

Mapleton Schools

Plan for Talented and Gifted Education

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Section 1: Introduction



**Section 2:
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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

Mapleton School District Board Policies with Links	Description
IGBB	Talented and Gifted Program and/or Services

IGBBD	TAG Parent Notification and Participation
IGBBA	TAG Identification and Appeals Procedure
IGBB-AR	Complaints Regarding the TAG program

B. Implementation of Talented & Gifted Education Programs and Services

Mapleton School District's TAG program identifies students who are gifted and/or talented as demonstrated by profiles, screening, anecdotal information, and work samples, as well as through additional screening.

Mission

Our mission is to provide a challenging and enriched educational experience for gifted students within our public school district, while also promoting inclusion and differentiation. We strive to foster a supportive and stimulating learning environment that recognizes and celebrates the diversity of our student body, and that encourages creativity, critical thinking, and academic excellence for all students. Through a personalized approach to education that meets the needs of each student, we aim to empower all students to achieve their full potential and become lifelong learners who make positive contributions to their communities.

Vision

The Mapleton School District, in collaboration with parents and community members, will recognize and actively support gifted and high potential students so they may achieve academic and personal excellence in a supportive and stimulating learning environment.

Our gifted students will:

1. Be aware of their gifts and develop a confident self image.
2. Pursue areas of interest and build strengths.
3. Develop problem-solving and decision-making skills relevant to academics and social emotional learning.
4. Explore and question their universe in multiple domains.

5. Have access to differentiated learning experiences that nurture their unique academic, emotional, and social needs.
6. Receive a rigorous and relevant curriculum delivered in a creative, flexible, and supportive instructional environment.
7. Include those who are traditionally underrepresented in gifted education, such as students from low-income backgrounds, students with disabilities, and students from diverse racial and ethnic backgrounds.
8. Partner with home, school, and community to ensure success.
9. Create a culture of curiosity that includes taking intellectual risks.

Section 3: Identification of TAG-Eligible Students



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

A. District TAG Identification Practices

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
<p>TAG Identification Process Overview <i>Aligned to OAR 581-022-2325 (1)</i></p>	<p>Explanation:</p> <p>Multiple pathways may lead to a TAG identification. Students enter the identification eligibility process through one of the three options/on-ramps:</p> <ul style="list-style-type: none"> ● Universal screening for 2nd and 9th graders, with 2nd-12th students tested in 2023 (top 10% using local cohort norms) to ensure identification methods do not immediately exclude potential talent ● Utilizing Local Performance Assessments for need of differentiated instruction ● Inclusion of work samples, classroom observations, and research-based checklists <p>If a student performs in the top 10% on the CogAT PLUS shows qualitative evidence of gifted characteristics, this automatically qualifies them for TAG.</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<p>If the student doesn't meet both conditions, use MSD Flow Chart.</p> <p>If the initial data satisfies the guiding questions, a case study is then opened to collect additional background information from school and home along with multiple modes and measures of qualitative and quantitative data. Once a body of evidence has been collected, the case study is reviewed by the TAG Coordinator to determine if a preponderance supports identification.</p> <p>Students who do not yet show a preponderance of evidence continue to be monitored for consideration at a later date.</p> <p>Decisions are documented accordingly and parents are notified. All documents are filed into the student records in TAG folder and the programming is updated to reflect any identification areas in TAC. The classroom teacher begins services according to an appropriate TAG Plan.</p> <div data-bbox="1318 402 1875 1117" data-label="Diagram"> <pre> graph TD subgraph Referrals R1(Referral from Qualitative Data) R2(Referral from Quantitative Data) R3(Referral from Universal Screener) end Referrals --> Q1{Questions to Guide Referral Process} Q1 --> Q1_1{CogAT score is in top 10% of local norms + Demonstrated Gifted Traits} Q1_1 --> Q2{Does student require accelerated or differentiated instructional services? Has the student demonstrated an accelerated pace of learning academics and/or rapid language acquisition? Is the student showing excellent performance on CogAT? Is the student showing ability beyond regular instruction?} Q2 -- YES --> CS[Start Case Study] Q2 -- NO --> M[Continue to Monitor] CS --> CS_1[Check Bias "See Me List"] CS --> CS_2[Gather Background Info from Parents] CS --> CS_3[Request Qualitative/Quantitative Data] CS_3 --> SRT{School Review Team} SRT --> SRT_1{Is there a preponderance of evidence to identify specific programming and/or instructional service needs? Does the evidence include both Qualitative and Quantitative Data?} SRT_1 -- YES --> D1{School Team Decides on TAG Identification Area} SRT_1 -- NO --> M SRT_1 --> E[Request Qualitative and Quantitative Evidence] E --> SRT_1 D1 --> B[Begin Services according to TAG plan] D1 --> U[Update File in TAC] M --> M_1{Not Yet Qualified} M_1 --> N[Notify Families] M_1 --> F[File Documentation] </pre> <p style="font-size: small; text-align: right;">MSD TAG Identification Flowchart, 2023 Adapted from HSD TAG Identification Flowchart Rev. April 2023</p> </div>
<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>Multiple Measures and Modes that demonstrates a preponderance of TAG ability that include qualitative and quantitative data. Modes And Measures of Data</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
<p>Culturally responsive practices specific to identification. <i>Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)</i></p>	<p>Practices include:</p> <ul style="list-style-type: none"> ● CLED Identifier ● Universal Screener ● Translated communication with families ● Multiple modes and methods of data
<p>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</p>	<p>Practices may include:</p> <ul style="list-style-type: none"> ● CLED Identifier ● Gifted Profiles ● Individualized Learning Plans ● Kingore Lists ● Rate of Language Acquisition
<p>Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices</p>	<p>Contributors to the Case Study use the “See Me” Checklist to reflect on their implicit biases and inclusive identification practices throughout the referral process.</p>
<p>Universal Screening/Inclusive considerations</p>	<p>Teachers and proctors follow best practices in test-taking and provide accommodations as noted in student IEP and 504.</p>
<p>Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection</p>	<p>All Universal Screeners given will use Local Cohort Norm data.</p> <p>Cohorts may include: Building, Title 1 Schools, Gender, Program of Services, Race</p> <p>Any CogAT testing requested for students outside of 2nd and 9th grade will use national norm data.</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	Multiple Measures and Modes that demonstrates a preponderance of TAG ability that include qualitative and quantitative data. Modes And Measures of Data
A tool or method for determining a threshold of when preponderance of evidence is met.	Classroom teachers, in coordination with the TAG Coordinator, will use the TAG Identification Form to determine if the student shows a pattern of need, or preponderance of evidence, to receive instructional services that fosters academic growth and appropriate challenge.
TAG Eligibility Team	The team is school-based and may include but is not limited to: <ul style="list-style-type: none"> - TAG Coordinator - Teacher(s) specialized in TAG - Classroom Teacher - Administrator - Counselor - Specialists - Other Staff
Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification	Students referred for TAG Identification will receive a folder which includes: <ul style="list-style-type: none"> • Documents from Multiple Measures and Modes that provide background student information. • Copy of notification letter (qualifying, or not qualifying) The folder will be housed in the Student Cumulative File and will stay there for the duration of their school career.

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?	CogAT (Cognitive Abilities Test) 2nd and 9th grade
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)?	<p>An SAS score of 112 or above in screener qualifies students for additional post-screening using CogAT. No single data point can eliminate a student from the referral process.</p> <ul style="list-style-type: none"> ● 10-20% of scores are Considered for TAG Identification using a Case Study ● Additional students are considered if supporting data is collected ● Scores at or above 90th percentile are Selected for TAG Identification when a preponderance of evidence is found

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?	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

Key Questions	District Policy and Practices
	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?	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 (Self Reported Staff Survey, May 2023)			
	All subjects/assignments	Most subjects/assignments	A few subjects/assignments	Not currently in use or n/a
Usage rates vary by class				
Cluster Grouping		14%	86%	
Flexible Readiness Grouping		29%	57%	14%
Formative Assessment as a Process	29%	43%	14%	14%
Differentiated Instruction, Involving Tiers of Depth and Complexity	43%	57%		

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area (Self Reported Staff Survey, May 2023)			
Scaffolding/Tiered Instruction	14%	72%	14%	
Choice Assignments		43%	57%	
Curriculum Compacting			43%	57%
Independent Learning Contracts			14%	86%

B. Advanced Placement (AP) Course Offerings

Not applicable

C. International Baccalaureate (IB) Course Offerings

Not applicable

D. Teacher’s Knowledge of TAG Students in Class

Key Questions	District Procedure
What procedures are in place to ensure classroom teachers K – 12 know who the TAG identified students are in their classrooms?	Classroom teachers see an icon on TAC for all TAG-identified students.

Key Questions	District Procedure
<p>What procedures are in place to ensure classroom teachers K – 12 know where they can get support if needed specific to the TAG services the district offers?</p>	<p>Classroom teachers can contact any of the following resources:</p> <ul style="list-style-type: none"> ● TAG coordinator – Mapleton School District has one coordinator for all students ● School administrators ● Staff Professional Development
<p>How do teachers determine rate and level needs for students in their classrooms?</p>	<ul style="list-style-type: none"> ● Consistently completing most assignments more quickly and more comprehensively than other classmates. ● Consistent pattern on need using local performance assessments ● Ongoing formative assessments ● Staff Professional Development

E. Instructional Plans for TAG Students

Key Questions	District Procedure
<p>Are Personal Education Plans (PEPs) required or optional? At which grade levels are PEPs required?</p>	<p>Elementary–PEPs optional for TAG-Identified Students Middle and High School: Required as part of Individualized Learning Plan</p>
<p>Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?</p>	<p>Instructional Plans provided by parent request.</p>
<p>How are families notified regarding the opportunity to discuss the PEP or IP designed for their student’s learning?</p>	<p>Elementary–Plans evaluated during parent-teacher conferences scheduled twice a year. Middle and High School–Plans evaluated during student-led conferences twice a year. All families to be notified of student identification.</p>

F. Option/Alternative Schools Designed for TAG Identified Students

Not applicable

G. TAG Enrichment Opportunities

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
Friday Enrichment	Activities and opportunities provided to extend learning or based on interests.
School Clubs	May include, but not limited to, Student Government, Ultimate Frisbee, Dungeons and Dragons, Art Club, Robotics
District-Sponsored In-Person TAG opportunities	Elementary Students can attend TAG workshops throughout the year focused on student interests.

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?
<p>Goal 1 Implement equitable identification practices by providing training of gifted characteristics to teachers and classroom support staff at district level by the end of the Spring 2025 school year. Do these goals align with our district strategic plan?</p>	<p>Professional Development to staff provided by TAG Coordinator</p>	<p>March 2023 August 2023</p>	<p>Collection of Data and increase in use of Preponderance of Evidence Form</p>	<p>Identification of TAG Students</p>
<p>Goal 2 Implement annual CoGAT screener as universal screener, with 2nd-12th tested in 2023, and 2nd, 9th, and new/incoming students tested in subsequent years.</p>	<p>Train staff in CoGAT; Calendar screening for late fall; Provide parent letter to introduce/refresh CoGAT and TAG policies.</p>	<p>March 2023 October 2023</p>	<p>Universal screener implemented fully by 2023-2024</p>	<p>Screening of all students in 2023 and 2nd/9th graders in 2023-2024 (and subsequent years)</p>
<p>Goal 3 Create engagement with families through communication about universal screener and communication about</p>	<p>District TAG plan, Letter home to families for CoGAT, Identification, PEP, and ILPs</p>	<p>September 2023</p>	<p>Contact information with families logged</p>	<p>Parent communication regularly collected via PEP and ILP</p>

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?
student's talented and gifted status and rights.				

B. Professional Development Plan: Identification

Who	What	Provided by	When
Staff person who is responsible for TAG identification in your district Stephanie Grijalva, TAG Coordinator	Required statewide training	Oregon Department of Education	ESD, April 2023
All district licensed educators who are responsible for identification	Training on Identification for MSD each school year	Stephanie Grijalva, TAG Coordinator	Annually, September
Staff who have already been trained in previous years	OPTIONAL: Refresher Identification training	Stephanie Grijalva, TAG Coordinator	Annually September/October starting 2024

C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	Identification Flowchart Fall Parent Communication (Parent Square, Newsletter, CoGAT communication, etc) District Website
Universal Screening/Testing grade levels	2nd/9th graders CoGAT Testing Annually
Individual and/or group testing dates	Ongoing upon request
Explanation of TAG programs and services available to identified students	Notified at time of identification with support during parent-teacher conferences
Opportunities for families to provide input and discuss programs and services their student receives	Elementary: PEP Middle and High School: ILP
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	Parent-Teacher Conferences and Student-Led Conferences Ongoing with Classroom Teachers
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	Information about TAG can be found on website
TAG informational events (middle school) - where parents learn about TAG profiles, explanations of services and programs offered to TAG identified students, transition expectations from elementary to middle school, etc.	Information about TAG can be found on website

Comprehensive TAG Programs and Services	Date and/or method of Communication
TAG informational events (high school) - where parents learn about TAG profiles, explanations of services and programs offered to TAG identified students, transition expectations from middle to high school, etc.	Information about TAG can be found on website
Notification to parents of their option to request withdrawal of a student from TAG services	IGBBD
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	IGBB-AR
Designated district or building contact to provide district-level TAG plans to families upon request	Mapleton School District will post TAG Plan on school website Stephanie Grijalva, MSD 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	Stephanie Grijalva	sgrijalva@mapleton.k12.or.us	(541) 268-4312
Person responsible for updating	Jeron Ricks	jricks@mapleton.k12.or.us	(541) 268-4312

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
contact information annually on your district website			
Person responsible for updating contact information annually on the Department	Stephanie Grijalva	sgrijalva@mapleton.k12.or.us	(541) 268-4312
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Stephanie Grijalva	sgrijalva@mapleton.k12.or.us	(541) 268-4312
TAG contact for Mapleton Elementary	Stephanie Grijalva	sgrijalva@mapleton.k12.or.us	(541) 268-4312
TAG contact for Mapleton Middle School	Stephanie Grijalva	sgrijalva@mapleton.k12.or.us	(541) 268-4312
TAG contact for Mapleton High School	Stephanie Grijalva	sgrijalva@mapleton.k12.or.us	(541) 268-4312

Appendix: Glossary



Term	Definition
Acceleration (subject)	Above grade-level standards and coursework. For example, a student who takes an advanced high school art class during middle school.
Acceleration (whole-grade)	Grade skipping. For example, a student who moves from 1st grade to 3rd grade (skips the 2nd grade).
Acceleration (standards)	Working ahead on grade-level standards (considerations include: pacing needs and demonstrated levels of mastery on certain grade-level standards). This often occurs within the grade-level course.
Advanced Placement (AP)	College-level coursework with common nationally-normed assessments. AP coursework alone does not meet the needs of all TAG identified students. Differentiated instruction is often implemented to ensure growth and appropriate cognitive demand.
Choice Assignments	A selection of standards-based learning options/projects based on student interest and/or development that includes depth and complexity to address both motivation to learn and cognitive demand.
Cluster Grouping	TAG identified students are intentionally placed together into mixed ability classrooms. The structure of this educational practice allows students to have peer-alike time together to address both academic and social-emotional needs.
Credit by Examination	Students receive high school or college credit based on mastery of prior learning as measured through end of course examinations. District policies, assessment formats, and requirements may vary. Please check your local district policy.
Curriculum Compacting (sometimes referred to as Compacted Curriculum)	Honoring prior learning, typically measured through pre-assessments, by allowing students to skip lessons/standards where mastery has been met and providing opportunities to focus on standards in the current unit/curriculum that have not

Term	Definition
	been mastered yet.
Depth and Complexity	A general framework to assess level of rigor specific to cognitive demand. Common frameworks include Webb's Depth Of Knowledge (DOK) and Bloom's Taxonomy.
Depth of Knowledge (DOK)	A framework developed by Dr. Norman Webb to assess the level of rigor for standards, projects, assignments, and exams.
Differentiated Instruction (involving tiers of depth and complexity)	Instruction and learning options designed to reflect the needs of students specific to current learning evidence/data that fosters academic growth. Educators may differentiate content, process, product, and environment to accommodate needs of learning.
Flexible Readiness Grouping	A strategic strategy designed to group students according to best fit instructional needs and student discourse opportunities.
Formative Assessment as a Process	Intentional teaching and learning practices in the classroom used by both teachers and students. Moment-by-moment evidence of student learning and thinking is used to inform and adjust teaching and learning. Descriptive feedback, established success criteria, and clear learning goals are essential.
Independent Learning Contracts	An agreement between student and teacher that outlines individual learning opportunities and outcomes for the student. This strategy is commonly used when a student has demonstrated mastery of a unit that is currently being taught (i.e. student has already read the novel that is being taught in a particular grade level)
Instructional Plans (IPs)	Communicates instructional strategies and services of how the teacher meets the needs of <i>all</i> TAG identified students in a particular course. Typically utilized at the secondary level.
International Baccalaureate (IB)	College level coursework with common internationally-normed assessments. IB coursework alone does not meet the needs of all TAG identified students.

Term	Definition
	Differentiated instruction is often implemented to ensure growth and appropriate cognitive demand.
Kaplan's Icons of Depth and Complexity	Icons/tools used to provide a visual prompt that promotes thinking from various perspectives, designed to achieve in-depth learning opportunities. Often used as a schoolwide program where all teachers, classroom support staff, and students are taught how to interact with and use the icons.
Level of Learning	<p>In reference to OAR 581-022-2500(3): The instruction provided to identified students shall be designed to accommodate their assessed levels of learning and accelerated rates of learning</p> <p>The student's instructional level in the curriculum and the place where the student will encounter knowledge and skills not yet learned or mastered. It is more than an advanced grade level. It involves depth and complexity in thinking.</p>
Option Schools	Students choose to attend schools in their district with learning options that best fits their academic and affective needs. Some districts have alternative school options, magnet schools, and option programs (school within a school model) specifically designed for TAG students. Not all districts provide option schools or programs in Oregon.
Oregon Administrative Rule (OAR)	Rules adopted by the State Board of Education to support statutes (ORS).
Oregon Revised Statute (ORS)	Oregon laws passed by the State Legislature.
Personal Education Plans (PEPs)	A plan developed by the teacher, TAG student, and family that outlines and communicates the programs and services received throughout the school year. Personal Education Plans are for an individual student and are more common at the elementary level.
Pull-Out Programs	Students attend specialized instruction designed for TAG students, during school

Term	Definition
	hours, at the school where the student is enrolled. Pull-out programs vary by district. Not all districts offer pull-out programs.
Rate of Learning	<p>In reference to OAR 581-022-2500(3): The instruction provided to identified students shall be designed to accommodate their assessed levels of learning and accelerated rates of learning.</p> <p>Addresses the measure of the pace at which the student is successfully progressing through the curriculum after being placed at the appropriate level. A student's rate will vary depending on subject, interest, level of difficulty and point in the learning process.</p>
Scaffolding or Tiered Instruction	An instructional method that varies the level of learning (depth and complexity) of the assignment to provide all students an opportunity to engage in productive struggle and find success in academic growth.