

Gaston School District

Plan for Talented and Gifted Education

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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

Current Local School Board Policies:

- IGBB: Talented and Gifted Program
- IGBBA: Identification - Talented and Gifted Students
- IGBBA-AR: Appeals Procedure for Talented and Gifted Identification and Placement
- IGBBC: Talented and Gifted - Programs and Services

- IGBBC-AR: Complaints Regarding the Talented and Gifted Program

Local School Board Policies In Process of Adoption:

- IGBB R G1: Complaints Regarding the Talented and Gifted Program and / or Services
- IGBB: Talented and Gifted Program and / or Services
- IGBBA G1: Talented and Gifted Students - Identification
- IGBBA R G1: Appeal Procedure for Talented and Gifted Student Identification and Placement

B. Implementation of Talented & Gifted Education Programs and Services

The Gaston School District is committed to meeting the educational needs of students identified as Talented and Gifted. Talented and Gifted students demonstrate outstanding ability in general intellectual ability or unusual academic ability and require special educational programs or services beyond those typically available through the regular school program. The purpose of these services is to assist in the realization of the students' contribution to themselves and society. A comprehensive school counseling program is in place to, among other things, help students: understand and utilize the educational opportunities and alternatives available to them, meet academic standards, establish career and educational goals, demonstrate the ability to utilize personal qualities / education / training in the workplace, develop decision-making skills, obtain information about themselves, accept increasing responsibility for their own actions, develop skills in interpersonal relations, utilize school and community resources, demonstrate and discuss personal contributions to the larger community, and know where and how to utilize personal skills in making contributions to the community. Teachers and counselors utilize adopted curricula in the areas of mathematics, English language arts, science, social studies, and social emotional learning to deliver lessons to Talented and Gifted students. Differentiated instruction is provided to identified students based on their assessed rate and level of learning. In some cases, subject or grade level acceleration is considered as a means by which teachers can best meet the rate and level of students.

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>Initial Screening/Referral Classroom teachers, parents, or students (K-12) may make a referral to the school's TAG Coordinator. All 2nd and 4th grade students are screened using the Naglieri Nonverbal Ability Test, 3rd Edition (NNAT-3). Students in grades 3 through 8 and 11 are also screened using their Oregon Statewide Assessment System (OSAS) scores and corresponding locally normed percentile ranks. Students who score at or above the 95th percentile on locally developed or national norms will be discussed by the TAG Eligibility Team, which includes the district school psychologist, building level TAG coordinator, and at least one general education teacher.</p> <p>Data Review When a Kindergarten through 6th grade student has been referred, the TAG Eligibility Team will review data and make a decision regarding the appropriateness of testing. Teachers and parents are asked to provide information regarding the student's abilities and interests. The student may be tested, with parent permission, to obtain more information. Testing can be for either cognitive intelligence or academic achievement, using one or more of the following tools: Woodcock-Johnson Tests of Achievement, 4th Edition, Woodcock-Johnson Tests of Cognitive Ability, 4th Edition, Kaufman- Brief Intelligence Test, 2nd Edition, Revised, and / or the Differential Ability Scales, 2nd Edition, Normative Update.</p> <p>When a 7th through 12th grade student has been referred, the Tag Eligibility Team collects additional data. Teachers and parents are asked to provide information regarding the student's abilities and interests. The student may be tested, with parent permission, to obtain more information. Testing can be for either cognitive intelligence or academic achievement, using one or more of the following tools: Woodcock-Johnson Tests of Achievement, 4th Edition, Woodcock-Johnson Tests of Cognitive Ability, 4th Edition, Kaufman- Brief Intelligence Test, 2nd Edition, Revised, and / or the Differential Ability</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<p>Scales, 2nd Edition, Normative Update.</p> <p>Talented and Gifted Identification Eligibility Determination: Eligibility is determined based on a preponderance of evidence. The GSD TAG Identification Eligibility Determination form is completed with all relevant data and reviewed by the TAG Eligibility Team. The form is filed in the student's cumulative record file and also sent to the family. If determined eligible, the team will develop a plan for the student which will be shared with the family during conferences.</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>Both qualitative and quantitative data will be gathered to identify student characteristics which may be associated with eligibility for Talented and Gifted services. Qualitative evidence will be gathered from both classroom teachers and parents. Quantitative evidence will use both local and national norms.</p>
<p>Culturally responsive practices specific to identification. <i>Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)</i></p>	<p>Screening for intellectually gifted students will be completed using a nonverbal assessment to limit the impact of language and cultural differences between students. Cognitive assessment tools will be chosen to address cultural and linguistic student differences when present. The district will include local norms to best represent our local community and culture.</p>
<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>The Naglieri Nonverbal Ability Test, 3rd Edition (NNAT-3), is designed to "...measure general ability using abstract designs which are accessible to a wide variety of students including those with limited educational experiences, those who come from diverse cultural, socioeconomic, or linguistic backgrounds, and those who have language disabilities, autism spectrum disorder, or are deaf or hard of hearing. Because the NNAT-3 items consist of geometric shapes that are universal and have no verbal content, and the directions are pictorial with minimal verbal instructions, NNAT-3 has great utility as part of the process of identifying students for gifted/talented educational programs, especially for members of groups that have been underrepresented."</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<p>The Differential Ability Scales, 2nd Edition, Normative Update (DAS-II NU), is "...well-suited for testing children who might not otherwise be accommodated for testing. First, the overlapping and conformed batteries that structure the DAS-II make it ideal for testing children ages 5:0-8:11 whose ability levels fall in either extreme of the distribution. This feature makes it possible to test a child with a test battery that is appropriate to his or her ability level, without switching instruments. Second, studies comparing the performance of children with limited English proficiency and children who are deaf or hard of hearing with matched controls indicate that the test can be suitable for children in these populations as well...". "Third, the inclusion of the Special Nonverbal Composite (SNC) as a nonverbal measure of general cognitive ability makes it possible to test children who are not proficient in spoken English, such as children whose primary (or only) language is Spanish or American Sign Language." Additionally, methods have been utilized to identify and eliminate item bias from the DAS-II. "Subjective methods included reviews by a panel of expert clinicians representing the perspectives of various groups who have been historically under-represented in psychological research. Empirical methods involved the collection of bias oversamples of African American and Hispanic children, and included demonstrating that academic achievement can be predicted equally well from ability measures for these racial / ethnic groups."</p>
Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices	<p>Assessors will use professional judgment when choosing an instrument to measure intelligence and academic achievement. A non-verbal screener will be used to limit the test item bias related to linguistic or cultural differences. Developing and referencing local norms will better represent the local culture of Gaston School District students.</p>
Universal Screening/Inclusive considerations	<p>See section B. for a full explanation of identification practices related to Universal Screening / Inclusive considerations.</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>The TAG Eligibility team will consider local norms relevant to OSAS results in 3rd grade through 8th grade and 11th grade. Additionally, national norms will be used to interpret student performance on standardized assessments such as the Woodcock-Johnson Tests of Achievement, 4th Edition, Woodcock-Johnson Tests of Cognitive Ability, 4th Edition, Kaufman- Brief Intelligence Test, 2nd Edition, Revised, and the Differential Ability Scales, 2nd Edition, Normative Update. Curriculum based assessment results will be considered when available. The team will use the 95th percentile (using national or locally normed percentile ranks), including instrument confidence intervals based on professional judgement, as one indication of potential eligibility.</p>
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	<p>Each parent or guardian and teacher will be asked to fill out a questionnaire providing qualitative data on the student. The teacher will also complete a TAG Traits of a Gifted Learned checklist.</p>
A tool or method for determining a threshold of when preponderance of evidence is met.	<p>The preponderance of evidence threshold will be met when a student scores at or above the 95th percentile on an academic area on the OSAS using locally normed percentile ranks, or scores at the 95th percentile or above on a measure of intellectual ability using nationally normed data, or scores at the 95th percentile on a test of academic achievement using nationally normed data.</p> <p>-and-</p> <p>Teacher or parent checklist data identify 50% or more characteristics of a TAG learner using a district developed qualitative data tool.</p>
TAG Eligibility Team	<p>TAG Eligibility team will consist of the building-level TAG Coordinator, District level school psychologist, as well as appropriate teachers who have or will be working with the student.</p>
Documents that are included in the students' cumulative record file regarding TAG	<ul style="list-style-type: none"> -Talented and Gifted Identification Eligibility Determination - Preponderance of Evidence form -TAG plan(s) for current and all prior school years the student was eligible

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
identification and the eligibility teams' process to determine identification	

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?	Naglieri Nonverbal Ability Test, 3rd Edition, screener will be used for 2nd and 4th grade using national norms, and the OSAS locally normed percentile rank will be used for 3-8 and 11th grades.
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)?	The 95th percentile on the screener will be used in conjunction with qualitative data from families and teachers as an indication of TAG eligibility. Assessment professionals will use professional judgment to interpret confidence intervals associated with formal assessment tools. A screener will not be used in isolation to eliminate a student from eligibility.

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
Do local norms influence the decision to honor identification from other districts and states?	No - All incoming TAG identifications will be accepted. Local norms will be taken into consideration when it comes time to create a new TAG plan with the services available at our district specifically.

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
Advanced Placement (AP) with differentiation of learning based on learning evidence	See table below for list of courses offered
Cluster Grouping	Offered in K-6 the content areas of reading and math.
Formative Assessment as a Process	Observed regularly in grades K-6 in reading, writing, and math.

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
Subject Acceleration (above grade level coursework)	Determined by individual student need
Whole Grade Acceleration (grade skipping)	The Iowa Acceleration Scale will be used to gather information relative to the appropriateness of whole grade acceleration on an individual basis.

B. Advanced Placement (AP) Course Offerings

Name of AP Course	Schools and Grade Levels Offered
Environmental Science	Open to students in grades 7-12 who have completed prerequisite courses
Language	Open to students in grades 7-12 who have completed prerequisite courses
Statistics	Open to students in grades 7-12 who have completed prerequisite courses
Calculus	Open to students in grades 7-12 who have completed prerequisite courses

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?	The school TAG coordinator will inform each teacher of TAG students they will be receiving at the beginning of each year. Additionally, our student information system, Synergy, indicates if a student is eligible for TAG services and TAG plans are attached electronically under the documents section.
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?	Professional development for staff will be provided at the beginning of the school year to identify building TAG coordinators and teach staff how to go about accessing support needed to provide TAG services
How do teachers determine rate and level needs for students in their classrooms?	Classroom teachers use curriculum based measurement to identify the academic level of students in their classroom. Teacher observation will provide information regarding rate of learning (e.g. identifying early finishers). Districtwide assessment results will also be considered when determining the rate and level of students.

E. Instructional Plans for TAG Students

Key Questions	District Procedure
Are Personal Education Plans (PEPs) required or optional? At which grade levels are PEPs required?	Yes, these are required for all students at all grade levels.
Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?	Optional. No courses required to have Instructional Plans

Key Questions	District Procedure
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student's learning?	<p>Parents are contacted by the classroom teacher regarding eligibility and plan a conference time to meet and discuss the TAG plan. (Elementary)</p> <p>Parents are contacted by the secondary building level TAG coordinator regarding eligibility and plan a conference time to meet and discuss the TAG plan. (Secondary)</p>

F. Option/Alternative Schools Designed for TAG Identified Students

Not Applicable

G. TAG Enrichment Opportunities

Not Applicable

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?
By June 14, 2023 the Gaston School District TAG	Individual research, collaboration with	The capacity will be established by June	Progress will be measured by evidence	Success will be measured by presenting a completed

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?
identification team will develop the capacity to create and interpret local norms based on Gaston School District student achievement scores on the Oregon Statewide Assessment System results.	Northwest Regional Education Service District specialists, and partnership with the District Testing Coordinator will be needed to accomplish this goal.	14th, 2023.	provided in the form of spreadsheet drafts and attendance at meetings with other professionals.	spreadsheet of local norms based on 2022 Gaston School District OSAS scores.

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?
The Gaston School District TAG team will provide professional development to staff regarding identification and differentiation.	The GSD TAG team will collaborate on this professional development. An all staff workshop will be used to accomplish this goal.	October 1st, 2023	Meeting(s) to collaborate on the design of the professional development will serve as the progress monitoring measure for this goal.	Delivery of the professional development by October 1st, 2023.

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?
Increase opportunities to align practices districtwide between buildings.	Time will be set aside and substitute teachers will be provided, as needed.	September 2022 - TAG coordinator meeting March 2023 - March 2024	Progress will be measured by accomplishing at least one meeting in the first semester.	Success will be measured by the establishment of shared agreements of how practices are carried out between the two buildings.

B. Professional Development Plan: Identification

Who	What	Provided by	When
James Gesicki	Required statewide training	Oregon Department of Education	Feb, 14, 2023 in person at Northwest Regional ESD
All district licensed educators who are responsible for identification	Training on Identification	James Gesicki	October 2023
Staff who have already been trained in previous years	Refresher Identification training	James Gesicki	October 2023

C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	September / school building parent student handbook
Universal Screening/Testing grade levels	Naglieri Nonverbal Intelligence Test notification in teacher newsletter the week before testing. OSAS information through district newsletter throughout the year and on the district website
Individual and/or group testing dates	Individual testing dates are communicated to families at the time of consent for testing. This is done through phone conversation.
Explanation of TAG programs and services available to identified students	This is done at the conference that is set with families after identification.
Opportunities for families to provide input and discuss programs and services their student receives	This is done at the conference that is set with families after identification.
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	This is done at the conference that is set with families after identification.
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	N/A

Comprehensive TAG Programs and Services	Date and/or method of Communication
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.	N/A
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.	N/A
Notification to parents of their option to request withdrawal of a student from TAG services	This is done at the conference that is set with families after identification.
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	September / Parent student handbook
Designated district or building contact to provide district-level TAG plans to families upon request	Provided to families upon request. Families provided physical or electronic copy, whichever is their preference.

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	James Gesicki	gesickij@gastonk12.org	503-985-0210 ext. 1231
Person responsible for updating contact information annually on your district website	James Gesicki	gesickij@gastonk12.org	503-985-0210 ext. 1231
Person responsible for updating contact information annually on the Department	James Gesicki	gesickij@gastonk12.org	503-985-0210 ext. 1231
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	James Gesicki	gesickij@gastonk12.org	503-985-0210 ext. 1231
TAG contact for Gaston Elementary School	Thea Hiersche	hierschet@gastonk12.org	503-985-7240 ext. 1276
TAG contact for Gaston Jr/Sr High School	Emily Dias	diase@gastonk12.org	(503) 985-7516 ext. 1223

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.