

In the Reynolds School District, we strive to meet the needs of all students, including those whose capabilities keep them ahead of many of their peers.

Conditions required for TAG students to realize their maximum potential include:

- Opportunities to work with other TAG students
- Teachers who recognize and capitalize on student strengths
- Engaging curriculum that allows students to grow

Now that we are in unprecedented times requiring teachers to meet student needs virtually, we will make every effort to continue to meet the needs of identified TAG students by providing curriculum at students' appropriate rate and level of learning.

Guidance for Talented and Gifted from the Oregon Department of Education in the March 2020 document Oregon's Extended School Closure Guidance, Distance Learning for All: Ensuring Care, Connection and Continuity of Learning includes:

- "Educational acceleration, which has long been used to match high-level students' general abilities and specific talents with optimal learning opportunities, and
- Curriculum compacting, which condenses, modifies, or streamlines curriculum to reduce repetition of previously mastered material."

As classroom teachers, you know your students, their strengths, needs, and learning styles. As you collaborate with your grade-level teams and plan lessons for your students, work differentiation strategies into these lessons for your TAG students by way of content, process, or product.

Content consists of facts, concepts, generalizations or principles, attitudes, and skills related to the subject, as well as materials that represent those elements. Content includes both what the teacher plans for students to learn and how the student gains access to the desired knowledge, understanding, and skills. For students who need accelerated content, consider working with teachers who teach a higher grade level to access accelerated content.

Process is how the learner comes to make sense of, understand, and "own" the key facts, concepts, generalizations, and skills of the subject. A familiar synonym for process is activity. An effective activity or task generally involves students using an essential skill to come to understand an essential idea, and is clearly focused on a learning goal.

Product refers to the items a student can use to demonstrate what they have come to know, understand, and be able to do as the result of an extended period of study. A good product causes students to rethink what they have learned, apply what they can do, extend their understanding and skill, and become involved in both critical and creative thinking.

For additional support, the Oregon Association of Talented and Gifted (OATAG) developed an extensive list of TAG resources available in both English and Spanish and can be found at this link TAG Resources.

You can also reach out to Christine Taylor, district TAG TOSA, with additional questions at crileytaylor@rsd7.net.