Eagle Point School District 9
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).

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

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

A. Local School Board Policies

[IGBB - **Talented and Gifted** Program](#) - This Board Policy was updated by the EPSD9 Board of Directors at their May School Board Meeting. The new links will be provided soon.

[IGBBA - **Talented and Gifted** Students – Identification **](#) This Board Policy was updated by the EPSD9 Board of Directors at their May School Board Meeting. The new links will be provided soon.

[IGBBD - Parent Notification **and** Participation**](#)

[KL-AR Public Complaint Procedure](#)

B. Implementation of Talented & Gifted Education Programs and Services

EPSD9 Mission for Talented & Gifted Education Programs and Services
Eagle Point School District TAG program identifies scholars who are intellectually gifted and/or academically talented in reading and math, as demonstrated by local norms on standardized tests, teacher and parent rating scales, anecdotal information, and work samples, as well as through additional screening.

EPSD9 Vision for Talented & Gifted Education Programs and Services
The Eagle Point School District is committed to the success of gifted and high potential scholars in Every Class, Every Day. We recognize and actively support individual student differences, abilities, interests, and needs so they may achieve academic and personal excellence in a rigorous and relevant learning environment.

EPSD9 Philosophy for Talented & Gifted Education Programs and Services
Eagle Point School District 9 is committed to identifying and fostering the full potential of TAG students. We recognize that TAG students are a diverse group with a variety of abilities, talents, and needs who come from all racial, ethnic, and socioeconomic groups and across genders. As such, students will be offered multiple opportunities to show giftedness through differentiated instruction.

We believe it is our responsibility as educators to provide appropriate instructional programs in a supportive environment that fosters and encourages every child to reach his or her potential.

It is the district's philosophy that TAG students' needs require a range of service options such as differentiation, acceleration, and the use of a variety of teaching and learning strategies. The service options selected are based on the unique needs of the TAG scholar. In Eagle Point School District 9, the teacher is the primary instructor for TAG students based upon rate and level as determined through both formal and informal assessments. Flexible opportunities for TAG students to interact and learn with other students with similar abilities and interests will be purposefully planned. We recognize that some gifted students have additional special needs and/or may be dual identified which requires additional accommodations or specialized services that will be coordinated.

In addition, appropriate gifted education programming must include development, implementation, and management of services for talented and gifted students. Professional development will be provided to all administrators, teachers, and counselors regarding the academic, social and emotional needs of gifted learners. Teachers of TAG students are encouraged to identify self-directed professional goals, seek out professional development opportunities, and engage in sharing and building professional practice through collaboration.

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 *Aligned to OAR 581-022-2325 (1)*	**TAG Identification Flowchart - English** **TAG Identification FLowchart - Spanish**
Multiple modes and methods of data collection used in the identification process. *Aligned to OAR 581-022-2325 (2)(b)(c)*	The school will collect and use multiple modes and methods of qualitative and quantitative evidence to allow appropriate members of the MTSS team to make a determination about the identification and eligibility of the students for talented and gifted services and supports. No single test or piece of evidence will eliminate a student from eligibility.
Culturally responsive practices specific to identification. *Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)*	EPSD9 uses methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification of students from historically underrepresented populations including, but not limited to: students who are racially/ethnically diverse; students experiencing disability; students who are culturally and/or linguistically diverse; students experiencing poverty; and students experiencing high mobility.
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	EPSD9 uses research-based tools, instruments and consideration 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	EPSD9 has created methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification by using local

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	norms rather than national norms using an aptitude test and a body of evidence produced by the student and collected by the school.
Universal Screening/Inclusive considerations	All Third Graders in the district are screened with the CogAT in the Fall of the school year. If parents/guardians or teaching staff wish for a student that is not in Third Grade to be considered for TAG identification, the process will be followed with that student.
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection	EPSD9 has created methods and practices in assessment and identification by using local norms rather than national norms using an aptitude test and a body of evidence produced by the student and collected by the school. National norms can also be used and no single test or piece of evidence will eliminate a student from eligibility.
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	As part of the TAG identification process, teachers, parents/guardians and in some cases students will be asked to complete checklists to ascertain qualitative data. As well, a body of evidence produced by the student and collected by the school will be used for consideration.
A tool or method for determining a threshold of when preponderance of evidence is met.	Using local norms on a multiple-choice K-12 assessment that measures reasoning skills with different types of verbal, quantitative, and nonverbal questions(CogAT) in addition to qualitative data will be used to demonstrate a preponderance of evidence is met.
TAG Eligibility Team	Each EPSD9 school has an MTSS Team composed of appropriate school staff plus the student's parent/guardian to make a determination about TAG identification and eligibility.
Documents are included in the students' electronic cumulative record file regarding TAG identification and the eligibility teams' process to determine identification.	Documents are included in the students' electronic cumulative record file regarding TAG identification and the eligibility teams' process to determine identification.

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	All Third Graders in the District are screened with the CogAT (Cognitive Abilities Test) in the Fall of the school year.
What is the broad screening instrument and at what grade level is it administered?	All Third Graders in the District are screened with the CogAT (Cognitive Abilities Test) in the Fall of the school year.
How is the screener used in the identification process (i.e. what percentile threshold, if any, is used to initiate the eligibility process; and how are percentiles used to promote, rather than extinguish, eligibility)?	The top 15% of Third Graders screened in each school with the CogAT are invited to complete the full battery to potentially initiate the eligibility process. Of the Third Graders that take the full CogAT battery at their school, those that score at 90% are considered for TAG identification. This is coupled with a student's body of evidence and teacher/parent referral. Eagle Point School District 9 comprises schools in three unique communities. Using percentages of the school rather than norms helps promote equity in TAG eligibility.

C. Portability of TAG Identification

Key Questions	District Policy and Practices
Does your district accept TAG identification from other districts in Oregon?	EPSD9 honors and accepts TAG Identification from other Districts in Oregon.
Does your district accept TAG identification from other states?	EPSD9 honors and accepts TAG Identification from other states.
Do local norms influence the decision to honor identification from other districts and states?	Local norms do not influence the District's decision to honor identification from other districts and states. If any staff member thinks a student may be TAG, we use the CogAT to initiate a potential eligibility.

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 in grades 1 - 5 when possible (all elementary campuses)
Assessment as a Process	Observed regularly in grades 3-5 (all classrooms, all elementary campuses)

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
Differentiated Instruction involving tiers of depth and complexity	6-8 (language arts, math and social science,) and 9-12 (math, language arts, and science courses) all middle and high school campuses
Subject Acceleration	Primarily this occurs in mathematics at the K-8 level. Students demonstrate what they know and their thinking about how to solve mathematics problems using an end of year tool. It is imperative that students show their work. Even if the answer is incorrect, the teacher can see the student's reasoning to answer the problem. It becomes a body of work.
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 and Dual Credit Opportunities

Name of AP Course	Schools and Grade Levels Offered
AP Studio Art	Open to students in grades 11 and 12 at Eagle Point High School.
Pre AP Language Arts I	Open to students in grade 9 at Eagle Point High School.
Pre AP Language Arts II	Open to students in grade 10 at Eagle Point High School.
AP English Language & Comp	Open to students in grade 11 at Eagle Point High School.
AP English Literature & Comp	Open to students in grade 12 at Eagle Point High School.
AP Statistics	Open to students in grades 11 and 12 at Eagle Point High School.
AP European History	Open to students in grades 10, 11 and 12 at Eagle Point High School.
AP Human Geography	Open to students in grades 10, 11 and 12 at Eagle Point High School.
AP US History	Open to students in grades 11 and 12 at Eagle Point High School.
AP Government	Open to students in grade 12 at Eagle Point High School.
AP Psychology	Open to students in grades 11 and 12 at Eagle Point High School.
AP Chemistry	Open to students in grades 10, 11 and 12 at Eagle Point High School.
AP Biology	Open to students in grades 10, 11 and 12 at Eagle Point High School.
AP Environmental Science	Open to students in grades 11 and 12 at Eagle Point High School.

Name of AP Course	Schools and Grade Levels Offered
AP Physics	Open to students in grades 11 and 12 at Eagle Point High School.

Name of Class Eligible for Dual Credit	Credit also earned at SOU, RCC or LBCC and Grade Levels Offered
PS 202 Intro to American Govt & Politics	SOU, Open to students in grades 11 and 12 at Eagle Point High School.
SOAN 107 Intro to Human Geography	SOU, Open to students in grades 11 and 12 at Eagle Point High School.
MTH 243 Intro to Statistical Methods	SOU, Open to students in grades 11 and 12 at Eagle Point High School.
CH 221 General Chemistry I	SOU, Open to students in grades 11 and 12 at Eagle Point High School.
CH 227 General Chemistry I Lab	SOU, Open to students in grades 11 and 12 at Eagle Point High School.
ART 133 Intro to Drawing	SOU, Open to students in grades 11 and 12 at Eagle Point High School.
WR 121 English Composition	SOU, Open to students in grades 11 and 12 at Eagle Point High School.
SPAN101 First Year Spanish I	RCC, Open to students in grades 11 and 12 at Eagle Point High School.
SPAN102 First Year Spanish I	RCC, Open to students in grades 11 and 12 at Eagle Point High School.
WR121 English Composition I	RCC, Open to students in grades 11 and 12 at Eagle Point High School.
MTH65 Fundamentals of Algebra II	RCC, Open to students in grades 11 and 12 at Eagle Point High School.
PE185PCW Physical Conditioning/ Weight Training	RCC, Open to students in grades 11 and 12 at Eagle Point High School.
WLD101 Welding Fundamentals I	RCC, Open to students in grades 11 and 12 at Eagle Point High School.
WLD102 Welding Fundamentals II	RCC, Open to students in grades 11 and 12 at Eagle Point High School.
ANS121 Animal Science	LBCC, Open to students in grades 11 and 12 at Eagle Point High School.
AG111 Computers in Agriculture	LBCC, Open to students in grades 11 and 12 at Eagle Point High School.
AT143 Intro to Horse Management	LBCC, Open to students in grades 11 and 12 at Eagle Point High School.

C. International Baccalaureate (IB) Course Offerings - Not Applicable

D. Teacher's Knowledge of TAG Students in Class

Key Questions	District Procedure
What procedures are in place to ensure classroom teachers K – 12 know who the TAG identified students are in their classrooms?	- All TAG Students are flagged in the electronic student records system, Synergy. - Grades K-12: Each building has a TAG Coordinator with access to all TAG student records for the building. In September, the TAG Coordinator in each building notifies teachers in all grades of previously identified TAG students. - As students transfer into buildings over the course of the year, the TAG Coordinator will notify teachers of TAG status of incoming students. If documentation of TAG status is found within the cumulative folder, status will be noted through the file review.
What procedures are in place to ensure classroom teachers K – 12 know where they can get support if needed specific to the TAG services the district offers?	Each school has an Instructional Coach assigned to the school. Each school also has a TAG Coordinator that is known to the teachers and support staff.
How do teachers determine rate and level needs for students in their classrooms?	Many teachers use formative assessment to guide instruction.

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?	PEP Plans are required for TAG students whose parents have agreed to their student being identified as TAG. The PEP is used for elementary students. For 6-12 grade students, we collaborate with the student, family and teacher to create a FLEX Plan. PEP - Elementary FLEX - Secondary
Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?	All teachers are required to prepare and use Instructional Plans/Lesson Plans.
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student's learning?	PEP and FLEX plans are reviewed and edited at Family Conference time, November and March of each school year.

F. Option/Alternative Schools Designed for TAG Identified Students - Not Applicable

G. TAG Enrichment Opportunities

TAG Enrichment Opportunities *(Note: After school opportunities do not replace daily TAG instruction and services)*	Explanation of Opportunity
Academic Competitions provided by Southern Oregon University	Southern Oregon University (SOU) offers intercollegiate opportunities for students to participate in Academic Competitions such as Brain Bowl, Scavenger Hunt, and Mathletes. These opportunities are available for 6-12 graders to compete annually.
Extracurricular enrichment opportunities	Coding Clubs, Science Fair, National Junior Honor Society, National Honor Society, etc.
SOU also offers Academy for one week each summer	SOU offers TAG students the opportunity to visit their campus and stay for one week in the dorms for a college-like experience and exploration of many high interest topics for students.
SOESD strives to put together TAG Enrichment Opportunities for TAG students in our region.	SOESD strives to put together TAG Enrichment Opportunities for TAG students in our region. Examples include Ropes Course, Day Camps, etc. This has been derailed by COVID.

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?
EPSD9 will improve equitable identification practices by implementing the newly defined screening and identification processes and improving staff knowledge of the use of local norms. As well, we will improve staff knowledge of gifted characteristics.	Training 3rd grade staff on transition from nationally normed assessment to local norms and selecting a student's body of evidence. Training K-12 staff on how to recognize gifted characteristics. This would include	**Sept/Oct 2023:** ● Screener Training for 3rd grade staff ● Screen all 3rd graders using CoGAT Screener ● Top 15% of each school invited to complete full battery with parent permission ● Top 15% of school	Completion of Screening Process for all 3rd graders Completion of full battery of CoGAT of Top 15% in each elementary school Completion of staff trainings with verified attendance	Compare identification data to prior years, looking for increases in: ● Identified students from traditionally underrepresented groups ● Referred students from

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?
	information on how gifted characteristics may present differently in twice exceptional students or in English Learners.	complete full battery ● Body of evidence gathered for Top 10% of that group ● Meet with Team to determine next steps **Aug/Sept 2023:** Train K-12 staff on recognizing gifted characteristics and referral process		traditionally underrepresented groups
EPSD9 will continue to engage with families regarding supporting their TAG student.	Parent-Teacher Conferences	At least 2 times annually	Plans reviewed and documented in Student Records System	Parent and School Collaboration documented in TAG plans
EPSD9 will continue to support programs and services to support TAG students.	Continued access to existing programming and watchful awareness of new opportunities	Continual	Tracking of student interest and involvement through PEP/FLEX documentation.	Tracking of student interest and involvement through PEP/FLEX documentation.
Provide professional development opportunities for TAG facilitators, teachers and administrators	● CogAT Training for Account holder, Technology, District administrator and proctor ● Annual Facilitator and Administrator Training ● Annual Staff Training about Differentiated Instruction,TAG	Annually	Completion of staff trainings with verified attendance	Differentiation will be demonstrated in all classrooms across the district and documented in teacher observations.

B. Professional Development Plan: Identification

Who	What	Provided by	When
Staff person who is responsible for TAG identification in your district - DIrector of Teaching and Learning	Required statewide training	Oregon Department of Education/Angela Allen	Nov 2, 2022, 7-8 AM via Zoom as well as follow-up meetings
All district licensed educators who are responsible for identification	Training on Identification	Carol Bailey Mason Marshall Chris Angle-Hobson Brigette Hayes Heather Marrs Jen Durham Kathryn Mason Hollie Donarski Samantha Guyars	February 2022

C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	Letters contained within **EPSD9 TAG Identification Process Overview**
Universal Screening/Testing grade levels	CogAT, Grade 3
Individual and/or group testing dates	October 2023
Explanation of TAG programs and services available to identified students	As students are identified, this is explained to TAG students. Additional TAG options will be shared with TAG families through each school's TAG Coordinator.
Opportunities for families to provide input and discuss programs and services their student receives	Family Conferences: ● November (week of Thanksgiving) ● March (week before Spring Break) Anytime Family or Student requests a meeting.
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	Family Conferences: ● November (week of Thanksgiving) ● March (week before Spring Break) Anytime Family or Student requests a meeting. Viewable on District website
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	Information about TAG can be found on our website. Onsite TAG coordinators also provide ongoing communication with staff and families.
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 about TAG can be found on our website. Onsite TAG coordinators also provide ongoing communication with staff and families.

Comprehensive TAG Programs and Services	Date and/or method of Communication
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.	Information about TAG can be found on our website. Onsite TAG coordinators also provide ongoing communication with staff and families.
Notification to parents of their option to request withdrawal of a student from TAG services	Letter contained within **EPSD9 TAG Identification Process Overview**
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	Notice at each PEP meeting as well as notice in each school's Handbook.
Designated district or building contact to provide district-level TAG plans to families upon request	Each school has access to the district-level TAG plan; as well, it is posted on the district website.

Section 6: Contact Information

Legal reference: ORS 343.397 and OAR 581-022-2500

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
District TAG Coordinator/Administrator	Joni Parsons	parsonsj@eaglepnt.k12.or.us	541-830-6565
Person responsible for updating contact information annually on your district website	Joni Parsons	parsonsj@eaglepnt.k12.or.us	541-830-6565
Person responsible for updating contact information annually on the Department	Joni Parsons	parsonsj@eaglepnt.k12.or.us	541-830-6565
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Joni Parsons	parsonsj@eaglepnt.k12.or.us	541-830-6565
TAG contact for Eagle Point High School	Carol Bailey	baileyc@eaglepnt.k12.or.us	541-830-6619
TAG contact for Eagle Point Middle School	Mason Marshall	marshallm@eaglepnt.k12.or.us	541-830-6037
TAG contact for Eagle Rock Elementary School	Heather Marrs	marrsh@eaglepnt.k12.or.us	541-830-6173

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
TAG contact for Hillside Elementary School	Kathryn Mason Jennifer Patterson-Durham	masonk@eaglepnt.k12.or.us pattersondurhamj@eaglepnt.k12.or.us	541-830-6149 541-830-6107
TAG contact for Lake Creek Learning Center	Heather Marrs	marrsh@eaglepnt.k12.or.us	541-830-6173
TAG contact for Shady Cove School	Brigette Hayes	hayesb@eaglepnt.k12.or.us	541-830-6232
TAG contact for Table Rock Elementary School	Hollie Donarski Samara Guyars	Donarskih@eaglepnt.k12.or.us Guyarss@eaglepnt.k12.or.us	541-830-6312 541-830-6318
TAG Contact for White Mountain Middle School	Chris Angle-Hobson	anglehobsonc@eaglepnt.k12.or.us	541-830-6777
TAG Contact for Upper Rogue Center for Educational Opportunity (URCEO)	Kathryn Mason	masonk@eaglepnt.k12.or.us	541-830-6149

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

Term	Definition
Curriculum Compacting (sometimes referred to as Compacted Curriculum)	Honoring prior learning, typically measured through pre-assessments, by allowing students to skip lessons/standards where mastery has been met and providing opportunities to focus on standards in the current unit/curriculum that have not been mastered yet.
Depth and Complexity	A general framework to assess level of rigor specific to cognitive demand. Common frameworks include Webb's Depth Of Knowledge (DOK) and Bloom's Taxonomy.
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 *all* TAG identified students in a particular course. Typically utilized at the secondary level.
International Baccalaureate(IB)	College level coursework with common internationally-normed assessments. IB coursework alone does not meet the needs of all TAG identified students. Differentiated instruction is often implemented to ensure growth and appropriate cognitive demand.
Kaplan's Icons of Depth and Complexity	Icons/tools used to provide a visual prompt that promotes thinking from various perspectives, designed to achieve in-depth learning opportunities. Often used as a schoolwide program where all teachers, classroom support staff, and students are taught how to interact with and use the icons.
Level of Learning	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. 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.
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.

Term	Definition
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 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	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.** 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.
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.