills, & strategies quickly, demonstrates self-motivation, problem solves and responds quickly and accurately, requires significantly fewer repetitions to learn, completes long-term assignments quickly. ● Level of learning: Earns high pre/post-instruction scores, routinely reads materials + grade level, shows broad range of knowledge, works to understand topics in depth, uses higher order thinking skills to analyze concepts & principles, communicates thinking processes, and understands advanced language.

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>TAG Instructional Personal Learning Plans ARE required in Grades K-8</p>
<p>Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?</p>	<p>The practice in HRCSD has and continues to be that every student identified as TAG has an individualized instructional plan. If a student is identified as IG, all core academic subjects require an instructional plan. A student identified in reading has an instructional plan for language arts, science and social studies. A student identified in math will have an instructional plan for all math classes they participate in.</p>
<p>How are families notified regarding the opportunity to discuss the PEP or IP designed for their student’s learning?</p>	<p>TAG Plans are sent home with a letter explaining the opportunity to discuss the plan with the student’s teacher.</p>

F. Option/Alternative Schools Designed for TAG Identified Students

Not Applicable

G. TAG Enrichment Opportunities

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
Oregon Battle of the Books	Oregon Battle of the Books is a voluntary reading motivation comprehension program sponsored by the Oregon Association of School Libraries.
Artist in Residence	Provides opportunities for students to participate in art activities with artists from the Columbia Gorge Arts in Education.
STEM Bus	Students have an opportunity to receive instruction and participate in activities focused on coding and computer science.
SECRETS	Provides place based environmental education activities for 5th grade students.

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>Improve equitable identification practices by providing training of gifted characteristics to teachers, education specialists, and classroom support staff and incorporating the use of local norms at building levels, by the end of the 2022-23 school year.</p>	<p>Training in identification best practices, including use of local norms, as a means to services.</p> <p>Provide training specific to instructional practices that promote and foster academic growth for students identified as TAG.</p>	<p>October 2022 - 1st of 3 trainings presented during principal-led staff meetings</p>	<p>Completion of three trainings with staff sign-in for accountability</p> <p>Revising district documents specific to identification to include use of local norms</p>	<p>Classroom observations and walkthrough protocols note examples of instructional practices observed</p> <p>Examine identification data (who was nominated and identified), and how that compares to the year prior</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?
<p>Implement equitable TAG identification strategies beginning during the 2023-24 school year.</p>	<p>Following the training mentioned with the first goal above, opportunities will be provided for staff to collaborate and implement equitable TAG identification practices.</p>	<p>2023-24 School Year</p>	<p>By the end of the 2023-24 school year a review of students identified for TAG will occur to delineate what percentage of students were identified using broad screening</p>	<p>Success will be measured by seeing an increase of identified TAG students using equitable TAG identification strategies.</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?
			instruments versus equitable TAG identification strategies.	

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?
Families will be informed of the changes with TAG identification that incorporate the use of equitable TAG identification strategies.	<ul style="list-style-type: none"> ● Parent Conferences ● Open House ● PTO Meetings 	2023-24 school year	By the end of the 2023-24 school year a review of students identified for TAG will occur to delineate what percentage of students were identified using broad screening instruments versus equitable TAG identification strategies.	Success will be measured by seeing an increase of identified TAG students using equitable TAG identification strategies.

B. Professional Development Plan: Identification

Who	What	Provided by	When
<p>Staff person who is responsible for TAG identification in your district:</p> <ul style="list-style-type: none"> ● Bill Newton, Director of Curriculum & Instruction ● Marie Mallon, TAG Assessment Coordinator ● Caree DeBorde, TAG Assessment Coordinator 	<p>Required statewide training</p>	<p>Oregon Department of Education</p>	<p>April 12, 2023 TAG Essential Training with Angela M. Allen</p>
<p>Staff person who is responsible for TAG identification in your district:</p> <ul style="list-style-type: none"> ● Bill Newton, Director of Curriculum & Instruction ● Marie Mallon, TAG Assessment Coordinator ● Caree DeBorde, TAG Assessment Coordinator 	<p>Training on Identification</p>	<p>Angela M. Allen, ODE</p>	<p>Spring/Summer of 2022</p>
	<p>OPTIONAL: Refresher Identification training N/A</p>		

C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures	Each fall, after the IG screening a letter is sent home through the US postal service to those who have qualified. Any teacher, parent or student may refer a student to be tested. This can happen any time throughout the year.
Universal Screening/Testing grade levels	IG screening takes place for all 1st graders and 6th graders each fall. AT screening takes place each spring with state normed tests.
Individual and/or group testing dates	As needed by referral.
Explanation of TAG programs and services available to identified students	A TAG brochure explaining the TAG services accompanies a letter giving test results of all students who qualify for TAG.
Opportunities for families to provide input and discuss programs and services their student receives	Families provide input and discuss their TAG student at each conference with their student’s teacher.
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	An individual TAG plan is created by the student’s teacher and sent home along with a letter of explanation.
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	<ul style="list-style-type: none"> ● Parent Teacher Conferences ● Open House ● PTO ● Transition information nights from elementary to middle and middle to high school. ● District website

Comprehensive TAG Programs and Services	Date and/or method of Communication
<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>	<p>TAG student folders are moved from Elementary to Middle Schools, from Middle Schools to High School so new teachers have access to TAG plans.</p> <ul style="list-style-type: none"> ● Parent Teacher Conferences ● Open House ● PTO ● Transition information nights from elementary to middle and middle to high school. ● District website
<p>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.</p>	<p>TAG student folders are moved from Elementary to Middle Schools, from Middle Schools to High School so new teachers have access to TAG plans.</p> <ul style="list-style-type: none"> ● Parent Teacher Conferences ● Open House ● PTO ● Transition information nights from elementary to middle and middle to high school. ● District website
<p>Notification to parents of their option to request withdrawal of a student from TAG services</p>	<p>Notification to parents of option to request withdrawal a student from TAG Services are on the district website and district brochure. OAR 581-022-2325</p>
<p>Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process</p>	<p>Notification of right to file a complaint concerning TAG programs or services beginning with the district’s own complaint process. OAR 581-022-2370</p>
<p>Designated district or building contact to provide district-level TAG plans to families upon request</p>	<p>School Principals</p>

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	Bill Newton	bill.newton@hoodriver.k12.or.us	541-387-5015
Person responsible for updating contact information annually on your district website	Stephanie Hoppe	stephanie.hoppe@hoodriver.k12.or.us	541-387-5716
Person responsible for updating contact information annually on the Department	Bill Newton	bill.newton@hoodriver.k12.or.us	541-387-5015
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Bill Newton	bill.newton@hoodriver.k12.or.us	541-387-5015
TAG contact for Cascade Locks Elementary	Adrienne Acosta	adrienne.acosta@hoodriver.k12.or.us	541-387-3790

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
TAG contact for May St. Elementary	Vickie Schmidt	vickie.schmidt@hoodriver.k12.or.us	541-387-4090
TAG contact for Mid Valley Elementary	Kim Yasui	kim.yasui@hoodriver.k12.or.us	541-387-4190
TAG contact for Parkdale Elementary	Gus Hedberg	gus.hedberg@hoodriver.k12.or.us	541-387-4290
TAG contact for Westside Elementary	Ocean Kuykendall	ocean.kuykendall@hoodriver.k12.or.us	541-387-4790
TAG contact for Hood River Middle School	Rolland Hayden	rolland.hayden@hoodriver.k12.or.us	541-387-3990
TAG contact for Wy'east Middle School	Sarah Braman-Smith	sarah.bramansmith@hoodriver.k12.or.us	541-387-4890
TAG contact for Hood River Valley High School	Columba Jones	columba.jones@hoodriver.k12.or.us	541-387-4690

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.
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

Term	Definition
	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.
International Baccalaureate (IB)	College level coursework with common internationally-normed assessments. IB coursework alone does not meet the needs of all TAG identified students.

Term	Definition
	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.
Pull-Out Programs	Students attend specialized instruction designed for TAG students, during school

Term	Definition
	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.