

Jefferson School District 14J

Plan for Talented and Gifted Education

[District directions: Detailed instructions for completing the plan can be found in the [TAG Template Companion Guide](#). Please review the instructions in advance and consult them as each section is completed. Be sure to remove these directions before publishing the plan.]

Table of Contents

Section 1: Introduction	3
Key Terminology	4
Section 2: School District Policy on the Education of Talented and Gifted Students	5
Local School Board Policies	5
Implementation of Talented & Gifted Education Programs and Services	5
Section 3: Identification of TAG-Eligible Students	7
District TAG Identification Practices	7
Universal Screening/Inclusive Considerations	9
Portability of TAG Identification	10
Section 4: Instructional Services and Approaches	11
Instructional Programs and Services for TAG Students	11
Advanced Placement (AP) Course Offerings	12

International Baccalaureate (IB) Course Offerings	12
Teacher’s Knowledge of TAG Students in Class	12
Instructional Plans for TAG Students	13
Option/Alternative Schools Designed for TAG Identified Students	13
TAG Enrichment Opportunities	14
Section 5: Plan for Continuous Improvement	15
District Goals	15
Professional Development Plan: Identification	17
Family Engagement	18
Section 6: Contact Information	20
Appendix: Glossary	22



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 Continuous Improvement



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

JSD Board Policy:	Policy Code:	Date of Adoption or Last Revision	Link:
Talented and Gifted Program	IGBB	4/10/23	https://policy.osba.org/jeff14j/l/IGBB%20G1.PDF
Complaints Regarding the Talented and Gifted Program and/or Services	IGBB-AR	3/13/23	https://policy.osba.org/jeff14j/l/IGBB%20R%20D1.PDF
Talented and Gifted Students - Identification	IGBBA	03/13/23	https://policy.osba.org/jeff14j/l/IGBBA%20G1.PDF
Appeal Procedure for Talented and Gifted Student Identification and Placement	IGBBA-AR	3/13/23	https://policy.osba.org/jeff14j/l/IGBBA%20R%20G1.PDF

VISION: The Jefferson School District is dedicated to equipping our students to successfully navigate their future.

MISSION:

The Jefferson School District is committed to an educational program that recognizes, identifies and serves the unique needs of talented and gifted (TAG) students.

GUIDING BELIEFS:

It is our goal to provide services that will meet the diverse needs of our talented and gifted students to maximize each student's individual potential.

In order to provide an appropriate education to all students, the district recognizes that instruction and curriculum differentiation are essential for academically and intellectually gifted students. Regular classroom teachers are primarily responsible for meeting the learning needs of TAG students. The district provides support services in the form of resource staff and supplementary services. Guiding beliefs about TAG education include:

- Each TAG student possesses unique abilities and interests to be nurtured.
- TAG students will have opportunities to interact with other students of similar abilities and interests.
- The TAG program will consist of a variety of services that may include coordinator consultation, differentiated instruction, curriculum modifications, counseling and guidance support and opportunities for acceleration.
- Support services for regular classroom teachers are essential for a quality TAG program.
- Parents have the right and responsibility to participate in their child's TAG program, both within the school and beyond the school setting.

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 <i>Aligned to OAR 581-022-2325 (1)</i>	Anyone can refer a student to be evaluated for identification as a talented or gifted student. This includes students themselves (if they are at the secondary level), parents and teachers. This request is often initiated as a result of a broad screening tool, observations at home or school, classroom assessments, and student work samples. Data is collected, parents and classroom teachers are asked to fill out questionnaires, and parents are asked to consent for additional testing. When all the data is gathered, a meeting to determine eligibility is called by the building TAG coordinator. This meeting consists of a team that includes, but is not limited to the school principal, building TAG coordinator, classroom teacher, parents, and student when appropriate. Proper notification, as put forth in policy, is relayed and if the student qualifies, a TAG plan is created. If the student does not qualify, an appeal process, that is also laid out in policy, is provided to the parent.
Multiple modes and methods of data collection used in the identification process. <i>Aligned to OAR 581-022-2325 (2)(b)(c)</i>	Multiple measures and modes that demonstrate a preponderance of TAG ability that include both quantitative and qualitative data will be used in the identification process.
Culturally responsive practices specific to identification. <i>Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)</i>	Multiple pieces of evidence are collected and analyzed during the identification process. Home language is considered in the use of forms and communication provided to students' families.
Research-based tools, instruments, or considerations utilized to equitably identify	Screening for identification occurs via a variety of sources including, but not limited to the following:

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
students from underrepresented populations including, but not limited to: students experiencing disabilities, students who are culturally and linguistically diverse	<ul style="list-style-type: none"> - Naglieri Nonverbal Ability Test - (Grade 2) - Smarter Balanced Assessment/SBAC (all students grade 3-8, and 11) - Parent and teacher surveys - Work Samples - Standardized test scores above the 85th percentile - Observation of student work and behaviors by teachers - Parent input/observation
Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices	<p>The Jefferson School District TAG identification process will be inclusive in its well-rounded, multiple measures for identification that include referral from a universal screener, referral from quantitative data, and referral from qualitative data.</p>
Universal Screening/Inclusive considerations	<p>Students will be given the Naglieri Nonverbal Ability Test (NNAT) in second grade. This test has items that use minimal verbal instructions, which provides benefit to members of the focal populations. Teachers follow best practices in test-taking and provide all accommodations as provided in student's IEP and 504 documents.</p>
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection	<p>All second graders are given the NNAT. Any student who scores above the 85th percentile is referred as a TAG candidate. Assessment data will be used as one piece of evidence when referring and qualifying a student for TAG. We will use national norms for identification purposes until a system of local norms can be established.</p>
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	<p>Teachers, and other professionals, use rating scales and open-ended questionnaires to bring evidence to the eligibility team. Parents are also issued an open-ended questionnaire to provide as part of the qualitative data examined by the eligibility team.</p>
A tool or method for determining a threshold of when preponderance of evidence is met.	<p>We currently use test score reports, questionnaires, and observations as pieces of evidence used by the eligibility team in determining whether a preponderance of evidence is met.</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
TAG Eligibility Team	The TAG eligibility team is school-based and may include, but not limited to the building TAG coordinator, building administrator, student's classroom teacher, school counselor, student's parent(s), and the student when appropriate.
Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification	A student's Cumulative Record File will contain: Referral Form, Consent to evaluate Form, Eligibility Form and TAG Plan.

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	Yes, Naglieri Nonverbal Ability Test (NNAT)- Grade 2
What is the broad screening instrument and at what grade level is it administered?	We analyze SBAC scores from students in grades 3-8, and grade 11 to flag students who are performing above the 85th percentile.
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 screener is given to cast a broad net, and flag students who score above 85%, however no single data point can eliminate a student from the referral process.

C. Portability of TAG Identification

Key Questions	District Policy and Practices
Does your district accept TAG identification from other districts in Oregon?	Yes, if it is in an area that we offer TAG services, and only after reviewing the use of evidence-based practices to endorse the current plan.
Does your district accept TAG identification from other states?	Yes, if it is in an area that we offer TAG services, and only after reviewing the use of evidence-based practices to endorse the current plan.
Do local norms influence the decision to honor identification from other districts and states?	No, the local norms do not influence the decision to honor identification from other districts and states if we can provide the TAG services that the student was receiving, and the parent chooses to continue the TAG designation.

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
Advancing in grade level classes (subject acceleration)	Grades 9-12
Opportunity to take college level classes	Grades 9-12 Willamette Promise: Biology 102, Writing 121/122, Communications 111, Chemistry 104. College Credit Now: Math 111, Math 112, Math 243, Math 251
Ability Grouping	Math/Reading grades 1-5, Math/Language Arts/Science grades 6-12
Extra-curricular activities/extra class projects	Grades 3-12
Independent Study classes	Grades 6-12 using online platforms
Differentiated Instruction involving tiers of depth and complexity	All grade levels, all subjects
Scaffolded/Tiered Instruction	Grades 3-8
Whole grade acceleration	All grades determined by district acceleration policy
Credit by examination	Grades 9-12

B. Advanced Placement (AP) Course Offerings

C. International Baccalaureate (IB) Course Offerings

D. Teacher's Knowledge of TAG Students in Class

Key Questions	District Procedure
What procedures are in place to ensure classroom teachers K – 12 know who the TAG identified students are in their classrooms?	Each building has a TAG coordinator who oversees TAG referrals, documentation, meetings, and annual parent letters. Building TAG coordinators distribute TAG information to the teachers within their building in September, at all grade levels, and again at the beginning of the second semester in grades 6-12. The district TAG coordinator oversees the building TAG coordinators and provides support as necessary.
What procedures are in place to ensure classroom teachers K – 12 know where they can get support if needed specific to the TAG services the district offers?	The District TAG coordinator provides professional development to each building TAG coordinator, and building administrators at the start of each school year, and other times as necessary. There is a shared TAG google drive for district employees.
How do teachers determine rate and level needs for students in their classrooms?	Teachers determine rate and level needs for the students in their classrooms in a variety of ways. The most common (happens most often) is by student questioning during lessons. This allows the classroom teacher to adjust their pacing of lessons. Teachers also use testing, projects, formative assessments, and interviews of students (high school TAG students).

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 in grades 2-5 and are put into place when a student has been accepted into the TAG program.
Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?	Students in grades 6-12 are required to have instructional TAG plans in Math, Language Arts, and Science.
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student's learning?	Parents are part of the TAG plan design and implementation. Following that, parents receive a letter at the beginning of each year. Parents can provide input upon receipt of the letter, or anytime during the school year to discuss their student's plan or learning.

F. Option/Alternative Schools Designed for TAG Identified Students

G. TAG Enrichment Opportunities

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
The School District provides a variety of after school athletics and activities that are available to all students.	These opportunities are open to any student within the school district. There are no clubs exclusively for TAG students.
Pull out instruction	Grades 6-8 have opportunities to be pulled out of their advisory period to participate in enrichment activities.



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?
Goal 1: JSD will update and revise the TAG plan, by identifying local norms by the end of the 2023-2024 school year.	Quarterly TAG meetings with District TAG coordinator, building TAG coordinators	These local norms will be implemented at the beginning of the 2024-2025 school year	Progress will be measured by the development and implementation of local norms	Success will be measured by identification of TAG students using the newly implemented local norms
Goal 2: JSD will improve equitable identification practices by providing training of gifted characteristics to all teachers, education specialists, and educational support staff, and will incorporate the use of local norms in each building by the end of the 2023-2024 school year.	Creation of a video/podcast/slideshow created by the district TAG coordinator for use in building professional development events specifically tied to identification best practices, what does giftedness look like, where to access forms,	This will be created during the summer so that building administrators and building TAG coordinators can use it during inservice week in early September 2023.	Progress will be measured by the documented production, the shared professional development events.	Success will be measured by knowledge noted on a pre- and post-test related to the PD. Success will also be measured by collecting and analyzing TAG data directly related to referral and identified students.

Goal Statement	What special programs or services will be provided to accomplish the goals?	Implementation Timeline	How will progress be measured?	How will success be measured?
	and who to talk to about a referral.			
Goal 3: Jefferson School District will create a Google drive specifically for all things TAG. This drive will include forms, information, professional development opportunities, etc. by the end of the 2023-2024 school year.	This will just require time and compilation of articles, forms, professional development opportunities. It will also require some marketing to all staff so that they know where to access this information.	This will be an ongoing process, however the drive will be created and in operation during the summer of 2023, and provided to staff during the initial professional development opportunity	Progress will be measured by the level of information provided within the drive, and the number of people who access the drive.	Success will be measured by the ease in which people can access and find the information that they need for successful identification and referral.

B. Professional Development Plan: Identification

Who	What	Provided by	When
Cathy Emmert, Director of Special Initiatives	Required statewide training	Oregon Department of Education	January 25, 2023 at Willamette ESD
School TAG coordinators: David Howell, JHS	ODE Training on identification	Cathy Emmert, Director of Special Initiatives	August/September of each school year.

Who	What	Provided by	When
Sara Broadhurst, JMS Julie Schnell, JES			
All district licensed educators who are responsible for identification	Training on Identification	Cathy Emmert David Howell, JHS Sharon Otrembiak, JMS Julie Schnell, JES	September of each school year
Staff who have already been trained in previous years (include if offered)	NA		

C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	Parents are informed about their student's referral when their student is referred. Parents are an integral part of the identification/eligibility process, and must sign consent to evaluate forms.
Universal Screening/Testing grade levels	Notification of Universal Screening/opt out options are sent home from the individual schools a minimum of 2 weeks prior to the screening.
Individual and/or group testing dates	Notification of individual and/or group testing and opt out options are sent home from the individual schools a minimum of 2 weeks prior to the testing.

Comprehensive TAG Programs and Services	Date and/or method of Communication
Explanation of TAG programs and services available to identified students	Explanation of the TAG programs and available services for identified students are provided by description on our website, and in discussion with parents who are part of the team that develops the PEP.
Opportunities for families to provide input and discuss programs and services their student receives	Parents, and students of appropriate age, are integral parts of the creation and implementation of any TAG plans and services that their student (they) receive.
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	This information is provided within our TAG handbook/ plan on our website. Interested parties can also call and speak directly with a building TAG coordinator, or the district TAG coordinator.
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	TAG information will be available during the back-to-school night, in the building's handbook, and on the website.
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.	TAG information will be available during the back-to-school night, in the building's handbook, and on the website.
TAG informational events (high school) - where parents learn about	TAG information will be available during the back-to-school night, in the building's handbook, and on the website.

Comprehensive TAG Programs and Services	Date and/or method of Communication
TAG profiles, explanations of services and programs offered to TAG identified students, transition expectations from middle to high school, etc.	
Notification to parents of their option to request withdrawal of a student from TAG services	An annual parent letter is sent during September of each school year to allow parents to opt their student out of the TAG program if they wish. Parents can also convene the building TAG team when adjustments need to be made, or they request a withdrawal of their student from TAG services.
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	The complaint procedure concerning TAG programs or services, can be found in the TAG handbook, and in Board policy.
Designated district or building contact to provide district-level TAG plans to families upon request	Cathy Emmert cathy.emmert@jefferson.k12.or.us (541) 327-3337 ext. 1011

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	Cathy Emmert	cathy.emmert@jefferson.k12.or.us	541-327-3337 ext. 1011
Person responsible for updating contact information annually on your district website	Cathy Emmert	cathy.emmert@jefferson.k12.or.us	541-327-3337 ext. 1011
Person responsible for updating contact information annually on the Department	Cathy Emmert	cathy.emmert@jefferson.k12.or.us	541-327-3337 ext. 1011
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Cathy Emmert	cathy.emmert@jefferson.k12.or.us	541-327-3337 ext. 1011
TAG contact for Jefferson Elementary School	Julie Schnell	julie.schnell@jefferson.k12.or.us	541-327-3337 ext. 1696
TAG contact for Jefferson Middle School	Sharon Otrembiak	sara.broadhurst@jefferson.k12.or.us	541-327-3337 ext. 1561

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
TAG contact for Jefferson High School	David Howell	david.howell@jefferson.k12.or.us	541-327-3337 ext. 1216

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.

Term	Definition
Cluster Grouping	TAG identified students are intentionally placed together into mixed ability classrooms. The structure of this educational practice allows students to have peer-alike time together to address both academic and social-emotional needs.
Credit by Examination	Students receive high school or college credit based on mastery of prior learning as measured through end of course examinations. District policies, assessment formats, and requirements may vary. Please check your local district policy.
Curriculum Compacting (sometimes referred to as Compacted Curriculum)	Honoring prior learning, typically measured through pre-assessments, by allowing students to skip lessons/standards where mastery has been met and providing opportunities to focus on standards in the current unit/curriculum that have not been mastered yet.
Depth and Complexity	A general framework to assess level of rigor specific to cognitive demand. Common frameworks include Webb's Depth Of Knowledge (DOK) and Bloom's Taxonomy.
Depth of Knowledge (DOK)	A framework developed by Dr. Norman Webb to assess the level of rigor for standards, projects, assignments, and exams.
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

Term	Definition
	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.
International Baccalaureate (IB)	College level coursework with common internationally-normed assessments. IB coursework alone does not meet the needs of all TAG identified students. Differentiated instruction is often implemented to ensure growth and appropriate cognitive demand.
Kaplan's Icons of Depth and Complexity	Icons/tools used to provide a visual prompt that promotes thinking from various perspectives, designed to achieve in-depth learning opportunities. Often used as a schoolwide program where all teachers, classroom support staff, and students are taught how to interact with and use the icons.
Level of Learning	<p>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</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>
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.

Term	Definition
Oregon Administrative Rule (OAR)	Rules adopted by the State Board of Education to support statutes (ORS).
Oregon Revised Statute (ORS)	Oregon laws passed by the State Legislature.
Personal Education Plans (PEPs)	A plan developed by the teacher, TAG student, and family that outlines and communicates the programs and services received throughout the school year. Personal Education Plans are for an individual student and are more common at the elementary level.
Pull-Out Programs	Students attend specialized instruction designed for TAG students, during school hours, at the school where the student is enrolled. Pull-out programs vary by district. Not all districts offer pull-out programs.
Rate of Learning	<p>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.</p> <p>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.</p>
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.