

Umatilla SD 6

Plan for Talented and Gifted Education

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Section 1: Introduction



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



Section 3: Identification of TAG-Eligible Students



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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

[IGBB – Talented and Gifted Program and/or Services](#)

[IGBBA – Talented and Gifted Students – Identification](#)

B. Implementation of Talented & Gifted Education Programs and Services

Students identified as academically talented and/or intellectually gifted are provided services in the general education classroom by the classroom teacher and are based on the student's individualized need for adjusted rate and/or level of learning to address their strengths and needs.

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>	<ol style="list-style-type: none">1. Review available data<ol style="list-style-type: none">a. Universal screenersb. Quantitative datac. Qualitative data2. Collect additional evidence for referral3. TAG eligibility team reviews evidence to determine eligibility
Multiple modes and methods of data collection used in the identification process. <i>Aligned to OAR 581-022-2325 (2)(b)(c)</i>	Both qualitative and quantitative data are used in TAG identification. Examples include: <ul style="list-style-type: none">• mCLASS DIBELS/mCLASS Lectura• MAP Growth• MindPrint Assessment• WISC-V• Woodcock Johnson Achievement• OSAS• ELPA 21

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<ul style="list-style-type: none"> • Parent/Teacher referrals • Curriculum-based assessments • Work samples • CLED scale • Gifted profile/gifted ELL characteristics review • Classroom observation
Culturally responsive practices specific to identification. <i>Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)</i>	<ul style="list-style-type: none"> • Local cohort norms • Non-verbal assessment • Qualitative checklists • CLED scale • Multiple modes and measures of data • Translated communications with families
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"> • Local cohort norms • CLED scale • Gifted profile/gifted ELL characteristics review
Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices	<ul style="list-style-type: none"> • Local cohort norms • Non-verbal assessment • Qualitative checklists • Multiple modes and measures of data
Universal Screening/Inclusive considerations	<ul style="list-style-type: none"> • mCLASS DIBELS/mCLASS Lectura • MAP Growth • MindPrint Assessment • OSAS

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	<p>Whenever possible, local norms will be used in identification data collection.</p>
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	<ul style="list-style-type: none"> ● CLED scale ● Gifted profiles/gifted ELL characteristics review ● Classroom observation ● Work samples
A tool or method for determining a threshold of when preponderance of evidence is met.	<p>The TAG eligibility team evaluates all data collected to determine if the student shows a pattern of need, or preponderance of evidence, to receive instructional services or programs that foster academic growth and appropriate challenge.</p>
TAG Eligibility Team	<p>The team is school-based and may include:</p> <ul style="list-style-type: none"> ● Principals ● TAG facilitators ● Counselors ● Teachers ● Specialists ● Parents
Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification	<ul style="list-style-type: none"> ● TAG identification documentation ● Copy of notification letter

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	Yes
What is the broad screening instrument and at what grade level is it administered?	mCLASS DIBELS/mCLASS Lectura – Kindergarten and 1 st grade MAP Growth – K-12 MindPrint Assessment – 3rd, 6th, and 9th grades OSAS – 3 rd -8 th grades, 11 th grade
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 in the top 15% of local scores are considered for TAG 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, if the scores are from accepted, nationally normed tests.

Key Questions	District Policy and Practices
Do local norms influence the decision to honor identification from other districts and states?	Umatilla accepts TAG identifications from other districts in Oregon. Umatilla evaluates TAG identifications from other states using national norms.

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
Differentiated instruction	All teachers in grades K-12 will differentiate instruction to the student's appropriate academic rate and level.
Individualized goal setting	Reading and math teachers in grades K-12 work together with students to create individualized learning goals based on MAP Growth data.
Credit by proficiency	Students in grade 8 may test for advanced Spanish skills and earn high school credit by proficiency.
Dual credit/Online college options	Students in grades 9-12 have the opportunity to take dual credit and online college courses.

B. Advanced Placement (AP) Course Offerings

Name of AP Course	Schools and Grade Levels Offered
None	

C. International Baccalaureate (IB) Course Offerings

Name of IB Course	Schools and Grade Levels Offered
None	

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?	TAG coordinators meet with teachers at the beginning of the school year to provide copies of and review PEPs for each qualified TAG student. For newly identified TAG students, TAG coordinators will involve classroom teachers in the development of the PEP.
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?	Each building has a TAG facilitator who is introduced to staff during inservice and meets with teachers to provide copies of and review PEPs for qualified TAG students. Each building also has a principal and instructional coach to support teachers.
How do teachers determine rate and level needs for students in their classrooms?	<ul style="list-style-type: none">• mCLASS DIBELS/mCLASS Lectura• MAP Growth data• Ongoing formative assessment

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?	PEPs are required for all identified TAG students K-12.
Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?	Instructional Plans are not required.
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student's learning?	Families are invited to join meetings to develop/review PEPs. If families are unable to attend the meeting, TAG facilitators will work with office staff to make contact with families and discuss their student's PEP.

F. Option/Alternative Schools Designed for TAG Identified Students

Program Elements	School Information
None	N/A

G. TAG Enrichment Opportunities

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
Pentagames	Math competition for students in grades 6-8.
Oregon Battle of the Books	Reading competition for students in grades 3-8.
Student leadership	Leadership activities and classes for students in grades 4-12.
School-sponsored activities	Activities and field trips throughout the year are offered to extend learning for TAG students in grades K-12.

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>By the end of the 2026-27 school year, increase identified TAG student population from >1% to 3% Districtwide.</p>	<p>PD opportunities for TAG facilitators and teachers.</p> <p>Universal screeners and local cohort norms to identify potential TAG students.</p> <p>Additional quantitative and qualitative data gathered to determine eligibility.</p>	<p>Spring 2026 – TAG coordinator, TAG facilitators, and building administrators meet and review TAG plan; PD for teachers.</p> <p>Spring 2026 - MAPs testing; TAG facilitators review results using local cohort norms; referral for students in top 15% .</p> <p>Fall 2026-Spring 2027 – Universal screeners; TAG facilitators review results using local cohort norms; referral for students in top</p>	<p>Percentage of TAG students will be calculated at the end of the 2026-27 school year.</p>	<p>Percentage of TAG students will increase from >1% to 3% Districtwide.</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?
		15%. TAG eligibility teams continue to identify TAG students and develop and implement PEPs throughout the school year.		

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?
By the end of the 2026-27 school year, demographics of the TAG identified student population will more-closely reflect demographics of the	PD opportunities for TAG facilitators and teachers. Universal screeners and	Spring 2026 – PD for staff on TAG identification and use of both quantitative and qualitative data gathering tools.	End of year demographic information will be compared to the previous year.	Demographics of the TAG population at the end of the year will more-closely reflect the demographics of

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?
overall student population.	<p>local cohort norms to cast a wider net for potential TAG students.</p> <p>Culturally relevant quantitative and qualitative data gathering tools.</p>			the overall student population than the end of the previous year.

B. Professional Development Plan: Identification

Who	What	Provided by	When
Valerie May Tessa Jaimez Ian Coyle Eric Lougee	Review of District TAG plan and Identification process	Rick Cotterell, District TAG Coordinator	March 2026
All licensed teachers	Training on TAG identification and use of	Valerie May Ian Coyle	April 2026

Who	What	Provided by	When
	data collection tools	Mary Buckallew	

C. Family Engagement

All communication is available in English and Spanish.

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	<ul style="list-style-type: none"> • Fall communications – letters, videos, and social media • District website
Universal Screening/Testing grade levels	<ul style="list-style-type: none"> • Fall communications – letters, videos, and social media • District website
Individual and/or group testing dates	<ul style="list-style-type: none"> • Ongoing letters, phone calls, and meetings as needed.
Explanation of TAG programs and services available to identified students	<ul style="list-style-type: none"> • Written notification at time of identification. • Phone call to invite to PEP development meeting (if unable to attend, follow up phone call to explain PEP) • Annual meetings to review/update PEP
Opportunities for families to provide input and discuss programs and services their student receives	<ul style="list-style-type: none"> • Initial PEP meeting • Annual PEP meeting • Parent/Teacher conferences in fall and spring

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	<ul style="list-style-type: none"> ● Initial PEP meeting ● Annual PEP meeting ● Parent/Teacher conferences in fall and spring
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	<ul style="list-style-type: none"> ● Initial PEP meeting ● Annual PEP meeting ● Parent/Teacher conferences in fall and spring
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.	<ul style="list-style-type: none"> ● Initial PEP meeting ● Annual PEP meeting ● Parent/Teacher conferences in fall and spring
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.	<ul style="list-style-type: none"> ● Initial PEP meeting ● Annual PEP meeting ● Parent/Teacher conferences in fall and spring

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	<ul style="list-style-type: none"> • Initial PEP meeting • Annual PEP meeting
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	<ul style="list-style-type: none"> • Initial PEP meeting • Annual PEP meeting • District website
Designated district or building contact to provide district-level TAG plans to families upon request	<ul style="list-style-type: none"> • District website

Section 6: Contact Information

Legal reference: [ORS 343.397](#) and [OAR 581-022-2500](#)



Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
District TAG Coordinator/Administrator	Rick Cotterell	cotterellr@umatillasd.org	541-922-6636
Person responsible for updating	Rick Cotterell	cotterellr@umatillasd.org	541-922-6636

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
contact information annually on your district website			
Person responsible for updating contact information annually on the Department	Rick Cotterell	cotterellr@umatillasd.org	541-922-6636
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Rick Cotterell	cotterellr@umatillasd.org	541-922-6636
TAG contact for McNary Heights Elementary School	Valerie May	mayv@umatillasd.org	541-922-6672
TAG contact for Columbia Vista Intermediate	Tessa Jaimez	jaimetz@umatillasd.org	541-922-6772
TAG contact for Clara Brownell Middle School	Ian Coyle	coylei@umatillasd.org	541-922-6638
TAG contact for Umatilla High School	Eric Lougee	lougeee@umatillasd.org	541-922-6563

Appendix: Glossary



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

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

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

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