

Sisters School District

Plan for Talented and Gifted Education

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Section 1: Introduction



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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, parent's rights, and programs and services. Specific statutes and OARs are referenced throughout this TAG plan.

Key Terminology

Acceleration: This is when a student may be ready for an advanced class in one subject, but may not be in all subjects. Example: A second grade student working at a fourth-grade level in math would go to a fourth- grade class for math every day, but return to their regular class for the rest of the day. Another example is having a student complete two grades in one year. This is often a preferred method to having a student skip an entire grade.

Curriculum Compaction: This is a three-step method for streamlining the regular curriculum and providing time for advanced study.

1. Master of the regular curriculum is pre-assessed.
2. Students work on content and skills that they have not yet learned and mastered.

3. Students work on advanced assignments during the time they have saved.

Differentiation: To differentiate instruction is to match lessons, activities, and assignments to different students' learning needs, levels, rates, interests, and styles. It involves tailoring the content, process, and/or products of teaching and learning to enhance each student's learning experience and outcomes. Differentiated instruction is the opposite of "one size fits all"; it reflects the teacher's commitment to serve diverse learners with equally diverse instructional approaches. *Our TAG program is based on the use of this critical method to meet the needs of the district's TAG students.*

Fast Paced Group: Fast paced groups offer curriculum at a faster rate than usual.

Historical reference of District TAG Plans: House Bill (HB) 2180 (2011) and Senate Bill 486 (2021).

In-Depth Study: In-depth study provides students with the opportunity and challenge of combining content learning with the skills of productive thinking, decision making, action taking, communicating and evaluating. In-depth study may be conducted by individuals or groups.

Learning Centers: Learning centers encourage participatory learning and can be designed to offer challenging experiences for advanced as well as other students.

Level: The Student's instruction level in the curriculum, the place where the student will be successful, but will encounter knowledge and skills he or she has not yet learned or mastered. The place where the student will learn something NEW.

Modify Content: Content may be modified by extending, enriching and/or accelerating the curriculum.

Modify Process Skills: Process skills enhance content-based learning and provide students with the tools for lifetime learning. These process skills include: productive thinking, critical thinking, creative thinking and problem solving; decision making; action taking; and communicating (reading, writing, listening and speaking). Process skills can be modified to strengthen skills and can provide additional learning challenges.

Modify Products or Outcomes: Student products or outcomes can be made more difficult or multi- faceted to reflect the higher expectations for advanced students.

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).

PEP- A Personal Education Plan is a plan that states the instructional modifications for the student based on their level and rate of learning. This is a “living,” document that is modified and adjusted as needed. It is critical that the teacher, student, and parent have input on this plan and that the plan is shared with parents. *ALL TAG students will have a PEP in place ready to be signed by parents during the October Conference session. These will be updated/revised as needed prior to or at Winter Conferences.*

Potential to Perform: Potential to Perform DOES NOT mean that a student missed eligibility by a number of % points, instead it means that a student has something that hinders their accessibility to the measures being used to determine eligibility, i.e. an ELL student that is having a hard time with the language of the test, a SPED student who has other issues that are masking their potential.

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.

Small Group Instruction: In small group instruction, students may be grouped within a skill area according to need, interest or ability.

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.

Tiered Assignments: Teachers use tiered assignments so that ALL students focus on essential understandings and skills but at different levels of complexity, abstractness, and open-endedness. The teacher keeps the FOCUS of the activity the same but provides routes of access at varying degrees of difficulty.

Whole Class Instruction: Teachers may conduct whole class instructional lessons in such a way that the needs of advanced students are appropriately addressed within this format.

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



Legal references:

[ORS 343.397 \(1\)\(a\)](#)

[OAR 581-022-2500 ORS 343.391 - 343.401](#)

[ORS 343.407 - 343.413](#)

[OAR 581-022-2325](#)

[OAR 581-022-2330](#)

[OAR 581-022-2370](#)

[OAR 581-022-2500](#)

A. Local School Board Policies

The Sisters School District is committed to an educational program that recognizes, identifies and serves the unique strengths and needs of students identified as talented and gifted. Talented and gifted students demonstrate exceptional performance when compared to applicable developmental or learning progressions, with consideration given for variations in student's opportunity to learn and to culturally relevant indicators of ability. The Board directs the superintendent to develop a process for identification of talented and gifted students in grades K through 12. **(See Board policy IGBBA - Talented and Gifted Students Identification)**. The district will develop a written plan of instruction for talented and gifted students that:

1. Includes a statement of the district policy on the education of talented and gifted students (this policy);
2. Identifies and assesses special talented and gifted programs and services available in the district;
3. States goals related to providing such programs and services, including timelines for achievement;
4. Describes the programs and services intended to accomplish stated goals;
5. Describes how the district provides parents an opportunity to discuss and to provide input on programs and services for their child;
6. Describes how the district will evaluate progress of the plan; and
7. States the name and contact information for the district's talented and gifted coordinator.

The plan will be provided at the school or the district office, when requested, and will be published on the district's website. The website shall provide the name and contact information of the district's coordinator of special education and programs for talented and gifted. The district will annually report the name and contact information of the district's TAG coordinator to ODE.

8. Complaints regarding programs and/or services can be filed in accordance with the procedure in the administrative regulation, KL-AR (1) - Public Complaint Procedure.

B. Implementation of Talented & Gifted Education Programs and Services

The mission of the Talented and Gifted (TAG) program in the Sisters School District is to provide an educational environment that recognizes the unique intellectual, academic, and social/emotional needs of gifted students. We are therefore committed to providing differentiated, in-depth, complex and accelerated opportunities for TAG students.

The Sisters School District and the TAG Program strives to provide a quality educational experience in a cooperative atmosphere. Differentiation for gifted and talented students throughout their educational program results in improved teaching, student learning, and school performance. This is a cornerstone of programming, where the education of TAG students must be flexible and responsive to their unique needs. The experiences for highly able students, both in and out of the classroom, should be purposeful and rigorous, motivating and meaningful. Through a balance of acceleration and enrichment, the abilities of gifted learners are recognized, developed and challenged.

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

1. 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>	<ol style="list-style-type: none"> 1. Student is referred to TAG by coordinator, staff member, parent, or self. 2. TAG Coordinator Sends Parent Notification of Referral along Parent Behavioral Information Form and Parent Permission to Evaluate Form. 3. If the parent consents, proceed to Step 4. If not, file form in folder of no consent to evaluate. 4. Teachers fill out Behavioral Information Form and Rate/Level. 5. Student completes Student Interest Survey. 6. Student completes Cog AT Test. 7. Form Case Study Team to review all documentation. 8. Team comes to identification recommendation and complete Identification Report. 9. Eligibility <ol style="list-style-type: none"> a. Eligible <ol style="list-style-type: none"> i. Send Notification to Parents. ii. Collect parent reply of acceptance or declining of services. b. Not-Eligible <ol style="list-style-type: none"> i. Keep copy of ineligibility letter. 10. Post-Eligibility For students accepting TAG services complete PEP with teacher/student input. 11. Review and update PEP as needed throughout the year.

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<p>12. If a parent ever wishes to stop TAG programming, send Decline Services form and keep a signed copy in students TAG file.</p>
<p>Multiple modes and methods of data collection used in the identification process. <i>Aligned to OAR 581-022-2325 (2)(b)(c)</i></p>	<ol style="list-style-type: none"> 1. District Benchmark Testing and/or State Testing Math/Reading level- 97% is an indicator that a student needs to be evaluated for TAG- Don't identify based solely on this score. 2. Potential to perform- does not mean that a student missed 97% by a few points, instead it means that we need to look for students, i.e. SPED, ELL, etc. that perform at a level that catches our attention when considering that English is their second language, or they have learning disabilities that make accessing the test difficult. 3. Cognitive Abilities Test (Cog AT) scoring in the 97th percentile.
<p>Culturally responsive practices specific to identification. <i>Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)</i></p>	<p>Potential to perform- does not mean that a student missed 97% by a few points, instead it means that we need to look for students, i.e. SPED, ELL, etc. that perform at a level that catches our attention when considering that English is their second language, or they have learning disabilities that make accessing the test difficult.</p>
<p>Research-based tools, instruments, or considerations utilized to equitably identify students from underrepresented populations including, but not limited to: students experiencing disabilities, students who are culturally and linguistically diverse</p>	<p>Use of Cog AT 3 battery tests: Verbal, Quantitative, and Nonverbal. Emphasis on Nonverbal where the battery appraises general inductive reasoning skills un using adaptive cognitive strategies. This battery contains the most novel problems and uses only geometric shapes and figures. The battery requires no reading and no outside knowledge.</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices/ Universal Screening/Inclusive considerations.	District Benchmark Testing and/or State Testing Math/Reading, reviewing the potential to perform, looking at students in SPED, ELL, etc. that perform at a level that catches our attention when considering that English is their second language, or they have learning disabilities that make accessing the test difficult. And/or review of Cognitive Abilities Test (Cog AT) scoring.
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection.	<ol style="list-style-type: none"> 1. District Benchmark Testing and/or State Testing Math/Reading level- 97% is an indicator that a student needs to be evaluated for TAG- Don't identify based solely on this score. 2. Potential to perform- does not mean that a student missed 97% by a few points, instead it means that we need to look for students, i.e. SPED, ELL, etc. that perform at a level that catches our attention when considering that English is their second language, or they have learning disabilities that make accessing the test difficult. 3. Cognitive Abilities Test (Cog AT) scoring in the 97th percentile.
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	<ol style="list-style-type: none"> 1. Parent behavioral information 2. Parent permission to evaluate form 3. Teacher behavioral information form rate/level 4. Student self-interest form 5. Student portfolio 6. Classroom performance artifacts 7. Complete case study of all artifacts.
A tool or method for determining a threshold of when preponderance of evidence is met.	<ol style="list-style-type: none"> 1. District Benchmark Testing and/or State Testing Math/Reading level- 97% is an indicator that a student needs to be evaluated for TAG- Don't identify based solely on this score. 2. Potential to perform- does not mean that a student missed 97% by a few points, instead it means that we need to look for students, i.e. SPED, ELL, etc. that perform at a level that catches our attention when considering that English is their

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<p>second language, or they have learning disabilities that make accessing the test difficult.</p> <p>3. Cognitive Abilities Test (Cog AT) scoring in the 97th percentile.</p>
TAG Eligibility Team	<ol style="list-style-type: none"> 1. Parent 2. General Education/Special Education/ELD teacher 3. Building TAG Coordinator 4. School Psychologist 5. Building Admin as needed.
Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification. Confidential TAG Folder.	<ol style="list-style-type: none"> 1. Talented and Gifted Checklist 2. Talented and Gifted Case Study Form 3. Parent Notification Letter 4. Parent Option to Refuse <i>(If applicable)</i> 5. Outside Testing <i>(If applicable)</i> 6. District Benchmark Testing and/or State Testing Math/Reading level- 97th percentile. 7. Cognitive abilities Test (Cog AT) scoring in the 97th percentile. 8. Parent Notification/Consent to Evaluate. 9. Behavioral Information forms teacher/parent. 10. Student interest survey. 11. Eligibility notification. 12. PEP Plan

2. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	1. Review of cyclical district benchmark testing K-12.
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)?	<ol style="list-style-type: none"> 1. District Benchmark Testing and/or State Testing Math/Reading level- 97% is an indicator that a student needs to be evaluated for TAG- Don't identify based solely on this score. 2. Potential to perform- does not mean that a student missed 97% by a few points, instead it means that we need to look for students, i.e. SPED, ELL, that perform at a level that catches our attention when considering that English is their second language, or they have learning disabilities that make accessing the test difficult. 3. Cognitive Abilities Test (Cog AT) scoring in the 97th percentile.

3. Portability of TAG Identification

Key Questions	District Policy and Practices
Does your district accept TAG identification from other districts in Oregon?	Yes, team will review incoming TAG file. Team will complete SSD eligibility paperwork to confirm previous identification, develop appropriate PEP, and send paperwork to district coordinator.
Does your district accept TAG identification from other states?	Yes, team will review incoming TAG file. Team will complete SSD eligibility paperwork to confirm previous identification, develop appropriate PEP, and send paperwork to district coordinator.
Do local norms influence the decision to honor identification from other districts and states?	Yes, team will review incoming TAG file. Team will complete SSD eligibility paperwork to confirm previous identification, develop appropriate PEP, and send paperwork to district 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
Development of Personal Education Plan	<ol style="list-style-type: none"> 1. ALL Students have a PEP (SES, SMS, SHS) <ol style="list-style-type: none"> a. Parents and Students have an opportunity at conferences to provide input on this plan b. Teachers with TAG students have an opportunity prior to Fall and Winter conference to have assistance on developing PEPs c. PEPs are written with a plan to meet the students' <i>rate and level</i>
Advanced Placement Course Offerings	Sisters High School, See List Below

B. Advanced Placement (AP) Course Offerings

Name of AP Course	Schools and Grade Levels Offered
AP Biology	Sisters High School
AP American History	Sisters High School
AP Art	Sisters High School

Name of AP Course	Schools and Grade Levels Offered
AP Calculus	Sisters High School
AP Literature	Sisters High School

C. 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>	<ol style="list-style-type: none"> 1. At the beginning of the school year, each school's TAG Coordinator will forward TAG files they have to the next school for students transitioning into a new school (applies 4th to 5th and 8th to 9th) 2. TAG Coordinators will update their list of TAG students and forward it to Synergy SIS point person at the District Office. 3. In a confidential manner, each school’s TAG Coordinator will share the list of TAG students as well as the students PEP to the teachers on that student’s schedule. 4. At the HS level, lists of TAG Students will be sent by schedule/teacher at the start of each grading term. 5. TAG coordinators will send TAG Team Decision Reporting form to the District Coordinator and place one in the student’s TAG file. 6. ALL students have a PEP (SES, SMS, SHS) Parents and students have an opportunity at conferences to provide input on this plan. Teachers with TAG students have an opportunity prior to Fall and Winter conference to have assistance on developing PEPs. PEPS are written with a plan to meet the student’s rate and level.
<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>TAG Coordinators are located in each building. Building level teams know who their TAG Coordinator is.</p>

Key Questions	District Procedure
How do teachers determine rate and level needs for students in their classrooms?	Personal Education Plans are written with input from teacher, parent, and student to meet the students need for rate and level of learning.

D. 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 for every TAG identified student. Teachers with TAG students have an opportunity prior to Fall and Winter conference to have assistance on developing PEPs. PEPs are written with a plan to meet the student’s rate and level.
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student’s learning?	TAG Coordinators and General Education teachers will notify families regarding the opportunity to discuss the Personal Education Plan.

E. Option/Alternative Schools Designed for TAG Identified Students

Program Elements	School Information
[Name of school A]	N/A Sisters School District only serves 3 comprehensive school buildings.
TAG qualifying criteria for attendance	N/A
Number of students currently served	N/A
Level of the population, served, such as elementary, middle, or high school students	N/A

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

A. Professional Development Plan: Identification

Who	What	Provided by	When
Lorna Van Geem	Required statewide training	Oregon Department of Education	2/12/25
All district licensed educators who are responsible for identification.	Training on Identification/Enhance knowledge of TAG and skills to support	Oregon Department of Education	Offered Yearly
Staff who have already been trained in previous years.	Refresher Identification training.	Oregon Department of Education	2020-2024

B. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Universal Screening/Testing grade levels.	District Universal Screening 3 x year. Teacher screening.
Individual and/or group testing dates.	Fall, Winter, Spring yearly.
Explanation of TAG programs and services available to identified students.	Annually at student conferences.
Opportunities for families to provide input and discuss programs and services their student receives.	Annually at student conferences.
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available.	Annually at student conferences.
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	Annually at student conferences.

Comprehensive TAG Programs and Services	Date and/or method of Communication
<p>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.</p>	<p>Sisters Middle School process.</p> <ol style="list-style-type: none"> 1. At the beginning of the school year, the middle school TAG Coordinator will receive TAG files from the elementary school for new 6th grade students and will refer TAG files for students transitioning to the high school 2. TAG Coordinators will update their list of TAG students and forward it to Synergy SIS point person at the District Office. 3. In a confidential manner, each school's TAG Coordinator will share the list of TAG students as well as the students PEP to the teachers on that student's schedule. 4. At the MS level, lists of TAG Students will be sent by schedule/teacher at the start of each grading term. 5. ALL Students have a PEP. Parents and Students have an opportunity at conferences to provide input on this plan.
<p>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.</p>	<p>Sisters High School process.</p> <ol style="list-style-type: none"> 1. At the beginning of the school year, the high school school TAG Coordinator will receive TAG files from the middle school for new 9th grade students. 2. TAG Coordinators will update their list of TAG students and forward it to Synergy SIS point person at the District Office. 3. In a confidential manner, each school's TAG Coordinator will share the list of TAG students as

Comprehensive TAG Programs and Services	Date and/or method of Communication
	<p>well as the students PEP to the teachers on that student’s schedule.</p> <p>4. At the HS level, lists of TAG Students will be sent by schedule/teacher at the start of each grading term.</p> <p>5. ALL Students have a PEP. Parents and Students have an opportunity at conferences to provide input on this plan.</p>
Notification to parents of their option to request withdrawal of a student from TAG services.	Parents have the option to decline services. They can send a copy of the form “Parent Option to Decline Services to the building TAG coordinator.
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process.	Complaints regarding programs and/or services can be filed in accordance with the procedure in the administrative regulation, KL-AR(1) - Public Complaint Procedure.
Designated district or building contact to provide district-level TAG plans to families upon request.	<p>SHS - Samra Spear</p> <p>SMS - Deb Riehle</p> <p>SMS - Tanya Young</p> <p>SES - Erika Velikonja</p>

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	Lorna Van Geem	lorna.vangeem@ssd6.org	541-549-8521
Person responsible for updating contact information annually.	Lorna Van Geem	lorna.vangeem@ssd6.org	541-549-5021
Person responsible for updating contact information annually on the Department	Lorna Van Geem	lorna.vangeem@ssd6.org	541-549-8521
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Lorna Van Geem	lorna.vangeem@ssd6.org	541-549-8521
TAG contact for Sisters Elementary	Erika Velikonia	erika.velikonia@ssd6.org	541-549-8981
TAG contact for Sisters Middle School	Deb Riehle Tanya Young	deb.riehle@ssd6.org tanya.young@ssd6.org	541-549-2099 541-549-2099
TAG contact for Sisters High School	Samra Spear	samra.spear@ssd6.org	541-549-4045

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.

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

Term	Definition
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. Sisters School District does not current have International Baccalaureate.
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.
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. Sisters School District does not currently have any Option Schools.
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. Sisters School District does not 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.

Term	Definition
	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.