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Dear Oregonians:

The Oregon Department of Education is pleased to launch a new collaborative initiative on aligning the Oregon Content Standards to gifted education research-based practices for differentiation. This guide has been developed by teachers statewide in an effort to translate the standards into curriculum samples at all grade level clusters and in all subject areas. The curriculum samples represent major task demands and product demands that represent appropriately differentiated responses to selected standards. The purpose of the guide is to provide teachers in Oregon curriculum resources for differentiating for high-end learners in their classrooms.

This initiative represents an important step forward in curriculum development for advanced students by going through state standards and extending learning beyond them for our best learners in schools. It also represents an important collaboration between state curriculum consultants and local district teachers in shaping the product with content integrity while honoring the need for advanced, in-depth, complex, creative, and challenging learning opportunities which are hallmark characteristics of gifted curriculum. The development team hopes that teachers and administrators in Oregon will use the guide in several ways:

- 1) As a model for developing more differentiation examples and units of study around the content standards.
- 2) As a basis for differentiated teaching in relevant classrooms.
- 3) As a guide to implementing Oregon program and service requirements for TAG students addressing and documenting appropriate instructional level and rate for talented and gifted students (OAR-581-022-1330).
- 4) As a translation model for a given standard at the level of classroom implementation, with regular and gifted examples serving as a guide for within class differentiation.
- 5) As a communication tool with administrators, parents, and other stakeholders on ways to differentiate curriculum in line with the Oregon Standards. .

We encourage wide use of this guide in Oregon schools as an important element in the relentless pursuit of each student's success by enhancing the teaching and learning of a part of our student population with unique abilities and needs.

Sincerely,

Susan Castillo  
Superintendent of Public Instruction