



Oregon City School District 62

Plan for Talented and Gifted Education

[District directions: Detailed instructions for completing the plan can be found in the [TAG Template Companion Guide](#). Please review the instructions in advance and consult them as each section is completed. Be sure to remove these directions before publishing the plan.]

Table of Contents

Section 1: Introduction	3
Key Terminology	4
Section 2: School District Policy on the Education of Talented and Gifted Students	5
Local School Board Policies	5
Implementation of Talented & Gifted Education Programs and Services	5
Section 3: Identification of TAG-Eligible Students	5
District TAG Identification Practices	5
Universal Screening/Inclusive Considerations	7
Portability of TAG Identification	8
Section 4: Instructional Services and Approaches	8
Instructional Programs and Services for TAG Students	8
Advanced Placement (AP) Course Offerings	9
	1

International Baccalaureate (IB) Course Offerings	9
Teacher’s Knowledge of TAG Students in Class	10
Instructional Plans for TAG Students	10
Option/Alternative Schools Designed for TAG Identified Students	11
TAG Enrichment Opportunities	12
Section 5: Plan for Continuous Improvement	12
District Goals	12
Professional Development Plan: Identification	13
Family Engagement	14
Section 6: Contact Information	17
Appendix: Glossary	18



Section 1: Introduction



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



**Section 3: Identification of
TAG-Eligible Students**



**Section 4: Instructional
Services and Approaches**



**Section 5:
District Goals - Plan for
Continuous Improvement**



**Section 6:
Contact Information**



**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

Oregon City School District's policies on Talented and Gifted focus on identification of students, gifted students from special populations, a commitment to recognize and serve the unique needs of students who qualify for talented and gifted education in the regular classroom, and be a support to families regarding information for programs and resources found outside the regular classroom. Policies also include the rights of parents and processes for filing complaints and appeals.

Local School Board Policies: <http://policy.osba.org/orcity/l/index.asp>

[Talented and Gifted Program](#)

[IGBB](#)

[Identification - Talented and Gifted**](#)

[IGBBA](#)

[Appeals Procedure for Talented and Gifted Identification and Placement**](#)

[IGBBA-AR](#)

[Talented and Gifted - Programs and Services**](#)

[IGBBC](#)

[Complaints Regarding the Talented and Gifted Program](#)

[IGBBC-AR](#)

B. Implementation of Talented & Gifted Education Programs and Services

The Oregon City School District is committed to an educational program that recognizes, identifies, and serves the unique needs of talented and gifted students. We believe a quality talented and gifted program benefits both the TAG students and their world. Curriculum and instructional goals, designed to meet the appropriate rate and level of learning in a supportive environment, are based on these guiding principles:

- A systematic case study approach, not a single test score or single selection criteria, is the suitable method for identifying gifted students.
- Special efforts must be made to identify and serve the non-typical or underachieving gifted student and those who demonstrate potential to perform at the established criteria levels.
- Gifted children should be viewed as individuals. Each has a unique pattern of abilities and interests to be nurtured.

- Gifted children, primarily served in the regular classroom, should be given opportunities to have group interaction with others of similar ability and interest. This avoids possible social-emotional problems of isolation and feeling different.
- The instructional content for identified students is linked with the existing curriculum. This linkage eliminates treating talented and gifted education as separate and apart from the schools' accepted responsibilities.
- TAG Plan options may vary from classroom to classroom and school to school based on the needs and interests of the students to be served.
- Gifted children should investigate, in depth, areas in which they are greatly interested and should be encouraged to do original, creative work.
- Appropriate counseling and guidance may be needed to optimize their potential.
- Parents/Caregivers have the right to refer their student for TAG identification and, if identified, have input on their child's TAG plan.
- Staff support and inservice are essential in order to provide a quality program.

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>	In Oregon City School District we will follow a process outlined as follows: OCSD Tag Referral Process 2022
Multiple modes and methods of data collection used in the identification process. <i>Aligned to OAR 581-022-2325 (2)(b)(c)</i>	In OCSD, we will use a cluster of qualitative and quantitative measures to evaluate whether a child is working above our local norms. These include, and are not limited to: <ul style="list-style-type: none"> ● Test Scores from: <ul style="list-style-type: none"> ○ NNAT ○ CoGat ○ OSAS ○ STAR ○ Local Performance Assessments ● Survey Data from: <ul style="list-style-type: none"> ○ Teachers ○ Parents ○ Mentors/Tutors ● Classroom Performance Data <ul style="list-style-type: none"> ○ Common Formative Assessments ○ Portfolio
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"> ● Equity Team ● SEL curriculum ● MTSS Process ● District strategic plan focusing on high quality instruction utilizing deeper learning to bolster culturally responsive practices.
Research-based tools, instruments, or considerations utilized to equitably identify students from underrepresented populations	Culturally, Linguistically, Economically Diverse Characteristics Teacher Rating Scale

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
including, but not limited to: students experiencing disabilities, students who are culturally and linguistically diverse	
Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices	Identification is through the iTeam process using a variety of evidence and instruments.
Universal Screening/Inclusive considerations	<ul style="list-style-type: none"> ● Naglieri NNAT given to all 2nd graders
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection	<ul style="list-style-type: none"> ● CoGat ● STAR ● OSAS ● ELPA
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	<ul style="list-style-type: none"> ● Portfolio ● Parent Survey ● Teacher Recommendation ● Demonstrated Classroom Performance
A tool or method for determining a threshold of when preponderance of evidence is met.	Oregon City Schools Talented and Gifted Identification Eligibility Determination - Preponderance of Evidence
TAG Eligibility Team	<ul style="list-style-type: none"> ● Classroom Teacher ● Related Specialists & IEP Casemanagers ● TOSA(s) if needed ● School Administrator ● Instructional Coach ● Parent by Consultation

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
<p>Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification</p>	<p>Each identified K-12 student has a TAG Student Plan. High School TAG Student Plans will be revised upon parent or student request. The individual plan reflects the differentiation options in the appropriate academic areas. Additionally, special abilities, activities, and interests may be noted on the plan so passions and interests are a focus within content instruction.</p> <p>The yearly student plan is co-created with parents and students, if possible, so additional information is discussed and together appropriate learning experiences and goals are developed for the student. The plan is signed before or during the school's parent/teacher conferences held after a student has been identified.</p> <p>Counselors are involved when asked by the teacher or parent to support the social emotional growth and/or the leadership development of the student.</p> <p>The District TAG Coordinator provides overall district coordination for TAG programs and services. The principal is responsible for the development, coordination, and monitoring of the district plan. A designated teacher, TAG School Coordinator, is in each school and provides peer support, curriculum resources for compacting or differentiation helps to inform and facilitate communication between the school and the parents regarding all TAG information and coordinates the building TAG services.</p>

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
<p>Is a universal screening instrument used at a specific grade level?</p>	<p>Yes. All second graders are screened using the NNAT3.</p>

Key Questions	District Procedure
What is the broad screening instrument and at what grade level is it administered?	COGAT is used at grades 3 and higher for students who are identified as potential TAG 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)?	At this time, we use data from percentile ranks to inform our decisions about who we look to make eligible for TAG-we are transitioning to a broader process where Neglieri (NNAT3) and COGAT are a lens while we look at the whole child.

C. Portability of TAG Identification

Key Questions	District Policy and Practices
Does your district accept TAG identification from other districts in Oregon?	Oregon City School District recognizes the endeavors of our fellow colleagues in other areas, and considers them more well-versed in a child’s strengths and weaknesses than we have had the chance to be, yet. As such, we will honor TAG identification from within the state of Oregon.
Does your district accept TAG identification from other states?	Oregon City School District recognizes the endeavors of our fellow colleagues in other areas, and considers them more well-versed in a child’s strengths and weaknesses than we have had the chance to be, yet. As such, we will honor TAG identification from within the state of Oregon and outside of our state as well.
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
TAG students are served	<p>Classroom teachers support gifted students in the classroom by compacting and differentiating curriculum. Compacting means condensing the required core curriculum into a shorter time period and differentiation has five elements to consider and monitor:</p> <p>1.) content, 2.) process, 3.) product, 4.) environment and 5.) assessment.</p> <p>Teachers may also offer placement options within the class by grouping for rate and level of learning, cluster grouping with similar learning targets, cross grade grouping, seminars, honors or Advanced Placement courses, independent study, grade advancements or college courses for credit.</p>
Teacher Professional Development	<ul style="list-style-type: none"> ● Ongoing - AVID Instructional Strategies for Rigor for College Bound Students - Middle and High School Teachers ● Ongoing - K-12 Focus on Higher Order Thinking Questions and Depth of Knowledge Tasks ● Yearly Equity Conference- including sessions on Universal Design for Learning and High Quality Instruction - K-12 Teachers - Focus in 2023 was Teaching Neurodiverse Learners ● Building based resources shared by TAG Coordinators & Instructional Coaches
Administrator Professional Development:	<ul style="list-style-type: none"> ● Increasing the Professional Standards of Teachers and Raising the Level of Proficient Teaching within Each Classroom.

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
	<ul style="list-style-type: none"> • Walk Through/Data Collection on Student Engagement and High Quality Instruction • Meeting the needs of ALL Students through the lens of Equity

B. Advanced Placement (AP) Course Offerings

Name of AP Course	Schools and Grade Levels Offered
AP Biology	Oregon City High School 10-12
AP Calculus	Oregon City High School 10-12
AP Chemistry	Oregon City High School 10-12
AP Government	Oregon City High School 10-12
AP Human Geography	Oregon City High School 10-12
AP Language & Composition	Oregon City High School 10-12
AP Literature & Composition	Oregon City High School 10-12
AP Physics	Oregon City High School 10-12
AP Psychology	Oregon City High School 10-12
AP Spanish	Oregon City High School 10-12

Name of AP Course	Schools and Grade Levels Offered
AP Statistics	Oregon City High School 10-12
AP US History	Oregon City High School 10-12

C. International Baccalaureate (IB) Course Offerings

Name of IB Course	Schools and Grade Levels Offered
N/A	

D. Teacher’s Knowledge of TAG Students in Class

Key Questions	District Procedure
<p>What procedures are in place to ensure classroom teachers K – 12 know who the TAG identified students are in their classrooms?</p>	<ul style="list-style-type: none"> • TAG students are flagged in Synergy with an icon indicating they are TAG. This icon stays with the student as they advance each year. • K-12 TAG Coordinators receive an updated list from the District's Student Information System each fall. The District Data and Assessment Coordinator provides an updated list to each coordinator each September. Coordinators provide each classroom teacher a current list of their TAG students. Teachers are

Key Questions	District Procedure
	<p>also able to get a class report showing designated categories each student qualifies for in TAG through the district’s information system called Synergy.</p>
<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"> ● Each OCSD School has a designated TAG Coordinator to support teachers in the classroom, who is also the Instructional Coach for the building. ● OCSD has a district TAG Coordinator who can source materials, lessons, and pedagogy. ● K-8 TAG Coordinator's Responsibilities: <ul style="list-style-type: none"> • Distribute TAG Student Plan forms to all teachers who have TAG students in their classrooms. • Assist teachers in understanding the completion and distribution of the forms. • Remind teachers to monitor progress and revisit plans at spring conferences. ● High School TAG Facilitator's Responsibilities <ul style="list-style-type: none"> • Meet with all TAG students in group meetings to explain the TAG program at the high school level and activities and options for the year. • Have students complete an interest inventory. • Provide opportunities for individual parent and/or student conferences. • Complete a TAG Student Plan only upon request by parent or student.
<p>How do teachers determine rate and level needs for students in their classrooms?</p>	<p>Star data, formative and summative performance assessments are routinely used by teachers to evaluate student achievement throughout the school year.</p>

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?	They are required at all levels, and are reviewed annually. TAG Instructional Personal Learning Plans are required K-8 and, upon request, revised at the 9 th - 12th grade by parents or students.
Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?	Instructional Syllabi are required for teachers in grades 6-12, and building administrators request individual instructional plans, both as a part of calibration and teacher evaluation.
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student's learning?	Families are notified through the building site TAG Coordinator and/or their child's teacher that the review of their child's plan is upcoming. TAG plan review typically happens during Fall and/or Spring conferences.

F. Option/Alternative Schools Designed for TAG Identified Students

Program Elements	School Information
[Name of school A]	N/A
TAG qualifying criteria for attendance	N/A
Number of students currently served	N/A
Level of the population, served, such as elementary, middle, or high school students	N/A
[Name of school B]	

Program Elements	School Information
TAG qualifying criteria for attendance	
Number of students currently served	
Level of the population, served, such as elementary, middle, or high school students	

G. TAG Enrichment Opportunities

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
Cluster Grouping	Grouping by ability or interest in the classroom. May be short or long term; may be project-oriented.
Cross-grade Grouping	Ability grouped with students in a higher grade.
Compacting	Reducing the amount of time required to cover a subject. May result in acceleration or enrichment opportunities.
Independent Study	Personalized plan allowing a student to pursue a study project with close supervision utilizing structured contractual agreements.
Concurrent Enrollment	Attendance in next higher school setting for credit in both settings: elementary/middle school. Attendance and college credit opportunities for students at OCHS/CAIS/OCSLA
Higher Order Thinking Skills	Activities challenging a student's analysis, synthesis, and evaluation skills.

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
Choice Possibilities	Teachers give students a menu or 'choice board' for students to complete work in different representations and/or demonstrate deeper understanding.

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?
Oregon City Schools will plan, develop, and implement a broader system, including portfolios, parent surveys, standardized testing, and past success for students to be made	Additional PD for TAG Coaches in buildings and for teachers about TAG nominations and eligibility determinations	2023-24 SY	Overall percent of TAG students identified from year to year.	By a statistically significant rise in the number of TAG students in OCSD.

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?
eligible for TAG programming.				

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?
OCSD acknowledges, will address and will correct the disparity between students of color being identified for TAG at lower rates than their white peers.	In our identification process and annual TAG Parent Meetings, implementation of a portfolio system, elevating parent voice, and PD for TAG Coaches.	2023-24 SY	An overall increase in the number of students of color identified for TAG	By eliminating the disparity in the data.

B. Professional Development Plan: Identification

Who	What	Provided by	When
Staff person who is responsible for TAG identification in your district [Rachel Engstrom & Rob Robinson]	Required statewide training	Oregon Department of Education	[list date and location of training and type of training (in-person, Zoom, etc.)] Feb 22, 2023, Clackamas ESD, in person
All district licensed educators who are responsible for identification	Training on Identification	[Rachel Engstrom and Rob Robinson]	[September]
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]		

C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	Rolling dates, building teams will create teams to identify, review data, contact parents, and
Universal Screening/Testing grade levels	Grade 2 November
Individual and/or group testing dates	We will have a Winter and a Spring window for testing in grades 3-12
Explanation of TAG programs and services available to identified students	November-annual parent meetings for elementary and secondary level parents and staff.
Opportunities for families to provide input and discuss programs and services their student receives	As a part of the TAG program, we will host an annual parent meeting, and will ask families to provide information about what they see in their child(ren) in the home and the community.
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	This will be embedded in the eligibility process and covered as a part of the creation or annual review of the PEP
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	November-annual parent meetings for elementary and secondary level parents and staff.

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.	November-annual parent meetings for elementary and secondary level parents and staff.
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.	November-annual parent meetings for elementary and secondary level parents and staff.
Notification to parents of their option to request withdrawal of a student from TAG services	This will be embedded in the eligibility process and covered as a part of the annual review of the PEP
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	This will be embedded in the eligibility process and covered as a part of the annual review of the PEP

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	Rachel Engstrom and Rob Robinson

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	Rachel Engstrom Rob Robinson	rachel.engstrom@orecity.k12.or.us rob.robinson@orecity.k12.or.us	503-785-8000
Person responsible for updating contact information annually on your district website	Caitlyn Summers	caitlynsommers@orecity.k12.or.us	503-785-8000
Person responsible for updating contact information annually on the Department	Rob Robinson	rob.robinson@orecity.k12.or.us	503-785-8000
Person responsible for sending copies of the district-level TAG	Rob Robinson and Rachel Engstrom	rachel.engstrom@orecity.k12.or.us rob.robinson@orecity.k12.or.us	503-785-8000

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 Redland	Dana Dominegi	dana.domeninegi@orecity.k12.or.us	503-785-8000
TAG contact for Candy Lane/Todos Unidos	Kelly Gavrich	kelly.gavrich@orecity.k12.or.us	503-785-8000
TAG contact for Gaffney Lane	Andrea Studer	andrea.studer@orecity.k12.or.us	503-785-8000
TAG contact for Holcomb	Kilee Woodburn	kilee.woodburn@orecity.k12.or.us	503-785-8000
TAG contact for McLoughlin	Adrienne Grubb	adrienne.grubb@orecity.k12.or.us	503-785-8000
TAG contact for Beavercreek	Sara Stiegler	sara.stiegler@orecity.k12.or.us	503-785-8000
TAG contact for Gardiner MS	Erin Leininger	erin.leininger@orecity.k12.or.us	503-785-8000
TAG contact for Tumwata MS	Christina Magana	christina.magana@orecity.k12.or.us	503-785-8000
TAG contact for Oregon City HS	Cathy Varner	cathy.varner@orecity.k12.or.us	503-785-8000

*[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 (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

Term	Definition
	been mastered yet.
Depth and Complexity	A general framework to assess level of rigor specific to cognitive demand. Common frameworks include Webb's Depth Of Knowledge (DOK) and Bloom's Taxonomy.
Depth of Knowledge (DOK)	A framework developed by Dr. Norman Webb to assess the level of rigor for standards, projects, assignments, and exams.
Differentiated Instruction (involving tiers of depth and complexity)	Instruction and learning options designed to reflect the needs of students specific to current learning evidence/data that fosters academic growth. Educators may differentiate content, process, product, and environment to accommodate needs of learning.
Flexible Readiness Grouping	A strategic strategy designed to group students according to best fit instructional needs and student discourse opportunities.
Formative Assessment as a Process	Intentional teaching and learning practices in the classroom used by both teachers and students. Moment-by-moment evidence of student learning and thinking is used to inform and adjust teaching and learning. Descriptive feedback, established success criteria, and clear learning goals are essential.
Independent Learning Contracts	An agreement between student and teacher that outlines individual learning opportunities and outcomes for the student. This strategy is commonly used when a student has demonstrated mastery of a unit that is currently being taught (i.e. student has already read the novel that is being taught in a particular grade level)
Instructional Plans (IPs)	Communicates instructional strategies and services of how the teacher meets the needs of <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.

Term	Definition
	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.
Pull-Out Programs	Students attend specialized instruction designed for TAG students, during school

Term	Definition
	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.