South Lane 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.]

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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

A link to ALL SLSD SCHOOL BOARD POLICIES
- SLSD Talented and Gifted Program
- SLSD TAG Appeals Procedure
- SLSD TAG Identification
- SLSD TAG Identification among Non-Typical Populations
- SLSD TAG Complaints Process
- SLSD TAG Programs and Services
- SLSD TAG Parent Notification

B. Implementation of Talented & Gifted Education Programs and Services

Summary of SLSD TAG Plan (2023-2026)

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
TAG Identification Process Overview *Aligned to OAR 581-022-2325 (1)*	• All second-grade students will take the NNAT-3 in the spring, annually. The NNAT-3 will help us identify aptitude of potentially identified gifted learners and will help us address inequities in identifying traditionally marginalized groups of students • Learning Rating Scales used by teachers to reflect on attributes of learners in their classrooms. Results will be shared with classroom teachers to help them identify top learners in their classrooms. • Referral for potential TAG consideration can be initiated by self, parents, teaching staff or school administration which begins the identification process. • See this flowchart for the identification process of the South Lane School District • District TAG Coordinator will work in conjunction with each building TAG Coordinator to do an annual review (in April) of district and state data which may result in the initiation of a TAG referral.
Multiple modes and methods of data collection used in the identification process. *Aligned to OAR 581-022-2325 (2)(b)(c)*	• NNAT-3 • DIBELS, STAR/Renaissance, iReady, formative classroom assessments, student work portfolios, academic work • Personality and Dispositions are taken into account and are a part of the conversation
Culturally responsive practices specific to identification. *Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)*	• Temperament / Dispositions Checklist (Used by teachers to recognize exceptionalities in students not traditionally identified) • Attributes Rating Scale (Used by teachers to recognize exceptionalities in students not traditionally identified)
Research-based tools, instruments, or considerations utilized to equitably identify students from underrepresented populations including, but not limited to: students	• Temperaments and Dispositions Rating scale to screen SPED and ELD students • Annual ELPA scores • Instruments used for TAG identification will be used and approved only once screened through an equity lens which aligns with our district mission and vision.

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
experiencing disabilities, students who are culturally and linguistically diverse	• ELD, SPED teachers, and school specialists will be given PD and supports to help them recognize exceptionalities and to confront implicit bias. (This training will be available to all SLSD teaching staff).
Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices	• Use of Universal screener (NNAT-3) in Spring of Grade 2 helps to identify traditionally under-identified populations (NNAT-3 is a non-verbal test so it helps ensure we are identifying equitably with our ELL students • Use of Temperaments and Dispositions Checklist
Universal Screening/Inclusive considerations	• NNAT-3 administered district wide in Spring of 2 Grade year • NNAT-3 administered upon request of TAG team after TAG referral paperwork has been submitted
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection	• At this time, the SLSD will use local norming for assessing the qualifications for TAG designation. These currently include: Top 10% of NNAT-3 scores (locally normed based on the top 10% of testing in their peer group), and a collaborative conversation with students regarding their learning, temperaments & dispositions, classroom work including formative assessment, etc. Our preponderance of evidence document will be used to track. • Local norm development will start in Year 1 with a local norm of 10% compared to peers (on ELPA, iReady, DIBELS), and we will adjust in Year 2 & 3 to ensure we are aiming to identify and serve at least the top 8-10% of SLSD students as TAG students.
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	• Currently in development. The SLSD is working towards integrating district wide PD surrounding this very topic in the 2024-2025 school year. At this time, and throughout the 2023-2024 school year we will continue in our district-wide initiative of forming true PLT groups in all school's district wide. Every teacher and instructional aid is a participant. The guiding questions are 1) What do we want all students to know and be able to do, 2) How will we know if/when they know/learn these things, 3) What do we do if they have not learned these things, 4) **What do**

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	we do when a student demonstrates knowledge/proficiency. (All questions are relevant to how we envision our TAG program moving forward, but particularly the bolded Question 4. In order to build a lasting culture of robust Tier 1 learning for all students, we must take the next school year to continue to establish these PLT groups with fidelity and accountability.) As it stands now, our goal is to initiate PD for all teaching staff the following year (2024-25) that centers around the 4th question and use that school year to form and shape true differentiated instruction and appropriate extensions in every classroom on the SLSD.
A tool or method for determining a threshold of when preponderance of evidence is met.	• We will use this Preponderance of Evidence Document.
TAG Eligibility Team	• TAG Coordinator • Building Administrator • Designated Teacher (in Elementary – their homeroom teacher, for secondary students a case manager will be designated by the building) • Parent/Guardian of the Student • Student • School Psych (optional, if available or when applicable)
Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification	Preponderance of Evidence Document - which Will Include at least 3 from the following list of options • Temperament/Dispositions Rubric • Formative Assessments (Unique/Individualized to each classroom) • Academic Work Portfolio • NNAT-3, iReady, DIBELS Scores, Star/Renaissaince Scores (all of these are used for identifying potential students to hold TAG determinations – and none are determinative on their own without additional data) • Family and Student Interest Surveys

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	- Yes – NNAT-3 Administered district wide, Spring of Second Grade Year - NNAT-3 can and will be used upon request for students entering into the SLSD after second grade who wish to be considered for TAG designation
What is the broad screening instrument and at what grade level is it administered?	- NNAT-3 - Administered by School Psych's, District TAG Coordinator, District SPED director and/or building administrator - Data goes to District TAG Coordinator who communicates with building admin
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)?	Development of local norms

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?	No. TAG designated students will be served with updated TAG plans on the SLSD.

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
Tier 1 – Regular classroom, based on PLC/PLT conversations and answers to the 4th guiding question "What do we do if/when a student knows this necessary standard?"	The South Lane School District is working to implement with fidelity a true PLC/PLT culture across all buildings, all classrooms, and with all instructional staff. This model includes the foundation of all Tier 1 instruction addressing the common needs of TAG students. All classrooms are held accountable to providing appropriate differentiation and extensions common to standards developed by our local guiding coalitions. This work has begun and specific PD will be implemented throughout the 2024-2025 school year to help all teachers implement this with fidelity in all classrooms and all subjects across the South Lane School District.
Tier 2 – A resource toolkit offered to all teachers for academic extensions and differentiation at every level and in all academic content areas	The TAG Leadership Committee will work throughout the 2023-2024 school year to develop a toolkit available to all instructional staff. This toolkit will include resources and options for teachers to use to serve the learning of students whose needs expand beyond those of the general Tier 1 instruction for students who may need small group targeted instruction. True extension and differentiation strategies will be developed, and online resources will be gathered to be included in this toolkit.

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
Tier 3 – The district will work to develop a policy and process for single subject and/or full grade acceleration.	If a student's academic needs extend beyond the general Tier 1 instruction, or the Tier 2 toolkit, the TAG Collaborative team (this can include the District TAG coordinator, District SPED director, Building Administrator, Teacher of Record, Parent and Student) will meet to discuss possible creative options for the specific student. Options may include, but are not limited to – moving the student up to academically appropriate grade level in all areas (or particular academic areas), finding a different placement to meet the students needs, etc. Tier 3 will be an individualized path based on student needs and SLSD resources.
Examples of instructional strategies and services offered to Talented and Gifted students by the district and classroom teachers	● CGHS classrooms are moving to a "grading by proficiency" model, which allows students to demonstrate their growth in learning throughout the course, moving away from the traditional A-F grades for work completed. ● Flexible Readiness Grouping (determinative data used from PLT process) ● Formative Assessment as a Process (determinative data used from PLT process; one hour each week has been designated for all instructional staff to give themselves to this process and implement with fidelity) ● Differentiated Instruction involving tiers of depth and complexity (determinative data used from PLT process) ● Scaffolding or Tiered Instruction (determinative data used from PLT process – specific to the 4th Critical Question) ● Subject acceleration (above grade level coursework – as evidenced by middle school students taking High School math for credit, etc.) ● Whole grade acceleration (grade skipping – only when Tier 1 and 2 extensions, differentiation and supports are proved ineffective. This is currently reserved for Tier 3 students) ● Advanced Placement (AP) with differentiation of instruction based on learning evidence

B. Advanced Placement (AP) Course Offerings

Name of AP Course	Schools and Grade Levels Offered
AP Chemistry	Open to students in grades 11 and 12 at Cottage Grove High School
AP Statistics	Open to students in grades 11 and 12 at Cottage Grove High School
AP Psychology	Open to students in grades 11 and 12 at Cottage Grove High School
AP Calculus AB and/or AP Calculus BC	Open to students in grades 11 and 12 at Cottage Grove High School
Accelerated Math	Students in Middle School are able to take High School level math starting their 8th grade year, for High School math credit

C. International Baccalaureate (IB) Course Offerings

Name of IB Course	Schools and Grade Levels Offered
Not applicable - NONE OFFERED BY SLSD AT THIS TIME	

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?	- Each building has a TAG Coordinator who is responsible for tracking TAG students in their building. - Within the first 2 weeks the building TAG Coordinator will provide a building-wide list of all currently identified TAG students - SLSD is working to update available flags in our Student Identification System

Key Questions	District Procedure
	• District coordinator ensures building TAG Coordinator has updated lists of TAG identified students regularly
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?	• The plan is to develop a TAG toolkit which will be available online (i.e. DOK activities to help students increase rigor and demonstrate thinking) • TAG Coordinator (both building and district) information available online
How do teachers determine rate and level needs for students in their classrooms?	• Consistent PLT process • Formative and Summative Assessments • Teacher Observations • Pre-Assessments in Curriculum • DIBELS, EasyCBM Benchmark

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?	• PEPs are required for all students for whom the general "Tier 1" instruction does not meet their academic needs – to document the supports, extensions, strategies, options, and/or differentiation which has been used to meet the student's needs.
Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?	• Instructional plans are optional – and building grade level/subject level PLC/PLTs will hold these conversations and offer all accountability to ensure these are implemented with fidelity

Key Questions	District Procedure
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student's learning?	- Schoolwide Communication - Family Conferences - Individual Communication - School/Teacher will communicate directly with student/family within the first month of school - Fall conferences will be utilized to hold conversations with parents and students who already have an established PEP - Development of newly identified TAG student PEP during Fall (at least before the conclusion of mid- October family conferences) - When applicable, Middle School and High School Academic Counselors will be included in our annual conversation with students and families regarding their PEPs.

F. Option/Alternative Schools Designed for TAG Identified Students

N/A This does not exist for the South Lane School District at this time

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

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

G. TAG Enrichment Opportunities

This does not exist for the South Lane School District at this time

TAG Enrichment Opportunities (Note: After school opportunities do not replace daily TAG instruction and services)	Explanation of Opportunity

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?
2023-2024: SLSD will create and establish establish local norms for analyzing data and using the data for identification purposes	PLT, implementing universal screeners at 2nd grade, and engaging in regular (annual) analysis of district data to help establish the local norms	This begins 23-24, We work to improve during 24-25, we evaluate again in 25-26. By the end of 2026 we have established local norms for analyzing data.	Annual review by district TAG committee to ensure alignment across all schools	By continuing to establish local norms to ensure we are striving to identify 8-10% of all students as potential TAG.

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 SLSD will develop a toolkit to help classroom teachers provide Tier 2 instruction for TAG students who need extensions and differentiation beyond standard Tier 1 instruction.	District TAG Committee (with representation from every building) will meet throughout the year to develop	Fall 2023-Spring 2024	Our toolkit will be available online and all teaching staff will be alerted to its launch	Teachers are able to access and integrate items from the toolkit into instruction to serve TAG students.

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 SLSD will create and publish an independent TAG Google Drive which will house all necessary TAG paperwork, district policies and procedures, and documentation	District TAG Committee will meet throughout the year to develop	Spring 2023-Spring 2024	The Google Drive will be completed and published to all SLSD instructional staff on or before May 1, 2024	All SLSD staff will have access to the drive and will be able to navigate the resources there.

B. Professional Development Plan: Identification

Who	What	Provided by	When
Aimee Stone Cooper	Required statewide training	Oregon Department of Education	TBD
Building TAG Coordinators	Training on Identification	TBD	TBD
Staff who have already been trained in previous years (include if offered) – N/A	OPTIONAL: Refresher Identification training	ODE – as offered	TBD

C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	• See: Flowchart

Comprehensive TAG Programs and Services	Date and/or method of Communication
Universal Screening/Testing grade levels	• NNAT-3 second grade
Individual and/or group testing dates	• Second Grade • Any other grade – upon request of student/parent/teacher/school staff
Explanation of TAG programs and services available to identified students	• Available online by May 1, 2023
Opportunities for families to provide input and discuss programs and services their student receives	• Annual meeting/review of student plans (on or before Fall Parent/Teacher conferences in October annually)
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	• This is student-specific; each student who needs an individualized plan will receive one, written collaboratively by the school TAG Coordinator
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	• Fall parent TAG information night held with district TAG coordinator – available to all parents and information is on the website
TAG informational events (middle school) - where parents learn about TAG profiles, explanations of services and programs offered to TAG	• Fall parent TAG information night held with district TAG coordinator – available to all parents and information is on the website • Staff meets in Spring to make transition plan from

Comprehensive TAG Programs and Services	Date and/or method of Communication
identified students, transition expectations from elementary to middle school, etc.	all 4 elementary schools to the middle school • Orientation event held to welcome students to LMS and connect students and families to school and service possibilities.
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.	• Fall parent TAG information night held with district TAG coordinator – available to all parents and information is on the website • Staff meets in Spring to make transition plan from all 3 middle schools (LMS, Dorena, and London) as they transition to CGHS. • Spring "Welcome to CGHS" orientation event held with CGHS staff to connect students and families to school and service possibilities.
Notification to parents of their option to request withdrawal of a student from TAG services	• Mailed annually by school TAG Coordinator
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	• Mailed annually by school TAG Coordinator
Designated district or building contact to provide district-level TAG plans to families upon request	• Each school has a school TAG Coordinator, and the SLSD has a district TAG Coordinator who will collaborate to provide this as 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	Dr. Aimee Stone Cooper	aimee.cooper@slane.k12.or.us	(541) 942-0183
Person responsible for updating contact information annually on your district website	Dr. Aimee Stone Cooper	aimee.cooper@slane.k12.or.us	(541) 942-0183
Person responsible for updating contact information annually on the Department	Dr. Aimee Stone Cooper	aimee.cooper@slane.k12.or.us	(541) 942-0183
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Dr. Aimee Stone Cooper	aimee.cooper@slane.k12.or.us	(541) 942-0183
TAG Contact for Al Kennedy High School	Halie Ketcher	Halie.ketcher@slane.k12.or.us	(541) 942-1962
TAG contact for Bohemia Elementary	Laura Gerick	Laura.gerick@slane.k12.or.us	(541) 942-3313

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
TAG contact for Cottage Grove High School	Tammara Sandefur	Tammara.sandefur@slane.k12.or.us	(541) 942-3391
TAG contact for Dorena School	Devin Pixton	Devin.pixton@slane.k12.or.us	(541) 946-1506
TAG contact for Harrison Elementary School	Jaimee Massee	Jaimee.massee@slane.k12.or.us	(541) 942-3389
TAG contact for Lincoln Middle School	Sarah Drew	Sarah.drew@slane.k12.or.us	(541) 942-3316
TAG contact for London School	Dr. Aimee Stone Cooper	Aimee.cooper@slane.k12.or.us	(541) 942-0183

*[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

Term	Definition
	(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 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 *all* 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	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 The student's instructional level in the curriculum and the place where the student will encounter knowledge and skills not yet learned or mastered. It is more than an advanced grade level. It involves depth and complexity in thinking.
Option Schools	Students choose to attend schools in their district with learning options that best fits their academic and affective needs. Some districts have alternative school options, magnet schools, and option programs (school within a school model) specifically designed for TAG students. Not all districts provide option schools or programs in Oregon.
Oregon Administrative Rule (OAR)	Rules adopted by the State Board of Education to support statutes (ORS).
Oregon Revised Statute (ORS)	Oregon laws passed by the State Legislature.
Personal Education Plans (PEPs)	A plan developed by the teacher, TAG student, and family that outlines and communicates the programs and services received throughout the school year. Personal Education Plans are for an individual student and are more common at the elementary level.
Pull-Out Programs	Students attend specialized instruction designed for TAG students, during school hours, at the school where the student is enrolled. Pull-out programs vary by district. Not all districts offer pull-out programs.
Rate of Learning	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.** Addresses the measure of the pace at which the student is successfully progressing

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.