



The North Central Virtual Charter Consortium (NCVCC)

Cascade Virtual Academy - Destinations Career Academy of Oregon - Insight School of Oregon at Painted Hills

Plan for Talented and Gifted Education

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Section 1: Introduction



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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 non-educational 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

The North Central Virtual Charter Consortium (NCVCC) follows federal and Oregon guidelines regarding providing support and services to students eligible for Talented and Gifted (TAG) Education under the supervision of the school’s TAG department. We also adhere to gifted education policies and procedures instituted by the Mitchell School District.

[Mitchell School District TAG Board Policies](#)

[Oregon Department of Education Talented and Gifted Page](#)

NCVCC’s Talented and Gifted department is led by the Academic Administrator of Special Programs and supported by the TAG Coordinator.

B. Implementation of Talented & Gifted Education Programs and Services

We recognize that our diverse student population includes students with exceptional academic abilities. These students have a need for educational services that are consistent with their ability levels and learning characteristics such as thinking abstractly, having the ability to study a topic in depth, and learning at an accelerated pace.

We believe in the following principles:

- **Giftedness is not static – it is dynamic.** When a child is being considered for identification as gifted, the identification process should be done over time with multiple opportunities to demonstrate their gifts and talents across domains. One test, on one day should never alone dictate whether a child is identified as gifted or not.
- **Giftedness transcends all racial, ethnic, income and exceptionality groups.** Students across various groups have been underrepresented within the gifted community. It is important that all children are provided equal opportunity and access to assessment for identification as gifted.
- **Giftedness may be exhibited within a specific content area, interest, or category.** Giftedness does not encompass all academic areas across a student's school day. Educational professionals, psychologists, and others involved in identification need to seek pathways to gather examples to demonstrate a child's ability across various areas and contexts. A child that is gifted, is not gifted in everything all day long. Having these multiple data touchpoints will help to highlight those identified areas of giftedness unique to the child.
- **Early identification increases the likelihood for a child to fully develop their gifts into talents.** Students that have early access to academic challenges and social/emotional supports, have been found to flourish faster than their peers that were not identified until later in their school years.

Our schools believe in instruction based on differentiation, flexible pacing, acceleration, advanced content, and student opportunities that are aligned with data and match each student's strengths and interests, as defined below:

- *Differentiated Instruction* provides students with the best environment for having their academic needs met. Differentiation is the least intrusive intervention for gifted students, who -- like all students -- should be seen to be "only as special as necessary."
- *Flexible Pacing* includes any program in which students are taught material that is appropriately challenging for their ability and allows them to move forward in the curriculum as they master content and skills. For able or gifted learners, flexible pacing generally means some form of acceleration, accomplished by moving the student up to advanced content or by moving advanced content down to the student. The rate of progress can be varied in either direction. With flexible pacing, all students can progress through school at a pace that provides a steady challenge without crippling frustration or unreasonable pressure.
- *Acceleration* means matching the level and complexity of the curriculum with the readiness and motivation of the student.

- Students have access to *advanced content* when mastery is demonstrated through evaluation data and student work samples.

Opportunities for gifted elementary and middle school students:

- Affective goals are supported by the counselor, school psychologist, and/or TAG Coordinator
Affective support may include, but is not limited to, development of personal, social, communication, leadership, and/or cultural competency
- Flexible course pacing with the ability to work faster through the course material.
- Grade level advancement per team determination
- Options to test out of units if the content is already mastered
- One extension project per semester – student choice/proposed
- Independent Study
- Optional book club with other advanced learners with the TAG Coordinator
- Other as defined by student need

Opportunities for gifted high school students:

- Classrooms with flexible pacing and the ability to work at a faster pace throughout the course
- Dual enrollment courses
- Affective goals are supported by the counselor, school psychologist, and/or TAG Coordinator
Affective support may include but is not limited to, the development of personal, social, communication, leadership, and/or cultural competency
- Independent Study within a content course
- Optional book club with other advanced learners with the TAG Coordinator
- Internships
- Community/club involvement
- Other as defined by student need

Students identified as gifted often have identified affective needs. NCVCC utilizes the following social emotional support resources and curriculum:

- 7 Mindsets
- CASEL
- Small group – social skills-based, as needed
- Small group – emotional support, as needed

- Optional gifted-specific group (projects, book study, discussions)
- Optional book studies

TAG student identification is a part of the Multi-Tiered System of Support (MTSS). Student needs are identified as advanced, as well as areas of struggle, and appropriate interventions are identified and implemented. If progress monitoring data indicates a student is not advancing or performing as expected, the student should be included in the MTSS process to determine strategies/interventions, as well as the content teacher and/or TAG coordinator will collaborate with the student/parent and guardian on strategies/interventions to support the student.

Twice-exceptional students are defined as students qualifying as both gifted and as having a disability (special education or 504). Students that are identified as twice exceptional are supported based on their individual learning plans. Teachers of each program should collaborate to ensure that support in both programs is considered and work together to best meet the student's needs. For example, a student's strengths in giftedness might be identified to support their area of need identified in their special education plan.

Our schools analyze student data throughout the year to identify areas of growth and gaps. The TAG population is looked at, as well as broken down by the teacher and individual students to analyze the success of TAG programming. Further, students identified for MTSS support services have their data reviewed during monthly meetings. Based on that review, additional supports and services are identified and delivered to meet the individual student's needs.

NCVCC reviews the compliance of the gifted program and gifted documents annually and follow up with feedback and action items if needed.

In order to develop school staff, NCVCC offers multiple opportunities for professional learning in the area of Talented and Gifted Education.

- TAG Coordinator(s) have opportunities to attend professional development including, if approved in school budget:
 - Conferences
 - College-level courses
 - Webinars
- The schools will utilize the professional development opportunities provided by Oregon Department of Education

- TAG Coordinator(s) provide training for school teaching staff, including:
 - Identification and referral process
 - Implementation of the Gifted Plan
 - Supporting the gifted learner in their classrooms
 - Parent support
 - Social/emotional support

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 Aligned to OAR 581-022-2325 (1)</p>	<p>The identification process follows these general steps:</p> <ul style="list-style-type: none"> • Universal screening or recommendation for student testing • Meet with all team members to review the process • Collection of data through testing (subjective & objective) • Review the collected data with team • Determine if the student qualifies for gifted services. <ul style="list-style-type: none"> • If no, the process stops here. • If yes, the team will develop a Gifted Plan and program for the student’s identified needs. • Periodic review of the Gifted Plan

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
<p>Multiple modes and methods of data collection used in the identification process. <i>Aligned to OAR 581-022-2325 (2)(b)(c)</i></p>	<p>A preponderance of evidence will be used in the identification process</p> <ul style="list-style-type: none"> • Objective: <ul style="list-style-type: none"> Achievement Tests (SBAC and STAR360) Cognitive (IQ) Tests <ul style="list-style-type: none"> WISC, CogAT Student Cumulative Records • Subjective: <ul style="list-style-type: none"> Nominations by self, peer, teacher, administrator, or parent Teacher and parent observations, rating scales, or checklists Portfolios, Performances, Student case studies or educational profiles
<p>Culturally responsive practices specific to identification. <i>Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)</i></p>	<p>Initial Screening using STAR360 is given to ALL students. SBAC will also be used as a potential screening tool for students in grades 3-8, and 11. All our schools use a variety of data points and an equity lens tool to analyze the impact of processes and procedures and adjusts practices based on identified areas of need.</p>
<p>Research-based tools, instruments, or considerations utilized to equitably identify students from underrepresented populations including, but not limited to: students experiencing disabilities, students who are culturally and linguistically diverse</p>	<p>Our schools use a variety of standardized assessments that are appropriate for all student populations (SBAC, WISC, CogAT). If a student is unable to access a test due to the impacts of a disability, allowable accommodation will be made. If a student is unable to meaningfully access a test due to cultural and linguistic diversity, a comparable test will be administered in the student’s native language.</p>
<p>Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices</p>	<p>A preponderance of evidence is critical in offering a well-rounded understanding of a student’s abilities. No single assessment will determine eligibility or ineligibility.</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
Universal Screening/Inclusive considerations	Universal screening will take place yearly for ALL students with allowable accommodations for students who need them.
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection	National norms will be addressed through SBAC, STAR360, and CogAT scores Local norms will be addressed through an analysis of the top 10% of scores relative to school performance.
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	The following qualitative data will be included in the preponderance of evidence Nominations by self, peer, teacher, administrator, or parent Teacher and parent observations, rating scales, or checklists Portfolios, Performances, Student case studies or educational profiles
A tool or method for determining a threshold of when preponderance of evidence is met.	The Preponderance of Evidence form will be used to help guide the team in determining whether or not the student meets the threshold
TAG Eligibility Team	The TAG eligibility team will include an administrator, a general education teacher, the MTSS Coordinator or TAG Coordinator, the parent, and the student.
Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification	The TAG Plan Template and the Preponderance of Evidence Form.

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	Yes, universal screening is used kinder-twelfth grades.
What is the broad screening instrument and at what grade level is it administered?	STAR360 in grades K-12 SBAC in grades 3-8, 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)?	<p>Our schools will utilize SBAC and STAR360 results at the beginning of the school year. Any student in the top 10% of schoolwide results will be considered for additional testing and assessment.</p> <p>The top 10% of students will be offered the opportunity to take the CogAT and work with the identification team to compile a portfolio of items that demonstrate their strengths and abilities.</p>

C. Portability of TAG Identification

Key Questions	District Policy and Practices
Does your district accept TAG identification from other districts in Oregon?	Yes. Students transfer in with the recognized TAG designation, and an initial conference is held with the MTSS Coordinator, determining how to modify the plan for the existing school year. TAG Plans are reviewed and updated at the beginning (September) of each school year.
Does your district accept TAG identification from other states?	Yes

Key Questions	District Policy and Practices
<p>Do local norms influence the decision to honor identification from other districts and states?</p>	<p>If a student comes to one of the NCVCC schools already identified as Talented and Gifted, the school will recognize that designation as an indicator that the student needs special programs and services to recognize their ability to recognize their contribution to self and to society. The school will honor the designation and strive to meet the unique needs of the student.</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
Acceleration (subject)	Determined by school policy as listed in student handbook (K-8)
Acceleration (grade)	Determined by school policy as listed in student handbook (K-8)
Differentiated Instruction	All classes (K-12)
Dual Enrollment	High school students may receive college credit along with high school credit, see list below (9-12)
Independent Study	Self-directed strategy where student plays a role in managing their learning. Agreement written between teacher and student. Can be implemented when a student has demonstrated mastery of a unit. (K-8)

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
Proficiency Credit by Exam	Students may receive high school credit for prior learning through end of course exams. (9-12)

B. Dual Enrollment

Name of Course	Schools and Grade Levels Offered
Biology A and B	9-12
Computer Literacy	9-12
Health Science 1 and 2	9-12
Medical Terminology 1 and 2	9-12

C. Advanced Placement (AP) Course Offerings

Name of AP Course	Schools and Grade Levels Offered
N/A	N/A

D. International Baccalaureate (IB) Course Offerings

Name of IB Course	Schools and Grade Levels Offered
N/A	N/A

E. 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>Each teacher is sent a “TAG Plan at a Glance” for every student in their class. This follows the same process for any student who needs additional supports (504, EL, IEP)</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>Beginning of year training introduces TAG policies and contacts. The school Field Guide contains TAG resources and information.</p>
<p>How do teachers determine rate and level needs for students in their classrooms?</p>	<p>Benchmark assessments, Data Driven Instruction, ongoing formative assessment practices</p>

F. Instructional Plans for TAG Students

Key Questions	District Procedure
Are Personal Education Plans (PEPs) required or optional? At which grade levels are PEPs required?	Currently optional.
Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?	Currently optional.
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student’s learning?	Families will be contacted by phone and/or email to set up a meeting, should this be put in place for an individual student.

G. Option/Alternative Schools Designed for TAG Identified Students

Program Elements	School Information
N/A	N/A
TAG qualifying criteria for attendance	N/A
Number of students currently served	N/A
Level of the population, served, such as elementary, middle, or high school students	N/A

H. TAG Enrichment Opportunities

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
Book Club	Opportunity to meet with other gifted students and TAG Coordinator with group chosen book at the center of discussion and project
Internship	Students at the high school level have access to a variety of internship opportunities
School/National Competitions	Offered throughout the year. May include spelling bee, art competitions, design competitions, etc.
Community/Club Involvement	School and national level clubs based on interest level

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>1. By the end of the 2022-2023 school year, the Special Programs Administrator and/or TAG Coordinator will be trained in the new state identification practices in order to update school policies and procedures and prepare to present them to the school staff during the Back-to-School Training in August 2023.</p> <p>2. By the end of the 2022-2023 school year, the Special Programs Administrator and the TAG Coordinator will create a yearly outreach, engagement, and communication plan for families to implement in the next school year.</p>	State training on updated OARs and equitable identification procedures	February 2023	Completion of training	Completion of Training
	TAG Plan Template	May 2023	Submission to state TAG Coordinator	Approval of TAG Plan by state TAG Coordinator
	TAG Procedures Manual and Form Templates	June 2023	Creation of manual and forms	School Board Approval
	Coordination between Special Programs Administrator and TAG Coordinator	June 2023	Monthly meetings	Written plan of communication and family engagement
	Coordination	June 2023	Monthly	Written plan for

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?
3. By the end of the 2022-2023 school year, the Elementary/Middle/High School Principals and the Special Programs Administrator will collaborate to create a professional development plan that will equip teachers to differentiate for the specific needs of Talented and Gifted students.	among administrative team		Meetings	professional development surrounding differentiation

B. Professional Development Plan: Identification

Who	What	Provided by	When
Staff person who is responsible for	Required statewide training	Oregon Department of Education	February 14, 2022

Who	What	Provided by	When
TAG identification in your district Mary Blazer			
All district licensed educators who are responsible for identification	Training on Identification	Mary Blazer, Special Program Administrator TBD, TAG Coordinator	Every August
Staff who have already been trained in previous years	Refresher Identification training	Mary Blazer, Special Program Administrator TBD, TAG Coordinator	Every August

C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	Posted on website
Universal Screening/Testing grade levels	Posted on website

Comprehensive TAG Programs and Services	Date and/or method of Communication
	Testing information distributed by HR teacher, Testing Coordinator, and TAG Coordinator.
Individual and/or group testing dates	Distributed by HR teacher
Explanation of TAG programs and services available to identified students	Posted on website
Opportunities for families to provide input and discuss programs and services their student receives	Specified in TAG identification process/ procedures.
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	During TAG conference
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	Beginning of year open house, Back to School night, Learning Coach events.
TAG informational events (middle school) - where parents learn about TAG profiles, explanations of services and programs offered to TAG identified students, transition	Beginning of year open house, Back to School night, Learning Coach events.

Comprehensive TAG Programs and Services	Date and/or method of Communication
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.	Beginning of year open house, Back to School night, Learning Coach events.
Notification to parents of their option to request withdrawal of a student from TAG services	Posted on website
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	Posted on website
Designated district or building contact to provide district-level TAG plans to families upon request	Posted on website

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	Mary Blazer	mblazer@k12.com	541-903-0180
Person responsible for updating contact information annually on your district website	Mary Blazer	mblazer@k12.com	541-903-0180
Person responsible for updating contact information annually on the Department	Mary Blazer	mblazer@k12.com	541-903-0180
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Mary Blazer	mblazer@k12.com	541-903-0180

Appendix: Glossary



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

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

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

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



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Talented and Gifted Identification Eligibility Determination - Preponderance of Evidence

Purpose: Students identified as talented and gifted require differentiated instructional services and/or programs designed to address their strengths and needs. This tool is designed to organize collected data that will be used to determine TAG eligibility and services.

Student Information:

Student Name:	IEP or 504 Plan: Yes No
Grade:	Heritage Language:
Underrepresented Population: Yes No	Other Identifying Information:

Eligibility Team Members:

Name	Role	Trained or endorsed in gifted education	
1.		Yes	No
2.		Yes	No
3.		Yes	No
4.		Yes	No



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Learner Profile

What are the learner’s observed strengths (academic, affective, school and non-school based)?

Student	Family	Teacher	Other

What are the learner’s interests (both in and outside of school)?

Student	Family	Teacher	Other

What considerations (age, environment, experiences, language, opportunities to learn, culturally relevant indicators of ability, etc.) have been made for this learner when selecting appropriate assessments and reviewing the data/learning evidence collected?



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Assessment Selection

Which area of strength is being considered for Talented and Gifted identification? If multiple areas of strengths are being considered, please ensure that the assessment selection aligns with each strength. Reminder: For each area of strength, multiple types of data need to be collected in addition to assessment data.

•	Reading	•	General Intellectual Ability
•	Writing	•	Performing Arts
•	Math	•	Visual Arts
•	Science	•	Leadership
•	Social Science	•	Creativity



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Levels of Performance

Review of assessment and other sources of data gathered

Assessment results and other data collected	Type of Assessment	Norming Information	What evidence does this provide regarding the student's need for TAG programs and/or services
	<ul style="list-style-type: none"> ● Ability ● Achievement <ul style="list-style-type: none"> ○ Grade Level ○ Off Grade Level ● Observation ● Performance ● Other: 	<ul style="list-style-type: none"> ● Norm Referenced <ul style="list-style-type: none"> ○ National ○ Local <ul style="list-style-type: none"> ■ District ■ School ■ Group ● Criterion Referenced ● Qualitative Data 	
	<ul style="list-style-type: none"> ● Ability ● Achievement <ul style="list-style-type: none"> ○ Grade Level ○ Off Grade Level ● Observation ● Performance ● Other: 	<ul style="list-style-type: none"> ● Norm Referenced <ul style="list-style-type: none"> ○ National ○ Local <ul style="list-style-type: none"> ■ District ■ School ■ Group ● Criterion Referenced ● Qualitative Data 	



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Review present levels of social emotional need- including the student's strengths and challenges.

Describe how the student's abilities and social emotional needs affect their involvement in the general education curriculum/classroom.



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After reviewing academic baseline data and affective data does everyone agree that this preponderance of evidence accurately describes the student's strengths? If no, document why not.

•	Yes
•	No, please document:

Does the data and evidence provide information to identify specific programming and/or instructional service needs? If no, explain what additional data is needed to be able to determine programming needs. This must be added to the body of evidence

•	Yes
•	No, please document:



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Determination of Eligibility

After reviewing academic and affective data, do we have enough information to make a determination for the need for gifted services and identify programming needs?

Yes	The preponderance of evidence supports TAG identification. Document the specific programs and/or services the student will receive as a result of TAG identification:
Undecided	Additional information is needed to determine TAG eligibility. Please list what additional information is needed and establish a timeline for the eligibility team to review the updated data and evidence gathered.
No	The preponderance of evidence does support TAG identification at this time



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Family Communication

Date:

Attach a Copy of the Determination Letter

Date of Initial Meeting to Discuss Programs and/or Services:



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Online Oregon Schools
 Individual Instruction Plan – Talented and Gifted
 SY 2023-24

Date:			
Student Name:		Student Grade:	
School Attending:		Student ID:	
Homeroom Teacher:			

<p><i>Why is the student being considered for an individual instructional / TAG plan? (School or family)</i></p>
<p><i>What specific instructional practices have already been implemented to meet the student's rate and level? (School or family)</i></p>
<p><i>What are the specific areas of strength, student interests, and instructional and social needs?</i></p>
<p><i>Additional Notes:</i></p>



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Student Data			
Intellectual assessment/s:	Date:		COGAT:
Reading assessment/s:	Date:		STAR 360 PR:
Math assessment/s:	Date:		STAR 360 PR:
Grades:			
Observations:			
Possible Content Areas for Instructional Planning <i>(Complete at least one content area):</i>			
Level of Learning:	1: Beginning 2: Developing 3: Proficient 4: Advanced		
Rate of Learning:	SP: Slow Pace EP: Expected Pace RP: Rapid Pace		
Content Area #1:	Academic Goal:	Rate:	Level:
Instructional Strategies:			
Content Area #2:	Academic Goal:	Rate:	Level:
Instructional Strategies:			
Content Area #3:	Academic Goal:	Rate:	Level:
Instructional Strategies:			



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Possible Instructional Strategies/ Expansion Activities:

- Supplemental curriculum
- Single subject acceleration
- Whole grade acceleration
- Independent Study/ Projects
- Tiered assignments
- Student judges or evaluates situations, problems, or issues. Proves with evidence.
- Student compares and contrasts ideas.
- Students generalizes from concrete data or information to the abstract.
- Student makes connections among varied and multiple attributes centered on one concept.
- Student shares original thoughts about issues or ideas in context.
- Student explores diverse points of view to reframe ideas.
- Student develops and elaborates on their ideas.
- Student employs brainstorming techniques.
- Student applies higher-level thinking skills.
- Student engages in solution-finding activities and comprehensive solution articulation.
- Student gathers evidence from multiple sources through research-based techniques.
- Student analyzes data and represents it in appropriate charts, graphs, or tables. Student makes inference from data and draws conclusions.
- Student determines implications and consequences.

See OOS TAG Manual for additional Stride Resources/ Opportunities.

	Name:	Signature:	Date Signed:
Student			
Parent/ LG			
Parent/ LG			
HR Teacher			
TAG Coordinator			
Administrator			
Annual Review Date:			