



Philomath School District 17J

Plan for Talented and Gifted Education

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	6
District TAG Identification Practices	5
Universal Screening/Inclusive Considerations	9
Portability of TAG Identification	10
Section 4: Instructional Services and Approaches	10
Instructional Programs and Services for TAG Students	10
Advanced Placement (AP) Course Offerings	11
	1

International Baccalaureate (IB) Course Offerings	12
Teacher’s Knowledge of TAG Students in Class	12
Instructional Plans for TAG Students	12
Option/Alternative Schools Designed for TAG Identified Students	13
TAG Enrichment Opportunities	13
Section 5: Plan for Continuous Improvement	15
District Goals	15
Professional Development Plan: Identification	16
Family Engagement	17
Section 6: Contact Information	20
Appendix: Glossary	21



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

Philomath School Board Policy IGBB- Talented and Gifted Program <https://policy.osba.org/philomat/I/IGBB%20D1.PDF>

Philomath School Board Policy IGBBA - Talented and Gifted Student Identification <https://policy.osba.org/philomat/I/IGBBA%20D1.PDF>

B. Implementation of Talented & Gifted Education Programs and Services

The Philomath School District is committed to a high quality, well rounded 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.



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
<p>TAG Identification Process Overview <i>Aligned to OAR 581-022-2325 (1)</i></p>	<p>The Philomath School District (PSD) TAG program identifies students who are intellectually gifted and/or academically talented through a multi-step process, which includes notification and participation from families or legal guardians, school counselor, teacher, building TAG coordinator, and school administrator.</p> <p>The process of identification includes:</p> <p>The use of evidence-based practices to determine if a student demonstrates a pattern of exceptional performance and/or achievement that is relevant to the identification of TAG students.</p> <p>Collection and use of multiple modes and methods of qualitative and quantitative evidence to allow appropriate members of a student’s identification team to make a determination of the student’s eligibility for TAG services, supports and/or programs; with no single test or piece of evidence eliminating a student from eligibility.</p> <p>Any person with knowledge of the student’s abilities may recommend the student to be screened for TAG identification.</p> <p>Recommendations for TAG screening are accepted throughout the school year.</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<p>Parents and families of students will be informed of the process to recommend a student to be screened for identification as a TAG student through school newsletters.</p> <p>Use of methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification of students from historically underrepresented populations including, but not limited to: Students who are racially/ethnically diverse; Students experiencing disability; Students who are culturally and/or linguistically diverse; Students experiencing poverty; and Students experiencing high mobility.</p> <p>When a student is identified for TAG, the district shall inform parents of the programs and services available to their student and provide an opportunity for parents to provide input to, and discuss instruction proposed for their student.</p> <p>If a parent is dissatisfied with the identification process or placement of their student, they may submit an appeal through Board policy KL - Public Complaints and begin at Step 2 with the superintendent or designee.</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>	<p>PSD uses a wide range of information and data sources in the identification process</p> <ul style="list-style-type: none"> -Nationally normed assessment scores, reading and math -School-based diagnostic assessments, reading and math -Teacher completed characteristics of TAG input form -Classroom assessments -Work samples -Parent and teacher referrals -Anecdotal information

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
Culturally responsive practices specific to identification. <i>Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)</i>	<p>The Philomath School District will use Culturally and Linguistically Diverse Learner assessments and practices in the identification process for students. This process will take into account a student's dominant language, mobility, and cultural background. Assessments may also be proctored and translated for students who have English as their non-dominant language.</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>The Philomath School District will use research-based tools to refer students from underrepresented populations. Tools, instruments or considerations may be work samples, performance assessments, school-based diagnostic assessments, or referral from screeners. Student profiles showing ability “beyond regular instruction” is to be considered. Second grade and fourth grade to be administered a universal screener (NNAT3), kindergarten through eighth grade use school based diagnostic assessments (STAR or i-Ready), and fourth through eleventh grade to be administered nationally normed assessments. Philomath School District also uses the NNAT3 assessment, a non-verbal measure to determine intellectual giftedness.</p>
Universal Screening/Inclusive considerations	<p>Philomath utilizes a variety of pathways to determine TAG identification. Our universal screener and seasonal benchmark monitoring of student progress provide the initial step into the identification process. Philomath also accepts a referral process from parents, and school staff.</p>
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection	<p>Students with assessment information in our benchmark assessment data, universal screener, and state assessment scores at the top 10% will be considered for TAG.</p>
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	<p>Teacher and parent check lists are provided for input. Student cumulative files are reviewed. Classroom observations by teachers are also considered in the identification process.</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
A tool or method for determining a threshold of when preponderance of evidence is met.	The eligibility / identification team conducts a case study on students that have been referred or met the threshold of the top 10% assessment scores. This case study reviews all assessment data, work samples, and relevant information. If the student scores above the 97th percentile on assessments identification is granted upon review. If a student scores between the 95th and 97th percentile all relevant factors are considered by the identification team. The eligibility team may identify a student for TAG based upon a case study and the need for academic enrichment and TAG services.
TAG Eligibility Team	School TAG Coordinator, Teacher, School Administrator, School Counselor
Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification	Talented And Gifted Program Identification / Student Data Record Form

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	The Philomath School District administers the NNAT3, a universal screening instrument, in second grade and fourth grade.
What is the broad screening instrument and at what grade level is it administered?	The Philomath School District utilizes the NNAT3 in second grade and fourth grade, STAR in grades kindergarten through grade 5, and i-Ready in grades 6-8 as a broad screening instrument.

Key Questions	District Procedure
<p>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)?</p>	<p>A student that scores above the 90th percentile on the screener is considered for TAG eligibility. A case study will be initiated to consider all possible supporting strengths of the student.</p> <p>A student that scores above the 97th percentile will be identified as TAG with the identification team’s support.</p>

C. Portability of TAG Identification

Key Questions	District Policy and Practices
<p>Does your district accept TAG identification from other districts in Oregon?</p>	<p>Yes, Philomath School District accepts TAG identification from other school districts in Oregon.</p>
<p>Does your district accept TAG identification from other states?</p>	<p>Yes, Philomath School District accepts TAG identification from other states.</p>
<p>Do local norms influence the decision to honor identification from other districts and states?</p>	<p>The Philomath School District has universally honored identification from other school districts and states without using local norms.</p>

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 Assessments	In grades kindergarten through grade 8 assessments provide information that guides the needs of individual students.
Differentiated Instruction	Observed in classrooms and by student work samples. Students are provided with instruction and expected outcomes at various levels of rigor and depth of knowledge.
Subject and Course Acceleration	Individually determined by student, teacher and/or school counselor, and parent with availability at each school site.
Elective Courses	Elective courses are offered in grades 7-12. These courses are selected based on student interest. Examples of courses are STEAM, Computer Science, Wood Shop, Marine Biology, Metal Fabrication, Forensics, etc...
Advanced Placement	A.P. courses are available at the high school (see table below).

B. Advanced Placement (AP) Course Offerings

Name of AP Course	Schools and Grade Levels Offered
AP Computer Science	Philomath High School - 10th - 12th grade (9th grade with instructor approval)
AP Environmental Science	Philomath High School - 10th - 12th grade (Any student that has passed Biology)
AP Calculus	Philomath High School - 9th - 12th grade (Any student that has completed Pre-Calculus)

Name of AP Course	Schools and Grade Levels Offered
AP US History	Philomath High School - 10th-12th grade
AP US Government and Politics	Philomath High School - 11th -12th grade

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 school TAG coordinator or school counselor communicates with the classroom teacher to ensure teachers know who the TAG identified students are in their classroom. The Student Information System produces a “notification” for each TAG identified student.
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?	At school wide staff meetings each year the school based TAG coordinator, school counselor, or administrator explains the process for TAG identification and shares the process for acquiring support for TAG services. The school based TAG coordinator is available for continued support.
How do teachers determine rate and level needs for students in their classrooms?	The TAG Planning Worksheet (PEP) for each student identifies the students Level of Learning, Rate of Learning, and Differentiated Instruction and Strategies specific to each student. Teachers will discuss and collaborate with grade level and content area colleagues about the progress and learning rate of identified 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?	Schools use the Personal Education Plan (previously known as the TAG Planning Worksheet) at grade levels 2 -12.
Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?	Instructional plans are included in the Personal Education Plan. The courses required to have in an instructional plan are based on the areas for which the student qualifies for TAG.
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student’s learning?	Parents and families are invited to attend fall conferences. This is a set aside time to collaborate on the PEP and IP.

F. Option/Alternative Schools Designed for TAG Identified Students – Not applicable

G. TAG Enrichment Opportunities

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
Guest Speakers	College preparation and Career Exploration

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
OSU Engineering EXPO	Opportunity for high school students to learn about engineering fields.
TAG Outs	A once a month lunch time activity centered on building student community
STEAM Exploration	This is an experiential activity for TAG students and an invited friend
Field Trip	An area of student interest is selected and a field trip is presented (ex. History, Science, Art)
Roller Coaster Build	Students participated in roller coaster build activity exploring kinetic and potential energy
Rube Goldberg Challenge	A student competition to build a functioning Rube Goldberg machine
STEM Hub	Utilize the Mid-Valley STEM-CTE Lending Library. Classroom and group opportunities.



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?
Apply and utilize the Culturally and Linguistically Diverse Learner Assessment Process in TAG identification.	Review and use the identification process with all school staff with a focus on our culturally and linguistically diverse learners.	2025/2026 School year	Professional Learning opportunities for the TAG Coordinators. Implementation of the process. Professional learning for the Philomath teaching staff.	An increase in the number of referrals for TAG utilizing the culturally and linguistically diverse learners process compared to the current use of this process.

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?
Review, revise, and publish the TAG forms for PSD. Create forms for the TAG referral process.	Review forms from PSD and other school districts. TAG school coordinators adapt forms to meet the school age specific needs.	2025 /2026 School year	During the fall of 2025 the needed forms for revision or creation will be identified. By winter of 2026 forms will be revised or created. By Spring of 2026 updated forms will be published.	Success will be measured by the publication and use of the revised forms prior to the end of the 2025/2026 school year.

B. Professional Development Plan: Identification

Who	What	Provided by	When
Staff person who is responsible for TAG identification in	Required statewide training	Oregon Department of Education	TAG Essentials and Identification with Angela Allen – ZOOM, October 8, 2024

Who	What	Provided by	When
your district - TAG coordinator or administrator Steven Bell			
All district licensed educators who are responsible for identification	Training on Identification	Steven Bell, District TAG Coordinator And School level TAG Advisors	August - September each school year
Staff who have already been trained in previous years (include if offered)	N/A	N/A	N/A

C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	All families are informed about the identification process through the district website and communication, via school

Comprehensive TAG Programs and Services	Date and/or method of Communication
	<p>newsletters. Email and mailed letters are sent at the time of the universal screener in second grade and fourth grade. Students can be referred for gifted identification eligibility at any time by a parent. Student referrals typically begin with a teacher observation period, and the school based TAG identification team which may or may not lead to formal testing. Formal testing requires parent permission and communication.</p>
<p>Universal Screening/Testing grade levels</p>	<p>Second and fourth grade students will be administered as a universal screening tool, the Naglieri Nonverbal Ability Test 3rd Edition.</p> <p>School administered assessments of STAR to Kindergarten through 5th grade students and i-Ready for 6th through 8th grade with scores above the 90th percentile will be considered, nationally normed percentile rankings from the state reading and math assessments will be considered for Talented & Gifted identification in grades 4-11.</p>
<p>Individual and/or group testing dates</p>	<p>Fall of 2025 and Spring of 2026</p>
<p>Explanation of TAG programs and services available to identified students</p>	<p>Families are invited to attend and provide input at the planning meeting after identification is established.</p>
<p>Opportunities for families to provide input and discuss programs and services their student receives</p>	<p>Families are invited to participate in the creation of the students Personal Education Plan (PEP) plan Fall and Spring Conferences School TAG coordinator information on the District website</p>

Comprehensive TAG Programs and Services	Date and/or method of Communication
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	Fall Parent Conferences District website
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	Parent Teacher Conferences
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.	Middle School Back to School Nights or Fall Parent Teacher Conferences
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.	School Registration, Back To School Open House, Parent/Teacher Conferences, and school/district newsletters when applicable.

Comprehensive TAG Programs and Services	Date and/or method of Communication
Notification to parents of their option to request withdrawal of a student from TAG services	School building level coordinators will communicate with families yearly and be a resource for the family. Names of the coordinators will be published on the district web page.
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	District Policy outlines the complaint procedure which is on the school district web page.
Designated district or building contact to provide district-level TAG plans to families upon request	School building level coordinators will communicate with families yearly and be a resource for the family. Names of the coordinators will be published on the district web page.

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	Steven Bell	steve.bell@philomath.k12.or.us	541-929-3167

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
Person responsible for updating contact information annually on your district website	PSD District Office Administrative Assistant	michele.mcrae@philomath.k12.or.us	541-929-3169
Person responsible for updating contact information annually on the Department	PSD District Office Administrative Assistant	michele.mcrae@philomath.k12.or.us	541-929-3169
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Steven Bell	steve.bell@philomath.k12.or.us	541-929-3167
TAG contact for Philomath Elementary School	Kaisa Laukkanen	kaisa.laukkanen@philomath.k12.or.us	541-929- 3253
TAG contact for Philomath Middle School	Mike Panico	mike.panico@philomath.k12.or.us	541-929-3167
TAG contact for Philomath High School	Alice Eldridge	alice.eldridge@philomath.k12.or.us	541-929-3211

Appendix: Glossary



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

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

Term	Definition
	Differentiated instruction is often implemented to ensure growth and appropriate cognitive demand.
Kaplan's Icons of Depth and Complexity	Icons/tools used to provide a visual prompt that promotes thinking from various perspectives, designed to achieve in-depth learning opportunities. Often used as a schoolwide program where all teachers, classroom support staff, and students are taught how to interact with and use the icons.
Level of Learning	<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.
Oregon Administrative Rule (OAR)	Rules adopted by the State Board of Education to support statutes (ORS).
Oregon Revised Statute (ORS)	Oregon laws passed by the State Legislature.
Personal Education Plans (PEPs)	A plan developed by the teacher, TAG student, and family that outlines and communicates the programs and services received throughout the school year. Personal Education Plans are for an individual student and are more common at the elementary level.
Pull-Out Programs	Students attend specialized instruction designed for TAG students, during school

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