



North Santiam School District Plan for Talented and Gifted Education

Table of Contents

Section 1: Introduction	3
Key Terminology	3
Section 2: School District Policy on the Education of Talented and Gifted Students	4
Local School Board Policies	4
Implementation of Talented & Gifted Education Programs and Services	4
Section 3: Identification of TAG-Eligible Students	5
District TAG Identification Practices	6
Universal Screening/Inclusive Considerations	9
Portability of TAG Identification	10
Section 4: Instructional Services and Approaches	11
Instructional Programs and Services for TAG Students	11
Advanced Placement (AP) Course Offerings	12
International Baccalaureate (IB) Course Offerings	12
Teacher’s Knowledge of TAG Students in Class	13
Instructional Plans for TAG Students	14
Option/Alternative Schools Designed for TAG Identified Students	15

TAG Enrichment Opportunities	15
Section 5: Plan for Continuous Improvement	15
District Goals	16
Professional Development Plan: Identification	18
Family Engagement	18
Section 6: Contact Information	20
Appendix: Glossary	22



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, parent's 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

NSSD Board Policy:

https://policy.osba.org/nsantiam/search.asp?si=75853865&pid=r&nsb=1&n=0&_charset_=windows-1252&bcd=%F7&s=nsantiam&query=talented+and+gifted

B. Implementation of Talented & Gifted Education Programs and Services

NSSD Mission Statement: North Santiam School Districts (NSSD) strives to meet the needs of all learners by fostering all to reach their full potential. It is our belief that TAG students' needs require a flexible range of support options to support the unique needs of a TAG learner.

In NSSD the classroom teacher is the primary instructor of TAG students. To meet the unique needs of TAG learners each building forms a wrap-around team to identify and select the service options to best meet the student's identified needs.

Educational Philosophy:

The North Santiam School District believes:

- that children learn at varying rates.
 - that when the basic curriculum outcomes have been mastered quickly, enrichment and/or acceleration should be provided.
 - that enrichment takes on two forms, breadth and depth.
 - enrichment occurs when the student's experiences are broadened in order to increase their knowledge and experience base.
 - the student delves deeper into a topic that is of importance to the curriculum topic of interest to the student.
 - that some students who evidence an unusually accelerated rate of learning can be identified as gifted or talented in intellectual and academic areas.
 - that students who are identified and gifted need to be given experiences with normal age peers, with intellectual peers, and experiences working individually.
 - that the instruction provided for gifted students shall address their assessed level of learning and accelerated rates of learning. Addressing the rate of learning is done by achieving an individually appropriate balance between: adjusting the pace of movement through the curriculum, and modifying the curriculum to include differentiated enrichment activities.
 - that education is considered "gifted education" when the gifted student is provided educational experiences in complexity and depth that are appropriate to the instructional level and learning rate of the individual
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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>NSSD TAG Process Overview</p> <p>TAG Eligibility Form</p> <ol style="list-style-type: none"> 1. Nomination Form completed by parent or teacher 2. Permission Letter to screen for TAG 3. Testing/Evaluation 4. Meeting Notice sent out 5. Meeting Agenda 6. Eligibility Form discussed/filled out at the meeting/determination 7. Agreement to Services (if found eligible) 8. TAG Plan created 9. Parent Rights given at the meeting 10. Plan distributed/tracked to teachers 11. Update TAG Plan yearly
<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>NSSD TAG Process Overview</p>
<p>Culturally responsive practices specific to identification. <i>Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)</i></p>	<p>NSSD-Every Student Belongs Policy</p> <p>Our identification process always includes the review of a complete body of evidence, which includes the opportunity to collect and review qualitative data, ELPA score results,</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	input and evidence from language and learning specialists, and to factor in primary language and other factors into consideration in the process.
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	North Santiam School District provides programs and services for children of all abilities. Our goal is to design the most effective instructional program for each student based on the student’s specific talents and needs. NSSD-Every Student Belongs Policy
Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices	Local Norms: The use of local norms as evidence in support of identification (Traits and Attributes TABS) <ul style="list-style-type: none"> ● Multiple Sources of Data: The case study methodology requires the committee to review a body of evidence and make their recommendation on the preponderance of evidence, which includes input and evidence from the student, parents/family, and teacher.
Universal Screening/Inclusive considerations	NSSD School District does not use a Universal Screener at this time.
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection	NSSD School District uses both nationally and local norms within the TAG identification data collection and identification evaluation process, including: <ul style="list-style-type: none"> ● OSAS Smarter Balanced Assessments in Reading and Math (local) ● Benchmark Assessments in Math and Reading (STAR, DIBELS, BAS) (local and national) ● NSSD Standards-Based Grade-Level Common Assessments (local) Smarter Balanced Percentile Tables Students performing within the top 5-10% of their local cohort may be identified as candidates for the TAG Identification Process.

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	TAGS Nomination Form TAG Characteristics Checklist
A tool or method for determining a threshold of when preponderance of evidence is met.	NSSD TAG Process Overview Section iii NSSD Preponderance of Evidence The preponderance of evidence must be considered in identification, which include but are not limited to: <ul style="list-style-type: none"> ● Classwork or ● Grade-Level Standards-Based common assessments or work samples ● Teacher Observations/Anecdotal Notes ● Parent/Teacher/Student Observations, Interviews and Surveys ● Writing Samples ● State Test Scores (OSAS) ● Benchmark Data Scores (DIBELS, STAR, BAS) ● Nationally normed assessment scores
TAG Eligibility Team	TAG Eligibility Team and Agenda The TAG eligibility team may vary from school to school depending upon the circumstances. At all levels each team must consist of the building TAG coordinator, building principal, classroom teacher and school counselor (if applicable). As requested, additional teachers, the district TAG coordinator and a designee may be asked to attend.
Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification	Every student who is screened and considered in the TAG identification process has a red TAG folder within their permanent cum folder that contains: Screening Assessment Report <ul style="list-style-type: none"> ● Parent Letter ● Body of Evidence Review ● Any checklists, interviews, surveys, etc. completed by student, teacher, or parents. ● Signed Permission to Participate

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<ul style="list-style-type: none"> ● Copy of minutes from TAG Meeting with Parents/Teacher ● Signed TAG Individual Plan <p>TAG Student-Notice to Teacher</p> <p>TAG Course Form</p> <p>TAG Instructional Plan</p> <p>Nomination Form</p> <p>Eligibility Meeting Notice</p>

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	N/A
What is the broad screening instrument and at what grade level is it administered?	N/A
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)?	N/A

C. Portability of TAG Identification

Key Questions	District Policy and Practices
<p>Does your district accept TAG identification from other districts in Oregon?</p>	<p>Yes. Students who come to North Santiam School District with a TAG identification from a different district or state are reviewed by the building TAG coordinator to determine if the student’s data, assessments, and behavioral information meet the criteria outlined in the NSSD Tag Identification Process. If the review of the student’s case study meets the NSSD criteria, parents are notified that the identification will be honored. If the review of the student’s case study does not meet the criteria, parents are contacted to discuss further assessment and identification options.</p>
<p>Does your district accept TAG identification from other states?</p>	<p>Yes-See above.</p>
<p>Do local norms influence the decision to honor identification from other districts and states?</p>	<p>In order to best serve our local population of students that are in need of TAG services, the identification team will review each case study independently and consider the data and artifacts within it. The same identification process that all students in the North Santiam School District will be used to evaluate students identified in other districts and states.</p>

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 Core Instruction	Includes instruction, assessment, strategies, supports or modifications: <ul style="list-style-type: none"> ● Instruction ● Groupings ● Rate/Level ● Tiered Assignments/Projects—for depth and complexity ● Enrichment/Exploration Opportunities ● Learning Centers ● Choice Boards
Cluster Groupings	Grade-Wide or School-Wide cluster groupings provided in grades K-8.
Math Acceleration Program	Accelerated math program starts in 7th grade and continues through 12th grade.
Advanced Placement (AP) with differentiation of instruction based on learning evidence	See table below for list of courses offered.
Proficiency Grading	Students in grades K-12 are assessed through standards-based grading, which can include credit by proficiency, and/or curriculum differentiation / enrichment.

B. Advanced Placement (AP) Course Offerings

Name of AP Course	Schools and Grade Levels Offered
AP Lit	Stayton High School-Grades 9-12

*SHS also offers a variety of honors and college credit courses for students.

Designated College Prep Courses	Credit Available	Credit Earned	Designated College Prep Courses Continued	Credit Available	Credit Earned
Honors Physics	1.0		World Languages	4.0	
Honors Global Studies	1.0		Human Body Systems	1.0	
Honors Psychology	1.0		Honors Chemistry	1.0	
Honors US History	1.0		Calculus with Trig	1.0	
Algebra II	1.0		Writing 115, 121, 122	1.0	
Honors Art	1.0		Medical Terminology	1.0	
College Algebra	1.0		Pre-approved classes taken off campus	Varies	
Honors English 1, 2, 3	3.0				
Honors Biology	1.0				
Ed 2: Teacher Cadet	0.5				

C. International Baccalaureate (IB) Course Offerings

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

Name of IB Course	Schools and Grade Levels Offered

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>In the Fall, the TAG coordinator provides each building liaison and principal with a list of identified TAG students in their building. Building TAG liaisons then outreach to individual classroom teachers. Prior Personal Education Plans or TAG Instructional Plans are shared at that time as well as the area of TAG eligibility. Students are also flagged in the NSSD student data system-Synergy indicating that the student has a TAG identification. This information is available to all teachers once logged into the electronic data system.</p> <p>TAG Student-Notice to Teacher TAG Course Form TAG Instructional Plan</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>Every building in the district has a site TAG liaison that works with their building’s teachers to be the first line of support for teachers. TAG facilitators can connect the teacher to additional support specific to TAG services by contacting the district TAG coordinator.</p>
<p>How do teachers determine rate and level needs for students in their classrooms?</p>	<p>TAG Student-Notice to Teacher TAG Course Form TAG Instructional Plan</p>

Key Questions	District Procedure
	Teachers determine rate and level needs for students in their classrooms through the use of district benchmark exams, formal and informal class assessments, discussions etc.

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?	Individualized PEP / TAG Instructional plans are required for students in grades K-12.
Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?	Individualized PEP plans are required for students in grades K-12.
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student’s learning?	For all identified TAG students, families are invited to attend fall conferences with their student. During this meeting, the students plan is reviewed. The PEP/TAG Instructional plan is a working document that can be reviewed and revised at any time during the school year.

F. Option/Alternative Schools Designed for TAG Identified Students

Program Elements	School Information
NSSD Options Academy	
TAG qualifying criteria for attendance	Same identification process applies to students attending NSSD Options Academy
Number of students currently served	
Level of the population, served, such as elementary, middle, or high school students	High School 9-12

G. TAG Enrichment Opportunities

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
	N/A at this time.

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>Continue to support teachers in providing students with differentiated instruction that fosters inquiry, creativity, critical thinking and depth of complexity in their learning.</p>	<p>Allow time for teachers to collaborate in weekly PLCs by grade level or subject to share materials, ideas and resources. Continue to promote and provide opportunities for teachers to participate in professional learning in the areas of Talented and Gifted and differentiation of instruction.</p>	<p>District TAG coordinator will work with district Leadership team during the 2023-24 school year to provide professional development for admin and building level TAG Liaisons.</p>	<p>Increased attendance in professional development and workshops specifically in the areas of Talented and Gifted and differentiation of instruction.</p>	<p>Provide a survey to teachers asking for their feedback after each professional development. Modify future trainings based on the results.</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?
Identify academically talented and gifted students from underrepresented populations	<p>Work with district leadership to determine future possibility of a district universal screener to help identify students.</p> <p>Reviewing State data along with district benchmark data to identify students that are showing up in top 5% on district and state assessments.</p>	2023-2024 School Year	Progress will be measured by an increase in case studies and identification amongst underrepresented populations.	Success will be measured by comparing the percentage of identified TAG students at the beginning of the school year from underrepresented populations to the percentage at the end of the year.
Increase opportunities for TAG students to interact with peers of similar interest/abilities.	Promote the practice of cluster grouping of students to allow for “mind-alike” time in a variety of subjects and times throughout the academic school year.	2023-2024 School Year	Work with building administrators and to create master schedules or activity/enrichment schedules to support this model.	Compare TAG student lists to schedules created in the fall, at semester and in the spring to ensure that clusters are evident.

B. Professional Development Plan: Identification

Who	What	Provided by	When
Sophia Duerst NSSD TAG Coordinator	Required statewide training	Oregon Department of Education	September 2023- Reviewed the ODE TAG Identification Training Slide Decks
Building TAG Liaisons from each NSSD Building	Training on TAG Process / Identification and TAG Instructional Plan	Sophia Duerst, NSSD District TAG Coordinator	November 2023 September 2024
Staff who have already been trained in previous years	Provide 'Refresher' TAG Identification training at each building.	PPT created by Sophia Duerst, presented by admin / building TAG Coord	November 2023 September 2024

C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	Families can find all information regarding TAG process, parent rights etc. on the district website. Families are kept regularly informed about identification processes/procedures and the status of the referral process via phone communication from the building TAG liaison, and form the district via email /messaging platform (Blackboard).

Comprehensive TAG Programs and Services	Date and/or method of Communication
Universal Screening/Testing grade levels	N/A
Individual and/or group testing dates	Families will receive communication (phone, Blackboard message, Email) from their building TAG liaison regarding testing dates for their child once they have been scheduled.
Explanation of TAG programs and services available to identified students	TAG programs and services are explained to families in person at the TAG Instructional Planning meeting.
Opportunities for families to provide input and discuss programs and services their student receives	Families can provide input during the planning meeting and or during conferences.
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	There is an in-person meeting that happens when a student is identified where the student's Instructional plan is explained and reviewed with families.
TAG informational events (all grades) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	Information is communicated about TAG events on our district webpage and Blackboard and in building communications, when applicable.
Notification to parents of their option to request withdrawal of a student from TAG services	Information for families about withdrawing from TAG services will be communicated on the district website.
Notification of the right to file a complaint concerning TAG programs	Information for families about filing complaints concerning TAG will be communicated on the district website.

Comprehensive TAG Programs and Services	Date and/or method of Communication
or services, beginning with district-level complaint process	
Designated district or building contact to provide district-level TAG plans to families upon request	Individual building TAG liaisons are in contact with families and can provide families with copies of individual or district-level TAG plans, when requested.

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	Sophia Duerst	sophia.duerst@nsantiam.k12.or.us	503-859-2154
Person responsible for updating contact information annually on your district website	Tonia Whisman	tonia.whisman@nsantiam.k12.or.us	503-769-6924

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	Sophia Duerst	sophia.duerst@nsantiam.k12.or.us	503-859-2154
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Sophia Duerst	sophia.duerst@nsantiam.k12.or.us	503-859-2154
TAG contact for Mari-Linn K-8 School	Sophia Duerst	sophia.duerst@nsantiam.k12.or.us	503-859-2154
TAG contact for Sublimity K-8 School	Uli Sparks	uli.sparks@nsantiam.k12.or.us	503-769-2459
TAG contact for Stayton K-3 School	Shealon Cooper	shealon.cooper@nsantiam.k12.or.us	
TAG contact for Stayton Intermediate/Middle School	Jessica Roth	jessica.roth@nsantiam.k12.or.us	503-769-2198
TAG contact for Stayton High School	Jason Platt	jason.platt@nsantiam.k12.or.us	503-769-2171
TAG contact for Stayton Alt. High School-Options Academy	Brad Emmert	brad.emmert@nsantiam.k12.or.us	503-769-1618

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,

Term	Definition
	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 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)

Term	Definition
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	<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.

Term	Definition
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>
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.