



# Powell Butte Community Charter School Plan for Talented and Gifted Education

---

## Table of Contents

<b>Section 1: Introduction</b>	<b>3</b>
Key Terminology	4
<b>Section 2: School District Policy on the Education of Talented and Gifted Students</b>	<b>4</b>
Local School Board Policies	5
Implementation of Talented & Gifted Education Programs and Services	5
<b>Section 3: Identification of TAG-Eligible Students</b>	<b>5</b>
District TAG Identification Practices	5
Universal Screening/Inclusive Considerations	7
Portability of TAG Identification	7
<b>Section 4: Instructional Services and Approaches</b>	<b>8</b>
Instructional Programs and Services for TAG Students	8
Advanced Placement (AP) Course Offerings	8
International Baccalaureate (IB) Course Offerings	9
Teacher's Knowledge of TAG Students in Class	9
Instructional Plans for TAG Students	10
	1

Option/Alternative Schools Designed for TAG Identified Students	10
TAG Enrichment Opportunities	11
<b>Section 5: Plan for Continuous Improvement</b>	<b>12</b>
District Goals	12
Professional Development Plan: Identification	12
Family Engagement	13
<b>Section 6: Contact Information</b>	<b>15</b>
<b>Appendix: Glossary</b>	<b>16</b>



## Section 1: Introduction



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



## Section 3: Identification of TAG-Eligible Students



## Section 4: Instructional Services and Approaches



## Section 5: District Goals - Plan for



## Section 6: Contact Information



## Appendix: Glossary

### Section 1: Introduction



Talented and Gifted (TAG) students are an important part of every school community across Oregon. In Oregon, districts and schools must plan for how they will meet the academic and social-emotional needs of TAG students, specific to their local context, and communicate these plans to the students and families they serve.

**District-level Talented and Gifted Education Plans serve as an integral communication tool to district educators, families, and community partners.** Districts are required to submit their TAG plans to the Oregon Department of Education (ODE) every year, provide copies upon request to schools within their district, and post a copy on their district website. (OAR [581-022-2500](#) (2)(a)(A))

Oregon laws that govern Talented and Gifted Education include both Oregon Revised Statutes (Oregon laws passed by the State Legislature, abbreviated as ORS) and Oregon Administrative Rules (requirements that are adopted by the State Board of Education to support Oregon Revised Statutes, abbreviated as OAR). Statutes provide legal definitions and broad guidelines specific to gifted education. The Oregon Administrative Rules outline the specific requirements districts implement to meet the minimum standards for identification, 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

Powell Butte Community Charter School policies [IGBB](#), [IGBBA](#) & [IGBBA-AR](#).

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

**Introduction/Context:**

*Powell Butte Community Charter School (PBCCS) is a rural, K-8 community school in the heart of agricultural Central Oregon. Our charter is built around the philosophy of Place Based / Community Based Educational experiences for students. PBCCS is sponsored by the Crook County School District (CCSD). PBCCS works to align many systems and policies with that of CCSD. PBCCS has one class per grade, K-8, and our student body is capped at 220. Enrollment typically varies between 210-220, with class sizes having cap numbers of 23 in grades K-2 and 28 in grades 3-8. PBCCS is a school of choice in the Powell Butte community that draws students first from Powell Butte, then Crook County (Prineville) and finally from Deschutes County (Redmond and Bend). PBCCS works to offer well-rounded educational programming, exposing students to many modalities of learning and enrichment experiences including daily PE and various engagement in SEL, art, music, gardening and community relations. PBCCS works to grow each individual learner day-by-day, year-by-year, including those with giftedness in various domains.*

**Powell Butte Community Charter School Mission & Vision Statements:**

*Powell Butte Community Charter School will develop the ability to think critically, communicate effectively, and excel academically. Through place-based learning our students will become stewards of their environment and community.*

**Powell Butte Community Charter School Mission & Vision Statements:**

*Powell Butte Community Charter School is a rural public school dedicated to the integration of an outstanding academic program with the community, the land, and its people. We offer a joyful and creative educational experience where engaged students practice the skills they need to be effective citizens and stewards. Powell Butte Community Charter School will serve as a model for preserving schools in rural communities.*

**PBCCS's vision for providing an appropriate education to identified TAG students:**

*By the nature of our school mission and vision, PBCCS seeks to meet the individual needs of our TAG students by supporting the rate and level at which TAG students are ready to engage in various learning tasks while integrating connections to their place in their world. Our teachers, administrators, counselor and support staff all play a key role in assessing student levels, creating differentiated instruction and learning opportunities, and challenging TAG students to deeper levels of understanding and personalized evidence of learning and understanding while preserving student social-emotional integrity.*

*PBCCS is a school of grade-level differentiation as our classroom models require teachers to provide instructional services at the assessed rate and level of all learners, providing TAG students with complexity in learning tasks to provide challenge and growth. PBCCS teachers work to identify TAG students that need instruction above and beyond the Tier 1 level in various academic and/or personally gifted domains. TAG supports occur in all appropriate classroom settings throughout the instructional day and beyond the classroom through place and community based field work*

experiences. PBCCS TAG students work to be stewards of our school and community, therefore naturally experiencing their contributions to their personal societies.

## 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
<b>TAG Identification Process Overview</b> <i>Aligned to OAR <a href="#">581-022-2325 (1)</a></i>	<ol style="list-style-type: none"><li>1. Collect and analyze classroom and building level data, looking at school-wide standardized measures: DIBELS, iReady Math, Writing assessment, curriculum measures, OSAS, and/or CogAT tests (administered by TAG Coordinator). This will take place at:<ol style="list-style-type: none"><li>a. Classroom levels / daily student work times</li><li>b. 100% meetings</li><li>c. Administrator and TAG Coordinator data dives</li></ol></li><li>2. Classroom teachers will also collect evidence of student academic and/or intellectual giftedness in the forms of:<ol style="list-style-type: none"><li>a. Student work samples / portfolios</li><li>b. Anecdotal notes</li><li>c. Observations (could be by administration, counselor, etc.)</li><li>d. <a href="#">Checklists</a></li></ol></li><li>3. Using collections of evidence, a teacher, administrator, TAG Coordinator, or parent may refer a student for TAG identification. (Parents informed of all steps from this point on, if not before.)</li></ol>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<ol style="list-style-type: none"> <li>4. TAG referrals will be reviewed at PBCCS Care Team / MTSS meetings. Once evidence is reviewed, TAG identification will either be denied or approved, or the team may ask for more evidence to re-assess.</li> <li>5. TAG plans will be drafted in collaboration by the classroom teacher and TAG Coordinator to meet student's individual needs for challenge.</li> <li>6. TAG plan will be reviewed and, if necessary, revised, by classroom teacher, TAG Coordinator and parents at a parent/teacher conference.</li> <li>7. TAG plan will be reviewed annually at conferences to assess changing levels of student need for adjusted rate and level of challenge.</li> </ol>
<p><b>Multiple modes and methods of data collection used in the identification process.</b>  <i>Aligned to OAR <a href="#">581-022-2325 (2)(b)(c)</a></i></p>	<p>Standardized Measures</p> <ul style="list-style-type: none"> <li>• DIBELS, iReady Math, Writing assessment, curriculum measures, OSAS Universal Screener</li> <li>• CoGAT or NNAT (still working on acquisition of this tool for 23-24 school year)</li> </ul> <p>Collections of Evidence</p> <ul style="list-style-type: none"> <li>• Student work samples / portfolios</li> <li>• Anecdotal notes</li> <li>• Observations (could be by administration, counselor, etc.)</li> <li>• <a href="#">Checklists</a></li> </ul>
<p><b>Culturally responsive practices specific to identification.</b>  <i>Aligned to OAR <a href="#">581-022-2325 (1)(a), (2)(d)(A-E)</a></i></p>	<p>Standardized and/or norm-referenced testing  Recommendation from parent, teacher, counselor  Portfolio / observational evidence  Classroom data</p>
<p><b>Research-based tools, instruments, or considerations utilized to equitably identify students from underrepresented populations including, but not limited to: students</b></p>	<p>Standardized and/or norm-referenced testing  Recommendation from parent, teacher, consultant, psychologist  Additional standardized/normed test score data  Performance Portfolio  Classroom data</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
experiencing disabilities, students who are culturally and linguistically diverse	
<b>Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices</b>	Staff development around the six Gifted Profiles. PBCCS is a proficiency grading school, focused on constantly assessing and re-assessing student growth in all content areas. 100% meetings.
<b>Universal Screening/Inclusive considerations</b>	ALL of our student data is analyzed multiple times per year. Care Team meetings. PBCCS strives for 100% participation in parent-teacher conferences, two times per year, to share student growth and hear from parents.
<b>Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection</b>	OSAS test data (class, local and state norms) DIBELS and iReady data (class, local and state norms) Classroom curricular assessments (class norms)
<b>Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)</b>	Student classroom data Performance/evidence portfolios Observational / anecdotal data
<b>A tool or method for determining a threshold of when preponderance of evidence is met.</b>	Following a student referral, the school Care Team reviews applicable data for student TAG qualification. This data may include standardized test scores, as well as other pieces of supporting evidence such as work samples, grades, or parent/teacher referral forms. The team then decides whether the student: <ul style="list-style-type: none"> <li>• Meets criteria for identification</li> <li>• Does not meet the criteria for identification</li> </ul>



Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
<b>TAG Eligibility Team</b>	The TAG Eligibility Team at PBCCS will include the building TAG coordinator, the school principal, the classroom/content area teacher and the school counselor. Other school personnel may be included at the discretion of the TAG Eligibility Team. (ie Care Team)
<b>Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification</b>	<p>Each student's TAG file may contain the following elements:</p> <ul style="list-style-type: none"> <li>• <a href="#">Talented and Gifted Referral Form</a></li> <li>• <a href="#">Talented and Gifted Case Study Form</a></li> <li>• <a href="#">Teacher Referral: Behavioral Checklist</a></li> <li>• <a href="#">Parent Referral: Behavioral checklist</a></li> <li>• <a href="#">Behavioral Checklist to Identify Gifted Underachievers</a></li> <li>• <a href="#">Permission to Test Form (if needed)</a></li> <li>• <a href="#">Team Decision Reporting Form</a></li> <li>• <a href="#">Parent Notification/Eligibility Letter(s)</a></li> <li>• <a href="#">TAG Instructional Plan for each year the student is served</a></li> <li>• <a href="#">Parent Option to Refuse Program and/or Services</a></li> </ul>

## B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
<b>Is a universal screening instrument used at a specific grade level?</b>	Not at this time as PBCCS has a small enough school and looks at student data / evidence measures often.
<b>What is the broad screening instrument and at what grade level is it administered?</b>	NA

Key Questions	District Procedure
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)?	NA

### C. Portability of TAG Identification

Key Questions	District Policy and Practices
Does your district accept TAG identification from other districts in Oregon?	Absolutely, with review.
Does your district accept TAG identification from other states?	Absolutely, with review.
Do local norms influence the decision to honor identification from other districts and states?	Yes. New student levels would need to be assessed and data provided from either standardized testing, classroom data, portfolios of evidence, or other sources in order to compare the student to classroom levels of T1 instruction.

## 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
Formative Assessment as a Process	Observed regularly in grades K-8
Differentiated Instruction involving tiers of depth and complexity	K-8, all subjects as applies
Cluster Grouping	K-8, all subjects as applies
Choice Assignments	K-8, all subjects as applies
Acceleration (standards)	K-8, all subjects as applies

### B. Advanced Placement (AP) Course Offerings: *Not Applicable*

### C. International Baccalaureate (IB) Course Offerings: *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?	The TAG Coordinator will communicate TAG plans to teachers each fall before students arrive to start the new school year.
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?	Classroom teachers are welcome to seek counsel and support from the TAG Coordinator at any time.
How do teachers determine rate and level needs for students in their classrooms?	TAG qualifying data pieces (as listed previously) will be assessed regularly to compare the rate and level of TAG students in comparison to the content taught at Tier 1, adjusting as necessary.

### 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?	PBCCS will use PEPs for all TAG students, K-8.

Key Questions	District Procedure
Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?	Not required.
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student's learning?	Families are notified during fall or spring conferences, or any other time that a TAG referral/plan is in motion, of the opportunity to provide input on their child's PEP or TIP.

**F. Option/Alternative Schools Designed for TAG Identified Students: *Not Applicable***

**G. TAG Enrichment Opportunities: *Not Applicable at this time***

---

## Section 5: Plan for Continuous Improvement

### A. District Goals



Goal Statement	What special programs or services will be provided to accomplish the goals?	Implementation Timeline	How will progress be measured?	How will success be measured?
PBCCS will provide training to all teaching staff on the updates within ODE TAG student domains, identification, and processes for our school.	Teacher training, completed by TAG Coordinator, using Angela Allen's provided ODE slides.	August 2023	Completion of training with end-of-training assessment Q&As.	Teacher participation.
PBCCS will update the current PEP to new ODE aligned template.	TAG Coordinator completion.	May 2023 - August 2023	Completing the task.	Using the new template in the 23-24 school year.
PBCCS will move all previously identified TAG students to updated TAG PEPs.	Building and using new PEPs aligned with ODE updates.	August 2023- November 2023	Completing the task.	Completing the task and communicating new updates to parents during Fall conferences.

## B. Professional Development Plan: Identification

Who	What	Provided by	When
Meridith Foley	Required statewide training	Oregon Department of Education	March 3, 2023 via zoom w/ Angela Allen
All district licensed educators who are responsible for identification	Training on Identification	Meridith Foley, TAG Coordinator	August - October

### C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	During fall or spring conferences, or any time throughout the school year, classroom teachers will communicate these processes to parents.
Universal Screening/Testing grade levels	NA at this time.
Individual and/or group testing dates	Fall, January & May (benchmark times)
Explanation of TAG programs and services available to identified students	During fall or spring conferences, or any time throughout the school year, classroom teachers will communicate these processes to parents.

Comprehensive TAG Programs and Services	Date and/or method of Communication
Opportunities for families to provide input and discuss programs and services their student receives	Parent input on TAG plans can occur during conferences at any time during the school year.
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	During fall or spring conferences, or any time throughout the school year, classroom teachers will communicate these processes to parents.
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	Posted on the district website, as well as communicated via building newsletters and direct conversation with TAG parents.
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.	Posted on the district website, as well as communicated via building newsletters and direct conversation with TAG parents.
TAG informational events (high school) - where parents learn about TAG profiles, explanations of services and programs offered to TAG identified students, transition	N/A



Comprehensive TAG Programs and Services	Date and/or method of Communication
expectations from middle to high school, etc.	
Notification to parents of their option to request withdrawal of a student from TAG services	During fall or spring conferences, or any time throughout the school year, classroom teachers will communicate these processes to parents.
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	During fall or spring conferences, or any time throughout the school year, classroom teachers will communicate these processes to parents.
Designated district or building contact to provide district-level TAG plans to families upon request	Meridith Foley

## 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	Meridith Foley	mfoley@powellbuttecharterschool.org	541-548-1166
Person responsible for updating contact information annually on your district website	Meridith Foley / Maggie Townsend	mfoley@powellbuttecharterschool.org	541-548-1166
Person responsible for updating contact information annually on the Department	Meridith Foley / Kevin Milner	mfoley@powellbuttecharterschool.org	541-548-1166
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Meridith Foley	mfoley@powellbuttecharterschool.org	541-548-1166

\*[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.

Term	Definition
<b>Acceleration (whole-grade)</b>	Grade skipping. For example, a student who moves from 1st grade to 3rd grade (skips the 2nd grade).
<b>Acceleration (standards)</b>	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.
<b>Advanced Placement (AP)</b>	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.
<b>Choice Assignments</b>	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.
<b>Cluster Grouping</b>	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.
<b>Credit by Examination</b>	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.
<b>Curriculum Compacting (sometimes referred to as Compacted Curriculum)</b>	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.
<b>Depth and Complexity</b>	A general framework to assess level of rigor specific to cognitive demand. Common frameworks include <a href="#">Webb's Depth Of Knowledge</a> (DOK) and Bloom's Taxonomy.
<a href="#"><u>Depth of Knowledge (DOK)</u></a>	A framework developed by Dr. Norman Webb to assess the level of rigor for

Term	Definition
	standards, projects, assignments, and exams.
<b>Differentiated Instruction (involving tiers of depth and complexity)</b>	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.
<b>Flexible Readiness Grouping</b>	A strategic strategy designed to group students according to best fit instructional needs and student discourse opportunities.
<b>Formative Assessment as a Process</b>	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.
<b>Independent Learning Contracts</b>	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)
<b>Instructional Plans (IPs)</b>	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.
<b>International Baccalaureate (IB)</b>	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.
<b>Kaplan's Icons of Depth and Complexity</b>	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

Term	Definition
	taught how to interact with and use the icons.
<b>Level of Learning</b>	<p>In reference to OAR 581-022-2500(3): The instruction provided to identified students shall be designed to accommodate their assessed <b>levels of learning</b> and accelerated rates of learning</p> <p>The student’s instructional level in the curriculum and the place where the student will encounter knowledge and skills not yet learned or mastered. It is more than an advanced grade level. It involves depth and complexity in thinking.</p>
<b>Option Schools</b>	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.
<b>Oregon Administrative Rule (OAR)</b>	Rules adopted by the State Board of Education to support statutes (ORS).
<b>Oregon Revised Statute (ORS)</b>	Oregon laws passed by the State Legislature.
<b>Personal Education Plans (PEPs)</b>	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.
<b>Pull-Out Programs</b>	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.
<b>Rate of Learning</b>	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 <b>rates of learning</b> .

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.
<b>Scaffolding or Tiered Instruction</b>	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.