Pendleton School District

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

IGBB Talented and Gifted Program and/or Services**
IGBBA Talented and Gifted students-Identification**
JECB Admission of Nonresident Students
JECBD-AR Homeless Students**
KL Public Complaints**

B. Implementation of Talented & Gifted Education Programs and Services

The Pendleton School District [Strategic Plan](link) outlines our vision, mission, and motto with specific goals for instructional excellence and addressing the needs of all students. Our plan for Talented and Gifted student identification, program of service, and parent engagement aligns to our strategic plan.

Our Vision:
The Pendleton School District is a place where I belong, where I can succeed.

Our Mission:
We exist to ensure that all students learn and achieve their maximum potential. We work in partnership with the students, families, and our community to ensure every student acquires the knowledge, skills and core values necessary to pursue a productive and fulfilling life, to participate as responsible citizens in our democracy, and to succeed in an evolving global society.

Our Motto:
Every Student, Every Day

Goal 1:
Pursuit of Instructional Excellence
Critical Element 6 Ensure all staff have the knowledge and skills to address the diverse needs of our students and families
Critical Element 7 Maintain focus on the PSD Instructional Framework and use it to guide our work

Goal 2:
All students are provided the opportunity to reach their full potential-be responsive to the needs of all students
Critical Element 1 Meeting the physical, social, emotional, and mental health needs of students
Critical Element 2 Meeting the academic needs of all students
Critical Element 3 Embed real world skills across curriculum including communication, decision-making, and working collaboratively as part of a team
Critical Element 4 Providing opportunities for engaged parents and families

The Pendleton School District program meets the diverse learning needs of academically and intellectually gifted students through instructional excellence within our instructional frameworks and being responsive to the needs of ALL students rate and level of learning. We actively collaborate with parents and community members to increase student achievement. We use a multi-tiered system of support for academics and social emotional skills to intervene and to accelerate learning for struggling and gifted learners. Counselors, teachers, and administrators collaborate to design and implement effective plans of services for students and families. We provide a robust core curriculum with supplemental services to challenge and accelerate learning for students identified as talented and gifted.

The program meets the state requirements for Talented and Gifted Education (OAR 581-022-2325, 581-022-2330, 581-022-2500). The district engages in a continuous improvement process to address ethnic, racial, socio-economic, linguistic and dis/ability disproportionality in the identification of students as talented and gifted. The continuous improvement process engages a wide variety of stakeholders in improving practices, services, and outcomes of our talented and gifted programming.

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)*	Annually the Director of Special Programs compiles a variety of district and state assessment data, aggregated and disaggregated, to determine potentially Talented and Gifted students for each school using local norms. Additionally, educators or parents refer students for consideration for the program when evidence suggests potential academic or intellectual talents and gifts. Principals, School Counselors, and Grade Level teachers review all available student data to determine referrals for initial assessments for Talented and Gifted Education Programs. School based TAG teams always include the principal, classroom teacher, school counselor, and school psychologists. TAG teams include specialists such as English Language Development Teachers, Special Education Teachers, Speech Language Pathologists, etc. when applicable. These teams meet with parents and determine additional information or assessment needs. The team uses multiple measures from a variety of sources including information from the family. This team determines eligibility for the program through a preponderance of evidence of all information compiled on the student.
Multiple modes and methods of data collection used in the identification process. *Aligned to OAR 581-022-2325 (2)(b)(c)*	**Screening Tools:** ● Oregon State Assessment (OSAS): Academic Achievement for English Language Arts, Mathematics grades 3-8 and 11, and Science grades 5, 8, and 11 ● Universal Screener of Academic Achievement in reading and math administered three times per year for grades K-8 ● DIBELS: Universal Screener for reading administered three times per year for grade K ● DESSA: Universal Screener for Social Emotional Skills Pendleton School District is exploring the use of the Kingore Observation Inventory for the 23-24 school year to determine which grade levels will complete and how often. We use Universal Screening for Reading, Math, and SEL three times per year K-8 along with Oregon State Assessment Scores in third through eighth grade to identify potential students for the program. **Academic/Pre-Academic Achievement:** ● Wechsler Individual Achievement Test, Second Edition (WIAT-II): measure of individual achievement in the areas of reading, written language, math, oral language ● Woodcock-Johnson IV Tests of Achievement (WJ-IV): provides in-depth diagnostic information regarding specific areas of academic strength and weakness **Intellectual/Cognitive Development:** ● Stanford-Binet Intelligence Scales, Fifth Edition (SB5): individualized intelligence measure used to assess cognitive abilities in people aged 2 through adulthood

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	- Wechsler Adult Intelligence Scale, Fourth Edition (WAIS-IV): individualized intelligence measure used to assess cognitive abilities in people aged 16 through adulthood - Wechsler Intelligence Scale for Children, Fourth Edition (WISC-IV): individualized intelligence measure used to assess cognitive abilities in children through age 16 - Wechsler Preschool and Primary Scales of Intelligence, Fourth Edition (WPPSI-IV): Individually administered assessment of cognitive abilities for children between the ages of 2:6 and 7:7 - Woodcock-Johnson IV Test of Cognitive Abilities (WJ IV COG): individualized measure of cognitive abilities associated with academic abilities - Differential Ability Scales II (DAS-II): an individually administered test of intelligence for children ages 2-18. - Kaufman Assessment Battery for Children, Second Edition NU: culturally fair ability test for children ages 3-18.
Culturally responsive practices specific to identification. *Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)*	We look at both aggregated and disaggregated quantitative and qualitative data with local norms for all students and subgroups. Looking specifically at our subgroup local norms allows us to identify a more representative population of potentially talented and gifted students. It also identifies gaps in our universal screening and ongoing assessment data in order to develop increasingly culturally responsive methods of identifying potentially talented and gifted students.
Research-based tools, instruments, or considerations utilized to equitably identify students from underrepresented populations including, but not limited to: students experiencing disabilities, students who are culturally and linguistically diverse	We draw from a variety of research based tools rather than relying on a single score from a single assessment. School psychologists use non-verbal scales and indices when appropriate to mitigate barriers for underrepresented populations.
Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices	Teachers receive training on implicit bias at the beginning of the year. We use the "see me checklist" for team member self-reflection before MTSS data meetings where we determine potentially talented and gifted students. TAG profiles are reviewed as a way to expand staff thinking about "who" may be talented and gifted.
Universal Screening/Inclusive considerations	Pendleton School District is exploring the use of a specific screening tool such as the Kingore Observation Inventory for the 23-24 school year to determine which grade levels will complete and how often.
Assessment data, specifically addressing the use of national	We develop local norms from a variety of measures at each grade level. Additionally, we develop disaggregated local norms for our sub groups as part of the screening process for identifying potentially talented and gifted students for MTSS teams to determine whether or not to evaluate.

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
norms, local norms, or both in identification data collection	
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	Teachers bring portfolios of classroom performance artifacts and observational data to the data team meetings discussion for referral and eligibility determinations. Parents bring observational data, learning history and development, and any artifacts to data team meetings for referral and eligibility determinations. Pendleton School District is exploring the use of the Kingore Observation Inventory for the 23-24 school year to determine which grade levels will complete and how often.
A tool or method for determining a threshold of when preponderance of evidence is met.	Teams use a preponderance of evidence process to determine eligibility. They gather multiple pieces of quantitative and qualitative data points to develop a learner profile and engage in a robust discussion using the following guiding questions. ● Does the student require instructional services for differentiated rate or level or acceleration? ● Is the student showing exceptional performance at the top 5-10% compared to the group's local norms? ● Is the student showing ability beyond grade level instruction? ● Does the evidence collected provide information to identify TAG specific service needs? ● Is there team consensus?
TAG Eligibility Team	School based TAG teams always include the principal, parent/guardian, classroom teacher, school counselor, and school psychologists. TAG teams include specialists such as English Language Development Teachers, Special Education Teachers, Speech Language Pathologists, etc. when applicable.
Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification	The cumulative TAG record includes the Eligibility letter, Preponderance of Evidence/Eligibility Form, Evidence collected and used in the eligibility process and Personal Learning Plan. Digital copies are uploaded to the student information system for easy access for instructional staff.

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	We utilize an academic universal screener K-8 as well as an SEL universal screening K-8. We do not currently employ a TAG specific screener. We are investigating the use of a TAG specific screener during the 23-24 school year.
What is the broad screening instrument and at what grade level is it administered?	We use the iReady Reading and Math Screener K-8 three times per year. We also use the DESSA SEL screener K-8 three times per year. We

Key Questions	District Procedure
	are investigating the use of a TAG specific screener during the 23-24 school year.
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)?	Annually we compile a list of the top 5-10% of performers at each grade level at each school using a variety of quantitative data sources. We also look at the data in both aggregate and disaggregate by focal groups to ensure we are not excluding students from this consideration. This list is a starting point for potential TAG students for school MTSS teams to discuss, gather more data, and determine who needs to be evaluated for TAG. We are investigating the use of a TAG specific screener during the 23-24 school year.

C. Portability of TAG Identification

Key Questions	District Policy and Practices
Does your district accept TAG identification from other districts in Oregon?	We accept TAG identifications made in other district's. We conduct a thorough review of records to determine TAG service needs in our schools.
Does your district accept TAG identification from other states?	We accept TAG identification made in other states. We conduct a thorough review of records to determine TAG service needs in our schools.
Do local norms influence the decision to honor identification from other districts and states?	We monitor rates of progress in relation to supports to determine whether to maintain this designation over time but do not immediately over turn the TAG eligibility determinations made by other teams. We do consider our regular screening data as part of this ongoing monitoring.

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
Advanced Placement	9-12 (See Below) Outlined in PHS Curriculum Guide
Dual Credit	All high schools offer some courses for dual credit through Blue Mountain Community College (See curriculum guides)

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
Advanced Placement (AP) courses	9-12 as outlined below
Choice Assignments	K-12 Outlined in our teacher standards of professional practice and evaluated through our teacher evaluation system.
Content/Subject Acceleration	K-12 Outlined in our teacher standards of professional practice and evaluated through our teacher evaluation system. Also outlined in our MTSS manuals K-8.
Cluster Grouping	K-12 Outlined in our teacher standards of professional practice and evaluated through our teacher evaluation system.
Curriculum Compacting	6-12 Outlined in our teacher standards of professional practice and evaluated through our teacher evaluation system.
Differentiated Academic Instruction	K-12 Outlined in our teacher standards of professional practice and evaluated through our teacher evaluation system.
Dual Credit college courses	9-12 as outlined below
Online Learning Extension	K-12 We offer a Pendleton Virtual Learning Academy with a teacher led and guided option and a self-paced teacher support option. Students may enroll full or part time in this program based on preferences, interests and needs. Regular and Advanced coursework is offered through this program. 9-12 We offer expanded options credits for courses not offered at our high school that are offered at an institution of higher learning whom the district has a fiscal arrangement with to pay the cost of tuition.
Flexible Grouping (heterogenous and homogenous)	K-12 Outlined in our teacher standards of professional practice and evaluated through our teacher evaluation system.
Honors Classes	9-12 Outlined in PHS Curriculum Guide
Independent Study Projects	K-12 Outlined in our teacher standards of professional practice and evaluated through our teacher evaluation system.
Pre-Test for Placement	9-12 Outlined in PHS Curriculum Guide
Project Based Interdisciplinary Units	9-12 Outlined in PHS Curriculum Guide
Scaffolding or Tiered Instruction	K-12 Outlined in our teacher standards of professional practice and evaluated through our teacher evaluation system. Also outlined in our MTSS manuals K-8.
Social Emotional Learning Support	K-8 Outlined in our Multi-Tiered System of Support manuals and forms.
Whole grade acceleration (grade skipping)	K-12 option based on individual needs of students

B. Advanced Placement (AP) Course Offerings

Name of AP Course	Schools and Grade Levels Offered
AP Language & Composition	Pendleton High School, grades 11 and 12
AP Literature & Composition	Pendleton High School, grades 11 and 12
AP US History	Pendleton High School, grades 11 and 12
AP World History	Pendleton High School, grades 10, 11 and 12
AP US Government & Politics	Pendleton High School, grade 12
AP Biology	Pendleton High School, grade 12
AP Calculus AB/BC	Pendleton High School, AB grades 11 and 12, BC grade 12

C. International Baccalaureate (IB) Course Offerings

Not Applicable

D. Teacher's Knowledge of TAG Students in Class

Key Questions	District Procedure
What procedures are in place to ensure classroom teachers K – 12 know who the TAG identified students are in their classrooms?	The district person responsible for maintaining our student information system ensures each student identified as Talented and Gifted has an indicator in the student information system that teachers are able to see.
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?	Counselors review Personal Learning Plans for TAG identified students annually at the elementary level and at the beginning of each semester at the middle and high school level to ensure teachers know what services students need and how and where to request support. Personal Learning Plans are uploaded to the student information system so teachers have access to the plans.
How do teachers determine rate and level needs for students in their classrooms?	Educators introduce instruction with depth and complexity at the students current instructional level and use ongoing formative and summative assessment to guide learning progressions for students. Educators use a variety of assessment data to assess rate and level needs in an iterative process using the following questions: ● What do I expect students to learn? ● Where are they in relation to the expectations? ● How will I know when they are learning? ● How will I adjust for student learning differences? ● How will I adjust the learning progression for students who already meet the current learning expectations?

Key Questions	District Procedure
	The following assessment options (non-exhaustive) are used according to student needs and the content being taught: ● Pre-assessment (prior knowledge and learning needs) ● Formative Assessments embedded in the ongoing learning progression ● Performance Tasks ● Informal assessments (observations, checklists, quick checks, interviews, etc.) ● Student self-assessment ● Portfolio's ● District and State assessment ● Summative unit assessments

E. Instructional Plans for TAG Students

Key Questions	District Procedure
Are Personal Education Plans (PEPs) required or optional? At which grade levels are PEPs required?	We required personalized learning plans K-8 for TAG identified students.
Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?	Personalized learning plans 9-12 for TAG identified students are optional.
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student's learning?	Parents are part of the eligibility process and personalized learning plan development team. They receive an eligibility letter and a copy of the personalized learning plan at that time. Parents receive notice from school counselors at the beginning of the year that they may request to review plans at fall conferences.

F. Option/Alternative Schools Designed for TAG Identified Students

Not Applicable

G. TAG Enrichment Opportunities

TAG Enrichment Opportunities *(Note: After school opportunities do not replace daily TAG instruction and services)*	Explanation of Opportunity
Oregon Battle of the Books (OBOB)	Some elementary and middle school students participate in the statewide reading competition and are supported by our educators

TAG Enrichment Opportunities *(Note: After school opportunities do not replace daily TAG instruction and services)*	Explanation of Opportunity
	including library media specialists. OBOB's mission is to encourage and recognize students who enjoy reading, to broaden reading interests, to increase reading comprehension, promote academic excellence, and to promote cooperative learning and teamwork among students.*
Math Competitions	Middle School math teachers support students in local, regional, and statewide math competitions. This involves additional time after school and outside of school for competitions. Parents must give permission and support the student in attending off campus competitions.
UAS Range Summer Camps	We partner and advertise for summer robotics camps through the local UAS Range and Parks and Recreation Department. High School students in robotics may volunteer or participate in paid internships for camps offered for elementary and middle school aged students.
Pendleton Parks and Recreation activities	We partner with the Parks and Recreation Department to advertise and promote free and low cost after school and summer activities for enrichment and learning extension.
EOU STEAM offerings	We partner with Eastern Oregon University (EOU) to host onsite STEAM learning opportunities. Additionally, we promote free and low cost after school and summer activities for enrichment and learning extension offered through EOU in our region.
Pendleton Center for the Arts	We partner with Pendleton Center for the Arts (PCA) to host onsite learning opportunities. Additionally, we promote free and low cost after school and summer activities for enrichment and learning extension offered through the Pendleton Center for the Arts. PCA runs free after school and summer classes for visual and performing arts for all teens.
Confederated Tribes of the Umatilla Indian Reservation Youth Services	We partner with the Confederated Tribes of the Umatilla Indian Reservation (CTUIR) to host onsite cultural learning opportunities. Additionally, we promote free and low cost after school and summer activities for cultural enrichment offered through CTUIR youth programs. **

*Not offered by every school, every year. Please connect with your child's teacher or school administrator with questions or concerns.

**Some opportunities are only available to CTUIR members and descendants. Please connect with your child's teacher or school administrator with questions or concerns.

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?
Embed TAG identification, service delivery, and monitoring of rate and learning into K-8 MTSS processes	Counselors, Intervention Specialists, Administrators and Teacher leaders will engage in professional development to inform revisions to MTSS processes.	New processes embedded in current MTSS handbook by Jan. 2024	Clear TAG procedures outlined in MTSS manuals K-8	Staff Survey of understanding of processes and procedures outlined in K-8 MTSS handbooks.
Identify equitable TAG specific universal screening procedure to be used at one or more grade levels for implementation in the 24-25 School Year district wide.	Explore up to three teacher checklists/rating scales at grades 1-3, Pilot teacher checklists/rating scales with a teacher at each grade level grades 1-3	TAG leadership team identify tools to explore by 10/1/23 Admin team recruit teachers to pilot tools by 11/1/23 Teacher training on the tools by 1/1/24 Teachers pilot tools by 3/1/24 Identify tool and grade level(s) for implementation in the 24-25 school year by 5/1/24	Meeting timelines for tool identification and implementation	Tool and grade level(s) identified for implementation in the 24-25 school year.
Pendleton School District Talented and Gifted identified student demographics will match the	Implicit bias training for staff, implicit bias checks prior to data meetings,	Training on Implicit Bias-August In-Service Professional	Data review of district TAG demographics compared to demographics of	Distribution of demographics matches both TAG identified and all student demographics based on 2023 Fall Membership Report

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?
demographics of the student body (including currently underrepresented groups)	professional development on TAG profiles beyond the "traditional" single profile	development on TAG profiles-October In-Service offering Every six weeks-Implicit bias self checks for staff prior to MTSS meetings	the student body	

B. Professional Development Plan: Identification

Who	What	Provided by	When
Staff person who is responsible for TAG identification in your district Director of Special Programs	Required statewide training	Oregon Department of Education	In person training, March 9th, 2023 at IMESD.
All district Counselors	Training on Identification	Director of Special Programs	August of each year
All certified staff	Training on Equitable Identification Practice and Procedures and service provision	Director of Special Programs and Counselors	October In-Service offering, Building PLC's and Staff Meetings-micro PD

C. Family Engagement

Legal references: OAR 581-022-2330 and OAR 581-022-2500 (1)(e)

The district uses telephonic interpretation for communication with families whose first language is something other than English. We also provide Spanish language translations for essential written communication whenever possible.

Family Notification:

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	These are referenced in our student handbooks provided to families at the beginning of each school year.
Universal Screening/Testing grade levels	These are referenced in our student handbooks provided to families at the beginning of each school year.
Individual and/or group testing dates	Families are part of the team decision to conduct any individual testing and notified of the date at the team meeting.
Explanation of TAG programs and services available to identified students	Families receive this information as part of the identification process. When the student is eligible, counselors provide the parent brochure along with the personalized learning plan to families.
Opportunities for families to provide input and discuss programs and services their student receives	Initial eligibility letters state who to call to provide input and discuss programs and services their student receives.
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	Initial eligibility letters contain this information.
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	We do not currently offer events. Initial eligibility letters state who to call to provide input and discuss programs and services their student receives and ask questions.
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.	We do not currently offer events. Initial eligibility letters state who to call to provide input and discuss programs and services their student receives and ask questions.
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.	We do not currently offer events. Initial eligibility letters state who to call to provide input and discuss programs and services their student receives and ask questions.

Comprehensive TAG Programs and Services	Date and/or method of Communication
Notification to parents of their option to request withdrawal of a student from TAG services	This information is listed in the parent brochure posted on our district website and provided to parents at initial eligibility notification.
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	This information is listed in the parent brochure posted on our district website and provided to parents at initial eligibility notification.
Designated district or building contact to provide district-level TAG plans to families upon request	This information is listed in the parent brochure posted on our district website and provided to parents at initial eligibility notification.

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	Julie Smith	jsmith@pendletonsd.org	541-966-3262
Person responsible for updating contact information annually on your district website	Ronda Thornburg	rthornburg@pendletonsd.org	541-276-6711
Person responsible for updating contact information annually on the Department	Ronda Thornburg	rthornburg@pendletonsd.org	541-276-6711
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Julie Smith	jsmith@pendletonsd.org	541-966-3262
TAG contact for Pendleton Early Learning Center	Miriah Golter, Child Development Specialist	mgolter@pendletonsd.org	541-966-3300
TAG contact for McKay Creek Elementary	Patti Thorne, Child Development Specialist	pthorne@pendletonsd.org	541-966-3001

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
TAG contact for Sherwood Heights Elementary	Lisa Roberts, Child Development Specialist	lroberts@pendletonsd.org	541-276-1165
TAG contact for Washington Elementary	Maria Davis, Child Development Specialist	mdavis@pendletonsd.org	541-276-2241
TAG contact for Sunridge Middle School	Nicki Bowen, Counseling Secretary (will connect you to the appropriate school counselor)	nbowen@pendletonsd.org	541-276-4560
TAG contact for Pendleton High School	Renee Moore, Counseling Secretary (will connect you to the appropriate school counselor)	rmoore@pendletonsd.org	541-276-3621
TAG contact for Nixya'awii Community School	Ryan Heinrich, Principal	rheinrich@pendletonsd.org	541-429-7900

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

Term	Definition
	students to have peer-alike time together to address both academic and social-emotional needs.
Credit by Examination	Students receive high school or college credit based on mastery of prior learning as measured through end of course examinations. District policies, assessment formats, and requirements may vary. Please check your local district policy.
Curriculum Compacting (sometimes referred to as Compacted Curriculum)	Honoring prior learning, typically measured through pre-assessments, by allowing students to skip lessons/standards where mastery has been met and providing opportunities to focus on standards in the current unit/curriculum that have not been mastered yet.
Depth and Complexity	A general framework to assess level of rigor specific to cognitive demand. Common frameworks include Webb's Depth Of Knowledge (DOK) and Bloom's Taxonomy.
Depth of Knowledge (DOK)	A framework developed by Dr. Norman Webb to assess the level of rigor for standards, projects, assignments, and exams.
Differentiated Instruction (involving tiers of depth and complexity)	Instruction and learning options designed to reflect the needs of students specific to current learning evidence/data that fosters academic growth. Educators may differentiate content, process, product, and environment to accommodate needs of learning.
Flexible Readiness Grouping	A strategic strategy designed to group students according to best fit instructional needs and student discourse opportunities.
Formative Assessment as a Process	Intentional teaching and learning practices in the classroom used by both teachers and students. Moment-by-moment evidence of student learning and thinking is used to inform and adjust teaching and learning. Descriptive feedback, established success criteria, and clear learning goals are essential.
Independent Learning Contracts	An agreement between student and teacher that outlines individual learning opportunities and outcomes for the student. This strategy is commonly used when a student has demonstrated mastery of a unit that is currently being taught (i.e. student has already read the novel that is being taught in a particular grade level)
Instructional Plans (IPs)	Communicates instructional strategies and services of how the teacher meets the needs of *all* TAG identified students in a particular course. Typically utilized at the secondary level.
International Baccalaureate(IB)	College level coursework with common internationally-normed assessments. IB coursework alone does not meet the needs of all TAG identified students. Differentiated instruction is often implemented to ensure growth and appropriate cognitive demand.

Term	Definition
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 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.