



Sheridan School District 48J

Plan for Talented and Gifted Education

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Appendix: Glossary

Section 1: Introduction



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

District-level Talented and Gifted Education Plans serve as an integral communication tool to district educators, families, and community partners.

Districts are required to submit their TAG plans to the Oregon Department of Education (ODE) every year, provide copies upon request to schools within their district, and post a copy on their district website. (OAR [581-022-2500](#) (2)(a)(A))

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

Key Terminology

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

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

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

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

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

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

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

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



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

A. Local School Board Policies

- [Policy IGBB Talented and Gifted Program](#)
- [Policy IGBBA Identification -Talented and Gifted](#)
- [Policy IGBBA-AR Appeal Procedure for Talented and Gifted Identification and Placement](#)
- [Policy IGBBC Talented and Gifted - Programs and Services](#)
- [Policy IGBBC-AR Complaints Regarding Talented and Gifted Program](#)

B. Implementation of Talented & Gifted Education Programs and Services

A district written plan will be developed for programs and services beyond those normally offered by the regular school program. All required written course statements shall identify the academic instructional programs and services to be provided which accommodate the assessed levels and accelerated rates of learning in identified talented and gifted students.

Mission Statement:

Each student will be engaged today, inspired for the future, ready for the next set of challenges and accountable for the learning.

Specific to our TAG Program

- We realize the unique needs of TAG students and create instructional opportunities for increased levels of engagement.
- Student engagement will increase when the level and rate of learning are addressed within classroom instruction.
- We realize that TAG students exist in all ethnicities, socio-economic levels and academic subgroups.
- TAG students may require special programs and/or services, beyond those offered by the regular school program, in order to realize their contribution to self and society.

Instructional Framework -

Instructional Services	Elementary School	Middle School	High School
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Ability Grouping in Math	X	X	X
Ability Grouping in Reading	X		
Ability Grouping – Walk to Reading	X		
Acceleration above grade level in Math	X	X	X
Acceleration above grade level in Reading	X		
Advanced Placement			In progress
Dual Credit			X
Choice Assignments	X	X	X
Differentiated Instruction in Math	X	X	X
Differentiated Instruction in Reading	X	X	X
Online Learning Option			X
Flexible Grouping	X	X	X
Honors Classes			X
Independent Study Projects	X	X	X



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 <i>Aligned to OAR 581-022-2325 (1)</i>	<p>Each student's eligibility for TAG will be considered using a multiple measures approach. Information will be collected on each student which will minimally include:</p> <ul style="list-style-type: none">• Behavioral Data- this information may be collected using the parent/teacher referral form, interviews and file review.• Classroom Performance- information will be collected regarding the student's performance in the instructional program. Classroom performance information will consider the level (placement in instructional materials) and the student's rate of learning.• Test Scores-<ul style="list-style-type: none">○ Academically Talented:<ul style="list-style-type: none">■ Academic achievement tests- a score of 97% or above on a nationally standardized achievement test in the composite area of reading and/or math.○ Intellectually Gifted:<ul style="list-style-type: none">■ Mental abilities tests- a score of 97% or above on a nationally standardized test of mental abilities of intelligence <p>Sheridan School District recognized the potential to perform at the 97th percentile.</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
Multiple modes and methods of data collection used in the identification process. <i>Aligned to OAR 581-022-2325 (2)(b)(c)</i>	<p>Determination of potential to perform includes such factors as:</p> <ol style="list-style-type: none"> 1. Repeated referrals 2. Exemplary performance in specific areas 3. Consistently high classroom achievement 4. Teacher observation 5. Other non-nationally standardized assessment score proficiency 6. Like or similar skills of students that have demonstrated 97th percentile proficiency.
Culturally responsive practices specific to identification. <i>Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)</i>	<p>The district will provide information about the TAG program and identification process in the home language of families. The district will also work to assess the student in the home language when additional information is needed and necessary.</p> <p>The district will ensure that all students are assessed for eligibility and remove barriers that may be hindering access to the TAG program.</p>
Research-based tools, instruments, or considerations utilized to equitably identify students from underrepresented populations including, but not limited to: students experiencing disabilities, students who are culturally and linguistically diverse	<p>Sheridan School District will work to identify biases in our identification system and examine strategies to reduce or eliminate these biases. We will work to reduce the bias of the value that proficiency in English is a characteristic of giftedness. Our TAG identification teams will monitor our program for students that represent traditionally underrepresented populations.</p> <p>Sheridan School District utilizes the Naglieri Nonverbal Ability Test-3rd Edition (NNAT3) for screening and identification purposes. The purpose of the NNAT-3 is to measure general ability using abstract designs which are accessible to a wide variety of students including those with limited educational experiences, those who come from diverse cultural, socioeconomic, or linguistic backgrounds, and those who have language disabilities, autism spectrum disorder or are deaf or hard of hearing.</p>
Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices	<p>We have an established process where decisions are based and driven by data, clear criteria is established before the decision making process. We educate staff on bias and the effects that it can have on the identification process. Sheridan School District is committed to using multiple measures and teacher feedback to identify students for the TAG program.</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
Universal Screening/Inclusive considerations	The NNAT3 items are pictorial with minimal verbal instructions, NNAT3 has great utility as part of the process of identifying students for gifted/talented educational programs, especially for members of groups that have been underrepresented.
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection	State assessments: Math, ELA, and Science District assessments: STAR math and reading
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	We use teacher observation data, classroom work samples and academic performance as part of the evaluation. We also have parents participate in the identification and planning meetings and use their input as well as any evidence they provide.
A tool or method for determining a threshold of when preponderance of evidence is met.	Our method of deciding when a preponderance of the evidence is met is to have the TAG identification The NNAT3 items are pictorial with minimal verbal instructions, NNAT3 has great utility as part of the process of identifying students for gifted/talented educational programs, especially for members of groups that have been underrepresented.
TAG Eligibility Team	The TAG Eligibility Team consists of the District TAG Coordinator, teacher(s), counselor, administrator, parent, and student, when appropriate.
Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification	A student's Cumulative Record File contains: Referral Form, Consent to Test Form, Eligibility Form, TAG Plans.

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	We use STAR reading and STAR math as our universal screeners in grades 1-8.
What is the broad screening instrument and at what grade level is it administered?	<p>The district analyzes the Oregon Statewide Assessment scores in grades 3-8 and 11 compared to the percentile conversion tables to flag students who may be performing above the 97th percentile.</p> <p>Naglieri Nonverbal Abilities Test 3 (NNAT-3) at 3rd Grade</p> <p>Other Instruments Used</p> <p>WISC Woodcock-Johnson Cognitive Abilities Test Woodcock-Johnson Test of Academic Achievement</p>
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)?	The percentile threshold is the 97th percentile to initiate the eligibility process. Students who do not score at the 97th percentile may be identified using other factors such as local norms once those have been established.

C. Portability of TAG Identification

Key Questions	District Policy and Practices
Does your district accept TAG identification from other districts in Oregon?	Yes. If a transfer student was previously identified as a gifted student, the receiving district reviews the CUM file and routes TAG plan to appropriate staff members. The TAG Coordinator would schedule a TAG plan review meeting as needed.

Key Questions	District Policy and Practices
Does your district accept TAG identification from other states?	Yes. If a student transfers in from another state, the same process as described above would apply.
Do local norms influence the decision to honor identification from other districts and states?	No

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
Ability Grouping	Math and reading in grades K-5, Math and English language arts in grades (6-12)
Dual Credit Classes	Grades 9-12 many subjects such as math, English language arts, science, and social science
Differentiated instruction	All grade levels all subjects
Subject acceleration (above grade level course work)	Determined by district subject acceleration policies.

B. Advanced Placement (AP) Course Offerings

At this time, Sheridan SD does not offer any AP courses. This is an area we are working to improve.

C. International Baccalaureate (IB) Course Offerings

At this time, Sheridan SD does not offer any IB courses.

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 TAG Coordinator distributes TAG plans to teachers prior to the start of the school year and to secondary teachers at the beginning of a new term. The Student Information System also creates an alert that the student is identified as TAG.
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?	Teachers can get support from the District TAG Coordinator.
How do teachers determine rate and level needs for students in their classrooms?	Teachers may consult with the students' previous teachers and are able to use local, state, and national assessment results. They will also use their own observations and classroom experience with the student to establish rate and level needs of individual students.

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?	Personal Education Plans are required for grades 6-12.

Key Questions	District Procedure
Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?	Math and Language Arts (6-12) are required to have instructional plans. Instructional plans are optional for other subject areas (6-12).
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student's learning?	At the beginning of each school year families are invited to a meeting where the instructional plans will be discussed and created.

F. Option/Alternative Schools Designed for TAG Identified Students

Sheridan School District does not have any Option/Alternative Schools designed for TAG identified students.

G. TAG Enrichment Opportunities

TAG Enrichment Opportunities (Note: After school opportunities do not replace daily TAG instruction and services)	Explanation of Opportunity
Before and after school enrichment activities that are available to all students.	RC Club, Archery, Drama, Math Club, Book Club, Chess, Robotics, Art, Coding, MS electives, FFA, Strings

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?
Goal 1: Instructional staff will learn how to implement the District TAG Program Plan.	Instructional staff training: Program policy TAG Identification TAG instructional plans Instructional strategies Parent communication	During the 2023-24 school year, beginning with inservice week.	Exit ticket for training sessions. Classroom observation data Review of TAG plans	Year-end instructional staff survey regarding the components of the TAG program and meeting the needs of students identified for the TAG Program.
Goal 2: Improve equitable identification of potential TAG students	Provide training to instructional staff about the potential for bias when it comes to TAG identification. Broaden the understanding for staff of a "TAG student".	During the 2023-24 and 2024-25 school years.	Increase of TAG referrals for student groups typically underrepresented.	TAG identification reflective of our student demographics.
Goal 3: Sheridan High School will develop AP courses.	High school teachers will be reimbursed for tuition, courses necessary to instruct an AP course.	During the 2023-24 and 2024-25 school years.	Completed courses by high school teachers.	AP course added to the high school master schedule.
Goal 4: The District will improve parent & family communication about the TAG program and other learning opportunities	The District TAG Coordinator will send out parent communication that will include: TAG program information Expanded learning opportunities	During the 2023-24 school year	Use of multiple types of communication: Phone calls Email District website	Collected evidence of communication, feedback from parents.

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?
	The District will include an information table about the TAG program during open house and appropriate district events.		Parent meetings	

B. Professional Development Plan: Identification

Professional development information for the general education staff will be developed by the TAG teacher and coordinated with the District's Administrative team to develop awareness regarding the unique needs of gifted students.

Possible methods of collaboration may include:

- In-house information
- Ideas shared through the network
- Faculty Meeting Presentations/ Discussions
- Reports following TAG conferences or similar meetings
- Information about upcoming meetings focused on the talented and gifted
- Collaboration with general education teachers

Who	What	Provided by	When
Staff person who is responsible for TAG identification in your district. Current TAG Program Coordinator: Dorie Vickery	Required statewide training	Oregon Department of Education	As offered by ODE or the WESD.

Who	What	Provided by	When
All district licensed educators who are responsible for identification	Training on Identification	District TAG Coordinator	August Inservice
Staff who have already been trained in previous years (include if offered)	OPTIONAL: Refresher Identification training [Enter "N/A" if refresher training is not provided]	N/A	N/A

C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	Parents are informed of staff concerns about advanced academic or intellectual abilities. If further testing is identified as necessary, parents must sign written consent for testing.
Universal Screening/Testing grade levels	Notifications are sent home about testing schedules. Universal screenings are conducted in the Spring of 3rd grade.
Individual and/or group testing dates	Notifications are sent home about testing schedules.
Explanation of TAG programs and services available to identified students	TAG plan posted on website.
Opportunities for families to provide input and discuss programs and services their student receives	Parents are invited to a meeting to review all information gathered regarding possible TAG eligibility and if eligible to review possible TAG services, modifications and opportunities.

Comprehensive TAG Programs and Services	Date and/or method of Communication
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	Parents are a valuable member of the TAG team and are provided opportunities to provide input in an annual meeting and through a parent survey that is available.
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	Parents are invited to a meeting to review all information gathered regarding possible TAG eligibility and if eligible to review possible TAG services, modifications and opportunities. the district also offers a brochure explaining services and parents right
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.	Each building TAG case manager meets with the previous building case manager to review TAG eligible students. The new TAG manager then facilitates the scheduling of an annual TAG plan review meeting.
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.	Each building TAG case manager meets with the previous building case manager to review TAG eligible students. The new TAG manager then facilitates the scheduling of an annual TAG plan review meeting.
Notification to parents of their option to request withdrawal of a student from TAG services	When parents are notified of the need to schedule an annual meeting, parents are notified that they can refuse services. This right to withdraw a student from TAG services is also outlined in our TAG brochure provided to parents upon eligibility and offered at the annual meeting.
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	Both district TAG Policy and Board Policy offer parents the right to file a complaint. This right to file a complaint is also outlined in our TAG brochure provided to parents upon eligibility and offered at the annual meeting.

Comprehensive TAG Programs and Services	Date and/or method of Communication
Designated district or building contact to provide district-level TAG plans to families upon request	Dorie Vickery, Superintendent (Temporary District TAG Coordinator) dorie.vickery@sheridan.k12.or.us 971-261-6959



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	Dorie Vickery	dorie.vickery@sheridan.k12.or.us	971-261-6960
Person responsible for updating contact information annually on your district website	Cale George	cale.george@sheridan.k12.or.us	971-261-6960
Person responsible for updating contact information annually on the Department	Leigh Anne Michaelson	cale.george@sheridan.k12.or.us	971-261-6969
Person responsible for sending copies of the district-level TAG	Leigh Anne Michaelson	leighanne.michaelson@sheridan.k12.or.us	971-261-6969

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
plans to building-level personnel (TAG coordinators, principals, etc.)			
TAG contact for Faulconer-Chapman	Dorie Vickery	dorie.vickery@sheridan.k12.or.us	971-261-6959
TAG contact for Sheridan High School	Dorie Vickery	dorie.vickery@sheridan.k12.or.us	971-261-6959

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.

Term	Definition
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.
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.

Term	Definition
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.
Level of Learning	<p>In reference to OAR 581-022-2500(3): The instruction provided to identified students shall be designed to accommodate their assessed levels of learning and accelerated rates of learning</p> <p>The student's instructional level in the curriculum and the place where the student will encounter knowledge and skills not yet learned or mastered. It is more than an advanced grade level. It involves depth and complexity in thinking.</p>
Option Schools	Students choose to attend schools in their district with learning options that best fits their academic and affective needs. Some districts have alternative school options, magnet schools, and option programs (school within a school model) specifically designed for TAG students. Not all districts provide option schools or programs in Oregon.
Oregon Administrative Rule (OAR)	Rules adopted by the State Board of Education to support statutes (ORS).
Oregon Revised Statute (ORS)	Oregon laws passed by the State Legislature.

Term	Definition
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	<p>In reference to OAR 581-022-2500(3): The instruction provided to identified students shall be designed to accommodate their assessed levels of learning and accelerated rates of learning.</p> <p>Addresses the measure of the pace at which the student is successfully progressing through the curriculum after being placed at the appropriate level. A student's rate will vary depending on subject, interest, level of difficulty and point in the learning process.</p>
Scaffolding or Tiered Instruction	An instructional method that varies the level of learning (depth and complexity) of the assignment to provide all students an opportunity to engage in productive struggle and find success in academic growth.