

Crook County School District

Plan for Talented and Gifted Education

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Section 1: Introduction



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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

Code IGBB - [Talented and Gifted Philosophy](#)

Code IGBB - [Identification – Talented and Gifted](#)

Code KLAR - [Complaints Regarding Talented and Gifted Program](#)

Introduction

Crook County School District recognizes the unique values, interests, and talents of the individual student. The district further recognizes that some students possess, or are capable of possessing, extraordinary ability in many domains of giftedness and come from different genders and all cultural and socioeconomic groups.

Crook County School District Vision and Mission Statements

Vision Statement: Crook County School District is an organization with integrity, a model for educational success, and a recognized leader for excellence in helping students dream, learn, and succeed.

Mission Statement: The board, administration, staff, students, parents, and the community work together to ensure high academic achievement, personal growth, and exemplary citizenship for all students by establishing a learning system based on performance excellence, continuous improvement, and safe and effective operations.

Talented and Gifted (TAG) Program Statement

All staff members are dedicated to maximizing learning beyond the universal curriculum for talented and gifted students. Providing superior learners with instruction that will foster high-level thinking and personal development will result in more complete, productive individuals, who are prepared to reach their fullest potential to better themselves and society.

Talented and Gifted Program Goals

1. Identify students who demonstrate exceptional talents and, therefore, need accommodations beyond the regular classroom curriculum.
2. Identify talented and gifted students from special populations such as cultural and ethnic minorities, disadvantaged students, underachieving students, and disabled learners.
3. Establish programs and services that are responsive to the specific academic, social, and emotional needs of talented and gifted students.
4. Design, develop and implement high-quality curriculum derived from research-based models in talented and gifted education.

5. Encourage participation in activities to challenge students to meet their potential.
6. Maintain open communication with all stakeholders.
7. Assess the efficiency and effectiveness of the program and services and make suggestions for continuous improvement.

Talented and Gifted Program Expectations

1. Maintain or increase standardized test scores
2. Survey stakeholders (students, parents, staff) during conferences
3. Provide opportunities for professional development

Guiding Beliefs about TAG Education

1. Each TAG student has unique abilities and interests to be nurtured.
2. The identification process is based on a case study approach.
3. TAG students will have opportunities to interact with each other.
4. Services provided to TAG students match the **rate and level** of instruction the student needs.
5. Instruction and curricular differentiation will vary from subject to subject and class to class based on student needs and interests.
6. Parents have the right and responsibility to participate in identification and provide experiences beyond the school setting.

Philosophy of Talented and Gifted Education

The philosophy for serving TAG students is essentially the same as that for all students. Each student should receive educational experiences appropriate to his/her individual abilities, interests and learning styles. The purpose for TAG will focus on higher level thinking skills, social adjustment, social responsibility, and the development of unselfish qualities of leadership. However, these same objectives are desirable for all students. Crook County School district will provide services to children within the Response to Intervention (RTI) model which provides the core materials to all, interventions to those that fall behind, and enhancements to those students who are progressing at a faster rate and higher level.

Elementary Level: Students are assessed using standardized district assessments at regular intervals

during each school year. These assessments certainly provide a starting point in determining rate and level. However, rate and level should be documented regularly throughout the school year within the TIP plan.

Middle and High School Levels: Students are monitored and assessed and appropriately placed based on rate and level of learning. Students are also provided an opportunity for placement in higher-level classes.

Curricular Considerations

The TAG Program staff recognizes that quality curriculum is the foundation from which all students' needs are met. Quality curriculum has the following traits:

- ✓ **Content** - broad statements about what students will be expected to know and do.
- ✓ **Assessment** - tools used to measure students' readiness and learning gains.
- ✓ **Introduction** - a meaningful connection to new learning.
- ✓ **Grouping strategies** - offering varied grouping to address differing needs.
- ✓ **Teaching Activities** - the different activities designed by the teacher to challenge, support and promote the learning of students.
- ✓ **Learning Activities** - different tasks aimed to ensure student acquisition of knowledge, understanding and skills unique to the skills learned.
- ✓ **Products** - various student output providing evidence of learning.
- ✓ **Resources** - materials that support the learning and teaching process.
- ✓ **Extensions** - activities pre-planned or responsive to the learner's interest and/or reflection
- ✓ **Differentiation** - curricular modifications made by the teacher in response to readiness, interest and learning style of the learner, and cognitive skills and/or habits of mind

Common Core State Standards (CCSS) and Gifted Education

CCSD has adopted Common Core State Standards (CCSS) for English Language Arts and Mathematics. They are aligned with expectations for success in college and the workplace. While the CCSS are strong, they are not sufficiently advanced to meet the needs of most TAG students. Therefore, it is necessary that rate, level, and instructional modifications are considered.

Guidelines for Instruction Modifications

Modifications should be in the form of providing advanced level work and/or an increase in pace of instruction. Instructional modifications are based on assessment data. These modifications must be provided on a regular basis, and should be clearly documented in lesson plans and grade books.

Section 3: Identification of TAG-Eligible Students



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

A. District TAG Identification Practices

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
TAG Identification Process Overview <i>Aligned to OAR 581-022-2325 (1)</i>	Step 1. Students are referred by TAG coordinator, staff member, parent or based on the universal screener given by CCSD. (CCSD is evaluating the use of a universal screener) Step 2. TAG Eligibility Team reviews data compiled by the referring person or based on screener results: eligibility may be determined at this time, or the team may request additional information.

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<p>Step 3. Additional testing may be suggested during committee meetings. If additional testing occurs, the TAG Eligibility Team will need to reconvene after testing results are received. Team makes eligibility determination. Parents will be notified if additional testing is required.</p> <p>Step 4. Communication with parents concerning the results of testing and any additional TAG Eligibility Team meetings will proceed the committee meeting or at regularly scheduled intervals that are tied to the TAG timeline calendar.</p> <p>Step 5. All TAG students will have an annual TIP (TAG Instructional Plan) that reflects their learning needs*</p> <p>*(All identified students will have a TIP developed by a team of educators including input from Benchmark Coordinators, classroom teachers, TAG coordinators, parents/guardians, as well as other personnel with background knowledge of the student’s abilities. The TIP will be reviewed in accordance with the district’s TAG timeline.</p>
<p>Multiple modes and methods of data collection used in the identification process. <i>Aligned to OAR 581-022-2325 (2)(b)(c)</i></p>	<p>Two of the following:</p> <ul style="list-style-type: none"> ● Standardized achievement test score equal to the 90th percentile in reading and/or math ● Recommendation from teacher, parent, consultant/psychologist ● Additional standardized/normed test score data ● Performance Portfolio ● Classroom data ● Universal screener (if determined to be part of our identification process) ● TAG Form 3 completed by a team member or parent with a majority of characteristics in one or more categories being identified as a “3” or “4”.
<p>Culturally responsive practices specific to identification. <i>Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)</i></p>	<p>Each student subgroup will be reviewed to identify those students at the 90th percentile for our district in that group.</p> <p>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>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
Research-based tools, instruments, or considerations utilized to equitably identify students from underrepresented populations including, but not limited to: students experiencing disabilities, students who are culturally and linguistically diverse	Standardized and/or norm-referenced testing Recommendation from parent, teacher, consultant, psychologist Additional standardized/normed test score data Performance Portfolio Classroom data
Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices	Staff development around the six Gifted Profiles. Use of district checklists for gifted students.
Universal Screening/Inclusive considerations	Potentially, our district may opt to use a universal screener. Currently, our district does use other methods to identify students for TAG services. Additional assessments may also be used.
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection	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.
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	Student classroom data and performance portfolios are acceptable to qualify for TAG designation.
A tool or method for determining a threshold of when preponderance of evidence is met.	Following a student referral, the school TAG Eligibility 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 Eligibility Team then decides whether the student: <ul style="list-style-type: none"> ● Meets criteria for identification ● Does not meet the criteria for identification

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<ul style="list-style-type: none"> • May meet the criteria, but more information is needed. • Evidence suggests it is more likely than not that the student meets TAG identification requirements.
TAG Eligibility Team	The TAG Eligibility Team at each school will include the building TAG coordinator, the school principal, and the classroom/content area teacher. Other school personnel may be included at the discretion of the TAG Eligibility Team.
<p>Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification</p> <p>Link to Forms 1-10</p>	<p>Each student's TAG file may contain the following elements:</p> <ul style="list-style-type: none"> • Talented and Gifted Referral Form (Form 1) • Talented and Gifted Case Study Form (Form 2) • Teacher Referral: Behavioral Checklist (Form 3) • Parent Referral: Behavioral checklist (Form 4) • Behavioral Checklist to Identify Gifted Underachievers (Form 5) • Permission to Test Form (if needed) (Form 6) • Team Decision Reporting Form (Form 7) • Parent Notification/Eligibility Letter(s) (Form 8A and 8B) • TAG Instructional Plan for each year the student is served (Form 9A and 9B) • Parent Option to Refuse Program and/or Services (Form 10) • Parent Complaint Form from the CCSD District Handbook

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	Not at this time. CCSD Leadership is evaluating the use of a universal screener.

Key Questions	District Procedure
What is the broad screening instrument and at what grade level is it administered?	NA
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)?	NA

C. Portability of TAG Identification

Key Questions	District Policy and Practices
Does your district accept TAG identification from other districts in Oregon?	Yes, with review.
Does your district accept TAG identification from other states?	Yes, with review.
Do local norms influence the decision to honor identification from other districts and states?	Yes. As long as data is available from either standardized testing, classroom data, portfolios of evidence, or other pertinent data, students from out of state can be recognized as TAG students.

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
Teacher implemented classroom differentiation based on the TAG student's rate and level at the Elementary level (K-5)	Teachers will provide differentiated instruction to TAG students in all elementary classrooms, and in the content areas connected to each TAG student's gifted area: English Language Arts, Social Studies and Science for Reading gifted, and math for math gifted. Evidence will be that gifted students will be challenged at their rate and level, and will be doing something different than other students. Teachers will administer pre- and post-assessments and evaluate and record progress for the TAG Instruction Plan updates.
Teacher implemented classroom differentiation based on the TAG student's rate and level at the Secondary level (6 - 12)	ELA Teachers will provide differentiated instruction to TAG students identified as gifted in Reading and Math teachers will provide differentiated instruction to TAG students identified as gifted in math. This instruction will be based on each TAG student's rate and level. Teachers will administer pre- and post - assessments and evaluate and record progress for the TAG Instruction Plan updates.
Teacher implemented classroom differentiation based on the TAG student's rate and level at all grade levels	Students identified as gifted in General Intellectual Ability, Creative Ability, Leadership Ability and Ability in the visual or performing arts, will receive differentiated instruction based on their rate and level in each of these areas.
Other services offered to all TAG students at all levels	<ul style="list-style-type: none"> ● Cluster Grouping ● Formative Assessment as a Process ● Scaffolding or Tiered Instruction ● Subject Acceleration ● Choice Assignments with depth and complexity ● Credit by Examination ● Independent Learning Contracts ● Pull-out Programs

B. Advanced Placement (AP) Course Offerings

Name of AP Course	Schools and Grade Levels Offered
AP English Literature & Composition	Crook County High School Grades 11 and 12
AP Statistics	Crook County High School Grades 11 and 12
AP Calculus	Crook County High School Grades 11 and 12
AP Physics	Crook County High School Grades 11 and 12
AP Chemistry	Crook County High School Grades 11 and 12
AP Human Geography	Crook County High School Grades 10, 11, and 12
AP US History	Crook County High School Grades 11 and 12
AP Government	Crook County High School Grade 12

C. 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 district building has a TAG Coordinator responsible for meeting with teachers each fall, prior to fall conferences to make teachers aware of the TAG students in their classes, and in what areas the student is gifted.

Key Questions	District Procedure
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?	During the fall meeting with classroom teachers, each TAG student's current TIP is reviewed and preparations are made to receive parent input during conferences. Available district resources around services and programs are shared with classroom teachers at this time.
How do teachers determine rate and level needs for students in their classrooms?	Teachers administer assessments to determine each TAG student's rate and level. Assessments can be summative or formative local assessments

D. 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's are required for every student at the secondary level.
Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?	TIP's (TAG Instruction Plans) are required for every TAG student at every level.
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student's learning?	Families are notified during fall conferences of the opportunity to provide input on their child's PEP or TIP.

E. Option/Alternative Schools Designed for TAG Identified Students

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

F. TAG Enrichment Opportunities

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
STEM/Robotics	

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
Students are able access all content in advanced or upper-level courses that match rate and level.	We allow students to take classes at their rate and level, regardless of grade-level. This is handled by allowing younger grade-level students to take courses at the middle or high school, and older kids by enrolling in academics through online or college classes.

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?
Clear identification protocols	Annual Professional Development for classroom teachers. Protocols published on District Website.	September, 2018 - June, 2024	Include questions about TAG identification processes in annual employee survey	When more than 90% of staff report that they are aware of TAG identification protocols

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?
Heightened awareness of our	Annual Professional	September, 2023- June, 2024	By the percentage of	By achieving 3% of

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?
under-represented student populations as potentially being identified as TAG	development for staff		under-represented identified in our district	under-represented students identified as TAG

B. Professional Development Plan: Identification

Who	What	Provided by	When
Staff person who is responsible for TAG identification in your district is Carrie Lowenbach	Required statewide training	Oregon Department of Education	Sometime in the 2023-24 school year.
All district licensed educators who	Training on Identification	CCSD TAG Coordinators: McKenzie Kudlac Michelle Malone Sarah Shinkle	October of every school year.

Who	What	Provided by	When
are responsible for identification		Marilee Smith Sarah Klann	
Staff who have already been trained in previous years	OPTIONAL: Refresher Identification training	Carrie Lowenbach	Every school year in October after the initial training

C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	During fall conferences, classroom teachers will communicate these processes each year.
Universal Screening/Testing grade levels	NA at this time.
Individual and/or group testing dates	Testing will occur as needed throughout the school year.
Explanation of TAG programs and services available to identified students	During fall conferences, classroom teachers will communicate these processes each year.

Comprehensive TAG Programs and Services	Date and/or method of Communication
Opportunities for families to provide input and discuss programs and services their student receives	Parent input on the TAG instructional plan will occur during fall conferences each year.
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	An explanation of the TAG learning plan will occur during fall conferences each year.
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	Posted on the district website, as well as communicated via building newsletters and direct conversation with TAG parents.
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.	Posted on the district website, as well as communicated via building newsletters and direct conversation with TAG parents.
TAG informational events (high school) - where parents learn about TAG profiles, explanations of services and programs offered to TAG identified students, transition	Posted on the district website, as well as communicated via building newsletters and direct conversation with TAG parents.

Comprehensive TAG Programs and Services	Date and/or method of Communication
expectations from middle to high school, etc.	
Notification to parents of their option to request withdrawal of a student from TAG services	During fall conferences each year.
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	During fall conferences each year.
Designated district or building contact to provide district-level TAG plans to families upon request	Carrie Lowenbach



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	Carrie Lowenbach	carrie.lowenbach@crookcountyschools.org	541-416-9970
Person responsible for updating contact information annually on your district website	Carrie Lowenbach	carrie.lowenbach@crookcountyschools.org	541-416-9970
Person responsible for updating contact information annually on the Department	Carrie Lowenbach	carrie.lowenbach@crookcountyschools.org	541-416-9970
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Carrie Lowenbach	carrie.lowenbach@crookcountyschools.org	541-416-9970
TAG contact for Barnes Butte Elementary	Marilee Smith	marilee.smith@crookcountyschools.org	541-416-4150
TAG contact for Crooked River Elementary	Sarah Shinkle	sarah.shinkle@crookcountyschools.org	541-447-6488
TAG contact for Steins Pillar Elementary	Sarah Klann	sarah.klann@crookcountyschools.org	541-416-4230
TAG contact for Crook County Middle School	Michelle Malone	michelle.malone@crookcountyschools.org	541-447-6283

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
TAG contact for Crook County High School and Pioneer Alternative High School	McKenzie Kudlac	mckenzie.kudlac@crookcountyschools.org	541-447-1268
TAG contact for Paulina Elementary, Brothers Elementary and Grizzly Mountain Home Link	Carrie Lowenbach	carrie.lowenbach@crookcountyschools.org	541-416-9970

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

Term	Definition
	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.

Term	Definition
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>

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