

[Reedsport School District]

Plan for Talented and Gifted Education

[District directions: Detailed instructions for completing the plan can be found in the [TAG Template Companion Guide](#). Please review the instructions in advance and consult them as each section is completed. Be sure to remove these directions before publishing the plan.]

Table of Contents

Section 1: Introduction	3
Key Terminology	4
Section 2: School District Policy on the Education of Talented and Gifted Students	4
Local School Board Policies	5
Implementation of Talented & Gifted Education Programs and Services	5
Section 3: Identification of TAG-Eligible Students	5
District TAG Identification Practices	5
Universal Screening/Inclusive Considerations	7
Portability of TAG Identification	7

Section 4: Instructional Services and Approaches	8
Instructional Programs and Services for TAG Students	8
Advanced Placement (AP) Course Offerings	8
International Baccalaureate (IB) Course Offerings	9
Teacher’s Knowledge of TAG Students in Class	9
Instructional Plans for TAG Students	10
Option/Alternative Schools Designed for TAG Identified Students	10
TAG Enrichment Opportunities	11
Section 5: Plan for Continuous Improvement	12
District Goals	12
Professional Development Plan: Identification	12
Family Engagement	13
Section 6: Contact Information	15
Appendix: Glossary	16



Section 1: Introduction



**Section 2:
School District Policy on the
Education of Talented and
Gifted Students**



**Section 3: Identification of
TAG-Eligible Students**



**Section 4: Instructional
Services and Approaches**



**Section 5:
District Goals - Plan for
Continuous Improvement**



**Section 6:
Contact Information**



**Appendix:
Glossary**

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

IGBB – Talented and Gifted Programs

IGBBA – Talented and Gifted Students

IGBBA-AR – Appeals Procedures for Talented and Gifted Identification and Placement

IGBB-AR – Talented and Gifted Students Identification and Placement

IGBBB – Parents Rights, Notification, and Participation – Talented and Gifted

IGBBE – Talented and Gifted Students Records

B. Implementation of Talented & Gifted Education Programs and Services

Vision:

*“Empowering individuals to reach their full **potential** and achieve their **goals**.”*

*“We are an **inclusive** community, with heart, **empowering all** who enter our doors.”*

Talented and Gifted Goal:

The Reedsport School District is committed to an educational program that recognizes, identifies and serves the unique needs of talented and gifted students. Talented and gifted students are those who have been identified as academically talented and/or intellectually gifted.

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>District TAG Referral Process</p> <ol style="list-style-type: none"> 1. Anyone can refer a student for TAG testing. Most commonly, the teacher will complete the TAG Identification Referral Form. Teachers should be aware of the identification criteria as presented on the Referral Form. If a parent requests testing and the teacher does not, both the parent and teacher should complete the TAG Identification Referral Form. 2. The TAG Identification Referral Form must receive an approval for testing from the parent and a parent signature. 3. The building TAG representative will bring referral to the district TAG coordinator at a predetermined time- there will be a fall and a spring window for referrals. 4. The District TAG Coordinator will schedule and complete the NNAT3 testing process. The district will utilize a grade appropriate measurement tool as its standardized test for identification. 5. The district committee (comprised of the District TAG Coordinator and a TAG representative from each site) will review testing results to determine eligibility. If necessary, additional information may be reviewed for determination- local assessments such as MAPS results, work samples, classroom work. The teacher is welcome to come and advocate for the student. 6. Eligibility results will be shared with parents, administration, and classroom teacher. 7. Parents will be asked to consent to TAG placement for their child. 8. If a student is identified as TAG, the classroom teacher will complete an Individual Student TAG Plan. 9. TAG eligibility notice and Individual Student TAG Plan should be available in the classroom

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	and added to the student's CUM file.
<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>NNAT3 Naglieri Nonverbal Ability Test</p> <p>Cognitive Intelligence Test (KBIT2 and/or Woodcock Johnson) – not require but may be used</p> <p>Smarter Balanced Assessment (with a focus on local norms)</p> <p>MAPS assessments (with a focus on local norms)</p> <p>DIBLES assessment (with a focus on local norms)</p> <p>Renaissance Star Reading and Math assessments</p> <p>Teacher/parent survey(recommendations)</p> <p>Teacher qualitative data/observations</p> <p>Classroom work samples (scored with an ODE rubric)</p> <p>Grade level performance tasks</p>
<p>Culturally responsive practices specific to identification. <i>Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)</i></p>	<p>We will remove opportunities for prejudice by providing multiple measures of identification, use local norms, and review of local data for notable difference's.</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	NNAT3 Naglieri Nonverbal Ability Test Smarter Balanced Assessment (with a focus on local norms) MAPS math assessments (with a focus on local norms) MAPS reading assessments (with a focus on local norms) DIBLES assessment (with a focus on local norms) Renaissance Star Reading and Math assessments
Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices	Qualitative data may be collected through: teacher survey, parent survey, student interview, and student performance observation. This data will be stored in the student's TAG file/portfolio.
Universal Screening/Inclusive considerations	Teacher observations/qualitative data
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection	NNAT3 Naglieri Nonverbal Ability Test Cognitive Intelligence Test (KBIT2 and/or Woodcock Johnson) – not require but may be used Smarter Balanced Assessment (with a focus on local norms)

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<p>MAPS assessments (with a focus on local norms)</p> <p>DIBLES assessment (with a focus on local norms)</p> <p>Renaissance Star Reading and Math assessments (with a focus on local norms)</p>
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	<p>The collection of qualitative data may derive from these processes: teacher checklist, parent checklist and student performance observation. The student's TAG file/portfolio</p>
A tool or method for determining a threshold of when preponderance of evidence is met.	<p>The purpose of this tool is to organize all the data collected during the identification process with the end goal of determining if the students shows a pattern of need, or preponderance of evidence, to receive instructional services or programs that foster academic growth and appropriate challenge.</p> <p>https://docs.google.com/document/d/1V6wAEA6FlpJcb20SjRge5i45flXyj9WSotXY4NiJ0pw/edit?usp=sharing</p>
TAG Eligibility Team	<p>The TAG Eligibility Team may include: the Special education teacher, the TAG Coordinator, building administrators, teachers, Specialists, and other staff skilled staff that have the ability to delineate the data. Each identification meeting will include at least three of the aforementioned staff members.</p>
Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification	<p>All documentation of referral, evaluation, and identification is maintained at the school level by TAG coordinator. The TAG students cumulative record file will include, but is not limited to, the following: Records or overview of the body of evidence used to determine TAG identification, Copies of any letters or communications sent to parents pertaining to TAG, Copies of all TAG official forms pertaining to the student.</p>

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	NO
What is the broad screening instrument and at what grade level is it administered?	Qualitative data, teacher feedback
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)?	Teacher observation/feedback initiates screener and is part of eligibility process

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?	[If yes, please explain how the district will address the identification of students identified as TAG using local norms from other districts or states.]

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
Differentiated Instruction involving tiers of depth and complexity	Differentiated instruction involving tiers of depth and complexity is a service that can be provided for TAG students at all grade levels, and in all content areas. Instruction and learning options are 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.
Scaffolding or Tiered Instruction	Scaffolding or Tiered Instruction is a service that can be provided for TAG students at all grade levels, and in all content areas. This method 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.
Subject acceleration	Subject acceleration is provided in the area of math beginning in 6th grade. Students are provided with above grade-level standards and course work. Acceleration in other content areas and grade levels may also be written in to a students TAG plan if needed.
Cluster Grouping	Cluster grouping may be used at any grade level and any content area during group work

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
	time. TAG identified students are intentionally placed together to allow students to have peer-alike time to address both academic and social-emotional needs.
Compacting of the curriculum	Compacting the curriculum can be written in to a student’s TAG plan for any content area and any level. This honors prior learning, typically measured through pre-assessments, by allowing the student to skip lessons/standards where mastery has been met. The student is provided with opportunities to focus on standards in the current unit/curriculum that have not been mastered yet.
Higher level questioning (Bloom’s taxonomy)	Higher level questioning can be used at any grade level and any content area. This requires the student’s answers that go beyond simple information, requiring more complex language and thinking.
Independent study, project, or choice assignment with depth and complexity	Independent study projects can be used at any grade level and any content area. These typically involve an independent learning contract 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.

B. Advanced Placement (AP) Course Offerings

Name of AP Course	Schools and Grade Levels Offered
N/A at this time	

C. International Baccalaureate (IB) Course Offerings

Name of IB Course	Schools and Grade Levels Offered
N/A at this time	

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>Teachers are the primary creators of the TAG plans, with support from the TAG team as need. Teachers are typically involved in the full referral and eligibility process. For the following years, the plan is managed and shared by the TAG Coordinator. Teachers are expected to review and consult as needed on the individualized plans for all students in their classrooms who have specialized plans, and this includes TAG. Teachers can also identify TAG students when viewing the student data page in Synergy. An alert symbol indicates TAG on the identified students. By clicking on the symbol, staff members have access to the TAG plan, including suggestions for differentiation in the classroom.</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>Teachers K-12 can receive support from the TAG Coordinator and/or TAG team as requested. Staff are notified which staff members are in these roles during In-service week through email and at the Welcome Back meeting in each building. The contact information for these staff members is also posted on the Reedsport district website.</p>
<p>How do teachers determine rate and level needs for students in their classrooms?</p>	<p>Students are pre-assessed for rate and level needs using tools such as MAPS Reading, MAPS Math, DIBLES, and pre-assessments that align with adopted curriculum. Teachers may also consult with previous teachers to gain insight on incoming rate and level needs, and how those needs were previously met.</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>Personal Education Plans (PEPs) are required for all students identified as TAG, grades K-12. These students will have a PEP created by the TAG coordinator, teacher, the TAG team and will (include parents feedback) to best respond to their learning needs. Each plan will identify the student’s area of TAG qualification, the goal of TAG services, student strengths, and provide strategies and instructional accommodations or modifications that teachers can use to support the student.</p>
<p>Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?</p>	<p>Instructional Plans (IPs) are optional. IPs communicate how the teacher meets the needs of all TAG identified students in a particular course. These are typically utilized at the all level k-12 in the specified area of TAG student has qualified under.</p>
<p>How are families notified regarding the opportunity to discuss the PEP or IP designed for their student’s learning?</p>	<p>Families of newly identified TAG students are invited to provide incite and feedback in the writing of the initial Personalized Education Plan. Parents of TAG students will be notified of Fall conferences dates, which is an opportunity to provide input and discuss the personalized education plan, and services their student receives. They will also suggest that parents reach out to teachers if they would like to have an additional meeting prior to conferences to discuss TAG services or updating the plan. The TAG Coordinator is available to attend these meetings on a first come first served basis.</p>

F. Option/Alternative Schools Designed for TAG Identified Students

Program Elements	School Information
[Name of school A]	
TAG qualifying criteria for attendance	N/A

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

G. TAG Enrichment Opportunities

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
High School Leadership Opportunities	Reedsport High School
Oregon Battle of the Books (OBOB)	Teams are formed at the elementary, middle, and high school level each Fall, and students compete in the Spring. Students meet during school hours. More information can be found at https://www.oregonbattleofthebooks.org/
Writing Contests	Each year VFW provides opportunities for all student to participate in a writing competition

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
	around the focus of patriotism.
E-Sports	Reedsport High School’s ESports has a competing team. They compete in a weekly competitive platform with other schools.
National Honor Society (NHS)	Students in grades 10– 12 who meet the requirements for membership outlined by our school’s chapter are eligible to be invited for membership. You can become a member through a local selection process that concludes with induction into the school's NHS chapter. Through exclusive resources, programs, and services, members have a unique opportunity to prepare for college and career pursuits. Membership truly lay sthe ground work for life long success.

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?
Staff will receive three trainings that have a focus on TAG in the 22-23 school year	Staff will receiving training on the TAG Identification process, sc	One training per quarter	Each quarter the TAG coordinator will keep a log of what training to place and with which staff.	If three trainings have taken place over the course of the three quarters then the goal has been met.

B. Professional Development Plan: Identification

Who	What	Provided by	When
Staff person who is responsible for TAG identification in your district [Provide staff name]	Required statewide training	Oregon Department of Education	23-24 school year

Who	What	Provided by	When
All district licensed educators who are responsible for identification	Training on Identification	Dan Smith	Fall/Winter/Spring
Staff who have already been trained in previous years (include if offered)	N/A		

C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	1.Reedsport provides translation for families via: Interpretationat meetings (live interpreter as available, digital interpretation for other needs) 2.Reedsport translates for our families who speak Spanish as their language of origin as requested.
Universal Screening/Testing grade levels	N/A

Comprehensive TAG Programs and Services	Date and/or method of Communication
Individual and/or group testing dates	Individual testing- When a student is referred for TAG evaluation the parent is notified with a phone call, and receives the Notification of TAG referral letter, and Permission to evaluate form. The individual testing date is set after return of the permission to evaluate form. This timeline is outlined in the Notification of TAG referral letter. The parent will also be notified after testing is complete, when the TAG Review Team is preparing to meet to consider eligibility.
Explanation of TAG programs and services available to identified students	TAG programs and services available are discussed at the initial TAG plan meeting with the parents, TAG Coordinator, teachers, and student. The teacher will notify TAG families of up and coming events (for example: Open House, Family Game Night, STEAM Fair, etc).
Opportunities for families to provide input and discuss programs and services their student receives	All families of TAG students will receive a Back to School letter from the teacher in September. This letter will have the dates of Fall conferences, which is an opportunity to provide input and discuss programs and services their student receives. The letter also suggests that parents reach out to teachers if they would like to have a meeting prior to conferences to discuss TAG services or updating the TAG plan. The TAG Coordinator is available to attend these meetings on a first come first served basis.
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	The TAG learning plan is discussed at the initial TAG plan meeting with the parents, TAG Coordinator, teachers, and student.

Comprehensive TAG Programs and Services	Date and/or method of Communication
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	Upon request the TAG coordinator will be available at Highland Elementary School family events to provide information about TAG profiles, and give explanations of district and school TAG services when ever possible (forexample:OpenHouse,FamilyGameNight,Conferences)
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.	Upon request the TAG coordinator will be available at Highland Elementary School family events to provide information about TAG profiles, and give explanations of district and school TAG services (for example: Open House, Family Game Night, Conferences) when ever possible
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.	Upon request the TAG coordinator will be available at apon request at family events to provide information about TAG profiles, and give explanations of district and school TAG services (for example: Open House, Conferences, Financial Aid Night). When ever possible
Notification to parents of their option to request withdrawal of a student from TAG services	When a student is identified as qualifying for TAG services, parents receive a “Notification of Eligibility Letter.” This letter includes the link to the Reedsport School District TAG website, which has district policy and includes information on requesting to withdraw a student from TAG services under :Parent Rights/Communication with

Comprehensive TAG Programs and Services	Date and/or method of Communication
	Parents.
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	At the completion of a TAG evaluation parents receive either a “Notification of Eligibility Letter” or a “Notification of Non-Eligibility” letter. Both of these letters include the link to the Reedsport School District TAG website, which has district policy.
Designated district or building contact to provide district-level TAG plans to families upon request	The TAG Coordinator or teacher will provide district-level TAG plans to families upon request

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	Dan Smith Jon Zwemke	ddsmith@reedsport.k12.or.us jzwemke@reedsport.k12.or.us	541- 271-3616 EXT. 315 PH: 541-271-3656
Person responsible for updating contact information annually on your district website	Dan Smith	ddsmith@reedsport.k12.or.us	541- 271-3616 EXT. 315

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
Person responsible for updating contact information annually on the Department	Dan Smith	ddsmith@reedsport.k12.or.us	541- 271-3616 EXT. 315
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Dan Smith	ddsmith@reedsport.k12.or.us	541- 271-3616 EXT. 315
TAG contact for [HES]*	Dan Smith	ddsmith@reedsport.k12.or.us	541- 271-3616 EXT. 315
TAG contact for [RCCS]*	Dan Smith	ddsmith@reedsport.k12.or.us	541- 271-3616 EXT. 315

*[District directions: Add lines as needed to include a building-level contact for each school in the district.]

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

Term	Definition
	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 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.

Term	Definition
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. 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.

Term	Definition
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	<p>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.</p>
Oregon Administrative Rule (OAR)	<p>Rules adopted by the State Board of Education to support statutes (ORS).</p>
Oregon Revised Statute (ORS)	<p>Oregon laws passed by the State Legislature.</p>
Personal Education Plans (PEPs)	<p>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.</p>
Pull-Out Programs	<p>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.</p>
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</p>

Term	Definition
	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.
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.