

West Linn-Wilsonville School District Plan for Talented and Gifted Education

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Section 1: Introduction



**Section 2:
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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

The West Linn-Wilsonville School District’s policies for educating talented and gifted students align with the district mission to provide high quality learning for all students based on inclusive and equitable practices while recognizing and serving individual learning needs. Policies and program focus on serving students in their classrooms, comprehensive identification practices that allow for recognizing giftedness in all learners, and communication with families about the program.

West Linn-Wilsonville [School Board Policies](#)

[Talented and Gifted Program IGBB](#)

[Identification – Talented and Gifted IGABA](#)

[Identification – Talented and Gifted among Nontypical Populations IGAAA](#)

[Programs and Services – Talented and Gifted IGABC](#)

[Public Complaints – KL – Program or Services Complaints](#)

B. Implementation of Talented & Gifted Education Programs and Services

West Linn-Wilsonville School District Talented & Gifted Education Program and Services Theory of Action:

1. Teams of teachers, instructional assistants, and administrators work to identify talent/giftedness in all students through universal screening including the use of a range of comprehensive and culturally responsive assessments.
2. Teachers and families of identified students develop plans that utilize known information about student strengths, preferences and interests to create personalized instruction plans with measurable goals.
3. We regularly collaborate with students and families to differentiate aspects of school work and the school day to meet students' unique learning needs and intensities, reviewing progress and adjusting goals with the aim of keeping students engaged in new and meaningful learning experiences.
4. We grow teacher capacity for meeting talented/gifted students needs by providing professional development based on current research regarding the characteristics of talented/gifted students, methods of differentiating instruction, and addressing the social and emotional needs of unique learners.

5. We monitor school and districtwide data for equitable identification practices and we review student growth and achievement to develop our district model and continue our learning around instruction and gifted learners.

Implementation Practices

- The identification process and students' plans are based on a case study approach to recognize and serve individual needs.
- Educators know each gifted student has unique abilities and interests to be nurtured and views them as individuals in planning for their learning.
- Regular classroom teachers are primarily responsible for meeting the learning needs of gifted students.
- Instructional and curricular differentiation will vary from subject to subject and class to class based on student needs and interests with the aim of providing students with new learning.
- Teachers will adjust the content students learn, the processes and activities they engage in, and the products or ways they show their learning to serve the needs of gifted learners.
- Classroom teachers recognize that gifted students benefit from groupings with peers who have similar interests and learning strengths and use this in designing activities.
- Classroom teachers at all grade levels participate in professional learning so they have strategies and resources for providing the inquiry-based experiences, extended learning, pacing, and individualized learning gifted students need.
- School counselors support the unique needs of gifted learners and may provide additional advocacy for individuals and consult with their teachers.
- Parents are welcome to participate in identification and to partner in providing experiences in or beyond the school setting.
- Parents may refer their children for TAG identification and provide input to identified students' plans. This occurs in grades K-8 during Fall Conferences.

Classroom Adaptations and Services for Gifted Learners

Curriculum Compacting or Acceleration: Curriculum compacting involves adjusting the pace so students work with concepts more quickly in a unit or course. Acceleration includes coursework that is at a higher level sequentially than the regular curriculum for students' grade levels or that moves through specific topics/concepts within a course at a different rate. Pre-testing is often used to determine what students already know and to identify areas for accelerating the rate.

Differentiation: Differentiated assignments are ones that have been changed with the intent of meeting individual student needs. The depth of knowledge is often adjusted so students apply new learning and/or progress to higher level thinking skills sooner. The content covered, the processes and skills used, and/or the final means of showing understanding may be different.

Higher Level Materials: Students may work with more complex text, advanced problem sets and questions, or supplementary curriculum programs so they are learning concepts and practicing skills with more challenging materials.

Depth of Knowledge and Higher Level Question Strategies: During discussions (whole class or small group) and in writing tasks, students use higher order thinking skills to provide additional rigor and challenge.

Enrichment and Extensions: Enrichment activities and materials offer the opportunity to pursue individual interests related to classroom learning. Extension activities and materials offer students opportunities to learn beyond or outside of the course curriculum.

Individualized Instruction: Individual instruction provides students with instruction using resources and directions matched individually to their specific needs. This may include one-on-one direct teaching and/or self-directed materials and processes, with teacher support.

Research and Independent Study: Within a unit or as part of a course, students may be guided through a research project that allows them to explore an area of interest. Independent study is guided and structured for students to work independently on a particular area of study. Students may be assigned topics, select topics from a given list of options, or design research projects or areas for independent study.

Guidance and Individual Support: Teachers and/or counselors provide support in areas of social, emotional, organization, and study habits to promote skills basic to successful school experiences and to address unique needs of gifted learners.

Flexible Grouping: Groupings within the classroom change based on the concepts and topics within the course and students' needs to collaborate and learn at the same rate as peers with similar learning needs.

Fast-Paced Grouping: For a specific unit or topic, students are grouped with academic peers in order to process content at a faster than regular rate. This often involves less teacher-guided practice.

Section 3: Identification of TAG-Eligible Students



Legal References: aligned to ORS 326.465; ORS 343.395; ORS 343.397; ORS 343.407; OAR 581-022-2325; OAR 581-022-2500

A. District TAG Identification Practices

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
<p>TAG Identification Process Overview <i>Aligned to OAR 581-022-2325 (1)</i></p>	<p>The West Linn-Wilsonville School District follows the processes shown below for identification:</p> <p>WLWV TAG Identification – Academic K-5</p> <p>WLWV TAG Identification – Intellectual K-5</p> <p>WLWV TAG Identification – Academic Middle Level</p> <p>WLWV Tag Identification – Intellectual Middle Level</p>
<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>Evidence used to determine eligibility include:</p> <p>Assessments</p> <ul style="list-style-type: none"> • CogAT screener and full battery • KBIT-2 • NWEA MAP • OSAS

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<p>Classroom Evidence</p> <ul style="list-style-type: none"> • Curriculum Map / Standards-Based Rubrics in core subject areas • Work Samples • Student Portfolios <p>Qualitative Data</p> <ul style="list-style-type: none"> • Panorama Survey, Academic, Efficacy, Belonging Modules • Structured classroom surveys • Student interviews • Panorama Parent Survey
<p>Culturally responsive practices specific to identification. <i>Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)</i></p>	<p>All West Linn-Wilsonville teachers, specialists and school leaders participate in annual reviews and planning sessions to use multilingual and inclusive awareness of learners’ needs and ways of showing their learning progress.</p> <ul style="list-style-type: none"> • The WLWV Equity Plan guides the district Equity Team in meeting three times annually to generate examples of using an equity lens with instruction, assessment and providing opportunities for all students. Each school has an Equity Plan that specifies actions in this area. • Advanced work with the Center for Educational Leadership, University of Washington, focuses on observing teachers’ and specialists’ daily instruction, responses to students, and uses of assessment to center systematic classroom observations on how individual students experience and participate in school. • Each school has a Circle of Support team and process for systematically addressing the learning and social-emotional needs of all students, with a focus on language and neuro-diversity. • The district has added a Family Empowerment Center to hold regular activities for global majority families, differentiated by language and/or specific needs for being connected to school communities and brings forward information that informs identification and providing services for students.

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<ul style="list-style-type: none"> • District and school leaders meet with student identity clubs in middle and high school to collect information that contributes to ongoing work with cultural responsiveness and programs for students. • Because WLWV uses a fully inclusive model for special education and a fully integrated model for ELD, frameworks, professional learning, interpretation of data, and curriculum/instruction planning are designed for recognizing the needs, strengths and contributions of all 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	<ul style="list-style-type: none"> • Learning for Justice , formerly Teaching Tolerance, standards have been used across K-12 for the past three years. • Learning for Justice Critical Practices have been used for the past three years. • Center for Educational Leadership (University of Washington) 5 Dimensions Framework is the result of 5+ years of student experience and outcomes research. The dimensions include descriptors for recognizing and designing learning in response to diverse learners. • The 7 Components of Inclusive & Equitable Practices are an outgrowth of the 5 Dimensions framework and each component follows from research in that specific area.
Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices	<p>The team approach to examining and interpreting evidence, with representation from classroom teachers, language and learning specialists, counselors and school leaders brings checkpoints into the identification process, along with using common tools and frameworks.</p>
Universal Screening/Inclusive considerations	<p>The district has designated instructional coordinators who continually train those who administer the CogAT, sometimes the K-BIT 2, and who also observe students' participation to watch for features in the screener that may be barriers, in which case the identification process becomes an individualized case study. No screener eliminates potential errors based on learning differences.</p> <p>The CogAT screener is administered to all K-1 students. In 2022-2023, it was administered to 3rd graders because of gaps occurring during the pandemic.</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection	<ul style="list-style-type: none"> • CogAT • K-Bit 2 • NWEA MAP • ELPA • OSAS
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	<ul style="list-style-type: none"> • Panorama surveys • Structured focus groups and student interviews • Portfolios • Work samples scored with rubrics
A tool or method for determining a threshold of when preponderance of evidence is met.	<ul style="list-style-type: none"> • See above flowcharts • Additional check: Characteristics Summary
TAG Eligibility Team	<p>The eligibility team includes classroom teacher(s), language and learning specialists if student has an IEP, is in ELD/has been in ELD/has language diversity, and counselor. Instructional coordinators or school administrators join to check final eligibility determinations. Parents may consult with the eligibility team during the identification process.</p> <p>Academic Reading Identification Teacher/Specialist Checklist for Team Discussion Academic Math Identification Teacher/Specialist Checklist for Team Discussion Intellectual Identification Teacher/Specialist Checklist for Team Discussion</p> <p>Parent Input-Math Parent Input-Reading Parent Input - Intellectual</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification	Letters to parents that document consideration and eligibility are included in students' CUM files. Consideration Identification Letter Identification Letter

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	All students are screened with the CogAT in grades K-1. New students to the district are screened when they join a school through grade 5. New students with any indication or a referral by staff/families are screened through grade 8.
What is the broad screening instrument and at what grade level is it administered?	CogAT screener is used for all K-1 students and students with scores above 85% take the full battery (broad) assessment. New students K-5 who score at or above 85% take the full battery. New students in grades 6-8 who score above 85% on the screener take the full battery.
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)?	Students who score at 85% or better take the full battery and are further considered for identification.

C. Portability of TAG Identification

Key Questions	District Policy and Practices
Does your district accept TAG identification from other districts in Oregon?	Yes
Does your district accept TAG identification from other states?	Yes
Do local norms influence the decision to honor identification from other districts and states?	The WLWV SD prioritizes accepting new students from where they are in terms of identification for services and programs. Because services are so individualized through individual plans and students are served primarily at the classroom level, there is opportunity to tailor what is provided to individuals. There is wide variation in the learning needs with students who are identified through district processes so students new to the district are not unique in representing a spectrum of strengths and unique needs.

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
Curriculum Compacting/Acceleration	Mathematics: K-8, based on curriculum maps that include standards from the next grade level(s) and use of materials at other grade levels, occurs at the unit of study level (All schools)

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
Curriculum Compacting/Acceleration	<p>Accelerated math courses (different course) are offered in middle school to allow 6th-8th graders to take high school math courses (All schools)</p> <p>On an individual basis, students who need a greater level of acceleration take one or more courses at the next grade level and/or level of schooling (All schools)</p>
Differentiation	<p>The content, process, or product (ways of demonstrating learning) are varied in all K-12 classes to provide challenge and deeper learning. Any number of the three elements are adapted. (All schools)</p> <p>All subject areas, K-12, based on district-wide generative use of Webb's <i>Depth of Knowledge</i> and the <i>Universal Design for Learning</i> descriptors. (All schools)</p>
Higher Level Materials	<p>All language arts and math classes, K-12, through supplementary curriculum programs and resources; all World Language classes, grades 6-12 through additional materials; K-5 science and social studies additional resources (All district schools)</p>
Higher Level Questioning Strategies	<p>K-12 units in core subject areas designed around essential questions and higher level critical thinking questions, use of discussion/small group protocols in K-12 to provide high level prompts for student talk and writing, use of <i>Rigorous Reading</i> (teacher text) strategies in grades 6-12 (All schools)</p>
Enrichment and Extensions	<p>Activities coordinated by grade level teams across K-5 classrooms with an emphasis on literacy, project-based learning with leveled applications in language arts, science, social studies in grades 6-8, academic clubs K-8 (All schools)</p>
Individualized Instruction	<p>Structures for conferring and providing specific supports in K-8 are based on continuous formative assessment practices in language arts and math.</p> <p>All identified K-8 TAG students have a Personalized Education Plan with individualized opportunities for teacher-guided learning in language arts, social studies, science and math. Some students' plans include activities in the arts and languages. Plans are developed by students' teachers with parent and student consult.</p> <p>In K-5 language arts, there are individualized book boxes so students may have more</p>

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
Individualized Instruction	challenging reading materials. Middle and high school students have structured individualized reading as part of language arts. (All schools)
Continuous Formative Assessment and Instruction	Using on-going formative assessments, students advance through content based on what they show they know and can do in terms of learning targets and success criteria, grades 1-12. Progress monitoring based on learning targets is in place at all schools, K-8, and in development in grades 9-12. (All schools)
Independent Study	Students may replace or supplement a class with a supervised and teacher-guided independent study course, designed jointly by students and teachers in grades K-12 Students may replace or supplement a unit of study with a teacher-guided independent study or research project that is tied to class content in grades K-12 (All schools)
Flexible Grouping	Groupings within or across classrooms allow students to collaborate and interact with those whose interests, rate of learning, and learning needs are similar for a specified unit in K-8 classrooms (All schools)
Fast-Paced Grouping	For a specific unit or topic, students are grouped with academic peers to interact and work with content at a faster rate than what is planned on the grade level course curriculum map, grades 1-8, in language arts, math, social studies, science

B. Advanced Placement (AP) Course Offerings

Name of AP Course	Schools and Grade Levels Offered
English Language Composition	Open to students in grades 11 and 12, and in 9 and 10 for students whose learning needs fit with course expectations, at West Linn HS and Wilsonville HS
English Literature Composition	Open to students in grades 11 and 12, and in 9 and 10 for students whose learning needs fit

Name of AP Course	Schools and Grade Levels Offered
	with course expectations, at West Linn HS and Wilsonville HS
Art 2D Studio – Drawing/Painting	Open to students in grades 11 and 12, and in 9 and 10 for students whose learning needs fit with course expectations, at West Linn HS and Wilsonville HS
Art 2D Studio - Photography	Open to students in grades 11 and 12, and in 9 and 10 for students whose learning needs fit with course expectations, at West Linn HS and Wilsonville HS
Art 3D - Ceramics	Open to students in grades 11 and 12, and in 9 and 10 for students whose learning needs fit with course expectations, at West Linn HS
Art History	Open to students in grades 11 and 12, and in 9 and 10 for students whose learning needs fit with course expectations, at West Linn HS
Computer Science	Open to students in grades 11 and 12, and in 9 and 10 for students whose learning needs fit with course expectations, at West Linn HS and Wilsonville HS
Computer Science Principles	Open to students in grades 11 and 12, and in 9 and 10 for students whose learning needs fit with course expectations, at West Linn HS and Wilsonville HS
Calculus AB	Open to students in grades 11 and 12, and in 9 and 10 for students whose learning needs fit with course expectations, at West Linn HS and Wilsonville HS
Calculus BC	Open to students in grades 11 and 12, and in 9 and 10 for students whose learning needs fit with course expectations, at West Linn HS and Wilsonville HS
Statistics	Open to students in grades 11 and 12, and in 9 and 10 for students whose learning needs fit with course expectations, at West Linn HS and Wilsonville HS
Music Theory	Open to students in grades 11 and 12, and in 9 and 10 for students whose learning needs fit with course expectations, at West Linn HS
Biology	Open to students in grades 11 and 12, and in 9 and 10 for students whose learning needs fit with course expectations, at West Linn HS and Wilsonville HS

Name of AP Course	Schools and Grade Levels Offered
Chemistry	Open to students in grades 11 and 12, and in 9 and 10 for students whose learning needs fit with course expectations, at West Linn HS and Wilsonville HS
Physics I	Open to students in grades 11 and 12, and in 9 and 10 for students whose learning needs fit with course expectations, at West Linn HS and Wilsonville HS
Physics II	Open to students in grades 11 and 12, and in 9 and 10 for students whose learning needs fit with course expectations, at West Linn HS and Wilsonville HS
Physics C – Electricity and Magnetism	Open to students in grades 11 and 12, and in 9 and 10 for students whose learning needs fit with course expectations, at Wilsonville HS
Environmental Science	Open to students in grades 11 and 12, and in 9 and 10 for students whose learning needs fit with course expectations, at West Linn HS and Wilsonville HS
European History	Open to students in grades 11 and 12, and in 9 and 10 for students whose learning needs fit with course expectations, at West Linn HS
Human Geography	Open to students in grades 11 and 12, and in 9 and 10 for students whose learning needs fit with course expectations, at West Linn HS and Wilsonville HS
Macroeconomics	Open to students in grades 11 and 12, and in 9 and 10 for students whose learning needs fit with course expectations, at West Linn HS and Wilsonville HS
US Government and Politics	Open to students in grades 11 and 12, and in 9 and 10 for students whose learning needs fit with course expectations, at West Linn HS and Wilsonville HS
US History	Open to students in grades 11 and 12, and in 9 and 10 for students whose learning needs fit with course expectations, at West Linn HS and Wilsonville HS
World History	Open to students in grades 11 and 12, and in 9 and 10 for students whose learning needs fit with course expectations, at Wilsonville HS
Psychology	Open to students in grades 11 and 12, and in 9 and 10 for students whose learning needs fit

Name of AP Course	Schools and Grade Levels Offered
	with course expectations, at West Linn HS and Wilsonville HS
French Language and Culture	Open to students in grades 11 and 12, and in 9 and 10 for students whose learning needs fit with course expectations, at West Linn HS and Wilsonville HS
Spanish Language and Culture	Open to students in grades 11 and 12, and in 9 and 10 for students whose learning needs fit with course expectations, at West Linn HS and Wilsonville HS
Spanish Literature and Culture	Open to students in grades 11 and 12, and in 9 and 10 for students whose learning needs fit with course expectations, at West Linn HS and Wilsonville HS

C. International Baccalaureate (IB) Course Offerings

Name of IB Course	Schools and Grade Levels Offered
	Riverside HS, opening in 2023-2024, is in candidacy status for its IB program, so IB classes will be added to this list once they are fully approved.

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?	<ul style="list-style-type: none"> • Students’ gifted identification is marked with an icon in the Student Information System and appears on teachers’ rosters at the beginning of the school year. • The district has a “Smart Start” event the week before school starts where parents and students who have IEPs, 504 Plans or Personalized Education Plans (all identified TAG students) have a brief meeting with their teachers and use a note-

Key Questions	District Procedure
	<p>taking form about what helps/does not help with learning, interests and goals, and any other information that informs teachers about the students.</p> <ul style="list-style-type: none"> The Instructional Coordinator (K-5), Assistant Principal (6-8), Counselor (9-12) meets with classroom teachers by grade level (K-8) and subject area (9-12) to review the identification and learning needs of TAG students at the beginning of the school year.
<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>	<ul style="list-style-type: none"> There is a session for teachers each fall, prior to conferences, where the Instructional Coordinator at each school (K-5), Assistant Principal (6-8) or Counselor (9-12) reviews expectations for providing services to TAG students and resources. These presentations are developed with the Assistant Superintendent. Example: Middle Level presentation from Fall 2022 There is professional learning in language arts, math, science and social studies at each level during the school year. Instructional practices to expand learning, use of curriculum materials and interpreting and designing instruction based on assessments and identified learning needs are updated in these sessions. Recognizing and providing challenge and support are integrated with the goals, activities and outcomes (lesson and unit plans) for each session. Each summer there are several days where all teachers are invited (by level) to participate in Curriculum Camp, where they engage in learning about strategies and then apply them to the collaborative creation of unit plans for their subject areas. The <i>Classroom Adaptations and Services for Gifted Learners</i> listed in Section 2 are referenced to plan all units. Readings, resources and examples from classrooms are shared to inform planning.
<p>How do teachers determine rate and level needs for students in their classrooms?</p>	<p>K-5:</p> <ul style="list-style-type: none"> Running records Benchmark Assessment System Redbird Mathematics Investigations Mathematics assessments AimsWEB

Key Questions	District Procedure
	<ul style="list-style-type: none"> • Structured Conferring • Work Samples with Common Rubrics • NWEA MAP Learning Continuum <p>G. 6-8</p> <ul style="list-style-type: none"> • Structured Conferring • Work Samples with Structured Rubrics • NWEA MAP Learning Continuum • Performance Tasks: Reading and Writing <p>G. 9-12</p> <ul style="list-style-type: none"> • Work Samples with Common Rubrics • Common Course Assessments • Performance Tasks: Reading and Writing

E. Instructional Plans for TAG Students

Key Questions	District Procedure
<p>Are Personal Education Plans (PEPs) required or optional? At which grade levels are PEPs required?</p>	<p>Personalized Instruction Plans (PIPS) are required in grades K-8 and uploaded into the district Student Information System.</p>
<p>Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?</p>	<p>The PIP is an instructional plan.</p>
<p>How are families notified regarding the opportunity to discuss the PEP or IP designed for their student’s learning?</p>	<p>Families receive a school and level version of this letter . Parents of identified TAG students (K-8) receive information and are invited to consult about the PIP as part of finding out about and signing up for Fall and Spring conferences.</p>

F. Option/Alternative Schools Designed for TAG Identified Student – not applicable

G. TAG Enrichment Opportunities

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
Robotics (K-8)	Teachers provide Robotics learning and work with students to participate in regional Robotics competitions and events.
Chess (K-5)	Schools have after school enrichment classes that teach students how to play and set up school-level competitions.
Oregon Reader’s Choice Award (G. 3-8)	Teacher-librarians at each elementary and middle school organize and mentor students as they read the books and make their choices. Schools run this as a book group experience.

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>Ensure that the gifted education identification process recognizes the potential eligibility of all students, especially students with learning, cultural, and language differences by using the Universal Design for Learning framework, making this an outcome for the WLWV District Equity Plan and focusing on key practices in the annual identification training for teachers, specialists and school leaders.</p>	<p>Embed the identification practices in the district equity team action meetings held three times a year, and in the follow up meetings of each school Equity Team.</p> <p>Create and use common materials (slides, shifts in practice documents) for district and school trainings / meetings.</p>	<p>This work started in 2022, is underway this school year and will continue in the 2023-2024 school year, with an update in October 2023 based on findings from identification data for the 2022-2023 school year.</p>	<p>District staff notes each school's inclusion of identification actions in their equity plans.</p> <p>School leaders document feedback and questions from their schools based on the trainings / meetings.</p>	<p>Gifted education identification evidence is collected annually and analyzed to see the increase in the number of students with learning, cultural and language differences who are identified.</p>

Goal Statement	What special programs or services will be provided to accomplish the goals?	Implementation Timeline	How will progress be measured?	How will success be measured?
<p>Increase the depth of knowledge, rigorous learning and challenge opportunities in all classrooms by continuing professional learning that emphasizes problem-solving, inquiry, analytical thinking, and project-based learning.</p>	<p>Summer curriculum camps in core subject areas have differentiation and rigorous learning as a focus.</p> <p>Renewal /adoption processes for language arts and math integrate specific learning and curriculum needs for all students, e.g., TAG students.</p>	<p>August 2022- August 2024 summer learning and school year professional learning and renewal / adoption processes</p>	<p>Structured classroom walkthroughs / observations with Center for Educational Leadership frameworks provides evidence of classroom practices</p>	<p>Panorama Survey data (academic perceptions, efficacy, belonging)</p> <p>Growth measures on NWEA MA</p>

B. Professional Development Plan: Identification

Who	What	Provided by	When
<p>Staff person who is responsible for TAG identification in your district: Barb Soisson, Christina Freeman, Margaret Wattman-Turner</p>	<p>Required statewide training</p>	<p>Oregon Department of Education</p>	<p>February 22, 2023 ESD session</p>
<p>All district licensed educators responsible for identification Kerri Gubbins, Spring Chang, Stacey Dolezal Tiara Wirkkala, Janna Good, Meg Leonard, Rachel Moroney, Siri Anderson, Margaret Wattman-Turner, Joey King, Christina Freeman, Kevin Hertel, Jackie</p>	<p>Training on Identification</p>	<p>Margaret Wattman-Turner – Instructional Coordinator, Christina Freeman – Assistant Principal, Barb Soisson – Assistant Superintendent</p>	<p>Last week of September – first week of October</p>

Who	What	Provided by	When
Tinsley, Greg Bean, Christine Moon, Tami Brester			
All district licensed educators responsible for identification Kerri Gubbins, Spring Chang, Stacey Dolezal Tiara Wirkkala, Janna Good, Meg Leonard, Rachel Moroney, Siri Anderson, Margaret Wattman-Turner, Joey King, Christina Freeman, Kevin Hertel, Jackie Tinsley, Greg Bean, Christine Moon, Tami Brester	All are included in the training as it is part of planning for students each school year	Margaret Wattman-Turner – Instructional Coordinator, Christina Freeman – Assistant Principal, Barb Soisson – Assistant Superintendent	Last week of September – first week of October

C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	In preparation for October conferences, K-8 teachers annually review data and identified students', become aware of potential referrals and discuss with parents during conferences
Universal Screening/Testing grade levels	February, Grade 1 annually and for all students in grades 2-5 who are new to the school
Individual and/or group testing dates	February for group, individuals in grades 3-12 as they are new to school
Explanation of TAG programs and services available to identified students	Annual parent meeting at each level, primary/middle/high school in October, annually Parents/guardians hear about and discuss the TAG program services and information about the characteristics and needs of gifted students
Opportunities for families to provide input and discuss programs and services their student receives	<ul style="list-style-type: none"> • Annually at Fall and Spring conferences, G. K-8 • Schedule times with school staff as part of program overview meeting in October • Items in school newsletters in October and February invite questions and input
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	PIP is explained as part of referral process, in the letter about identification, for students who are in the process based on screener or referral

Comprehensive TAG Programs and Services	Date and/or method of Communication
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of District and school programs and services, etc.	PIPs are shared at conferences and by appointment for those not attending conferences Annual October meeting available as webinar TAG information is part of K-12 Curriculum Night presentations at each school every September
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.	Annual October meeting available as webinar TAG information is part of K-12 Curriculum Night presentations at each school every September
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.	Annual October meeting available as webinar TAG information is part of K-12 Curriculum Night presentations at each school every September
Notification to parents of their option to request withdrawal of a student from TAG services	Language about option to not participate in services is part of the identification letter
Notification of the right to file a complaint concerning TAG programs	Language about option to not participate in services is being added to the identification letter

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	Julie Lane – Teaching and Learning Administrative Assistant

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	Barb Soisson	soissonb@wlwv.k12.or.us	503-673-7020
Person responsible for updating contact information annually on your district website	Julie Lane	lanej@wlwv.k12.or.us	503-673-7024
Person responsible for updating contact information annually on the Department	Julie Lane	lanej@wlwv.k12.or.us	503-673-7024

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.)	Julie Lane	lanej@wlwv.k12.or.us	503-673-7024
TAG contact for Athey Creek MS	Kevin Hertel	hertelk@wlwv.k12.or.us	503-673-7402
TAG contact for Boeckman Creek PS	Kerri Gubbins	gubbinsk@wlwv.k12.or.us	503-673-7756
TAG contact for Bolton PS	Siri Anderson	andersos@wlwv.k12.or.us	503-673-7905
TAG contact for Boones Ferry PS	Spring Chang	changs@wlwv.k12.or.us	503-673-7300
TAG contact for Cedaroak Park PS	Meg Leonard	leonardm@wlwv.k12.or.us	503-673-7100
TAG contact for Lowrie PS	Patrick Minor	minorp@wlwv.k12.or.us	503-673-7700
TAG contact for Meridian Creek MS	Christina Freeman	freemanc@wlwv.k12.or.us	503-673-7450
TAG contact for Riverside HS (opens 2023-2024)	Greg Bean	beang@wlwv.k12.or.us	503-673-7375
TAG contact for Rosemont Ridge MS	Jackie Tinsley	tinsleyj@wlwv.k12.or.us	503-673-7550

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
TAG contact for Stafford PS	Tiara Wirkkala	wirkkalt@wlwv.k12.or.us	503-673-7150
TAG contact for Sunset PS	Margaret Wattman-Turner	wattmanm@wlwv.k12.or.us	503-673-7200
TAG contact for Trillium Creek PS	Janna Good	goodj@wlwv.k12.or.us	503-673-7950
TAG contact for West Linn HS	Tami Brester	brestert@wlwv.k12.or.us	503-673-7800
TAG contact for Willamette PS	Rachel Moroney	moroneyr@wlwv.k12.or.us	503-673-7250
TAG contact for Wilsonville HS	Christine Moon	moonc@wlwv.k12.or.us	503-673-7600
TAG contact for Wood MS	Joey King	kingj@wlwv.k12.or.us	503-673-7500

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

Appendix: Glossary



Term	Definition
Acceleration (subject)	Above grade-level standards and coursework. For example, a student who takes an advanced high school art class during middle school.
Acceleration (whole-grade)	Grade skipping. For example, a student who moves from 1st grade to 3rd grade

Term	Definition
	(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 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.

Term	Definition
Differentiated Instruction (involving tiers of depth and complexity)	Instruction and learning options designed to reflect the needs of students specific to current learning evidence/data that fosters academic growth. Educators may differentiate content, process, product, and environment to accommodate needs of learning.
Flexible Readiness Grouping	A strategic strategy designed to group students according to best fit instructional needs and student discourse opportunities.
Formative Assessment as a Process	Intentional teaching and learning practices in the classroom used by both teachers and students. Moment-by-moment evidence of student learning and thinking is used to inform and adjust teaching and learning. Descriptive feedback, established success criteria, and clear learning goals are essential.
Independent Learning Contracts	An agreement between student and teacher that outlines individual learning opportunities and outcomes for the student. This strategy is commonly used when a student has demonstrated mastery of a unit that is currently being taught (i.e. student has already read the novel that is being taught in a particular grade level)
Instructional Plans (IPs)	Communicates instructional strategies and services of how the teacher meets the needs of <i>all</i> TAG identified students in a particular course. Typically utilized at the secondary level.
International Baccalaureate (IB)	College level coursework with common internationally-normed assessments. IB coursework alone does not meet the needs of all TAG identified students. 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.

Term	Definition
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	<p>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.</p>
Oregon Administrative Rule (OAR)	<p>Rules adopted by the State Board of Education to support statutes (ORS).</p>
Oregon Revised Statute (ORS)	<p>Oregon laws passed by the State Legislature.</p>
Personal Education Plans (PEPs)	<p>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.</p>
Pull-Out Programs	<p>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.</p>
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</p>

Term	Definition
	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.