

Dallas School District

Plan for Talented and Gifted Education

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Section 1: Introduction



**Section 2:
School District Policy on the
Education of Talented and
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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 <https://my.avid.org/default.aspx>



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/or Services**](#)

[IGBBA-Talented and Gifted Students – Identification**](#)

[IGBBA R - Appeals Procedure for Talented and Gifted Identification and Placement**](#)

B. Implementation of Talented & Gifted Education Programs and Services

Mission: Dallas School District is: Centered on students, powered by collaboration, built on equity, and driven by excellence.

Vision: Each student is known by name, strength and need-pursuing a life of engagement, innovation, and success

Philosophy of Gifted Education: Dallas School District No. 2 is committed to identifying and providing for the unique intellectual, social, emotional and career needs of Talented and Gifted (TAG) students.

Artifacts:

[TAG 101 - Training](#)

[Identification Flowchart - Universal Screener](#)

[Identification Flowchart - Parent/teacher referral](#)

[TAG SIT Eligibility Form](#)

[Parent Consent for Evaluation](#)

[Consent for Placement](#)

[Parent Observation Form](#)

[KOI Parent Observation Form](#)

[KOI Observation Form K-3](#)

[How to write a GPEP - Training](#)

[Template GPEP](#)

[TAG Parent Handbook **In process of updating](#)

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>Students may be referred for the TAG SIT process by the following methods:</p> <ul style="list-style-type: none"> • Parents/Guardians • Teachers (often OSAS, STAR, or classroom observation data) • TAG Coordinators (typically through universal screener NNAT) • Self <p>Once referred, the process is documented in the attached flow charts.</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>The TAG SIT team is required to gather various data points before making an eligibility decision. These may include but are not limited to:</p> <ul style="list-style-type: none"> • Family and classroom observations (see attached) • Work samples • Cognitive testing • Ability testing • Academic achievement testing
<p>Culturally responsive practices specific to identification. <i>Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)</i></p>	<p>All forms go to families in both English and Spanish. NNAT(Naglieri) was chosen as the universal screener for its research-based commitment to equity. The nonverbal test has questions that can be answered regardless of language and demand only as a small amount of knowledge.</p> <p>In addition, a Spanish interpreter is available to help translate and explain the identification process if needed.</p> <p>Multiple and diverse data points such as performance/project-based evaluations, student interviews, and acculturation scales.</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	<p>The use of local norms has helped to increase these populations.</p> <p>Staff have been trained in characteristics of twice-exceptional children and work closely with Autism, ELL, and special needs staff to make sure they understand their role as talent scouts.</p> <p>Currently we are working on methods to increase identification and participation by our Native American population.</p> <p>TAG staff have been trained in identifying rural students and their unique characteristics as well as those from low-income and trauma backgrounds. Using these resources:</p> <p>Traits of Talented and Gifted Students in Rural Settings</p> <p>“Identifying and Serving Diverse Gifted Learners ed. Jaime A. Casatellano and Kimberly L. Chandler, Prufrock Press.2022</p>
Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices	<p>The above practices and protocols also help to reduce bias as well as having all major decisions being done by a diverse team.</p>
Universal Screening/Inclusive considerations	<p>All universal screener information is sent to families in our two primary languages English and Spanish.</p> <p>The NNAT was chosen for its commitment to inclusiveness. To quote, “The NNAT is also considered to be the gold standard for unbiased scoring regardless of each student’s primary language, socioeconomic status, educational history or color/ vision impairment. This is because the NNAT test utilizes minimal language and written directions to avoid relying on a child’s reading, writing or language skills. Additionally, only two colors (blue and yellow) are shown.”</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection	<p>This year the building TAG coordinators as well as the district TAG coordinator met to discuss the use of district norms. It was decided to drop the 97th percentile to 95th percentile for intellectual giftedness and to the 90th percentile for further consideration of academic subjects.</p> <p>Academic Achievement tests used: OSAS Wechsler Woodcock Johnson</p>
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	<p>As additional data points the following may be considered:</p> <ul style="list-style-type: none"> • Work samples (project or performance) • Observations (family and teacher) • Bright vs. Gifted checklist for teachers • Student interviews
A tool or method for determining a threshold of when preponderance of evidence is met.	<p>The TAG SIT team strives for consensus with the leading question of “does the majority of the evidence presented convincing?”</p>
TAG Eligibility Team	<p>Consists of the building TAG Coordinator, SPED representative (if applicable), classroom teacher, counselor, and admin. In some cases, the District TAG Coordinator is present as well.</p>
Documents that are included in the students’ cumulative record file regarding TAG identification and the eligibility teams’ process to determine identification	<ul style="list-style-type: none"> • TAG Identification • Test scores • Work samples or other qualitative data • Parental/guardian permission for placement

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	All students in Grades 2 and 6 are administered the Naglieri Nonverbal Ability Test (NNAT) unless opted out by parents/guardians.
What is the broad screening instrument and at what grade level is it administered?	OSAS is also used for reading, math, and science at grades 3, 5, and 8.
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>The District TAG Team met this year to determine our local norms and came to the decision that the 90th percentile would lead to eligibility consideration for all gifted categories except 95th percentile for intellectual giftedness consideration.</p> <p>As a school district serving many low-income rural students and with a commitment to programmatic equity, we realized we needed to look at other data points for identification. By agreeing on a baseline of the 90th percentile we could capture students who would benefit from a gifted program while still allowing flexibility in identification. E.g., The Arts</p>

C. Portability of TAG Identification

Key Questions	District Policy and Practices
Does your district accept TAG identification from other districts in Oregon?	Yes.
Does your district accept TAG identification from other states?	Yes.

Key Questions	District Policy and Practices
Do local norms influence the decision to honor identification from other districts and states?	We will honor all identifications from other states, even if the local norm threshold is lower than ours.

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
Elementary:	
Whole Grade Acceleration	<ul style="list-style-type: none"> In accordance with district protocol, the Iowa Acceleration Scale is the main tool used to determine whole grade acceleration.
Independent Learning	<ul style="list-style-type: none"> Students are offered their choice of a high interest topic in a subject area that they demonstrate mastery in. The student then works together with their teacher and parents and create an Independent Learning Contract.
Differentiated Assignments involving tiers of depth and complexity	<ul style="list-style-type: none"> Instruction and learning options designed to reflect the needs of students specific to current learning evidence/data that fosters academic growth. Teachers may differentiate content, process, product, and environment to accommodate needs of learning.
Formative Assessment as a Process	<ul style="list-style-type: none"> Teachers observe regularly in all elementary classrooms and all elementary campuses. Instruction is adjusted based on these observations with feedback given

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
	in real-time.
Middle:	
Whole Grade Acceleration	<ul style="list-style-type: none"> In accordance with district protocol, the Iowa Acceleration Scale is the main tool used to determine whole grade acceleration.
Subject Acceleration	<ul style="list-style-type: none"> Advanced classes are offered in ELA, Math, Drama, and Band. Students can move fluidly based on mastery (Level).
Formative Assessment as a Process	<ul style="list-style-type: none"> Teachers observe regularly in all middle school classes. Instruction is adjusted based on these observations with feedback given in real-time.
Independent Learning	<ul style="list-style-type: none"> Middle school TAG students are encouraged to take as an elective a class titled "Passion Projects". This class is taught by the building TAG Coordinator. The student, and their family create an Independent Learning Contract. Students then present their project at the school's Exhibition Night.
Differentiated Assignments involving tiers of depth and complexity	<ul style="list-style-type: none"> Instruction and learning options designed to reflect the needs of students specific to current learning evidence/data that fosters academic growth. Teachers may differentiate content, process, product, and environment to accommodate needs of learning.
Cluster Grouping	<ul style="list-style-type: none"> TAG Students are placed into mixed ability co-taught ELA classes.
High:	
Subject Acceleration	<ul style="list-style-type: none"> Advanced classes are available in ELA, History, CTE, Drama, and Band. Students are able to move to an advanced class based on mastery (level).
Advanced Placement (AP)	<ul style="list-style-type: none"> See table below for list of courses offered.

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
Formative Assessment as a Process	<ul style="list-style-type: none"> Teachers observe regularly in all high school classes. Instruction is adjusted based on these observations with feedback given in real-time.
Differentiated Assignments involving tiers of depth and complexity	<ul style="list-style-type: none"> Instruction and learning options designed to reflect the needs of students specific to current learning evidence/data that fosters academic growth. Teachers may differentiate content, process, product, and environment to accommodate needs of learning.

B. Advanced Placement (AP) Course Offerings

Name of AP Course	Schools and Grade Levels Offered
AP 3-D Art and Design	Dallas High School – Grades 11 & 12/Grade 10 with instructor approval
AP Biology	Dallas High School – Grades 11 & 12/Grade 10 with instructor approval
AP Calculus	Dallas High School – Grades 11 & 12/Grade 10 with instructor approval
AP Computer Science Principles	Dallas High School – Grades 11 & 12/Grade 10 with instructor approval
AP Drawing	Dallas High School – Grades 11 & 12/Grade 10 with instructor approval
AP English Lit. and Composition	Dallas High School – Grades 11 & 12/Grade 10 with instructor approval
AP Human Geography	Dallas High School – Grades 11-12
AP Spanish Lang. and Culture	Dallas High School – Grades 11 & 12/Grade 10 with instructor approval
AP US History	Dallas High School – Grades 11 & 12/Grade 10 with instructor approval

C. International Baccalaureate (IB) Course Offerings

Not Applicable

D. Teacher’s Knowledge of TAG Students in Class

Key Questions	District Procedure
<p>What procedures are in place to ensure classroom teachers K – 12 know who the TAG identified students are in their classrooms?</p>	<p>The district has recently switched student information systems to PowerSchool. On that platform an icon indicates whether a student is identified as TAG.</p> <p>In addition, each building has a TAG Coordinator who has a list of the TAG identified students on their caseload. One of their tasks is to contact those teachers to ensure that they are aware of their TAG students and their identification area.</p>
<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>Each of the building levels: elementary, middle, and high have a TAG building coordinator assigned to them. Part of their work expectation is to touch base with teachers regarding already identified TAG students and to help to identify others. In addition, the building coordinator provides trainings on TAG students’ needs and instructional strategies.</p> <p>Finally, the District has a designated District TAG Coordinator who is also an administrator. That person supports not only the building TAG Coordinators but also teachers and other administrators.</p>
<p>How do teachers determine rate and level needs for students in their classrooms?</p>	<p>Teachers are encouraged to use pre-tests as much as possible and to continuously utilize formative assessment as a process. At times, diagnostic testing is used to help determine level. E.g., I-ready, STAR, DESSA (for SEL), etc.</p>

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>GPEPs are required for all TAG identified students grades K-12.</p>
<p>Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?</p>	<p>The instructional plan is incorporated into the GPEP.</p>
<p>How are families notified regarding the opportunity to discuss the PEP or IP designed for their student’s learning?</p>	<p>The GPEPs are created with parents, student, teacher(s) and a building TAG Coordinator at the time of conferences at the beginning of the year and reviewed at the start of a semester (secondary) or the end of the year(elementary). Families or students can request a revisit at any time.</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
<p>Academic Competitions</p>	<p>Oregon Battle of the Books (Grades 4-8) If I Were Mayor (Grades 6-8) Chess (Grades 4-12) Art (Grades 6-8) Pentagames (Grades 7 & 8)</p>
<p>Clubs</p>	<p>Dungeons and Dragons Rubik's Club 24 Club Girls for Greatness</p> <p>**Note: These are the clubs either designed/led by TAG students or are encouraged for them.</p>
<p>Field Trips</p>	<p>OMSI College visits (Grades 8-12) – Emphasis on the Honors programs</p>
<p>Mentorships</p>	<p>Leadership Culinary – We have a couple students who are mentoring with a school cook and an caterer.</p>

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>Improve staff knowledge and understanding of the characteristics and needs of gifted children. Improve classroom instruction by providing professional development on common gifted instructional practices. Support building TAG coordinators in the use of local norms and other identification methods including those for identifying creativity. All to be completed by the end of the 2023-24 school year.</p>	<p>Training for all staff on identification best practices, the use of local norms, and the role of equity in identification.</p> <p>Professional development provided to classroom teachers on instructional practices that grow gifted students.</p>	<p>August in-service week, Building TAG Coordinators training on instructional practices.</p> <p>Fall district in-service. Presentation to all staff on characteristics of a TAG student.</p>	<p>Completion of one training with staff sign-in for accountability.</p> <p>Classroom observation done by admin and TAG Coordinators that record the use and type of instruction.</p> <p>Survey sent to all staff asking for them to identify</p>	<p>Identification data reviewed and compared to previous years. Forms and flowcharts updated in the shared Google drive.</p> <p>Gifted instructional practices are observed in the classroom.</p> <p>Over 80% of all staff can identify most of the</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?
			characteristics of a TAG student and to see if they know the process for identification.	characteristics of a TAG student and 75% know the identification process.

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?

B. Professional Development Plan: Identification

Who	What	Provided by	When
Staff person who is responsible for TAG identification in your district Kasshawna Knoll	Required statewide training	Oregon Department of Education - TAG	2022-23 Zoom 2023-24 Goal is for in-person
All district licensed educators who are responsible for identification Building TAG Coordinators	Training on Identification Required Statewide Training (All building coordinators were encouraged to attend)	Kasshawna Knoll – District TAG Coordinator – “TAG 101” presentation. Oregon Department of Education - TAG	2022-23 September 2023-2024 September
Staff who have already been trained in previous years (include if offered) Building TAG Coordinators	OATAG Conference (optional)	OATAG	Fall

C. Family Engagement

- 1) *The district makes every attempt to communicate with families in their home language.*
- 2) *All documents are routinely translated into Spanish.*

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	-Ongoing via the District and school webpages **Note: The district is currently consolidating and updating the pages.
Universal Screening/Testing grade levels	-Fall via School Messenger, hard copies home, and on the school’s webpage.
Individual and/or group testing dates	-Fall group screener dates are communicated through School Messenger, hard copies, and on the school’s webpage. -Ongoing - Individual testing notification through phone calls home and email.
Explanation of TAG programs and services available to identified students	-Ongoing on the District and school webpages. -In-person TAG family nights – Late fall and Late winter
Opportunities for families to provide input and discuss programs and services their student receives	-Ongoing – in-person meetings, e-mails, phone calls with the building or district TAG Coordinators. -In-person TAG family nights – Late fall and Late winter

Comprehensive TAG Programs and Services	Date and/or method of Communication
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	<p>-Ongoing – in-person meetings, e-mails, phone calls with the building or district TAG Coordinators.</p> <p>-In-person or Zoom parent/teacher conferences, November, and March</p> <p>-In-person TAG family nights – Late fall and Late winter</p>
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	<p>In-person TAG family nights – Late fall and Late winter</p> <p>**Due to our small size all levels are held together.</p>
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.	<p>In-person TAG family nights – Late fall and Late winter</p>
TAG informational events (high school) - where parents learn about TAG profiles, explanations of services and programs offered to TAG identified students, transition	<p>In-person TAG family nights – Late fall and Late winter</p>

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	Ongoing on the District and school webpages. Currently in process: TAG Services, Rights, and Appeals brochure. Completion by August 2023.
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	Ongoing on the District and school webpages. Currently in process: TAG Services, Rights, and Appeals brochure. Completion by August 2023.
Designated district or building contact to provide district-level TAG plans to families upon request	Ongoing on the District and school webpages. Currently in process: TAG Services, Rights, and Appeals brochure. Completion by August 2023.

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	Kasshawna Knoll	Kasshawna.knoll@dsd2.org	503-623-6662
Person responsible for updating contact information annually on your district website	Kasshawna Knoll	Kasshawna.knoll@dsd2.org	503-623-6662
Person responsible for updating contact information annually on the Department	Kasshawna Knoll	Kasshawna.knoll@dsd2.org	503-623-6662
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Kasshawna Knoll	Kasshawna.knoll@dsd2.org	503-623-6662
TAG contact for Dallas High School	Brandy Dickerson	Brandy.dickerson@dsd2.org	503-623-8336
TAG contact for LaCreole Middle School	Isaac Acosta	Isaac.acosta@dsd2.org	503-623-6662
TAG contact for Whitworth Elementary	Michelle Evans	Michelle.evans@dsd2.org	503-623-8351
TAG contact for Lyle Elementary	Teresa Larios	Teresa.larios@dsd2.org	503-623-8367

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
TAG contact for Oakdale Elementary	Amy Ebner	Amy.ebner@dsd2.org	503-623-8316
TAG contact for Dallas Community School (Charter School)	Toni Hannan	thannan@dallascommunityschool.org	503-420-4360
TAG contact for Luckiamute Valley Charter Schools (Charter School)	Leah Ellingsworth	l.ellingsworth@lvcs.k12.or.us	503-623-4837

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

Term	Definition
	within the grade-level course.
Advanced Placement (AP)	College-level coursework with common nationally-normed assessments. AP coursework alone does not meet the needs of all TAG identified students. Differentiated instruction is often implemented to ensure growth and appropriate cognitive demand.
Choice Assignments	A selection of standards-based learning options/projects based on student interest and/or development that includes depth and complexity to address both motivation to learn and cognitive demand.
Cluster Grouping	TAG identified students are intentionally placed together into mixed ability classrooms. The structure of this educational practice allows students to have peer-alike time together to address both academic and social-emotional needs.
Credit by Examination	Students receive high school or college credit based on mastery of prior learning as measured through end of course examinations. District policies, assessment formats, and requirements may vary. Please check your local district policy.
Curriculum Compacting (sometimes referred to as Compacted Curriculum)	Honoring prior learning, typically measured through pre-assessments, by allowing students to skip lessons/standards where mastery has been met and providing opportunities to focus on standards in the current unit/curriculum that have not been mastered yet.
Depth and Complexity	A general framework to assess level of rigor specific to cognitive demand. Common frameworks include Webb's Depth Of Knowledge (DOK) and Bloom's Taxonomy.
Depth of Knowledge (DOK)	A framework developed by Dr. Norman Webb to assess the level of rigor for standards, projects, assignments, and exams.
Differentiated Instruction (involving tiers of depth and complexity)	Instruction and learning options designed to reflect the needs of students specific to current learning evidence/data that fosters academic growth. Educators may differentiate content, process, product, and environment to accommodate needs of

Term	Definition
	learning.
Flexible Readiness Grouping	A strategic strategy designed to group students according to best fit instructional needs and student discourse opportunities.
Formative Assessment as a Process	Intentional teaching and learning practices in the classroom used by both teachers and students. Moment-by-moment evidence of student learning and thinking is used to inform and adjust teaching and learning. Descriptive feedback, established success criteria, and clear learning goals are essential.
Independent Learning Contracts	An agreement between student and teacher that outlines individual learning opportunities and outcomes for the student. This strategy is commonly used when a student has demonstrated mastery of a unit that is currently being taught (i.e. student has already read the novel that is being taught in a particular grade level)
Instructional Plans (IPs)	Communicates instructional strategies and services of how the teacher meets the needs of <i>all</i> TAG identified students in a particular course. Typically utilized at the secondary level.
International Baccalaureate (IB)	College level coursework with common internationally-normed assessments. IB coursework alone does not meet the needs of all TAG identified students. Differentiated instruction is often implemented to ensure growth and appropriate cognitive demand.
Kaplan's Icons of Depth and Complexity	Icons/tools used to provide a visual prompt that promotes thinking from various perspectives, designed to achieve in-depth learning opportunities. Often used as a schoolwide program where all teachers, classroom support staff, and students are taught how to interact with and use the icons.
Level of Learning	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

Term	Definition
	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.
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>

Term	Definition
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.