# Klamath Falls City Schools

# Plan for Talented and Gifted Education

Updated Spring 2023

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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).

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# 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

## B. Implementation of Talented & Gifted Education Programs and Services

OUR MISSION: 100% Graduation is our expectation.
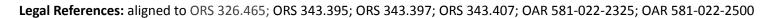OUR VISION: Dedicated to helping all students do their best work and become their best selves

The Klamath Falls City Schools Talent and Gifted Program is committed to identifying and providing educational programs that build, maintain and enrich students' skills. Its focus is on the curriculum in the general education classroom, allowing every student to be challenged while still strengthening all areas of learning. We recognize that TAG students are a diverse group and therefore, it is critical to plan for the whole child. Accordingly, teachers must take into account social, emotional and behavioral needs when planning for TAG students to the extent and manner in which it is individually appropriate.

Each child who is identified will get a personal education plan (PEP) to address specific needs of individual students. Teachers, parents and students create this plan together. One of the most critical factors in engaging a TAG student is the provision of engaging instruction delivered at the appropriate rate and level of challenge.

The classroom teacher is the primary instructor for KFCS TAG students. Teachers will use differentiation, acceleration, and a wide variety of high impact teaching strategies to meet the individual needs of the TAG learner. As students reach middle school and high school, accelerated and advanced classes are available in a variety of subjects, including access to dual-enrollment classes that receive college credit.

KFCS recognizes that some TAG students have additional needs and/or may be dual identified which require additional accommodation or specialized services that will be coordinated.

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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 |
|---|---|
| **TAG Identification Process Overview** *Aligned to OAR 581-022-2325 (1)* | KFCS uses a preponderance of evidence model.  A team, consisting of at minimum someone knowledgeable about the student and someone knowledgeable about TAG, considers multiple pieces of evidence to determine student need for specialized instruction. See the Identification Process handbook for details. |
| **Multiple modes and methods of data collection used in the identification process.** *Aligned to OAR 581-022-2325 (2)(b)(c)* | Data collected includes, but is not limited to, the following:<br>● scores (or subscores) on the CogAT screening or complete form (grade 2 and by request)<br>● scores on the RAVEN (by request)<br>● scores on state tests in Language Arts, Mathematics, and Science (grades 3-8, 11)<br>● scores on the ELPA (grades K-12)<br>● scores on district-level screeners (easycbm, iReady)<br>● scores on teacher-administered curriculum based tests<br>● use of work samples (projects, writing, reports, other)<br>● observations of the student by teacher, parent, and/or other knowledgeable adult |

| Identification Practices (OAR 581-022-2500) | Evidence and Explanation of Identification Practices |
|---|---|
| **Culturally responsive practices specific to identification.** *Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)* | <ul><li>Universal screener as a talent search</li><li>Use of subscores on CogAT for students whose strengths may be in an area other than verbal</li><li>Use of ELPA scores and language acquisition skills as evidence</li><li>Renzulli-based observation forms include options for bilingual or "underachiever"</li></ul> |
| **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** | <ul><li>Local norms are used for state tests</li><li>Use of RAVEN as alternate test for students whose strength is not English verbal skills</li></ul> |
| **Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices** | <ul><li>Universal screening at second grade as a talent search</li><li>Use of the CogAT subscores for nonverbal and quantitative skills in addition to verbal</li></ul> |
| **Universal Screening/Inclusive considerations** | <ul><li>All students are screened on the CogAT screening form 7 at the second grade level.</li><li>Any parent or teacher may request that a student be evaluated for TAG.</li><li>All students who enter the district after kindergarten have their cumulative files examined for evidence of a need for TAG services.</li></ul> |
| **Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection** | <ul><li>For all assessment data, national/state norms are considered if they are available.</li><li>For all assessment data, local norms are considered.</li><li>No single assessment is used to determine eligibility. The relative strength of each piece of evidence is considered (e.g., a 99th national percentile on the CogAT is a strong piece of evidence, but being in the top 10% of the district is still supporting evidence). Scores above the previous threshold of 97% are **not required**.</li></ul> |

| 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.)** | ● Qualitative data is collected from the teacher/person knowledgeable about the student. This includes both an overview of the student's classwork and observation. |
| **A tool or method for determining a threshold of when preponderance of evidence is met.** | A form is used to gather evidence and rate it as strong, supporting, or not supporting. After considering evidence from assessments, in-school academics, behavior, and other sources, the team answers the question "Does this student require additional educational experiences or supports due to their intellectual and academic abilities?" to determine identification. |
| **TAG Eligibility Team** | The TAG eligibility team at each school consists of persons who are knowledgeable about TAG and/or knowledgeable about the student. This will include the principal and/or assistant principal; the TAG coordinator (usually the Dean of Students at the elementary level and the administrator in charge of curriculum at the secondary level); and at least one classroom teacher. |
| **Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification** | A copy of the TAG identification form is included in the student's CUM file and is scanned into our Student Information System. Copies of CogAT results and state test results are also included in the student's CUM file. |

## B. Universal Screening/Inclusive Considerations

| Key Questions | District Procedure |
|---|---|
| **Is a universal screening instrument used at a specific grade level?** | Yes, all grade 2 students are tested. |

| Key Questions | District Procedure |
|---|---|
| **What is the broad screening instrument and at what grade level is it administered?** | The Cognitive Abilities Test (CogAT) from Riverside Assessments is used as a universal screener at grade 2. |
| **How is the screener used in the identification process (i.e. what percentile threshold, if any, is used to initiate the eligibility process; and how are percentiles used to promote, rather than extinguish, eligibility)?** | The CogAT is used as a talent search. In addition to looking at national percentile ranks for the overall score, we look at subscores to search for students who may have high abilities in one area but not another (for example, a student may score well on the nonverbal but poorly on the verbal; this student's strengths may be overshadowed in the classroom by their other capabilities). We also look at local norms, considering the top 5-10% of each school to determine if those students are in need of specialized education relative to their classroom peers. A score on the screener that is not at a high percentile does not disqualify the student from going through the eligibility process. |

## C. Portability of TAG Identification

| Key Questions | District Policy and Practices |
|---|---|
| **Does your district accept TAG identification from other districts in Oregon?** | TAG identification is accepted from other districts if it is accompanied by evidence (test scores, portfolio items, qualitative data, etc.) that would be sufficient for identification under the current  KFCS identification procedures (a preponderance of evidence indicating that the student needs special services) or under the previous KFCS identification procedures (a score in the 97th percentile on a nationally normed assessment). This evidence is reviewed by members of the TAG Eligibility team and/or the District TAG Coordinator. |
| **Does your district accept TAG identification from other states?** | TAG identification is accepted from other states if it is accompanied by evidence (test scores, portfolio items, qualitative data, etc.) that would be sufficient for identification under the current  KFCS identification procedures (a preponderance of evidence indicating that the student needs special services) or under the previous KFCS identification procedures (a score in the 97th percentile on a nationally normed assessment). This |

| Key Questions | District Policy and Practices |
|---|---|
| | evidence is reviewed by members of the TAG Eligibility team and/or the District TAG Coordinator. |
| **Do local norms influence the decision to honor identification from other districts and states?** | If the identification evidence is dependent on the student's performance on local norms, we will re-evaluate the student by comparing their existing data to our own local norms and/or considering new data that we gather about the student, both qualitative and quantitative, upon entry. This evidence is reviewed by members of the TAG Eligibility team and/or the District TAG Coordinator. |

# 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 |
|---|---|
| In-class differentiated instruction | All grade levels and core content areas. |
| Ability Grouping | Math and reading. In-class: all grade levels. Cross-grade: K-5. |
| Acceleration above grade level | Math and reading: grades K-12. |
| Choice assignments and independent projects | All grade levels and core content areas as needed. |
| Honors/Advanced Classes | Grades 7-12<br>● 7-12 Math |

| Instructional Programs and Services (OAR 581-022-2500) | Evidence and Explanation of Implementation: Grade Level and Content Area |
|---|---|
| | • 8-12 English Language Arts<br>• 10-12 Science<br>• 10-12 History |
| Advanced Placement | Grades 9-12; see table 4B |
| Dual Credit | Grades 9-12<br>• WR 121 and WR 122<br>• MATH 111, MATH 112, MATH 251, and MATH 252<br>• HIST 251 and HIST 252<br>• Liberal Arts Academy (see below)<br>• Science and Math Academy (see below)<br>• Jump Into Business Academy (see below)<br>• Career Pathway in Digital Media Design, Early Childhood Education, Criminal Justice, Accounting in partnership with KCC<br>https://www.klamathcc.edu//en-US/admissions/high-school/high-school-professionals/index.html |
| Distance Learning | Grades 6-12; individual classes as needed. |
| Liberal Arts Academy | Grade 12. Students attend classes part-time at OIT and part-time at KU their senior year.<br>• Fall: WRI 121, ECO 202, ACAD 107<br>• Winter: WRI 122, ANTH 103<br>• Spring: SPE 111, and an approved class in social science/humanities |
| Science and Math Academy | Grades 9-12. Students chose a science/math pathway and complete courses and internships.<br>https://sites.google.com/kfcityschools.org/klamathunionscienceacademy/home |
| Jump Into Business Academy | Grades 10-12. Students take classes at KU and OIT to begin work on a business degree from |

| Instructional Programs and Services (OAR 581-022-2500) | Evidence and Explanation of Implementation: Grade Level and Content Area |
|---|---|
| | OIT. https://www.oit.edu/educational-partnerships/jump-into-business/klamath-union-high-school |

## B. Advanced Placement (AP) Course Offerings

| Name of AP Course | Schools and Grade Levels Offered |
|---|---|
| AP US History | Klamath Union High School, grade 11 |
| AP Calculus A/B | Klamath Union High School, grade 11 or 12 |
| AP Environmental Science | Klamath Union High School, grade 11 or 12 (offered every other year) |

## C. International Baccalaureate (IB) Course Offerings

| Name of IB Course | Schools and Grade Levels Offered |
|---|---|
| None | Not applicable |

## D. Teacher's Knowledge of TAG Students in Class

| Key Questions | District Procedure |
|---|---|
| **What procedures are in place to ensure classroom teachers K – 12 know who the TAG identified students are in their classrooms?** | <ul><li>All students are labeled in our SIS. Identification forms and yearly education plans are uploaded as PDF files for teacher access.</li><li>The TAG coordinator at each elementary school ensures that each identified student has their yearly education plan updated at fall conferences (5-6 weeks after school begins) and signed by the teacher.</li><li>The TAG coordinator at the middle school ensures that each identified student has their yearly educational plan updated by core teachers and it is shared with parent/guardians at fall conferences (5-6 weeks after school begins).</li></ul> |
| **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?** | <ul><li>Each elementary school and the middle school has a designated TAG coordinator.</li><li>KFCS uses a Professional Learning Community (PLC) model that specifically requires that teacher teams consider enrichments for students who are meeting the essential standards in each subject.</li></ul> |
| **How do teachers determine rate and level needs for students in their classrooms?** | <ul><li>Teachers have access through SIS to students' previous years scores, grades, and educational plans.</li><li>A curriculum-based universal screener (easycbm) is used for reading and mathematics three times per year at grades K-8.</li><li>Teachers utilize curriculum-based pre-assessments at the beginning of each year, term, and/or unit.</li></ul> |

## 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?** | Personal Education Plans are required at grades K-8. |
| **Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?** | Instructional Plans are part of the course catalog for grades 9-12. |
| **How are families notified regarding the opportunity to discuss the PEP or IP designed for their student's learning?** | Elementary and Middle School: PEPs are created and/or shared at fall conferences for previously identified students. Newly identified students either have their PEP created at fall or spring conferences (if the conference date is within 3 weeks) or through a meeting with the parents.<br>High School: The course catalog is available on the district website. Student course schedules are shared with families via the SIS. Counselors are available to discuss course schedules and plans with families at fall conferences, spring conferences, and by appointment. |

## F. Option/Alternative Schools Designed for TAG Identified Students

| Program Elements | School Information |
|---|---|
| **None** | Not applicable |

## G. TAG Enrichment Opportunities

| TAG Enrichment Opportunities *(Note: After school opportunities do not replace daily TAG instruction and services)* | Explanation of Opportunity |
|---|---|
| Music Programs | Grades K-5: Music instruction twice per week during the school day<br>Grades 5-12: Band, choir, and orchestra during the school day (jazz band, special choirs, and ensembles may meet before or after school) |
| Destination Imagination | Grades 5-8: Students work in teams to solve open-ended STEAM problems. Availability based on interest and volunteers. |
| Battle of the Books | Grades 3-5, 6-8: Students read books from a yearly list and answer trivia questions as a team. |
| Chess | Grades K-5, 6-8, 9-12: Non-competitive clubs at individual schools. Some tournament play is available. |
| MESA | Grades 6-8: Mathematics, Engineering, Science, and Achievement. MESA students work in teams to identify, design, and build hands-on invention projects that attempt to solve an issue, and may qualify for the state competition. |
| Key Club | Grades 9-12: A student-led service organization. |
| Math Team | Grades 6-8: Mathcounts (national organization; chapter competition in February and state competition in March )<br>Grades 9-12: Southern Oregon Math League (monthly competitions in the Medford area) |
| National Honor Society | Grades 9-12: A leadership and service club; membership invitations based on GPA and citizenship. |
| DECA | Grades 9-12: Individuals and teams compete in case studies and events in four business |

| TAG Enrichment Opportunities<br>*(Note: After school opportunities do not replace daily TAG instruction and services)* | Explanation of Opportunity |
|---|---|
| | career clusters - marketing, finance, hospitality and management. |

# Section 5: Plan for Continuous Improvement

## A. District Goals

| Goal Statement | What special programs or services will be provided to accomplish the goals? | Implementation Timeline | How will progress be measured? | How will success be measured? |
|---|---|---|---|---|
| By fall 2024, KFCS will increase the number of TAG identified students to 5% or more of our total student population. | Training in identification processes for all school-level TAG coordinators, including the new use of local norms. | Feb 2023: initial training<br>Sept 2023: Follow-up training and district coordinator providing local norms for state tests. | Calculating the percentage of students identified at end of 2022-23 school year; beginning of 2023-24; and the end of the 2023-24 school year. | At the end of the 2021-22 school year, only 3 percent of our student population was identified. In spring of 2023 we have 3.9%. By fall 2024, we want 5% or more identified. |

## B. Professional Development Plan: Identification

| Who | What | Provided by | When |
|---|---|---|---|
| Amy Hill, District TAG Coordinator | Required statewide training | Oregon Department of Education | Zoom training with Angela Allen (TAG Coordinator at the ODE) Jan 30, 2023 |
| All district licensed educators who are responsible for identification | Training on Identification | Amy Hill, District TAG Coordinator | February |
| Staff who have already been trained in previous years (include if offered) | Refresher Identification training | Amy Hill, District TAG Coordinator | February or as needed |

## C. Family Engagement

| Comprehensive TAG Programs and Services | Date and/or method of Communication |
|---|---|
| Identification procedures (including referral process) | Link on website |
| Universal Screening/Testing grade levels | February/March; Letter to parents/guardians sent home Link to Sample Letter |
| Individual and/or group testing dates | February/March or as needed; Letter to parents/guardians sent home (must be returned with permission) Link to Sample Letter |
| Explanation of TAG programs and services available to identified students | In person: Fall conferences (October) and spring conferences (April) By appointment with teacher, counselor, or TAG coordinator |
| Opportunities for families to provide input and discuss programs and services their student receives | In person: Fall conferences (October) and spring conferences (April) By appointment with teacher, counselor, or TAG coordinator |
| Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available | In person: Fall conferences (October) and spring conferences (April) By appointment with teacher, counselor, or TAG coordinator |
| TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc. | Open House |

| Comprehensive TAG Programs and Services | Date and/or method of Communication |
|---|---|
| TAG informational events (middle school) - where parents learn about TAG profiles, explanations of services and programs offered to TAG identified students, transition expectations from elementary to middle school, etc. | Open House |
| 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. | Ninth grade orientation and parent night |
| Notification to parents of their option to request withdrawal of a student from TAG services | Link on website |
| Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process | Link on website |

| Comprehensive TAG Programs and Services | Date and/or method of Communication |
|---|---|
| Designated district or building contact to provide district-level TAG plans to families upon request | District TAG coordinator |

# 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** | Amy Hill | hilla@kfalls.k12.or.us | 541-883-4740 |
| **Person responsible for updating contact information annually on your district website** | Joaquin Aguilar-Flores | aguilar-floresj@kfalls.k12.or.us | 541-883-4700 ext. 7165 |
| **Person responsible for updating contact information annually on the Department** | Amy Hill | hilla@kfalls.k12.or.us | 541-883-4740 |
| **Person responsible for sending copies of the district-level TAG** | Amy Hill | hilla@kfalls.k12.or.us | 541-883-4740 |

| Contact Information for District and School TAG Personnel | Name of Contact | Email Address | Phone Number |
|---|---|---|---|
| plans to building-level personnel (TAG coordinators, principals, etc.) | | | |
| TAG contact for Klamath Union High School | Jacque Brandow | brandowj@kfalls.k12.or.us | 541-883-4710 |
| TAG contact for Ponderosa Middle School | Amy Hill | hilla@kfalls.k12.or.us | 541-883-4740 |
| TAG contact for Conger Elementary School | Melinda Waggoner | waggonerm@kfalls.k12.or.us | 541-883-4772 |
| TAG contact for Mills Elementary School | Jeff Haudenshild | haudenshildj@kfalls.k12.or.us | 541-883-4754 |
| TAG contact for Pelican Elementary School | Michelle McCabe | mccabem@kfalls.k12.or.us | 541-883-4765 |
| TAG contact for Roosevelt Elementary School | Rebecca Morehouse | morehouser@kfalls.k12.or.us | 541-883-4750 |

# Appendix: Glossary

| Term | Definition |
|---|---|
| Acceleration (subject) | Above grade-level standards and coursework. For example, a student who takes an advanced high school art class during middle school. |
| Acceleration (whole-grade) | Grade skipping. For example, a student who moves from 1st grade to 3rd grade (skips the 2nd grade). |
| Acceleration (standards) | Working ahead on grade-level standards (considerations include: pacing needs and demonstrated levels of mastery on certain grade-level standards). This often occurs within the grade-level course. |
| Advanced Placement (AP) | College-level coursework with common nationally-normed assessments. AP coursework alone does not meet the needs of all TAG identified students. Differentiated instruction is often implemented to ensure growth and appropriate cognitive demand. |
| Choice Assignments | A selection of standards-based learning options/projects based on student interest and/or development that includes depth and complexity to address both motivation to learn and cognitive demand. |
| Cluster Grouping | TAG identified students are intentionally placed together into mixed ability classrooms. The structure of this educational practice allows students to have peer-alike time together to address both academic and social-emotional needs. |
| Credit by Examination | Students receive high school or college credit based on mastery of prior learning as measured through end of course examinations. District policies, assessment formats, and requirements may vary. Please check your local district policy. |
| Curriculum Compacting (sometimes referred to as Compacted Curriculum) | Honoring prior learning, typically measured through pre-assessments, by allowing students to skip lessons/standards where mastery has been met and providing opportunities to focus on standards in the current unit/curriculum that have not |

| Term | Definition |
|---|---|
| | been mastered yet. |
| **Depth and Complexity** | A general framework to assess level of rigor specific to cognitive demand. Common frameworks include Webb's Depth Of Knowledge (DOK) and Bloom's Taxonomy. |
| **Depth of Knowledge (DOK)** | A framework developed by Dr. Norman Webb to assess the level of rigor for standards, projects, assignments, and exams. |
| **Differentiated Instruction (involving tiers of depth and complexity)** | Instruction and learning options designed to reflect the needs of students specific to current learning evidence/data that fosters academic growth. Educators may differentiate content, process, product, and environment to accommodate needs of learning. |
| **Flexible Readiness Grouping** | A strategic strategy designed to group students according to best fit instructional needs and student discourse opportunities. |
| **Formative Assessment as a Process** | Intentional teaching and learning practices in the classroom used by both teachers and students. Moment-by-moment evidence of student learning and thinking is used to inform and adjust teaching and learning. Descriptive feedback, established success criteria, and clear learning goals are essential. |
| **Independent Learning Contracts** | An agreement between student and teacher that outlines individual learning opportunities and outcomes for the student. This strategy is commonly used when a student has demonstrated mastery of a unit that is currently being taught (i.e. student has already read the novel that is being taught in a particular grade level) |
| **Instructional Plans (IPs)** | Communicates instructional strategies and services of how the teacher meets the needs of *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. |

| Term | Definition |
|---|---|
|  | Differentiated instruction is often implemented to ensure growth and appropriate cognitive demand. |
| **Kaplan's Icons of Depth and Complexity** | Icons/tools used to provide a visual prompt that promotes thinking from various perspectives, designed to achieve in-depth learning opportunities. Often used as a schoolwide program where all teachers, classroom support staff, and students are taught how to interact with and use the icons. |
| **Level of Learning** | 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<br><br>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 |

| Term | Definition |
|---|---|
| | hours, at the school where the student is enrolled. Pull-out programs vary by district. Not all districts offer pull-out programs. |
| **Rate of Learning** | 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.**<br><br>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. |
| **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. |