

McMinnville School District

Plan for Talented and Gifted Education

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Section 1: Introduction



**Section 2:
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Education of Talented and
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Section 1: Introduction



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

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

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

Key Terminology

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

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

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

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

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

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

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

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



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

A. Local School Board Policies

- [IGBB-AR - Program for Talented and Gifted Students](#)
- [IGBB - Talented and Gifted Program](#)
- [IGBBA - Talented and Gifted Students - Identification](#)

B. Implementation of Talented & Gifted Education Programs and Services

Implementation:

TAG programs happen in regular classrooms. Pullout programs, enrichment activities, curriculum extensions, and field trips may help to supplement learning for TAG students, but the central requirement of a TAG program is that teachers address the level and rate of learning of identified students in their classrooms.

Talented and Gifted Children are those children who may require differentiated instructional strategies within a regular school program because they demonstrate the capability of performing at advanced levels and accelerated rates of learning. The instruction provided to identified students should address their assessed levels and rates of learning.

Level and Rate of Learning:

The term level is not limited to grade level content, but encompasses complexity in subject, conceptual development and vocabulary as well. Teacher observation of the amount of effort needed to gain mastery for an individual student may provide a good indicator of appropriate level of content. Informal assessment tools used to establish level of learning include writing samples, end of year and end of unit assessments, individual reading inventories, scores from SBAC and/or Lexile scores. The K-W-L strategy may also be used with special topic units, i.e., science, social studies, health, etc. to determine the level of student knowledge prior to starting a unit. Many teachers have found that assessing for understanding of key concepts within a unit gives students the freedom to develop in-depth, independent research projects that complement the learning of the rest of the class.

Assessment of rate can be a source of confusion. The best assumptions that can be made about whether or not the rate of learning provided is appropriate happen in the course of the actual learning assignment.

Characteristics of accelerated rate include the student’s quickness in grasping and applying concepts with accuracy, as well as his/her consistency in finishing assignments with mastery in less time than peers. Students who receive top scores while not taking work home, or who spend significantly less time on an assignment than capable peers may need an adjustment in the rate of instruction provided.

Individual learning rates are not necessarily steady, so it is a good idea to make provision for a continuous monitoring of student response to modified curriculum. One way for teachers to demonstrate rate of learning is to document the date and time a specific assignment or unit of study is started and completed. Modifications for rate of learning could include reading and conference, accelerated study, compacted curriculum, or use of a tutor. Often the rate of learning regulates itself as the level of instruction becomes more appropriate.

The key concept here is continuous instruction. Try to keep student wait time for new learning to a minimum. As much as possible, modifications in curriculum are to be based on the individual’s ability to grasp and master concepts rather than on instructional convenience

Identified TAG students should not simply do the work that the whole class does and then do more. Teachers employ high-leverage, research-based strategies that are supported by John Hattie’s findings related to influential educational achievement. Differentiation is employed based on assessment of rate and level of learning.

Differentiated Instruction:

Differentiated Instruction is a teacher’s response to a learner’s needs. It is responsive teaching rather than one-size-fits-all teaching.

“A fuller definition of differentiated instruction is that a teacher proactively plans varied approaches to what students need to learn, how they will learn it, and how they can express what they have learned in order to increase the likelihood that each student will learn as much as he or she can as efficiently as possible.” *Carol Ann Tomlinson*

Here is an example of how differentiated instruction can look with different learners:

	Struggling Learner	Average Learner	Gifted Learner
CONTENT (what)	Three crucial points or concepts	All aspects of the topic	In-depth study
PROCESS (how)	Direct instruction of each step in the research process	Modeling Independent work	Minimal instructional with probing questions for independent study

		Review and Practice	
PRODUCT (Evaluation)	Group paper of one page	Five page paper	Five page paper

Section 3: Identification of TAG-Eligible Students



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

A. District TAG Identification Practices

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
<p>TAG Identification Process Overview <i>Aligned to OAR 581-022-2325 (1)</i></p>	<p><u>Initial Screening/Referral</u> Classroom teachers, other staff members, or parents may refer a student to the school’s TAG Assistant (at the elementary level) or the TAG Coordinator. Students may also make self-referrals. All students in grades three through eight are screened through state and national assessment scores.</p> <p><u>Tag Committee Meets</u> When a student has been referred, the school’s TAG Committee or TAG Coordinator collects and reviews applicable data. Assessment scores, classroom grades, SIGS forms, and observational data are pieces of supporting evidence. The TAG Committee then decides whether the student (1) meets the criteria for identification; (2) may meet the criteria, but more information is needed; or (3) needs to be monitored and considered for assessment in the future.</p> <p><u>Testing</u></p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<p>When additional information is needed, testing may be requested (example: cogAT, NNAT). Parent/Guardian permission is required for testing.</p> <p><u>TAG Committee Meets</u> The committee reviews student data, risk factors and any other applicable data and determines if the student will be monitored or identified as TAG.</p> <p><u>Parent/Guardian Notification</u> The parents/guardian are notified of assessment results and the decision of the TAG Committee</p> <p>2022-23 TAG Identification Flowchart</p>
<p>Multiple modes and methods of data collection used in the identification process. <i>Aligned to OAR 581-022-2325 (2)(b)(c)</i></p>	<p><u>Criteria for identification</u> Identification is based on multiple criteria. The bulleted list is some of data that can be collected but it isn't an exhaustive</p> <ul style="list-style-type: none"> ● Local Performance Assessment data, as defined by OAR 581-022-2115 ● National and/or state standardized assessment data using national and/or local norms ● Evidence of rapid language acquisition, accelerated learning, and advanced vocabulary in any language ● Research-based rating scales ● Research-based comprehensive observational instruments ● Behavioral information from teachers and/or parents ● Nationally normed assessments. <p><u>No single test score shall be the sole criterion for identification.</u></p>
<p>Culturally responsive practices specific to identification. <i>Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)</i></p>	<p>When assessments are completed we assess the results in multiple ways. We look at student data for just those specific focal populations to see if there are students that we might be missing.</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
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	
Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices	<ul style="list-style-type: none"> ● We have an established process where decisions are based and driven by data ● Clear criteria is established before the decision making process ● Educate staff on bias and the effects that it can have
Universal Screening/Inclusive considerations	<p>At this time we do not use a universal screener to help us identify TAG students. When a student performs at an exceptional level on any of our district level assessments this is an indicator that we might need to look at them further.</p>
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection	<p>We use a number of assessments in our district. Some of the assessments that our students might encounter are:</p> <ul style="list-style-type: none"> ● OSAS- State Assessments ● NWEA MAPS ● iReady ● Fountas and Pinnell reading assessments
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	<p>When a student is brought forward as a student who might need to be assessed for Talented and Giftedness there are several things that TAG committees might look at.</p> <ul style="list-style-type: none"> ● Teacher SIGS ● Parent SIGS ● Classroom performance on CFA's ● Other

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
A tool or method for determining a threshold of when preponderance of evidence is met.	There is not one assessment that is looked at to determine TAG assessment. The TAG committees are looking for patterns of performance as well as the qualitative data.
TAG Eligibility Team	TAG Eligibility Team could include: <ul style="list-style-type: none"> ● Building Principal ● Teaching and Learning TOSA ● Classroom Teachers ● School Counselors ● Classified Staff Members
Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification	<p>If a student is identified as TAG, the students' cumulative record will include a file folder that is purple in color. This folder is a district identifier that the student is identified as TAG. Within this folder the following is included:</p> <ul style="list-style-type: none"> ● MSD's TAG Data Collection Form ● MSD's TAG Identification Form ● MSD's TAG Plan(s) from current and prior years <p>If a student is tested but isn't identified as TAG, the students' cumulative record will include:</p> <ul style="list-style-type: none"> ● MSD's TAG Data Collection Form ● MSD's TAG Identification Form

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	No. At this time there is not a universal screening instrument used.
What is the broad screening instrument and at what grade level is it administered?	Not Applicable
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)?	Not Applicable

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

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
Cluster Grouping	Schoolwide cluster grouping grades K-5 (all elementary campuses)
Formative Assessment as a Process	Observed regularly in grades K-8 (all classrooms, all elementary and middle campuses)
Differentiated Instruction involving tiers of depth and complexity	6-8 (language arts and math) and 9-12 (math, language arts, social studies, and science) all middle and high school campuses
Subject acceleration (above grade level coursework)	Determined by district subject and policies
Advanced Placement (AP) with differentiation of instruction based on learning evidence	See table below for list of courses offered

B. Advanced Placement (AP) Course Offerings

Name of AP Course	Schools and Grade Levels Offered
Calculus	Open to students in grades 11-12 at the high school campus
Chemistry	Open to students in grades 11-12 at the high school campus
Computer Science	Open to students in grades 11-12 at the high school campus

Name of AP Course	Schools and Grade Levels Offered
Environmental Science	Open to students in grades 11-12 at the high school campus
Human Geography	Open to students in grades 11-12 at the high school campus
Language and Composition	Open to students in grades 11 at the high school campus
Literature and Composition	Open to students in grades 12 at the high school campus
Music Theory	Open to students in grades 11-12 at the high school campus
Physics	Open to students in grades 11-12 at the high school campus
Psychology	Open to students in grades 10-12 at the high school campus
Spanish	Open to students in grades 10-12 at the high school campus (pre req of Spanish 3 completed before can take AP Spanish)
Statistics	Open to students in grades 11-12 at the high school campus
Studio Art	Open to students in grades 11-12 at the high school campus
U.S. Government	Open to students in grades 11-12 at the high school campus
U.S. History	Open to students in grades 11-12 at the high school campus
World History	Open to students in grades 10 at the high school campus

C. International Baccalaureate (IB) Course Offerings

Not Applicable

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>	<p>At the beginning of each semester the teacher is given the rosters of their students. Within our Student Information System there are flags for certain students. Students that are identified as TAG students have a flag within the system. Teachers are able to look through the student flags to receive information about the students TAG identification and plan. There are also schoolwide systems in place at each campus to ensure that teachers have information about their TAG students.</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>	<p>Each building is assigned at least one TOSA that helps support the TAG services and programs within the district. On an annual basis teachers are reminded of who their TOSA is in regards to TAG as well as who the TAG Coordinator is at the district level. This communication is typically found in each school’s Teacher Handbook.</p>
<p>How do teachers determine rate and level needs for students in their classrooms?</p>	<p>Teachers can determine the rate and level for each student in a number of ways. This can be done using pre-assessments, looking through student work, communicating with former teachers, etc. The purpose of looking into these is to understand what the student already knows and what they are able to already do. This will assist the teacher in ensuring that the student is given content that is relevant to their personalized learning. Some practices that can be used for gathering evidence of level and rate can include, but isn’t limited to:</p> <p>Assessments</p> <ul style="list-style-type: none"> ● Pre/post assessments ● Writing assessments ● Standardized tests or assessments ● Skills checklists ● Reading checklist/inventories/assessments

Key Questions	District Procedure
	<p>Observations</p> <ul style="list-style-type: none"> ● Interviews ● Journals ● Oral language discussions ● Interest Surveys ● Student self-observations ● Parent input/information ● Processes to problem solve ● Data from previous teachers <p>On Going</p> <ul style="list-style-type: none"> ● Daily work ● Student Portfolios ● Presentations ● Work Quality ● Quality of sophistication of work ● Research reports ● Student Self-assessments

E. Instructional Plans for TAG Students

Key Questions	District Procedure
<p>Are Personal Education Plans (PEPs) required or optional? At which grade levels are PEPs required?</p>	<p>Personal Education Plans are required at all grade levels.</p>

Key Questions	District Procedure
<p>Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?</p>	<p>Instructional Plans are optional as PEP's are required at all grade levels.</p>
<p>How are families notified regarding the opportunity to discuss the PEP or IP designed for their student's learning?</p>	<p>At the elementary level the opportunity to discuss the PEP occurs at the Fall Parent/Teacher Conference. At the middle and high school level there is a Google form sent out prior to forecasting in the Spring for input and an opportunity to have someone reach out to have conversations in regards to the PEP.</p>

F. Option/Alternative Schools Designed for TAG Identified Students

Not Applicable

G. TAG Enrichment Opportunities

Not Applicable



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?
Improve equitable identification practices by incorporating the use of local norms at building levels, by the end of the 2022-23 school year.	Training in identification best practices, including use of local norms, as a means to services.	June 2023 - All buildings will have recorded identification percentages and test scores to create local norms	The creation of local norms for the purpose of TAG identification	Examine identification data

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>Improve engagement with families by incorporating PEP conversations at Fall conferences for elementary and Google forms at the secondary by the end of the 2022-23 school year.</p>	<p>Training for our teaching and learning TOSA's to have conversations.</p>	<p>October 2022- Elementary TOSAs to attend all TAG parent/teacher conferences to have conversations</p> <p>April 2023 - Google forms sent out to secondary TAG families. TOSA team will monitor and follow up with families to answer questions or to have further conversations.</p>	<p>Record the number of families that the TOSA team is able to have PEP communications with.</p>	<p>The goal would be to have engaged with 100% of our TAG families.</p>

B. Professional Development Plan: Identification

Who	What	Provided by	When
<p>Staff person who is responsible for TAG identification in your district</p> <p>Davey Altree</p>	<p>Required statewide training</p>	<p>Oregon Department of Education</p>	<p>January 25, at Willamette ESD in Salem, Oregon from 8:00am-12:00pm</p>
<p>All district licensed educators who are responsible for identification</p> <p>Melissa Parker Miranda Medrano Cassandra Kimura Erin Combs Jessica Marshall Jessica Gordon Shane Fox Pamela Canady</p>	<p>Training on Identification - CogAT and NNAT</p>	<p>[list roles/names of Professional Development providers] Elementary Program Administrator - Davey Altree</p>	<p>[What month of each school year?] October</p>

C. Family Engagement

1. The district communicates with families in their home languages.
2. The district routinely uses translation services for Spanish but is able to provide translation services in other languages.

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	If a student is brought forward to the TAG Committee and the team agrees that more information should be looked at for TAG identification, then a letter is sent home to families explaining the process.
Universal Screening/Testing grade levels	Not Applicable
Individual and/or group testing dates	When the TAG committee looks at student data and determines that further testing is needed then information is sent home to the families with permission slips and testing dates and information about the TAG programs as well as family input forms.
Explanation of TAG programs and services available to identified students	When the TAG committee looks at student data and determines that further testing is needed then information is sent home to the families with permission slips and testing dates and information about the TAG programs as well as family input forms.
Opportunities for families to provide input and discuss programs and services their student receives	When the TAG committee looks at student data and determines that further testing is needed then information is sent home to the families with permission slips and testing dates and information about the TAG programs as well as family input forms.
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	This happens on an annual basis. At the elementary level this occurs during the fall conferences and for secondary students this happens prior to forecasting in the spring.

Comprehensive TAG Programs and Services	Date and/or method of Communication
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	This happens at the fall conferences or as families need the information throughout the year.
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.	This happens on an annual basis. For secondary students this happens prior to forecasting in the 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.	This happens on an annual basis. For secondary students this happens prior to forecasting in the spring.
Notification to parents of their option to request withdrawal of a student from TAG services	This happens on an annual basis. At the elementary level this occurs during the fall conferences and for secondary students this happens prior to forecasting in the spring.

Comprehensive TAG Programs and Services	Date and/or method of Communication
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	This happens on an annual basis. At the elementary level this occurs during the fall conferences and for secondary students this happens prior to forecasting in the spring.
Designated district or building contact to provide district-level TAG plans to families upon request	This happens on an annual basis. At the elementary level this occurs during the fall conferences and for secondary students this happens prior to forecasting in the spring.

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	Davey Altree	daltree@msd.k12.or.us	(503) 565-4013
Person responsible for updating contact information annually on your district website	Laurie Fry	lfry@msd.k12.or.us	(503) 565-4036
Person responsible for updating contact information annually on the Department	Davey Altree	daltree@msd.k12.or.us	(503) 565-4013

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Davey Atree	daltree@msd.k12.or.us	(503) 565-4013
TAG contact for McMinnville High School	Teresa Denney	tdenney@msd.k12.or.us	(503) 565-4209
TAG contact for Duniway Middle School	Shane Fox	sfox@msd.k12.or.us	(503) 565- 4538
TAG contact for Patton Middle School	Pamela Canady	pcanady@msd.k12.or.us	(503) 565 - 4455
TAG contact for Sue Buel Elementary	Erin Combs	ecombs@msd.k12.or.us	(503) 565-5523
TAG contact for Columbus Elementary	Miranda Medrano	mmedrano@msd.k12.or.us	(503) 565-4631
TAG contact for Memorial Elementary	Cassandra Kimura	ckimura@msd.k12.or.us	(503) 565-4566
TAG contact for Newby Elementary	Melissa Parker	mparker@msd.k12.or.us	(503) 565-4904
TAG contact for Grandhaven Elementary	Miranda Medrano	mmedrano@msd.k12.or.us	(503) 565-4631
TAG contact for Wascher Elementary	Cassandra Kimura	ckimura@msd.k12.or.us	(503) 565-4566

*[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.