

# Jefferson County School District 509j

## Plan for Talented and Gifted Education

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

---

### Table of Contents

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

International Baccalaureate (IB) Course Offerings	9
Teacher’s Knowledge of TAG Students in Class	9
Instructional Plans for TAG Students	10
Option/Alternative Schools Designed for TAG Identified Students	10
TAG Enrichment Opportunities	11
<b>Section 5: Plan for Continuous Improvement</b>	<b>12</b>
District Goals	12
Professional Development Plan: Identification	12
Family Engagement	13
<b>Section 6: Contact Information</b>	<b>15</b>
<b>Appendix: Glossary</b>	<b>16</b>



**Section 1: Introduction**



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



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



**Section 4: Instructional  
Services and Approaches**



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



**Section 6:  
Contact Information**



**Appendix:  
Glossary**

---

## Section 1: Introduction



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

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

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

## **Key Terminology**

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

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

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

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

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

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

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

---

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



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

## A. Local School Board Policies

IGBB: Talented and Gifted Program and Services (<https://policy.osba.org/jeff509/I/IGBB%20D1.PDF>)

IGBBA: Identification - Talented and Gifted Students (<https://policy.osba.org/jeff509/I/IGBBA%20D1.PDF>)

JECBD-AR: Homeless Students (<https://policy.osba.org/jeff509/J/JECBD%20R%20D1.PDF>)

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

The district is committed to an educational program that recognizes, identifies and serves the unique strengths and needs of students identified as talented and gifted. Talented and gifted students demonstrate exceptional performance when compared to applicable developmental or learning progressions, with consideration given for variations in student’s opportunity to learn and to culturally relevant indicators of ability.

# Section 3: Identification of TAG-Eligible Students



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

## A. District TAG Identification Practices

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
<b>TAG Identification Process Overview</b> <i>Aligned to OAR <a href="#">581-022-2325 (1)</a></i>	See Flow Chart Below: Students may be nominated by a parent/caregiver, teacher, or they can refer themselves. Universal screening is conducted at 2nd grade districtwide using the Naglieri Nonverbal Ability Test (NNAT). Additionally, SBAC scores are reviewed annually districtwide. Students who score at the 90th percentile or above are automatically nominated for the TAG referral process.

<b>Identification Practices (OAR 581-022-2500)</b>	<b>Evidence and Explanation of Identification Practices</b>
	<p>Upon TAG nomination, the District TAG Coordinator reviews the referral and starts the TAG file. The TAG coordinator obtains parent consent and sends TAG Traits, Characteristics and Attributes forms to classroom teacher(s) and parent for completion. The school based team and TAG coordinator meet to review evidence and data which could include (but is not limited to): DIBELS/MAPS assessment, SBAC, teacher observation, qualitative data, classroom based evidence, work samples, curriculum assessments, gifted rating scales, NNAT scores). If evidence supports moving forward with TAG evaluation, the team reviews SBAC, NNAT, and classroom evidence for qualifying scores. If the TAG Evaluation Team determines the student qualifies for TAG eligibility, parent is notified and a TAG plan is drafted. If the TAG Evaluation Team determines the student does not qualify for TAG eligibility, results are filed in the students TAG folder and parent is notified. Nearly all initial TAG referrals occur at the K-5th level. Although it is less common, students grades 6-12 can be referred, evaluated, and identified.</p>

Jefferson County School District  
TAG Identification Process

- Student (Self Referral)
- School Personnel Referral
- Parent Referral
- Screener Score 90<sup>th</sup> Percentile or Above

District TAG Coordinator Receives Referral and Starts File

Teacher completes TAG Traits, Characteristics, and Attributes of Giftedness form

Signed Parent Consent for TAG Referral/Evaluation Requested

Classroom Teacher & TAG Coordinator Gather Data  
Some Examples are Listed Below  
(Multiple Pieces are Required for Final TAG Identification)

- DIBELS/MAPS
- SBAC (Grades 3-12)
- Teacher Observations & qualitative data
- Classroom Based Evidence, Work Samples, & Assessments
- Gifted Rating Scales
- Districtwide TAG Screener (NNAT)

School TAG Coordinator Meets with Building Team to Review Evidence and Data

Data supports TAG evaluation

Data does NOT support TAG evaluation at this time

- SBAC (3<sup>rd</sup>-12<sup>th</sup>) Reading/Math 90<sup>th</sup> %tile or above
- Classroom Evidence Teacher observation and work samples
- TAG Assessment (NNAT) 90<sup>th</sup> %tile or above

TAG Evaluation Team reviews complete collection of evidence

Student is TAG Eligible

Data does NOT strongly support TAG eligibility at this time

Notify Parent and Draft TAG Plan

Student is not TAG eligible at this time  
File results in student TAG folder and notify parent

Update TAG plan annually

<b>Identification Practices (OAR 581-022-2500)</b>	<b>Evidence and Explanation of Identification Practices</b>
<p><b>Multiple modes and methods of data collection used in the identification process.</b> <i>Aligned to OAR <a href="#">581-022-2325 (2)(b)(c)</a></i></p>	<p>Two of the following:</p> <ul style="list-style-type: none"> <li>● Standardized achievement test score equal to the 90th percentile in reading and/or math</li> <li>● Recommendation from teacher, parent, consultant/psychologist</li> <li>● Additional standardized/normed test score data</li> <li>● Performance Portfolio and/or Work Samples</li> <li>● Classroom data</li> <li>● Universal screener</li> <li>● TAG Traits and Attributes Form with ratings of 5 or above</li> </ul>
<p><b>Culturally responsive practices specific to identification.</b> <i>Aligned to OAR <a href="#">581-022-2325 (1)(a), (2)(d)(A-E)</a></i></p>	<p>Each student subgroup will be reviewed to identify those students at the 90th percentile for our district in that group. The use of a universal screener helps support culturally responsive practices. These identified students will automatically be reviewed by the TAG Eligibility Team to see if a second qualifying data component can be found.</p>
<p><b>Research-based tools, instruments, or considerations utilized to equitably identify students from underrepresented populations including, but not limited to: students experiencing disabilities, students who are culturally and linguistically diverse</b></p>	<ul style="list-style-type: none"> <li>● Standardized and/or norm-referenced testing</li> <li>● Recommendation from parent, teacher, consultant, psychologist</li> <li>● Additional standardized/normed test score data</li> <li>● Performance Portfolio</li> <li>● Classroom data</li> </ul>
<p><b>Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices</b></p>	<ul style="list-style-type: none"> <li>● Multiple nomination options</li> <li>● Universal screening at 2nd grade and all SBAC grades</li> <li>● Consideration of qualitative data and teacher input</li> <li>● Multiple options for data and evidence sources</li> <li>● No one single source of data as an exclusionary decision rule</li> </ul>



<b>Identification Practices (OAR 581-022-2500)</b>	<b>Evidence and Explanation of Identification Practices</b>
<b>Universal Screening/Inclusive considerations</b>	NNAT administered to 2nd grade student districtwide SBAC scores reviewed annually at tested grades districtwide
<b>Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection</b>	OSAS test data can be one component that helps identify potential TAG students. Other standardized and/or norm-referenced testing can also be used. Internal, district common assessments may also be used.
<b>Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)</b>	Student classroom data and performance portfolios are acceptable to qualify for TAG designation.
<b>A tool or method for determining a threshold of when preponderance of evidence is met.</b>	Following a student referral, the school TAG Evaluation Team reviews applicable data. This data may include standardized test scores, as well as other pieces of supporting evidence such as work samples, grades, or parent/teacher referral forms. The school TAG Evaluation Team then decides whether the student: <ul style="list-style-type: none"> <li>● Meets criteria for identification</li> <li>● Does not meet the criteria for identification</li> <li>● May meet the criteria, but more information is needed.</li> <li>● Evidence suggests it is more likely than not that the student meets TAG identification requirements.</li> </ul>
<b>TAG Eligibility Team</b>	The TAG Evaluation Team at each school will include the district TAG coordinator, the school principal, and the classroom/content area teacher. Other school personnel may be included at the discretion of the TAG Evaluation Team.
<b>Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification</b>	Each student's TAG file may contain the following elements: <ul style="list-style-type: none"> <li>● Talented and Gifted Referral Form: Teacher or Parent</li> <li>● Parent Consent for Testing Form</li> <li>● Teacher TAG Traits, Characteristics, and Attributes Form</li> <li>● Parent TAG Traits, Characteristics, and Attributes Form</li> </ul>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<ul style="list-style-type: none"> <li>● Parent Behavioral Checklist to Identify Gifted Underachievers</li> <li>● Assessment/Screening Scores and Evidence</li> <li>● School TAG Evaluation Team Recommendation</li> <li>● Parent Notification/Eligibility Letter(s)</li> <li>● TAG Instructional Plan</li> </ul>

### 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 district administers universal screening for Talented and Gifted annually to all students at the second grade level. The current adopted assessment tool is Nagliery Nonverbal Ability Test (NNAT).
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)?	All students who score at the 90th %tile or above will be nominated for TAG referral, which will allow for consideration of other data and evidence to determine if they should proceed to evaluation.

### C. Portability of TAG Identification

Key Questions	District Policy and Practices
Does your district accept TAG identification from other districts in Oregon?	Yes, if there is documentation of the use of evidence-based practices that include using multiple modes and measures of data to determine if a student demonstrates a pattern of exceptional performance and/or achievement that is relevant to the identification of TAG students under district procedures and ORS 343.395
Does your district accept TAG identification from other states?	es, if there is documentation of the use of evidence-based practices that include using multiple modes and measures of data to determine if a student demonstrates a pattern of exceptional performance and/or achievement that is relevant to the identification of TAG students under district procedures and ORS 343.395
Do local norms influence the decision to honor identification from other districts and states?	Not at this time

## 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
Differentiated Instruction	In the K-12 general education classrooms, teachers use any of the following research based instructional practices to provide differentiation <ul style="list-style-type: none"> <li>• Collaborative/Cooperative Learning</li> </ul>

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
	<ul style="list-style-type: none"> <li>● Provide depth and complexity based learning opportunities</li> <li>● Pre-assessments to guide targeted instruction to meet individual student need for learning and growth according to level and rate</li> <li>● Compacting Curriculum</li> <li>● Flexible Grouping Strategies</li> <li>● Tiered Assignments</li> <li>● Middle school students may access high school level courses either in person or through virtual assignment and receive early high school credit</li> </ul>
Whole Grade Acceleration	<ul style="list-style-type: none"> <li>● <a href="#">District Policy IKE</a> - Retention/Double Promotion of Students</li> <li>● Students will normally progress annually from grade to grade. Exceptions may be made when, in the judgment of the professional staff, such exceptions are in the best educational interest of the students involved. Exceptions will always be made after prior notification and explanation to the student’s parents. Parental decision will be final, but when the parents’ decision is not in agreement with the school’s recommendation, parents must sign a “release from responsibility” form to be placed in the student’s file.</li> </ul>
AP Classes	9-12 See Table Below
Dual Enrollment	The district offers dual enrollment with the local community college for grades 9-12 for the following courses:

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

Name of AP Course	Schools and Grade Levels Offered
AP Biology	Madras High School
AP Chemistry	Madras High School
AP Government	Madras High School
AP Music Theory	Madras High School
AP Calculus	Madras High School

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

Name of IB Course	Schools and Grade Levels Offered
None	

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

Key Questions	District Procedure
<p><b>What procedures are in place to ensure classroom teachers K – 12 know who the TAG identified students are in their classrooms?</b></p>	<p>TAG label in Powerschool under Student Programs            TAG Folder located at District Office            TAG Coordinator informs and supports classroom teachers at the beginning of the school year, every year</p>
<p><b>What procedures are in place to ensure classroom teachers K – 12 know where they can get support if needed specific to the TAG services the district offers?</b></p>	<p>Available district resources around services and programs are shared with classroom teachers at the beginning of the year. Support is available to classroom teachers in the development of student TAG Plans.</p>
<p><b>How do teachers determine rate and level needs for students in their classrooms?</b></p>	<p>Teachers administer assessments to determine each TAG student's rate and level. Assessments can be summative or formative local assessments from the previous and current year.</p>

### E. Instructional Plans for TAG Students

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

Key Questions	District Procedure
<b>Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?</b>	All grade levels and courses
<b>How are families notified regarding the opportunity to discuss the PEP or IP designed for their student's learning?</b>	Annually when provided with their student's PEP

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

Program Elements	School Information
None at this time	

### G. TAG Enrichment Opportunities

<b>TAG Enrichment Opportunities</b> <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
During School Hours:	<ul style="list-style-type: none"> <li>● Many CTE pathways grades 9-12</li> <li>● Dual Enrollment grades 9-12</li> <li>● Differentiated Instruction grades K-12</li> <li>● Dual Language Program grades K-1 (will grow by a grade each year)</li> </ul>

<b>TAG Enrichment Opportunities</b> <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	<b>Explanation of Opportunity</b>
	<ul style="list-style-type: none"> <li>● 509j Online offers individualized whole course acceleration based on students ability and pace grades K-12</li> </ul>
Outside of School Hours:	<ul style="list-style-type: none"> <li>● 21st Century Program grades K-8</li> <li>● Athletics (no pay to play for any student) grades 6-12</li> <li>● Clubs/Activities grades 9-12</li> <li>● Family Engagement/Enrichment Evenings grades K-5</li> </ul>

## Section 5: Plan for Continuous Improvement



### A. District Goals

<b>Goal Statement</b>	<b>What special programs or services will be provided to accomplish the goals?</b>	<b>Implementation Timeline</b>	<b>How will progress be measured?</b>	<b>How will success be measured?</b>
Clear identification protocols	Annual professional	September 2023-June 2023	Feedback from stakeholders	Completion of screening and



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?
	development for classroom teachers. Protocols published on District Website.		Review of identification data Review of processes and outcomes in Spring 2024	identification protocols for 100% of enrolled second grade students
Heightened awareness of our underrepresented student populations as potentially being identified as TAG	Annual professional development for staff	September 2023-June 2024	Review of demographic data of identified students	Meaningful increase of underrepresented students being identified for TAG
Expanded use of evidence for TAG identification processes	Annual professional development for staff	September 2023-2024	Review of sources of evidence used for identification over the course of the year	Each student with at least 3 data points for TAG consideration

**B. Professional Development Plan: Identification**

Who	What	Provided by	When
Staff person who is responsible for TAG identification in your district [Provide staff name]	Required statewide training	Oregon Department of Education	[list date and location of training and type of training (in-person, Zoom, etc.)]
All district licensed educators who are responsible for identification	Training on Identification	[list roles/names of Professional Development providers]	[What month of each school year?]
Staff who have already been trained in previous years (include if offered)	OPTIONAL: Refresher Identification training [Enter "N/A" if refresher training is not provided]		

### C. Family Engagement

<b>Comprehensive TAG Programs and Services</b>	<b>Date and/or method of Communication</b>
Identification procedures (including referral process)	TAG Coordinator communicates process at time of referral During fall conferences, classroom teachers will review processes with parents each year
Universal Screening/Testing grade levels	NNAT 3, DIBELS, SBAC, ongoing classroom monitoring
Individual and/or group testing dates	NNAT 3 occurs in February of each year SBAC occurs during statewide testing windows, DIBELS occurs 3 times a year
Explanation of TAG programs and services available to identified students	509J website, TAG coordinator communicates to all TAG identified families via email/phone, Classroom teacher will communicate to families during fall conferences
Opportunities for families to provide input and discuss programs and services their student receives	During Fall conferences, TAG plans will be reviewed and at this time families have the opportunity to provide input and team will agree
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	During Fall conferences, Tag plans will be reviewed and at this time families have the opportunity to provide input and team will agree
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	School curriculum nights

<b>Comprehensive TAG Programs and Services</b>	<b>Date and/or method of Communication</b>
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.	School curriculum nights
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.	School curriculum nights
Notification to parents of their option to request withdrawal of a student from TAG services	Information sent home by TAG coordinator upon initial identification. Information posted on 509J website Information in TAG handbook sent to parents upon initial identification Classroom teachers review options each year during fall conference
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	Information sent home by TAG coordinator upon initial identification. Information posted on 509J website Information in TAG handbook sent to parents upon initial identification

Comprehensive TAG Programs and Services	Date and/or method of Communication
	Classroom teachers review options each year during fall conference
Designated district or building contact to provide district-level TAG plans to families upon request	District TAG Coordinator

## 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	Billie White	bwhite@509j.net	541-475-6192
Person responsible for updating contact information annually on your district website	Kim Waite & Lindsay Tarvin	kwaite@509j.net ltarvin@509j.net	541-475-6192
Person responsible for updating contact information annually on the Department	Kim Waite & Lindsay Tarvin	kwaite@509j.net ltarvin@509j.net	541-475-6192

<b>Contact Information for District and School TAG Personnel</b>	<b>Name of Contact</b>	<b>Email Address</b>	<b>Phone Number</b>
<b>Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)</b>	Kim Waite & Lindsay Tarvin	kwaite@509j.net ltarvin@509j.net	541-475-6192
<b>TAG contact for Metolius Elementary</b>	Kim Waite & Lindsay Tarvin	kwaite@509j.net ltarvin@509j.net	541-475-6192
<b>TAG contact for Madras Elementary</b>	Kim Waite & Lindsay Tarvin	kwaite@509j.net ltarvin@509j.net	541-475-6192
<b>TAG contact for Buff Elementary</b>	Kim Waite & Lindsay Tarvin	kwaite@509j.net, ltarvin@509j.net	541-475-6192
<b>TAG contact for Big Muddy School</b>	Kim Waite & Lindsay Tarvin	kwaite@509j.net ltarvin@509j.net	541-475-6192
<b>TAG contact for Warm Springs K8 Academy</b>	Kim Waite & Lindsay Tarvin	kwaite@509j.net ltarvin@509j.net	541-475-6192
<b>TAG contact for Jefferson County Middle School</b>	Kim Waite & Lindsay Tarvin	kwaite@509j.net ltarvin@509j.net	541-475-6192
<b>TAG contact for 509j Online</b>	Kim Waite & Lindsay Tarvin	kwaite@509j.net, ltarvin@509j.net	541-475-6192

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
<b>TAG contact for Madras High School</b>	Kim Waite & Lindsay Tarvin	kwaite@509j.net ltarvin@509j.net	541-475-6192
<b>TAG contact for Bridges High School</b>	Kim Waite & Lindsay Tarvin	kwaite@509j.net ltarvin@509j.net	541-475-6192

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

## Appendix: Glossary



Term	Definition
<b>Acceleration (subject)</b>	Above grade-level standards and coursework. For example, a student who takes an advanced high school art class during middle school.
<b>Acceleration (whole-grade)</b>	Grade skipping. For example, a student who moves from 1st grade to 3rd grade (skips the 2nd grade).
<b>Acceleration (standards)</b>	Working ahead on grade-level standards (considerations include: pacing needs and demonstrated levels of mastery on certain grade-level standards). This often occurs within the grade-level course.
<b>Advanced Placement (AP)</b>	College-level coursework with common nationally-normed assessments. AP coursework alone does not meet the needs of all TAG identified students. Differentiated instruction is often implemented to ensure growth and appropriate cognitive demand.

Term	Definition
<b>Choice Assignments</b>	A selection of standards-based learning options/projects based on student interest and/or development that includes depth and complexity to address both motivation to learn and cognitive demand.
<b>Cluster Grouping</b>	TAG identified students are intentionally placed together into mixed ability classrooms. The structure of this educational practice allows students to have peer-alike time together to address both academic and social-emotional needs.
<b>Credit by Examination</b>	Students receive high school or college credit based on mastery of prior learning as measured through end of course examinations. District policies, assessment formats, and requirements may vary. Please check your local district policy.
<b>Curriculum Compacting (sometimes referred to as Compacted Curriculum)</b>	Honoring prior learning, typically measured through pre-assessments, by allowing students to skip lessons/standards where mastery has been met and providing opportunities to focus on standards in the current unit/curriculum that have not been mastered yet.
<b>Depth and Complexity</b>	A general framework to assess level of rigor specific to cognitive demand. Common frameworks include <a href="#">Webb's Depth Of Knowledge</a> (DOK) and Bloom's Taxonomy.
<b><a href="#">Depth of Knowledge (DOK)</a></b>	A framework developed by Dr. Norman Webb to assess the level of rigor for standards, projects, assignments, and exams.
<b>Differentiated Instruction (involving tiers of depth and complexity)</b>	Instruction and learning options designed to reflect the needs of students specific to current learning evidence/data that fosters academic growth. Educators may differentiate content, process, product, and environment to accommodate needs of learning.
<b>Flexible Readiness Grouping</b>	A strategic strategy designed to group students according to best fit instructional needs and student discourse opportunities.
<b>Formative Assessment as a Process</b>	Intentional teaching and learning practices in the classroom used by both teachers and students. Moment-by-moment evidence of student learning and thinking is used



Term	Definition
	to inform and adjust teaching and learning. Descriptive feedback, established success criteria, and clear learning goals are essential.
<b>Independent Learning Contracts</b>	An agreement between student and teacher that outlines individual learning opportunities and outcomes for the student. This strategy is commonly used when a student has demonstrated mastery of a unit that is currently being taught (i.e. student has already read the novel that is being taught in a particular grade level)
<b>Instructional Plans (IPs)</b>	Communicates instructional strategies and services of how the teacher meets the needs of <i>all</i> TAG identified students in a particular course. Typically utilized at the secondary level.
<b>International Baccalaureate (IB)</b>	College level coursework with common internationally-normed assessments. IB coursework alone does not meet the needs of all TAG identified students. Differentiated instruction is often implemented to ensure growth and appropriate cognitive demand.
<b>Kaplan's Icons of Depth and Complexity</b>	Icons/tools used to provide a visual prompt that promotes thinking from various perspectives, designed to achieve in-depth learning opportunities. Often used as a schoolwide program where all teachers, classroom support staff, and students are taught how to interact with and use the icons.
<b>Level of Learning</b>	<p>In reference to OAR 581-022-2500(3): The instruction provided to identified students shall be designed to accommodate their assessed <b>levels of learning</b> and accelerated rates of learning</p> <p>The student's instructional level in the curriculum and the place where the student will encounter knowledge and skills not yet learned or mastered. It is more than an advanced grade level. It involves depth and complexity in thinking.</p>
<b>Option Schools</b>	Students choose to attend schools in their district with learning options that best fits their academic and affective needs. Some districts have alternative school options,

Term	Definition
	magnet schools, and option programs (school within a school model) specifically designed for TAG students. Not all districts provide option schools or programs in Oregon.
<b>Oregon Administrative Rule (OAR)</b>	Rules adopted by the State Board of Education to support statutes (ORS).
<b>Oregon Revised Statute (ORS)</b>	Oregon laws passed by the State Legislature.
<b>Personal Education Plans (PEPs)</b>	A plan developed by the teacher, TAG student, and family that outlines and communicates the programs and services received throughout the school year. Personal Education Plans are for an individual student and are more common at the elementary level.
<b>Pull-Out Programs</b>	Students attend specialized instruction designed for TAG students, during school hours, at the school where the student is enrolled. Pull-out programs vary by district. Not all districts offer pull-out programs.
<b>Rate of Learning</b>	<p>In reference to OAR 581-022-2500(3): The instruction provided to identified students shall be designed to accommodate their assessed levels of learning and accelerated <b>rates of learning</b>.</p> <p>Addresses the measure of the pace at which the student is successfully progressing through the curriculum after being placed at the appropriate level. A student's rate will vary depending on subject, interest, level of difficulty and point in the learning process.</p>
<b>Scaffolding or Tiered Instruction</b>	An instructional method that varies the level of learning (depth and complexity) of the assignment to provide all students an opportunity to engage in productive struggle and find success in academic growth.