Corvallis School District 509J
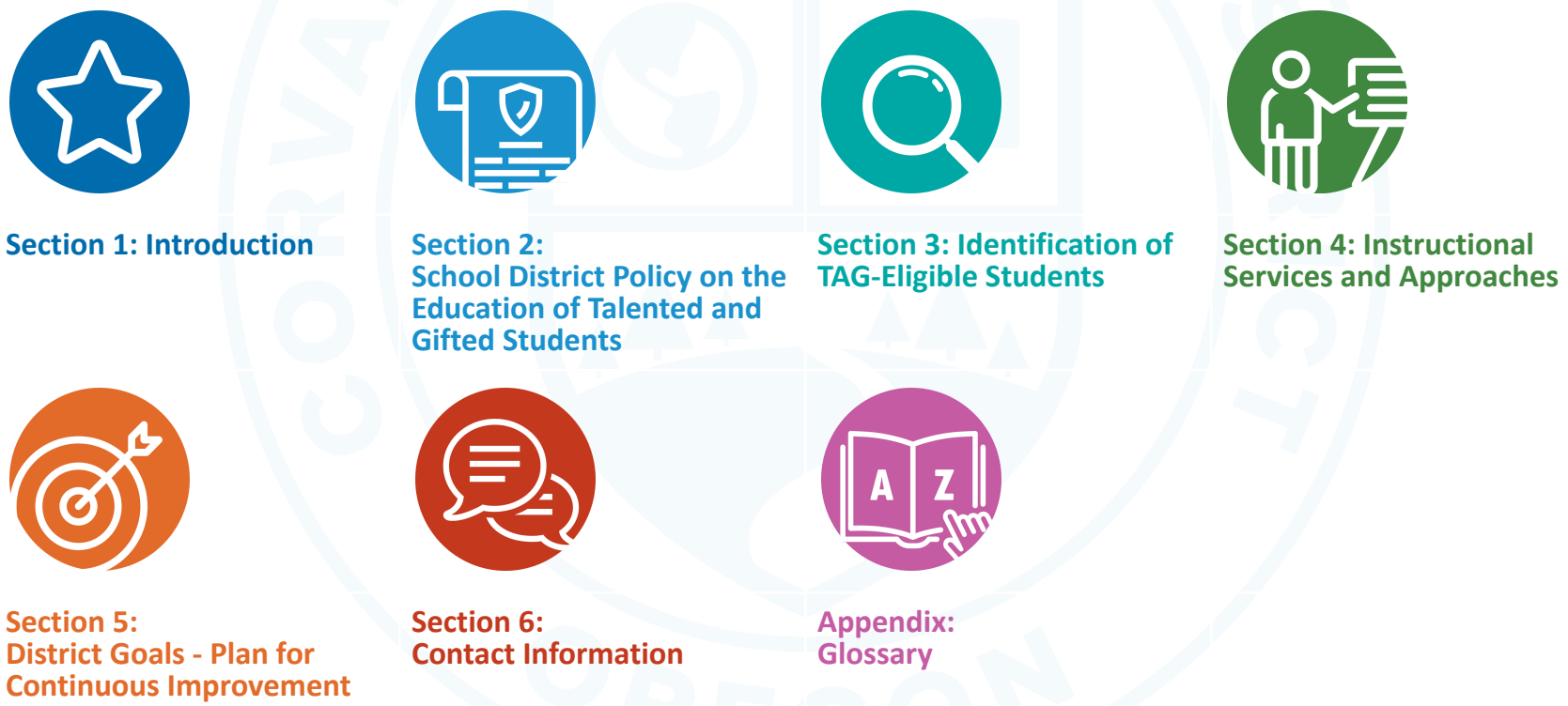# Plan for Talented and Gifted Education

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Section 1: Introduction

Talented and Gifted (TAG) students are an important part of every school community across Oregon. In Oregon, districts and schools must plan for how they will meet the academic and social-emotional needs of TAG students, specific to their local context, and communicate these plans to the students and families they serve.

District-level Talented and Gifted Education Plans serve as an integral communication tool to district educators, families, and community partners. Districts are required to submit their TAG plans to the Oregon Department of Education (ODE) every year, provide copies upon request to schools within their district, and post a copy on their district website. (OAR 581-022-2500 (2)(a)(A))

Oregon laws that govern Talented and Gifted Education include both Oregon Revised Statutes (Oregon laws passed by the State Legislature, abbreviated as ORS) and Oregon Administrative Rules (requirements that are adopted by the State Board of Education to support Oregon Revised Statutes, abbreviated as OAR). Statutes provide legal definitions and broad guidelines specific to gifted education. The Oregon Administrative Rules outline the specific requirements districts implement to meet the minimum standards for identification, parents rights, and programs and services. Specific statutes and OARs are referenced throughout this TAG plan.

Key Terminology

Talented and Gifted Students in Oregon: Students who require special educational programs or services, or both, beyond those normally provided by the regular school program, in order to realize their contribution to self and society. These are students who demonstrate outstanding ability or potential in one or more of the following areas:

    (a) General intellectual ability (often referred to as, Intellectually Gifted).
    (b) Academic ability (often referred to as, Academically Talented) in one or more academic areas (including, but not limited to: reading, mathematics, science, and social science).
    (c) Creative ability in using original or nontraditional methods in thinking and producing.
    (d) Leadership ability in motivating the performance of others either in educational or noneducational settings.
    (e) Ability in the visual or performing arts, such as dance, music or art.

Oregon Revised Statutes (ORS): Oregon laws passed by the State Legislature.

Oregon Administrative Rules (OAR): Rules adopted by the State Board of Education to support statutes (ORS).

Rate of Learning: The pace at which the student is successfully progressing through instructional materials and experiences after being placed at the appropriate level. A student's rate will vary depending on subject, interest, level of difficulty and point in the learning process.

Level of Learning: The instructional level where the student will encounter new knowledge and skills. It involves depth and complexity in thinking.

Historical reference of District TAG Plans: House Bill (HB) 2180 (2011) and Senate Bill 486 (2021).

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

Legal references: aligned to ORS 343.397 (1)(a) and OAR 581-022-2500

A. Local School Board Policies

Talented and Gifted Programs - IGBB
Talented and Gifted Students - Identification - IGBBA

B. Implementation of Talented & Gifted Education Programs and Services

The district is committed to an educational program that recognizes, identifies and serves the unique needs of talented and gifted students. Talented and gifted students are those who have been identified as academically talented and/or intellectually gifted. The following plan identifies how students would be found eligible for TAG services and what programming is available to students.

Mission for TAG Programs: The Corvallis School District is committed to ensure the growth and achievement of students eligible for TAG services through systems of support, programming and advocacy.

Vision for TAG Program: All students who are eligible for TAG services will accomplish challenging post-secondary goals, become productive and creative citizens, and succeed in their areas of strength.

Supporting artifacts:
- Corvallis Strategic Path
- Graduate Profile Information
  - Corvallis High School
  - Crescent Valley High School
- Universal Design for Learning Framework

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 *Aligned to OAR 581-022-2325 (1)*	TAG Eligibility Process Flowchart TAG Eligibility Process Explanation

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
Multiple modes and methods of data collection used in the identification process. *Aligned to OAR 581-022-2325 (2)(b)(c)*	CSD TAG Testing Chart
Culturally responsive practices specific to identification. *Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)*	- Multiple measures used to identify students through screening - Kingore Observation Inventory designed to recognize high ability behaviors in culturally, linguistically, and economically diverse populations - Eligibility process includes a team meeting to discuss multiple measures. Team meeting facilitated by a staff member who has participated in additional training to recognize and surface implicit bias. - Locally normed OSAS and KOI scores represent a student's high ability relative to peers in local context.
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	- NNAT 3 - Kingore Observation Inventory - Locally normed OSAS and KOI scores
Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices	- Eligibility determination based on team review of multiple measures - Eligibility determination team discussion facilitated by educator trained in facilitating equity centered discussion using district developed equity lens questions designed to identify implicit bias - Locally normed OSAS and KOI scores - Universal screening through both achievement assessments and classroom observations - For the first year of implementation, the Building TAG eligibility determination team will share all eligibility determinations with the District TAG team. The district TAG team will review eligibility determinations with the intent of informing

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	the eligibility process. The team will use knowledge gained to refine the process to improve equitable identification practices.
Universal Screening/Inclusive considerations	• KOI, NNAT 3, and locally normed OSAS used as screening tools
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection	• OSAS data will be locally normed to determine if a student's rate and level of learning is exceptional relative to the rate and level of learning of school peers. • KOI data will be locally normed to determine if a student's demonstration of high ability behaviors is exceptional relative to school peers.
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	• KOI used to screen all 1st grade students. • Classroom performance and teacher observations are reviewed by the eligibility determination team. • KOI attributes reviewed by the eligibility determination team.

A tool or method for determining a threshold of when preponderance of evidence is met.	• A student should demonstrate an accelerated rate and level of learning through two or more measures. The team will determine if there is evidence through the following:
	   ○ NNAT3
	   ○ OSAS
	   ○ KOI
	   ○ Classroom Evidence
	• [CSD TAG Eligibility Determination Form](#)

TAG Eligibility Team	• Building principal, building TAG liaison (classroom teacher with expertise in recognizing and teaching to high ability), classroom teacher, and other specialists who work with the student (language specialist, Special Education case manager, counselor, etc.)
Documents that are included in the students' cumulative record file regarding TAG	• Determination of eligibility for TAG services letter • Current personal education plan

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
identification and the eligibility teams' process to determine identification	

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	- Students are universally screened with NNAT3 in 2nd and 4th grade - Students are universally screened with Kingore Observation Inventory in 1st grade.
What is the broad screening instrument and at what grade level is it administered?	Students are screened using OSAS language arts and math assessments at the 3rd - 8th grade level
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)?	- NNAT3 - Nationally normed - 95th%ile - KOI - District norm - 90%ile - OSAS - District based norms - 95th%ile - Any student who is identified as possibly eligible for TAG services through a screener is discussed with the TAG eligibility team and a body of evidence is discussed - Screener thresholds are set to direct schools to examine the performance of a variety of students. The TAG eligibility team will determine if there is a preponderance of evidence to support that this student should be eligible for TAG services. - Students can be referred to the TAG eligibility team by any school staff, student or parent.

C. Portability of TAG Identification

Key Questions	District Policy and Practices
Does your district accept TAG identification from other districts in Oregon?	● Corvallis School District will accept the TAG eligibility determination from other districts in Oregon ● As with all students who are identified as eligible for TAG services in the Corvallis School District, teachers will use eligibility determination information and classroom performance to develop a personal education plan or instructional plan that will meet the needs of the student based on their exceptional rate and level of learning as compared to their peers in the district's educational environment.
Does your district accept TAG identification from other states?	● Corvallis School District will accept the TAG eligibility determination from other states. ● As with all students who are identified as eligible for TAG services in the Corvallis School District, teachers will use eligibility determination information and classroom performance to develop a personal education plan or instructional plan that will meet the needs of the student based on their exceptional rate and level of learning as compared to their peers in the district's educational environment.
Do local norms influence the decision to honor identification from other districts and states?	● Local norms will influence the design of the personal education plan to design instruction that will meet the student's need in the local educational environment but will not affect identification from other districts or states.

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
Flexible Readiness Grouping	K-5 (language arts and math) all elementary school campuses
Formative Assessment as a Process	Training and consistent implementation will be implemented through out the next three years
Differentiated Instruction involving tiers of depth and complexity	K-8 (math, language arts, social science and science courses) all elementary and middle campuses
Scaffolding or Tiered Instruction	K-8 (math, language arts, social science and science courses) all elementary and middle campuses
Choice Assignments with depth and complexity	K-8 (math, language arts, social science and science courses) all elementary and middle campuses
Subject acceleration (above grade level coursework)	Beginning at 8th grade, students can take advanced grade coursework in Math. Beginning in 9th grade, students can take advanced grade coursework in Science. At the high school level students can take honors level courses in language arts, science and math. Available at all secondary campuses.

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
Advanced Placement (AP) with differentiation of instruction based on learning evidence	See course options in section below.

B. Advanced Placement (AP) Course Offerings

Name of AP Course	Schools and Grade Levels Offered
English Language and Composition	Crescent Valley High School and Corvallis High School - 12th Grade
Calculus AB	Crescent Valley High School and Corvallis High School - 11th and 12th Grade
Statistics	Crescent Valley High School and Corvallis High School - 11th and 12th Grade
Calculus BC	Crescent Valley High School and Corvallis High School - 11th and 12th Grade
Biology	Crescent Valley High School and Corvallis High School - 10th, 11th and 12th Grade
Chemistry	Crescent Valley High School and Corvallis High School - 10th, 11th and 12th Grade
Environmental Science	Crescent Valley High School and Corvallis High School - 10th, 11th and 12th Grade
Physics	Crescent Valley High School and Corvallis High School - 11th and 12th Grade
Psychology	Crescent Valley High School and Corvallis HIgh School - 12th Grade
US Government and Politics	Crescent Valley High School and Corvallis High School - 12th Grade

Name of AP Course	Schools and Grade Levels Offered
Computer Science Principles	Crescent Valley High School and Corvallis High School - 11th and 12th Grade
Computer Science A	Crescent Valley High School and Corvallis High School - 11th and 12th Grade
Art and Design	Crescent Valley High School and Corvallis High School - 11th and 12th Grade
Spanish Language and Culture	Crescent Valley High School and Corvallis High School - 11th and 12th Grade
Spanish Language	Corvallis High School and Crescent Valley High School - 9th-12th grade
US History	Corvallis High School and Crescent Valley High School - 11th grade
Physics	Crescent Valley High School and Corvallis High School - 11th, 12th Grade
German Language and Culture	Crescent Valley High School and Corvallis High School
Art and Design	Crescent Valley High School and Corvallis High School - 11th, 12th grade
Spanish Literature	Crescent Valley High School and Corvallis High School

C. Dual Credit Course Offerings (AP courses listed above are not repeated here)

Name of Dual Credit Course	Schools and Grade Levels Offered
Contemporary Fiction	Corvallis High School and Crescent Valley High School
Physics	Corvallis High School and Crescent Valley High School
Health 2	Corvallis High School and Crescent Valley High School

Name of Dual Credit Course	Schools and Grade Levels Offered
Spanish 3	Corvallis High School and Crescent Valley High School
Spanish 4	Corvallis High School and Crescent Valley High School
Spanish 5	Corvallis High School and Crescent Valley High School
Historia y geografía	Corvallis High School and Crescent Valley High School
College Algebra	Corvallis High School and Crescent Valley High School
Differential Calculus	Corvallis High School and Crescent Valley High School
Child Development	Corvallis High School and Crescent Valley High School
Honors American Literature	Corvallis High School and Crescent Valley High School
College Algebra	Corvallis High School and Crescent Valley High School
Honors Algebra:Alg.2/College Algebra	Corvallis High School and Crescent Valley High School
Honors Pre Calculus	Corvallis High School and Crescent Valley High School
Pre Calculus	Corvallis High School and Crescent Valley High School
Differential Calculus	Corvallis High School and Crescent Valley High School
DI Historia y Cultura	Corvallis High School and Crescent Valley High School
DI Curso Culminate	Corvallis High School and Crescent Valley High School
Spanish Lit & Film Honors	Corvallis High School and Crescent Valley High School

D. International Baccalaureate (IB) Course Offerings

Name of IB Course	Schools and Grade Levels Offered
NA	NA

E. 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?	● Documentation in Student Information System ● Access to previous year's PEP ● Documentation in cumulative folder
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?	● TAG liaisons identified at each school
How do teachers determine rate and level needs for students in their classrooms?	● Diagnostic Assessments ● Summative Assessments ● Formative Assessment Practices

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?	● PEPs are required for K-8 students
	  ○ Personalized Education Plan Form 1
	  ○ Personalized Education Plan Form 2

Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?	● Instructional Plans are optional
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student's learning?	● Eligibility notification and annual notification letters notify families that they have the opportunity to discuss the PEP or IP designed for their student's learning. PEP reviewed at the first conference after initial eligibility and then annually at fall conferences. ● IP is included in course syllabus

G. Option/Alternative Schools Designed for TAG Identified Students

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

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

H. TAG Enrichment Opportunities

TAG Enrichment Opportunities *(Note: After school opportunities do not replace daily TAG instruction and services)*	Explanation of Opportunity
All Enrichment Opportunities	Enrichment opportunities are not exclusive to students who are eligible for TAG services. There are many opportunities within our schools to extend learning and focus on areas of interest. Those opportunities are accessible to all students and are made available to students through Parent Square.

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?
Improve equitable identification practices by implementing Kingore Observation Inventory as a universal screener, establishing building level eligibility determination teams and incorporating the use of district norms, by the end of the 2023-24 school year	Training 1st grade staff on the use of the Kingore Observation Inventory. Training of eligibility determination teams on facilitating equity centered conversations. Calculation of district norms for OSAS ELA and Math assessments and KOI.	Sept. 2023 ● Establish threshold scores based on district norms for OSAS ELA and Math Fall 2023 ● KOI training for 1st grade teachers ● Equity Centered Discourse training for Eligibility Determination Teams Winter 2024	District norms identified. Participation in training verified. Participation in training verified.	Implementation of the new TAG eligibility process will be reviewed by the Student Growth and Experience Team using Equity Centered Discourse. ● List of students found eligible disaggregated by race/ethnicity and special programs ● Compare list to previous years ● Compare list to district wide population

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?
		• Screen all 1st graders using KOI • Establish threshold scores based on district norms for KOI	Teacher screening data collected by MTSS specialists. District norms identified.	
Increase community awareness and understanding of key TAG concepts.	Integrate TAG vision statement into school-wide information events. Update district and school website to increase the visibility of TAG Program information.	Fall 2023 • TAG services talking points distributed to principals Fall 2023 • District page of TAG Services information updated • Links on school pages updated	Meeting Agendas Website	TAG community and family involvement plan will be reviewed by the district student growth and experience team. • Feedback from building administrators about conversations with families • Results from family survey

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?
	Conduct family information sessions.	Spring 2024 ● District meeting about TAG plan ● School meeting	Meeting Agendas and Participation Records	
Improve the services provided to students who are eligible for TAG services by improving staff knowledge of TAG characteristics and formative assessment practices and conducting needs assessment on Universal Design for Learning (UDL) implementation.	Train all elementary staff on TAG characteristics Train cohort on formative assessment as a process.	Fall 2023 ● Train TAG liaisons on TAG characteristics Winter 2024 ● Train elementary staff on TAG characteristics Spring 2024 ● Train cohort on using Formative Assessment as a Process	Participation in training verified. Participation in training verified. Participation in training verified.	Collection of evidence from administrator's observations and evaluation of SE3 on 5D Framework. Growth of teacher practice as evidenced by evaluation of Assessment for Student Learning (A1-A5) on 5D Framework. Collection of Evidence will be evaluated on UDL rubric and action plan will be created

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?
	Conduct UDL Implementation Needs Assessment with Student Growth and Experience Team	Winter 2024 ● Site based observations ● School based leadership team self assessments	Checklist of Collection of Evidence	

B. Professional Development Plan: Identification

Who	What	Provided by	To Whom	When
Staff person who is responsible for TAG identification in your district - Leigh Santy - TAG Program Coordinator	Required statewide training	Oregon Department of Education		Zoom Training - Part 1 Zoom Training - Part 2 In person training - April 20, 2023 LESD
All district licensed educators who are responsible for identification	Understanding the Identification Process	District TAG Coordinator	Building Leaders and Building TAG Liaisons	August
	Implementing the Kingore Observation Protocol	District TAG Coordinator	Building leaders, TAG liaisons, 1st grade teachers	November 2023
	Facilitating Equity Centered Discourse	District Equity Coordinator	Building Eligibility Determination Teams	September 2023
	Identifying Characteristics of High Ability in Diverse Populations	District TAG Coordinator	Building Leaders and Building TAG liaisons	December 2023
	Understanding the TAG Identification Process	School Based TAG liaisons	Building Staff	October
	Identifying Characteristics of High Ability in Diverse Populations	School Based TAG liaisons	Building Staff	January 2024

Who	What	Provided by	To Whom	When
Staff who have already been trained in previous years (include if offered)	Refreshers will begin after the 2023-2024 school year Understanding the Identification Process Implementing the Kingore Observation Protocol Facilitating Equity Centered Discourse Identifying Characteristics of High Ability in Diverse Populations	Building TAG Liaison District TAG Coordinator District Equity Coordinator Building TAG Liaison	Building Staff 1st Grade Teachers Eligibility Determination Teams Building Staff	September November When team determines a need When building leader determines a need

C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	Posted on the District Website and available at school offices.

Comprehensive TAG Programs and Services	Date and/or method of Communication
Universal Screening/Testing grade levels	Posted on the District Website and available at school offices.
Individual and/or group testing dates	Group testing windows posted on the district website.
Explanation of TAG programs and services available to identified students	Posted on the District Website and available at school offices. Eligibility Determination Letter - sent after eligibility determination Annual Notification Letter - sent in the first 30 days of enrollment
Opportunities for families to provide input and discuss programs and services their student receives	Teacher will ask for input either: ● By email or phone ● At annual conference (if PEP is discussed at that meeting, it will be a draft and family input will be incorporated before the plan is finalized)
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	Teacher will discuss PEP at conferences: ● Fall conferences if the student has been found eligible before the fall conferences ● Spring conferences if the student has been found eligible after Fall conferences but before Spring conferences Teacher will share the Instructional Plan in the course syllabus
TAG informational events (elementary) - where parents learn	Fall 2023 - District TAG Information Event Fall 2023 - School Curriculum Nights

Comprehensive TAG Programs and Services	Date and/or method of Communication
about TAG profiles, explanations of district and schools programs and services, etc.	Winter 2024 - School based TAG Information Event Spring 2024 - Kindergarten Open House
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.	Fall 2023 - District TAG Information Event Fall 2023 - School Curriculum Nights Spring 2024 - Incoming 6th Grade Open House
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.	Fall 2023 - District TAG Information Event Fall 2023 - School Curriculum Nights Spring 2024 - Incoming 9th Grade Open House
Notification to parents of their option to request withdrawal of a student from TAG services	● Included in initial notification of eligibility ● Included in annual PEP ● Included in annual notification
Notification of the right to file a complaint concerning TAG programs	Posted on the District Website with information available at school offices.

Comprehensive TAG Programs and Services	Date and/or method of Communication
or services, beginning with district-level complaint process	
Designated district or building contact to provide district-level TAG plans to families upon request	See district and school TAG personnel below.

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	Leigh Santy	leigh.santy@corvallis.k12.or.us	541-757-5781
Person responsible for updating contact information annually on your district website	Megan Mahoney	megan.mahoney@corvallis.k12.or.us	541-757-3865
Person responsible for updating contact information annually on the Department	Leigh Santy	leigh.santy@corvallis.k12.or.us	541-757-5781

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Leigh Santy	leigh.santy@corvallis.k12.or.us	541-757-5781

Building Level Communication:

If you have a question about TAG services at your child's school, please contact your child's teacher and/or the building principal. School contact information is included below:

School	Principal	Principal Email	School Phone Number
Adams Elementary School	Peter Henning Vanessa Boyer - TAG Liaison	peter.henning@corvallis.k12.or.us vanessa.boyer@corvallis.k12.or.us	541-757-5938
Bessie Coleman Elementary School	Tracey Fischer Michael Baker - TAG Liaison	tracey.fischer@corvallis.k12.or.us michael.baker@corvallis.k12.or.us	541-757-5958
Letitia Carson Elementary School	Eric Beasley Andrea Stein - TAG Liaison	eric.beasley@corvallis.k12.or.us andrea.stein@corvallis.k12.or.us	541-757-5987
Lincoln Elementary School	Aaron Hale Amanda Pool - TAG Liaison	aaron.hale@corvallis.k12.or.us amanda.pool@corvallis.k12.or.us	541-757-5955

School	Principal	Principal Email	School Phone Number
Kathryn Jones Harrison Elementary School	Beth Martin Alison Green - TAG Liaison	beth.martin@corvallis.k12.or.us alison.green@corvallis.k12.or.us	541-757-5951
Franklin K-8 School	Amy Wright Zach Bryant - TAG Liaison	amy.wright@corvallis.k12.or.us zachariah.bryant@corvallis.k12.or.us	541-757-5747
Garfield Elementary School	Nancy Dávila-Williams Kim Meyers - TAG Liaison	nancy.davila-williams@corvallis.k12.or.us kimberly.meyers@corvallis.k12.or.us	541-757-5941
Mt. View Elementary School	Byron Bethards Katherine Phillips - TAG Liaison	byron.bethards@corvallis.k12.or.us katherine.phillips@corvallis.k12.or.us	541-766-4760
Cheldelin Middle School	Jon Strowbridge	jonathan.strowbridge@corvallis.k12.or.us	541-757-5971
Linus Pauling Middle School	Alicia Ward-Satey	alicia.ward-satey@corvallis.k12.or.us	541-757-5961
Corvallis High School	Matt Boring	matt.boring@corvallis.k12.or.us	541-757-5871
Crescent Valley High School	Aaron McKee	aaron.mckee@corvallis.k12.or.us	541-757-5801
College Hill High School	Eric Wright	eric.wright@corvallis.k12.or.us	541-766-4717

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 *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.

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	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 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

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	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.** 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.
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.