



## Harney Consortia for Drewsey, Pine Creek, Suntex, Double O, Diamond and Fields School Districts

# Plan for Talented and Gifted Education

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## Section 1: Introduction



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

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

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

## **Key Terminology**

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

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

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

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

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

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

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

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## **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

- All six of these districts use OSBA’s policies and recommended procedures (AR). Policies IGBB and IGBBA

## B. Implementation of Talented & Gifted Education Programs and Services

[Insert a description here, along with any linked artifacts.]

# 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
<b>TAG Identification Process Overview</b> <i>Aligned to OAR <a href="#">581-022-2325 (1)</a></i>	<p>In order to serve academically talented and intellectually gifted students in grades K-8, the schools will establish a written identification process. The process shall include:</p> <ul style="list-style-type: none"><li>• Behavioral, learning, and/or performance information</li><li>• A nationally standardized mental ability test for assistance in identifying intellectually gifted students (CogAT);</li><li>• A nationally standardized academic achievement test or SBAC for assistance in identifying academically talented students.</li></ul> <p>Identified students will score at or above the 95th percentile on one of these tests. The school may identify additional students who are talented and gifted as defined in ORS 343.395 (7) c, (d) and (e).</p> <p>Each school district board has identified an appeals process for parents to utilize if they are dissatisfied with the identification process relating to their student as talented and gifted.</p>

<b>Identification Practices (OAR 581-022-2500)</b>	<b>Evidence and Explanation of Identification Practices</b>
	<p>Each school district board has established an appeals process for parents to utilize if they are dissatisfied with the identification process and/or placement of their student in the district program for talented and gifted students. TAG students may request reconsideration. Every school's desire and intent is to reach satisfactory resolution during the informal process:</p> <p><b>INFORMAL PROCESS</b></p> <ul style="list-style-type: none"> <li>● The parents will contact the teacher to request reconsideration;</li> <li>● The teacher will confer with the parents and may include any additional appropriate people (ESD administration, counselor). At this time, information pertinent to the selection or placement will be shared;</li> <li>● If an agreement cannot be reached, the parents may initiate the Formal Process.</li> </ul> <p><b>FORMAL PROCESS</b></p> <ul style="list-style-type: none"> <li>● Parents shall submit a written request for reconsideration of the identification/placement to the teacher.</li> <li>● The teacher shall acknowledge in writing the receipt of the request within five (5) working days and shall forward copies of the request and acknowledgment to the ESD TAG coordinator.</li> <li>● The teacher and the ESD TAG coordinator and other appropriate people (counselor, ESD special education teacher, additional rural consortia teachers) shall review the student's file and earlier decisions within ten (10) working days of the original request. Additional data may be gathered to support or change the earlier decision;</li> <li>● Parents may be provided an opportunity to present additional evidence;</li> <li>● If deemed necessary, a formal hearing will be conducted by an independent hearing officer determined by the ESD Superintendent.</li> </ul>
<p><b>Multiple modes and methods of data collection used in the identification process.</b> <i>Aligned to OAR <a href="#">581-022-2325 (2)(b)(c)</a></i></p>	<p><b>TAG Identification Criteria</b></p> <p>The State of Oregon passed the Talented and Gifted Education Act during the 1987 legislative session. The mandate is based on sound principles and research regarding the needs of talented and gifted students. It has required a dramatic shift in thinking for parents, educators, and students alike. The law speaks directly to assessing individual needs of students. The regular classroom teacher has become the major player in providing appropriate services.</p>

<b>Identification Practices (OAR 581-022-2500)</b>	<b>Evidence and Explanation of Identification Practices</b>
	<p>Oregon has also established guidelines for TAG identification and eligibility. These include multiple assessment measures in order to provide the appropriate services that will allow students to achieve at levels commensurate with their abilities. The Oregon Talented and Gifted Education Act states that districts shall use nationally-normed standardized tests as well as behavioral, learning, and performance information for identifying gifted and talented students.</p> <p>Identification is based on multiple criteria that call for a consistent pattern of excellence over time. Additional information must be gathered, and may include historical data as many of these students attend the same school for multiple years, classroom test scores, work samples, grades and anecdotal records. No single test, measure, or score shall be the sole criterion for identification.</p> <p>Referrals: Teacher, parent or student referrals can be initiated at any time during the student’s educational career at the rural school.</p> <p>Universal Screening: EasyCBM</p> <p>Tests: Raven’s 2 Paper and Pencil Test, CoGAT, Wechsler Individual Achievement Test</p> <p>Areas of Identification: Intellectually Gifted, Academically Talented in Reading, Academically Talented in Math, TAG (talented and gifted)</p>
<p><b>Culturally responsive practices specific to identification.</b> <i>Aligned to OAR <a href="#">581-022-2325 (1)(a), (2)(d)(A-E)</a></i></p>	<p>These schools are often predominantly caucasian schools and cultural diversity is not often seen. In the event that there are ethnically diverse students, efforts are made to take into account cultural implications when identifying specific talents and giftedness.</p> <p>Each rural school in the consortia will use Universal Screening for all students in grades 2 through 8. To make an effort to equitably</p>

<b>Identification Practices (OAR 581-022-2500)</b>	<b>Evidence and Explanation of Identification Practices</b>
<p><b>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</b></p>	<p>A team meeting is scheduled and identification decisions are reviewed and discussed: we will review the pertinent points of the TAG law (OAR 581-022-2325):</p> <ul style="list-style-type: none"> <li>● Schools will use research based best practices to identify students from underrepresented populations when they are present, including: ethnic minorities, students with disabilities, students who are culturally and/or linguistically diverse or economically disadvantaged.</li> <li>● A team shall make the final decisions on the identification of students.....no single test measure or score shall be the sole criterion.</li> <li>● Schools will collect behavioral, learning and performance information and include the information in all procedures for the identification of students.</li> <li>● The following measures and criteria.....will be used by the team: <ul style="list-style-type: none"> <li>○ Intellectually gifted students shall score at or above the 95th percentile on a nationally standardized test of mental ability; and</li> <li>○ Academically talented students shall score at or above the 95th percentile on a test of total reading or a test of total mathematics from a nationally standardized test battery, or a test of total English/Language Arts/Literacy or total mathematics on the SBA.</li> </ul> </li> <li>● Despite a student’s failure to qualify under paragraphs (d)(A) and (B) of this subsection, schools, by local policies and procedures, shall identify students who are identified as being culturally/linguistically diverse, economically disadvantaged, etc. Yet, demonstrate the ability beyond regular instruction and/or are performing between the 92nd and 94th percentiles.</li> </ul> <p>Please see the APPENDICES for the following:</p> <ul style="list-style-type: none"> <li>● Characteristics of Gifted Learners</li> <li>● What Does Giftedness Look Like</li> <li>● High Potential Culturally and Linguistically Diverse Learner: Teacher Rating Scale</li> <li>● Characteristics of Gifted English Language Learners</li> </ul>



<b>Identification Practices (OAR 581-022-2500)</b>	<b>Evidence and Explanation of Identification Practices</b>
<b>Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices</b>	<p>Each school will use Universal Screening in grades 2nd through 8th using the EASYCBM, to make an effort to equitably identify talented and gifted students from special populations such as: cultural and ethnic minorities, disadvantaged, underachieving gifted, disabled learners and English Language learners.</p> <p>Careful selection of appropriate measures and a collection of behavioral or learning characteristics shall also be used. This includes classroom performance, teacher input, historical data and accumulation of ALL standardized data gathered.</p>
<b>Universal Screening/Inclusive considerations</b>	<p>Each rural school in the consortia uses the EASYCBM assessment as a universal screening tool as well as an identification instrument; therefore, ALL students in 2nd through 8th grade are tested.</p> <p>Students are not screened before they are tested. Exceptions to the rule of testing are:</p> <ul style="list-style-type: none"> <li>● If a parent requests that his/her child not be tested.</li> <li>● If a student has already received a cognitive test and been identified.</li> <li>● If a student transfers to the school and has already been tested and identified.</li> </ul>
<b>Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection</b>	<p>In order to serve academically talented and intellectually gifted students in grades K-8, the district will use the following standardized norms which have been adjusted to meet local norms in their identification process: Identified students shall score at or above the 95th percentile on one of these tests. This shall include, at a minimum:</p> <ul style="list-style-type: none"> <li>● Behavioral, learning and/or performance information;</li> <li>● A nationally standardized mental ability test for assistance in identifying intellectually gifted students;</li> <li>● A nationally standardized academic achievement test or SBAC for assistance in identifying academically talented students.</li> </ul> <p>If the student did not reach the 95th percentile rank, but the team feels there is still strong evidence to identify the student as TAG, the student will be identified as Talented and Gifted (TAG). The student will score between the 92nd and 94th percentile rank on a cognitive or academic test, AND have other supporting data, such as:</p>

<b>Identification Practices (OAR 581-022-2500)</b>	<b>Evidence and Explanation of Identification Practices</b>
	<ul style="list-style-type: none"> <li>● At least one positive score on a behavioral rating scale from their teacher.</li> <li>● Strong learning or performance indicators, such as consistently high marks on daily work, high report card grades, or historical/anecdotal information from the teacher regarding quick rate of learning new concepts.</li> </ul>
<b>Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)</b>	Gather behavioral information: <ul style="list-style-type: none"> <li>● Historical data</li> <li>● Behavioral ratings</li> <li>● Data that indicates creativity, motivation, learning and leadership data</li> <li>● Communication and input from parents</li> </ul>
<b>A tool or method for determining a threshold of when preponderance of evidence is met.</b>	
<b>TAG Eligibility Team</b>	A multi-disciplinary team will be formed to gather evidence and decide upon TAG identification. Members should include: <ul style="list-style-type: none"> <li>● Teacher</li> <li>● ESD Administrator</li> <li>● ESD designated TAG coordinator</li> <li>● Support staff - counselor, rural teacher advocate from the ESD, special education teacher.</li> </ul>
<b>Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification</b>	TAG forms and all identification information, including test score reports, should be marked as TAG and located in the student's cumulative file.

## B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	EASYCBM is used for all students in grades 2 through 8.
What is the broad screening instrument and at what grade level is it administered?	EASYCBM is administered three times each year (fall, winter and spring) to all students.
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)?	Identification is based on multiple criteria that call for a consistent pattern of excellence over time. Additional information must be gathered, and may include classroom test scores, historical data, work samples, anecdotal information. No single test, measure, or score shall be the sole criterion 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?	No

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## Section 4: Instructional Services and Approaches



### A. Instructional Programs and Services for TAG Students

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
Advanced placement	Students who have the aptitude and interest are allowed to take High School Algebra while still attending the K-8 rural school.

### B. Advanced Placement (AP) Course Offerings

Name of AP Course	Schools and Grade Levels Offered
	NOT APPLICABLE FOR A K-8 School

### C. International Baccalaureate (IB) Course Offerings

Name of IB Course	Schools and Grade Levels Offered
	NOT APPLICABLE FOR A K-8 School

### D. Teacher’s Knowledge of TAG Students in Class

Key Questions	District Procedure
<p><b>What procedures are in place to ensure classroom teachers K – 12 know who the TAG identified students are in their classrooms?</b></p>	<p>These are one-room schools with small numbers of students in attendance. Often these students spend their entire elementary career at these schools with the same teacher. The teacher knows each of these students and their strengths.</p>
<p><b>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?</b></p>	<p>At the beginning of each school year all rural teachers attend inservice at the ESD that is focused on support and best educational practices. Current practices and discussions on the characteristics of TAG students is one component of this professional development.</p>
<p><b>How do teachers determine rate and level needs for students in their classrooms?</b></p>	<p>These are one-room schools with small numbers of students in attendance. Often these students spend their entire elementary career at these schools with the same teacher. The teacher knows each of these students and their strengths and is able to design instruction that is specific to each students’ rate and level of need.</p>

### E. Instructional Plans for TAG Students

Key Questions	District Procedure
<p><b>Are Personal Education Plans (PEPs) required or optional? At which grade levels are PEPs required?</b></p>	<p>If a student is identified as being Talented and Gifted a Personal Education Plan will be written with the support of the ESD. This plan will be required for students in grades 3-8.</p>
<p><b>Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?</b></p>	<p>Instructional plans are not required; the ESD will assist with instructional plans, if requested by the teacher and/or parents for any subject matter identified.</p>

Key Questions	District Procedure
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student's learning?	These are small rural schools and parent communication occurs on a frequent basis. Families will be notified in person when there is an opportunity to discuss the PEP or IP.

### F. Option/Alternative Schools Designed for TAG Identified Students

Program Elements	School Information
Diamond, Double O, Drewsey, Pine Creek, South Harney, Suntex	
TAG qualifying criteria for attendance	Students are enrolled in one of the rural schools identified in this plan.
Number of students currently served	There are currently no students identified for TAG services
Level of the population, served, such as elementary, middle, or high school students	Students who attend these rural schools are kindergarten through 8 <sup>th</sup> grade.

### G. TAG Enrichment Opportunities

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
In School Tutoring	Students in rural one-room schools are often tutored independently. The small class size

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
	allows the teacher to design programs based on the student's ability and interests.

## 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?
Students who are exhibiting exceptional talents and gifts will be provided with support and guidance to continue advancement.	Collaboration with the ESD to find and support rural teachers with expanded learning opportunities.	Training will be provided yearly and reassessed as students are referred for support.	Review of local and state assessment data as well as interest and behavior inventories.	Students who are performing at exceptional levels will have advanced in their skills.

## B. Professional Development Plan: Identification

Who	What	Provided by	When
Staff person who is responsible for TAG identification in your district – Classroom teacher with assistance for administration at HESD.	Required statewide training	Oregon Department of Education	March 9, 2023 - in person training at IMESD
All district licensed educators who are responsible for identification	Training on Identification	Shannon Criss, ESD point of contact for TAG	Yearly in August during the Beginning of the Year Rural Teacher Inservice
Staff who have already been trained in previous years (include if offered)	Refresher training on a yearly basis will be attended by HESD staff	Oregon Department of Education	yearly



## C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	Students who are exhibiting characteristics of exceptional talents and abilities (as defined in statute and through ODE training) will be referred to a team meeting. This team will include the classroom teacher, parents, student {if appropriate}, administration, and rural teacher support staff from the ESD.
Universal Screening/Testing grade levels	EASYCBM
Individual and/or group testing dates	Tests are administered three times per year; fall, winter and spring
Explanation of TAG programs and services available to identified students	Individualized instruction in ability and interest area.
Opportunities for families to provide input and discuss programs and services their student receives	Parents are communicated with on a frequent basis. These rural one-room schools allow for frequent communication as parents are seen on a daily basis when they drop off and pick up their children at school.
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	Plans will be developed jointly with the student, parent or guardian, teacher and any support staff recommended or referred for interest and ability levels.
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	Information will be provided at open houses, fall/winter and spring conferences and at parent/teacher conferences.

Comprehensive TAG Programs and Services	Date and/or method of Communication
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.	Information will be provided at open houses, fall/winter and spring conferences and at parent/teacher conferences.
Notification to parents of their option to request withdrawal of a student from TAG services	Information will be provided to parents upon enrollment in the program. This communication will be through in-person meetings.
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	Information will be provided to parents upon enrollment in the program. This communication will be through in-person meetings.
Designated district or building contact to provide district-level TAG plans to families upon request	Classroom teachers at each school.

## Section 6: Contact Information

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



<b>Contact Information for District and School TAG Personnel</b>	<b>Name of Contact</b>	<b>Email Address</b>	<b>Phone Number</b>
<b>District TAG Coordinator/Administrator</b>	Shannon Criss, Superintendent	criss.s@harneyesd.k12.or.us	541-573-2122
<b>Person responsible for updating contact information annually on your district website</b>	Katie Hill, Administrative Assistant	hill-k@harneyesd.k12.or.us	541-573-2122
<b>Person responsible for updating contact information annually on the Department</b>	Janet Caldwell, Program Director	caldwelj@harneyesd.k12.or.us	541-573-2122
<b>Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)</b>	Shannon Criss, Superintendent	criss.s@harneyesd.k12.or.us	541-573-2122
<b>TAG contact for Diamond School District</b>	Shannon Criss, Superintendent	criss.s@harneyesd.k12.or.us	541-573-2122
<b>TAG contact for Double O School District</b>	Shannon Criss, Superintendent	criss.s@harneyesd.k12.or.us	541-573-2122
<b>TAG contact for Drewsey School District</b>	Shannon Criss, Superintendent	criss.s@harneyesd.k12.or.us	541-573-2122
<b>TAG contact for Pine Creek School District</b>	Shannon Criss, Superintendent	criss.s@harneyesd.k12.or.us	541-573-2122

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
<b>TAG contact for Suntex School District</b>	Shannon Criss, Superintendent	criss.s@harneyesd.k12.or.us	541-573-2122
<b>TAG contact for South Harney (Fields) School District</b>	Shannon Criss, Superintendent	criss.s@harneyesd.k12.or.us	541-573-2122

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

## Appendix: Glossary

Term	Definition
<b>Acceleration (subject)</b>	Above grade-level standards and coursework. For example, a student who takes an advanced high school art class during middle school.
<b>Acceleration (whole-grade)</b>	Grade skipping. For example, a student who moves from 1st grade to 3rd grade (skips the 2nd grade).
<b>Acceleration (standards)</b>	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.
<b>Advanced Placement (AP)</b>	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
<b>Choice Assignments</b>	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.
<b>Cluster Grouping</b>	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.
<b>Credit by Examination</b>	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.
<b>Curriculum Compacting (sometimes referred to as Compacted Curriculum)</b>	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.
<b>Depth and Complexity</b>	A general framework to assess level of rigor specific to cognitive demand. Common frameworks include <a href="#">Webb's Depth Of Knowledge</a> (DOK) and Bloom's Taxonomy.
<a href="#">Depth of Knowledge (DOK)</a>	A framework developed by Dr. Norman Webb to assess the level of rigor for standards, projects, assignments, and exams.
<b>Differentiated Instruction (involving tiers of depth and complexity)</b>	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.
<b>Flexible Readiness Grouping</b>	A strategic strategy designed to group students according to best fit instructional needs and student discourse opportunities.
<b>Formative Assessment as a Process</b>	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

Term	Definition
	to inform and adjust teaching and learning. Descriptive feedback, established success criteria, and clear learning goals are essential.
<b>Independent Learning Contracts</b>	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)
<b>Instructional Plans (IPs)</b>	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.
<b>International Baccalaureate (IB)</b>	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.
<b>Kaplan's Icons of Depth and Complexity</b>	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.
<b>Level of Learning</b>	<p>In reference to OAR 581-022-2500(3): The instruction provided to identified students shall be designed to accommodate their assessed <b>levels of learning</b> 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>
<b>Option Schools</b>	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,

Term	Definition
	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.
<b>Oregon Administrative Rule (OAR)</b>	Rules adopted by the State Board of Education to support statutes (ORS).
<b>Oregon Revised Statute (ORS)</b>	Oregon laws passed by the State Legislature.
<b>Personal Education Plans (PEPs)</b>	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.
<b>Pull-Out Programs</b>	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.
<b>Rate of Learning</b>	<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 <b>rates of learning</b>.</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>
<b>Scaffolding or Tiered Instruction</b>	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.

