



Talented and Gifted Education Plan

Updated June 2023

Vision: Every student has the opportunity and access to explore and pursue their own aspirations, paving the way for a promising future.

Mission: We are committed to equipping every student with the knowledge, skills, and mindset needed to fulfill their aspirations for a successful post-secondary journey.

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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

Talented and Gifted Program	https://policy.osba.org/mriver/I/IGBB%20D1.PDF
Programs and Services - Talented and Gifted	https://policy.osba.org/mriver/I/IGBBC%20D1.PDF
Identification - Talented and Gifted Students	https://policy.osba.org/mriver/I/IGBBA%20D1.PDF
Complaints Regarding Talented and Gifted	https://policy.osba.org/mriver/I/IGBBC%20R%20D1.PDF
Promotion & Retention of Students	https://policy.osba.org/mriver/I/IKE%20G2.PDF

B. Implementation of Talented & Gifted Education Programs and Services

Accommodations Used to Serve Gifted Students

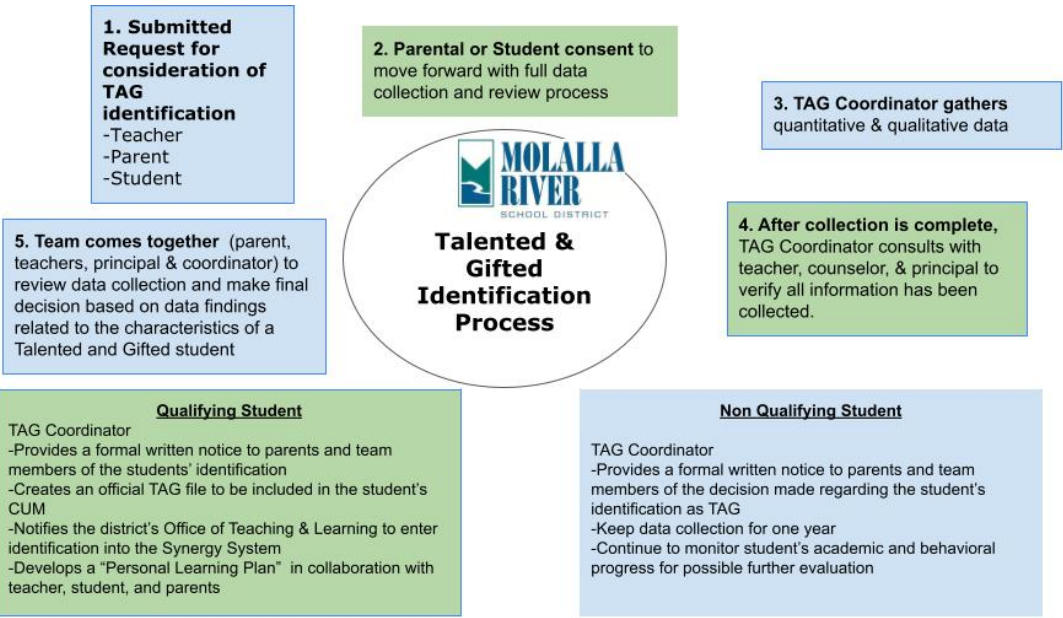
Levels of Learning	Accelerated Rates
<p>-Work to ensure teachers have a clear understanding of how gifted students process information (link gifted profiles) Characteristics present themselves in a variety of ways. This information is applied to Personal Learning Plans for students.</p> <p>-Create tiered assignments for students Assignments are in alignment with grade level standards, but go deeper into concepts (Depth of Knowledge) when appropriate</p> <p>-Provide access to a variety of text to support the reading ability and interest of gifted students</p> <p>-Utilize the talents and interests of students to further explore concepts or skills through project based learning *</p> <p>-Provide opportunities for real world applications of skills*</p>	<p>-Utilize pre-assessments to establish what students know and design lessons that honor assessment results and do not reteach the mastery skills a student has demonstrated</p> <p>-Increase pace of learning by compressing curriculum (skills or content areas) and having options for extending understanding or moving to the next level of standards aligned learning</p> <p>-Adjust the complexity of Learning Targets for gifted students</p> <p>-Model strategies that show students how to process content and create products reflecting learning*</p> <p>-Give students choices throughout instructional process – in topics, ways of engaging in learning, and modes of expression (Universal Design for Learning) *</p> <p>-Provide students with open-ended assignments with the goal of encouraging self-discovery *</p> <p>-Structure small group study opportunities with other highly capable learners for short-term instruction, projects or activities*</p>

*Strategy includes embedded efforts to help students realize their contributing potentials to themselves and society.

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 Aligned to OAR 581-022-2325 (1)</p> <p>Molalla River School District's TAG Identification Process</p>	 <p>1. Submitted Request for consideration of TAG identification -Teacher -Parent -Student</p> <p>2. Parental or Student consent to move forward with full data collection and review process</p> <p>3. TAG Coordinator gathers quantitative & qualitative data</p> <p>4. After collection is complete, TAG Coordinator consults with teacher, counselor, & principal to verify all information has been collected.</p> <p>5. Team comes together (parent, teachers, principal & coordinator) to review data collection and make final decision based on data findings related to the characteristics of a Talented and Gifted student</p> <p>Talented & Gifted Identification Process</p> <p>Qualifying Student TAG Coordinator -Provides a formal written notice to parents and team members of the students' identification -Creates an official TAG file to be included in the student's CUM -Notifies the district's Office of Teaching & Learning to enter identification into the Synergy System -Develops a "Personal Learning Plan" in collaboration with teacher, student, and parents</p> <p>Non Qualifying Student TAG Coordinator -Provides a formal written notice to parents and team members of the decision made regarding the student's identification as TAG -Keep data collection for one year -Continue to monitor student's academic and behavioral progress for possible further evaluation</p> <p>5/28/2023</p>
<p>Multiple modes and methods of data collection used in the identification process.</p>	<p>The Molalla River School District collects a combination of the following data:</p> <p><u>Quantitative Data Collections</u></p>

<p><i>Aligned to OAR 581-022-2325 (2)(b)(c)</i></p> <p>Molalla River School District's TAG Data Collection</p> <p>Gifted Characteristics Inventory</p> <p>TAG Student - Anecdotal Notes</p>	<p>Oregon State Assessments (Math, ELA, Science) - CogAT Screener - NNAT3 Nonverbal Ability Test - ELPA - iReady Math Diagnostic - Acadience (DIBELS) Literacy Diagnostic - Other assessment data that has been identified as reliable</p> <p><u>Qualitative</u></p> <p>Anecdotal Notes (Observations) - Classroom Evaluation Checklist - Student Work Samples</p>
<p>Culturally responsive practices specific to identification.</p> <p><i>Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)</i></p>	<p>The Molalla River School District recognizes culturally responsive practices as essential to the work of serving all students. The following are the ways in which we implement these practices into the identification of our Talented and Gifted Students;</p> <ul style="list-style-type: none"> -Professional development provided to classroom teachers and specialists that focuses on exceptional abilities that encompass a spectrum of cognitive, social and emotional, artistic, linguistic, and logical-reasoning -Multiple pathways to identification; student and family interviews, performance-based evaluations, and or the use of a nonverbal instrument (NNAT3) -Continued improvement efforts dedicated to strengthening our tiered systems of support and focusing on nurturing the strengths of all learners
<p>Research-based tools, instruments, or considerations utilized to equitably identify students from underrepresented populations including, but not limited to: students experiencing disabilities,</p>	<p>In addition to nationally and state normed assessments, we rely on available tools that can help us determine if a student has rapid language acquisition, accelerated learning, and advanced vocabulary in any language. We will provide professional development to our teaching staff regarding characteristics of a TAG Student and how this relates to under-represented populations.</p>

<p>students who are culturally and linguistically diverse</p>	<p><u>Assessment Tools</u></p> <ul style="list-style-type: none"> -Local Performance Assessments -Work Samples -NNAT3 -ELPA -OSAS -Kingore Observation Inventory K-8* <p>Piloting tool for the 23/24 school year</p>
<p>Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices</p>	<p>The Molalla River School District will regularly review data of students identified as “Talented and Gifted” in our programs looking for signs of missing focal group representation. If this data determines we are missing key sub groups, we will actively continue to develop practices that intentionally seek out students who are TAG.</p> <p>Provide teachers & administrators with training focused on the following;</p> <ul style="list-style-type: none"> -Recognizing personal bias and how this applies to assessing students for giftedness -Understand what giftedness looks like (see six profiles of gifted students) -Providing multiple means for students to express knowledge and skills (UDL)
<p>Universal Screening/Inclusive considerations</p>	<p>A universal screener (CogAT) is used in our district. Each winter this screener is given to all 2nd graders in the district. Students that score in the 97th percentile are put through the identification process for Talented and Gifted identification. Students that score in the 85th percentile range are given further consideration by evaluating additional evidence of giftedness. Depending on additional evidence, these students may also begin the process for TAG identification.</p>
<p>Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection</p>	<p>Oregon State Science Assessment - Oregon State Math Assessment - Oregon State English Language Arts Assessment - CogAT - NNAT3 (Nonverbal Ability) - ELPA - iReady Math Diagnostic - Acadience Literacy Diagnostic - Standards based classroom assessment</p>

<p>Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)</p>	<ul style="list-style-type: none"> -Observations (anecdotal notes) -Teacher Checklist -Parent Checklist -Student Interest TAG Student Interest Inventory -Portfolio Work (collection of subject area work samples; math, writing, reading, projects that embed multiple means of knowledge representation)
<p>A tool or method for determining a threshold of when preponderance of evidence is met.</p>	<p>TAG Identification Eligibility Determination - Preponderance of Evidence</p>
<p>TAG Eligibility Team</p>	<p>Elementary Schools: Classroom teacher, counselor, building TAG coordinator, all specialists assigned to the student, and principal or designee.</p> <p>Secondary Schools: Two classroom teachers who have direct knowledge of the student, counselor, building TAG Coordinator (middle school only), all specialists assigned to the student, and principal or designee.</p>
<p>Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification</p>	<p>The "TAG Identification Data Collection" document includes all information regarding students identification. TAG Data Collection Additional documents to be included are parental permission for program participation and the students "Personal Learning Plan" for each school year.</p>

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	Yes
What is the broad screening instrument and at what grade level is it administered?	The CogAT Screener is used for all second grade students to be screened the winter of each 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)?	Our beginning cut score for consideration is the top 15%.

C. Portability of TAG Identification

Key Questions	District Policy and Practices
Does your district accept TAG identification from other districts in Oregon?	Any student who enters the Molalla River School District with documented TAG identification from Oregon or another state will be honored.

Does your district accept TAG identification from other states?	Any student who enters the Molalla River School District with documented TAG identification from Oregon or another state will be honored.
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
Cluster Grouping	-Structure small group study opportunities with other highly capable learners for short-term instruction, projects or activities
Pre Assessment	-Utilize pre-assessments to establish what students know and design lessons that honor assessment results and do not reteach mastery
Differentiated Instruction involving tiers of depth and complexity	-Adjust complexity of Learning Target -Offer choice in engaging in learning and demonstrating knowledge (Universal Design for Learning)

Subject acceleration (above grade level coursework)	Determined by district subject acceleration policies https://policy.osba.org/mriver/I/IKE%20G2.PDF
Whole grade acceleration (grade skipping)	In accordance with district policy, if the student has satisfied the requirements for their grade level, consideration for acceleration will take place. Requirements will consist of demonstrating skills and knowledge directly related to grade level standards.
Advanced Placement (AP) with differentiation of instruction based on learning evidence	See below for list of courses offered

B. Advanced Placement (AP) Course Offerings

Name of AP Course	Schools and Grade Levels Offered
AP Statistics	Molalla High School
AP Human Geography	Molalla High School
AP US History	Molalla High School
AP Government	Molalla High School
AP Psychology	Molalla High School

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?	Each school building, with the exception of the high school, has one designated TAG Coordinator. This person's role is to inform staff of current TAG students and collaborate to develop and revise the student's Personal Learning Plan on a yearly basis. In addition, our students are all flagged in our student information system which notifies teachers of who their TAG identified students are. In our high school, counselors monitor students identified as TAG. Counselors ensure high school students' classroom teachers are aware of their identification. They also provide student guidance as to what classes will best meet their learning needs (acceleration/ level of learning).
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?	At the beginning of each school year, TAG Coordinators come together to review lists of identified TAG students and ensure TAG files for each of these students are up to date. This time is also used to review the school year timeline for developing Personal Learning Plans, facilitating the 2nd grade yearly screener, and identifying and developing needed professional development opportunities for teachers. TAG Coordinators are then expected to schedule time with their building principals to update them on any TAG related matters and ask for staff meeting time to provide teachers with guidance regarding TAG Students.
How do teachers determine rate and level needs for students in their classrooms?	The work of determining the rate and level needs of our students is done during the process of evaluating a student for TAG identification and the creation of the individualized TAG Personal Education Plan. This plan developed collaboratively with student, parent, teacher, and TAG coordinator, will use rate and level information as a starting point for planning.

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?	At the K-8 level, each identified TAG student has a Personal Education plan and it is updated annually. TAG Planning Template
Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?	For students all K-8 students instructional plans are required. At the high school level, a student's schedule of courses (AP, Dual College Credit Course, or an accelerated class) is to reflect academic support in their identified area of giftedness.
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student's learning?	During fall conferences, Personal Learning Plans are shared with all students and families. During this time input is gathered from both parents and students and plans are adjusted accordingly.

G. TAG Enrichment Opportunities

TAG Enrichment Opportunities (Note: After school opportunities do not replace daily TAG instruction and services)	Explanation of Opportunity
High School - Vex Robotics	This competitive high school team is open to all high school students.
Middle School After School Program	All enrichment opportunities are designed around student interest. Although offerings are not designed specifically for TAG students, many offerings support our TAG students' interests;

	-American Sign Language -Ceramics -Chess -Robotics -Textile Design -Green Team -Design Graphics
Elementary After School Enrichment	At the elementary level there is a strong academic focus with regards to our enrichment offerings. Again, these opportunities are for all students including TAG students. Offerings change each trimester, they often include; Chess, STEM Club, Oregon Battle of the Books, Readers Theater, Art Club, Create with Clay, Students Who Code, Cooking with Culture, and Lego Robotics.

Section 5: Plan for Continuous Improvement

A. District Goals

Goal Statement #1	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 providing training of gifted characteristics to teachers, education specialists, and classroom support staff and incorporating the use of local norms at building levels by the end of the 2023-2024 school year.	Training in identification best practices, including use of local norms, as a means to services.	October 2023 1st of 3 trainings presented during principal-led staff meeting	Completion of three training sessions with staff sign-in for accountability. Revising district documents specific to identification to include use of local norms.	Examine identification data (who was recommended and identified) and compare that to previous years.

Goal Statement #2	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 academic growth of students identified as TAG by providing training to all staff responsible for monitoring, leading, and coaching teachers who serve TAG identified students by the end of the 2023-2024 school year.</p>	<p>Provide training specific to instructional practices that promote and foster academic growth for students identified as TAG.</p>	<p>November 2023 1st of 3 trainings presented during principal-led staff meetings.</p>	<p>Completion of these trainings with staff sign-in for accountability.</p>	<p>Classroom observations and walkthrough protocols note examples of use of instructional practices observed.</p>

Goal Statement #3	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>Increase the frequency of communication with TAG families from the Molalla River School District regarding our TAG program by the end of the 2023-2024 school year.</p>	<p>We will increase in person and electronic communication with our families regarding TAG programs.</p>	<p>October 2023 All families will be communicated to through personal contact. This will occur during parent-teacher conferences or by phone. (TAG Coordinator/ Classroom Teacher)</p> <p>Between November and February we will conduct one virtual or an in-person event.</p> <p>During the spring of 24 we will have</p>	<p>Completion of communications and attendance for in person and live events maintained.</p>	<p>We will collect feedback from our audience after each communication to see if we are providing the needed information for families to better understand our TAG program.</p>

		our third communication with families via virtual or an in-person event.		
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B. Professional Development Plan: Identification

Who	What	Provided by	When
Staff person who is responsible for TAG identification in your district: Kathleen French	Required statewide training	Oregon Department of Education	April 20, 2023 In Person Lane ESD
All district licensed educators who are responsible for identification	Training on Identification	Kathleen French & Building TAG Coordinators, Molalla River School District	September of each year

Staff who have already been trained in previous years (include if offered)	N/A	N/A	N/A
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C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	<u>September</u> Back to School Night and electronic communication to all families of process and upcoming dates.
Universal Screening/Testing grade levels	<u>January</u> All parents of 2nd graders will be made aware of the screening process taking place in February through the individual schools family newsletter and the Molalla River School District's monthly digital community communication.
Individual and/or group testing dates	Throughout the school year, on an as needed basis, building TAG Coordinators will work with teachers and families to schedule individual testing sessions. Initial outreach to families will begin with a phone call to describe the purpose for additional screening, the selection process for TAG identification, and

	what it means to be identified as TAG. Any questions from parents or guardians will be answered at this time.
Explanation of TAG programs and services available to identified students	Upon completion of the identification process all parents will receive communication via mail and our district website as to where our TAG plan will be located for access. Students and families will also get a reminder of the district's program and services at the beginning of each school year.
Opportunities for families to provide input and discuss programs and services their student receives	November During grades K-8 parent conferences, input from parents and students regarding students "Personal Learning Plans" will be gathered and plans will be adjusted and confirmed accordingly.
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	Please reference prior description
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	September: Back to School Night November - February: Virtual or in-person information night
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.	September: Back to School Night November - February: Virtual or in-person information night

<p>TAG informational events (high school)</p> <p>- where parents learn about TAG profiles, explanations of services and programs offered to TAG identified students, transition expectations from middle to high school, etc.</p>	<p>September: Back to School Night</p> <p>November - February: Virtual or in-person information night</p>
<p>Notification to parents of their option to request withdrawal of a student from TAG services</p>	<p>October</p> <p>All families will be notified of their right to withdraw from TAG services and the appropriate form will be available online and at school sites. This notification will be provided during fall parent/teacher conferences or through the families preferred method of communication.</p>
<p>Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process</p>	<p>October</p> <p>A notification letter will be provided to all families informing them of our complaint process. This letter will be provided during fall parent/teacher conferences or through the families preferred method of communication.</p>
<p>Designated district or building contact to provide district-level TAG plans to families upon request</p>	<p>District Contact: Kathleen French</p>

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	Kathleen French, Director of Teaching & Learning	kathleen.french@molallariv.k12.or.us	503-829-2359
Person responsible for updating contact information annually on your district website	Allison Holstein, Communications Director	allison.holstein@molallariv.k12.or.us	503-829-2359
Person responsible for updating contact information annually on the Department	Kathleen French, Director of Teaching & Learning	kathleen.french@molallariv.k12.or.us	503-829-2359
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Kathleen French, Director of Teaching & Learning	kathleen.french@molallariv.k12.or.us	503-829-2359
TAG contact Clarkes Elementary School	Kendall Krage TAG Coordinator	kendall.krage@molallariv.k12.or.us	503-632-3290

TAG contact Rural Dell Elementary School	Rachael Dunnell TAG Coordinator	rachael.dunnell@molallariv.k12.or.us	504-651-2128
TAG contact Molalla Elementary School	Emily Trosen TAG Coordinator	emily.trosen@molallariv.k12.or.us	503-829-4333
TAG contact Mulino Elementary School	Melany Mayuiers TAG Coordinator	melany.mayuiers@molallariv.k12.or.us	503-829-6888
TAG contact Molalla River Middle School	Lisa Lowell TAG Coordinator	lisa.lowell@molallariv.k12.or.us	503-829-6133

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 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. 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	<p>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.</p>
Oregon Administrative Rule (OAR)	<p>Rules adopted by the State Board of Education to support statutes (ORS).</p>
Oregon Revised Statute (ORS)	<p>Oregon laws passed by the State Legislature.</p>
Personal Education Plans (PEPs)	<p>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.</p>
Pull-Out Programs	<p>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.</p>

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	<p>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.</p>