

Gifted Education Scope and Sequence

Criteria

Revised August 9, 2019

****Governing Board Approved 9.11.2019**

Sahuarita Unified School District No.30 (SUSD #30)

350 W. Sahuarita Road

Sahuarita, AZ 85629

Director of Student Services: Ms. Shari Bayomi

Assistant Superintendent for Educational Services: Mr. Brett Bonner

Program Design

QUESTION	Indicators	District description
What is your district's definition of a gifted student and gifted education?	<ul style="list-style-type: none">• Multiple criteria, non-verbal, verbal and quantitative• 97% on state approved tests or services for students with borderline scores• Read the state definition and incorporate it into your local district	<p>Sahuarita Unified School District #30 (SUSD#30) follows the guidelines from Title 15-779:</p> <p><i>Gifted education means appropriate academic course offerings and services that are required to provide an educational program that is an integral part of the regular school day and that is commensurate with the academic abilities and potential of a gifted pupil.</i></p> <p><i>A Gifted pupil means a child who is of lawful school age, who due to superior intellect or advanced learning ability, or both, is not afforded an opportunity for otherwise attainable progress and development in regular classroom instruction and who needs appropriate gifted Education Services to achieve at levels commensurate with the child's intellect and ability.</i></p> <p>Multiple criteria are used to determine if a student qualifies as a "gifted pupil". Assessments administered in SUSD #30, at the discretion of school personnel, may include use of one or more of the following: Cognitive Abilities Test (COGAT), Naglieri Nonverbal Ability Test (NNAT).</p>

		<p>Students are tested in three areas: verbal, quantitative, and nonverbal. Students with a score of 97% or higher on any one of these areas or on the composite score qualify for gifted services.</p>
Describe the Philosophy and Goals for your gifted program.	<ul style="list-style-type: none"> • Incorporates a K-8 or K-12 continuity of services • Modify instruction/curriculum to meet student needs • Describes differentiation in process, content and product • "Gifted students are gifted all day, not just for a small segment of that day" • Goal: start with where the student is academically and accelerate the pace of instruction • Goal: train as many teachers as possible about the unique needs of gifted students • Goal: develop a program that represents the diversity of the school and district 	<p>SUSD#30 seeks to provide differentiated learning or advanced learning opportunities for the gifted student population during their instructional program.</p> <p>Gifted students must be provided with differentiated content, specifically in areas where their knowledge excels. This process allows the teachers opportunities to provide these students with the use of advanced materials, compacting, learning contracts, interdisciplinary learning, accelerated pacing, learning centers, extended learning opportunities and/or other mechanisms that promote differentiated content.</p> <p>The process of learning and demonstrating what has been learned for the gifted student is much more complex. It is important for the teacher of the gifted to keep in mind the needs of all identified gifted students, including those who are challenged by learning difficulties. The implementation of flexible groupings and the use of learning centers can allow the teacher to adjust students' work according to subject areas, learning styles, interests, and content levels. Planning tiered lessons is a way to accommodate different learning styles. This process allows the teacher to differentiate by creating several alternate learning tasks at varying degrees of difficulty, so all students are learning the same standard, and students are learning material at a level that is personally challenging. Tiered lessons can be developed for specific skills as well as for standards from content areas or entire units.</p> <p>The use of BLOOM's TAXONOMY is one way to effectively plan tiered lessons. The gifted learners spend more time at the higher levels of thinking and production and spend less time at the intake levels of Knowledge and Comprehension.</p>

	<p>The teachers of the gifted can incorporate many methodologies into their instructional practices that will reinforce active learning for gifted students. Some of these are as follows: incorporating depth, complexity & novelty into curriculum planning, using activity logs, and using study guides and extension menus to extend learning.</p> <p>Gifted students must be given continuous opportunities to produce products that illustrate and demonstrate their understanding of the content. This often goes beyond the traditional outcomes expected in the classrooms.</p> <p>The environment for the gifted student is also important. These students must be provided with learning areas that are conducive to independent study, as well as opportunities to learn with their gifted peers.</p> <p>Configuring the cluster classroom must be done carefully, with careful consideration given to the selection of the teachers for the cluster classrooms.</p> <p>The assessment of the products and outcomes generated by the gifted students must include ways to analyze their data or findings and synthesize their results, going beyond the use of a typical grading system. Rubrics are often developed for this process.</p> <p>Identified gifted students will receive a quarterly progress report card specific to gifted students. It will highlight their achievements during the quarter.</p> <p>SUSD#30 will provide annual training to identified cluster teachers. The training highlights the process of differentiation of instruction and how to best meet the needs of the gifted learner.</p>
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How do you group and deliver services to your K-2 students?	<ul style="list-style-type: none"> • Self-contained, cluster, pull out or differentiated instruction within the regular classroom • Specific instructional strategies tailored to the needs of the gifted learner, open ended questioning, projects, activities that focus on higher order thinking skills 	<p>SUSD#30 utilizes a school wide cluster grouping model. Identified gifted students in K-2 classrooms are grouped by grade level in the same classroom. Sometimes more than one classroom is selected for cluster grouping at each grade level, depending on identified gifted students. Students in grades 2 -5 are part of the Gifted Enrichment Pull out Program.</p> <p>Professional development opportunities are provided to teachers working with gifted students. The professional development opportunities focus on how to differentiate instruction for the gifted learner. It focuses on the elements of differentiation that must be present if the daily learning experiences of gifted students are to be motivating and challenging. These elements are as follows: content, process, product, learning environment and assessment.</p> <p>Content: Classroom content is accelerated or extended, moving the gifted learner ahead in learning. The content is connected to the State Academic Standards but not confined by it.</p> <p>Process: Differentiated methods of learning allow the gifted learner to be given credit for what they already know and to be able to move ahead and learn what they don't know. Methods include: higher level or critical thinking, opportunities for meaningful ongoing research, and skills to facilitate those processes.</p> <p>Product: Differentiated products allow the gifted learner to go beyond written tasks of the classroom and create actual artifacts, exhibitions, or performances. Consideration must be given to the varied learning styles of the gifted learner.</p> <p>Learning environment: The cluster grouping model allows gifted learners to interact with each other within the classroom. These students need to experience differentiated expectations, flexible time limits, and opportunities to work with mentors.</p>

		<p>Assessment: Gifted students must be given opportunities to document their mastery of certain concepts and skills before material is taught to the class. This allows the gifted learner the opportunity to move through the curriculum at a faster pace and study concepts at a deeper level.</p>
How do you group and deliver services to your 3-5 students?	<ul style="list-style-type: none"> • Self-contained, cluster, pull out or differentiated instruction within the regular classroom • Specific instructional strategies tailored to the needs of the gifted learner, open ended questioning, projects, activities that focus on higher order thinking skills 	<p>SUSD#30 utilizes a school wide cluster grouping model. Identified gifted students in 3-5 classrooms are grouped by grade level in the same classroom. Sometimes more than one classroom is selected for cluster grouping at each grade level, depending on the number of identified gifted students. Students in grades 2 - 5 are part of the Gifted Enrichment Pull out Program.</p> <p>Professional development opportunities are provided to teachers working with gifted students. The professional development opportunities focus on how to differentiate instruction for the gifted learner. It focuses on the elements of differentiation that must be present if the daily learning experiences of gifted students are to be motivating and challenging. These elements are as follows: content, process, product, learning environment and assessment.</p> <p>Content: Classroom content is accelerated or extended, moving the gifted learner ahead in learning. The content is connected to the State Academic Standards but not confined by it.</p> <p>Process: Differentiated methods of learning allow the gifted learner to be given credit for what they already know and to be able to move ahead and learn what they don't know. Methods include: higher level or critical thinking, opportunities for meaningful ongoing research, and skills to facilitate those processes.</p> <p>Product: Differentiated products allow the gifted learner to go beyond written tasks of the classroom and create actual artifacts, exhibitions, or</p>

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How do you group and deliver services to your 6-8 students?	<ul style="list-style-type: none"> • Specific instructional strategies tailored to the needs of the gifted learner, open ended questioning, projects, activities that focus on higher order thinking skills • Content driven, accelerated learning, honors classes, flexible grouping 	<p>SUSD#30 utilizes a school wide cluster grouping model. Identified gifted students in 6-8 classrooms are grouped by grade level in the same classroom. Sometimes more than one classroom is selected for cluster grouping at each grade level, depending on the number of identified gifted students. These students are also offered Advanced Placement Courses. Gifted students work with school counselors to select offerings annually.</p> <p>Professional development opportunities are provided to teachers working with gifted students, including teachers at the middle levels. The professional development opportunities focus on how to differentiate instruction for the gifted learner. It focuses on the elements of differentiation that must be present if the daily learning experiences of gifted students are to be motivating and challenging. These elements are as follows: content, process, product, learning environment and assessment.</p> <p>Content: Classroom content is accelerated or extended, moving the gifted learner ahead in learning. The content is connected to the State Academic Standards but not confined by it.</p>

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How do you group and deliver services to your 9-12 students?	<ul style="list-style-type: none"> • Specific instructional strategies tailored to the needs of the gifted learner, open ended questioning, projects, activities that focus on higher order thinking skills 	Gifted students in grades 9-12 are offered a rich selection of course offerings at the two high schools. Students are allowed to open enroll to the high school outside of their attendance boundary. Course

	<ul style="list-style-type: none"> Content driven, accelerated learning, honors classes, AP/IB classes, flexible grouping and/or scheduling 	<p>offerings vary year to year. The following list illustrates the higher level comprehensive course offerings for high school students.</p> <p>Gifted students work with their assigned counselor to select schedules that best meet their needs.</p> <p><u>Advanced Placement classes</u> in math, English literature, English language & composition, Spanish language, US Government and US History.</p> <p><u>Dual enrollment</u> opportunities through the local community college, Pima Community College are offered.</p> <p>The high school also has a comprehensive <u>Naval Junior Reserves Officers Training Corp program</u>.</p> <p><u>Advanced Fine Arts</u> offerings include:</p> <ul style="list-style-type: none"> Advanced Art Ceramics Advanced Drama Dance Creative Movement <p><u>Advanced Music</u> offerings include:</p> <ul style="list-style-type: none"> Jazz Band Mixed Chorus Acoustic Guitar Percussion Studies Band & Orchestra Marching Band <p><u>Other Advanced Offerings:</u></p> <ul style="list-style-type: none"> Psychology <p><u>CAREER & TECHNICAL Education Offerings:</u></p> <ul style="list-style-type: none"> Sports Medicine & Rehabilitation therapies Automotive technology Business management technology Construction technology Culinary Arts Audio Visual
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		Photography Engineering
Describe how you integrate your program standards with the STATE ACADEMIC STANDARDS at each grade level.	<ul style="list-style-type: none"> • Use a curriculum mapping approach • Testing for competency before teaching content • Use Vertical alignment strategies 	The State Academic Standards drive instruction in SUSD#30, including instruction for the gifted student. The district utilizes a variety of standardized assessments to map student progress. There are continuous and concentrated efforts given to data analysis and using data to drive curriculum decisions. Since the cluster grouping model is used in SUSD#30, the State Standards drive instruction and curriculum for the gifted learner.
How do you involve parents in your program?	<ul style="list-style-type: none"> • Periodic orientation/communication meetings • Provide information about summer programs like Johns Hopkins, ASU and U of A. • Newsletters, parent support groups 	<p>Report Cards specific to the progress of the gifted learner are provided each quarter, along with the regular report card.</p> <p>Parent Conferences are scheduled twice a year.</p> <p>Parents are invited to participate during special events throughout the school year.</p> <p>The District website features a link to Educational Services which has links directly related to the gifted learner and gifted education.</p> <p>The district sponsors two Parent Information Nights, one per semester, to discuss topics pertinent to the Gifted learner.</p> <p>Parents have access to school and teachers' Web sites.</p> <p>Newsletters are sometimes used to highlight specific events and activities.</p>

Curriculum and Instruction

Question	Indicators	District description
<p>How do you differentiate instruction (pace and pedagogy) to K-2 students? Please list several sample activities to illustrate your description.</p>	<ul style="list-style-type: none"> • Training for teachers in flexible instructional groups • Provide for acceleration through extended literature, novels, math word problems, graph interpretation etc. • Establish a rubric for the pedagogy to be appropriately applied for this level 	<p>SUSD #30 supports data-driven instruction. Curriculum design and mapping helps to support differentiation utilizing the State Academic Standards.</p> <p>Professional development opportunities are provided to teachers working with gifted students. The professional development opportunities focus on how to differentiate instruction for the gifted learner. The professional development does focus on the elements of differentiation that must be present if the daily learning experiences of gifted students are to be motivating and challenging. These elements are as follows: content, process, product, learning environment and assessment.</p> <p>Content: Classroom content is accelerated or extended, moving the gifted learner ahead in their own learning. The content is connected to the State Academic Standards but not confined by it.</p> <p>Process: Differentiated methods of learning allow the gifted learner to be given credit for what they already know and to be able to move ahead and learn what they don't know. Methods include: higher level or critical thinking, opportunities for meaningful ongoing research, and skills to facilitate those processes.</p> <p>Product: Differentiated products allow the gifted learner to go beyond written tasks of the classroom and create actual artifacts, exhibitions, or performances. Consideration must be given to the varied learning styles of the gifted learner.</p> <p>Learning environment: The cluster grouping model allows gifted learners to interact with each other within the classroom. These students need to experience differentiated expectations, flexible time limits, and opportunities to work with mentors.</p> <p>Assessment: Gifted students must be given opportunities to document their mastery of certain concepts and skills before material is taught to the class. This allows the gifted learner the opportunity to move through the curriculum at a faster pace and study</p>

		<p>concepts at a deeper level.</p> <p>The gifted learner appreciates opportunities to learn the curriculum that is new and challenging to them at a pace commensurate with their advanced ability. Like all students, they need and deserve to have their learning needs met. Gifted students need teachers to constantly assess their entry level, teach from there, and assess their progress. Emphasis is given to effort and the process of learning, not just the end result or product.</p> <p>Compacting curriculum allows the gifted student to be credited for what they already know and to move forward from there. This process allows them to consistently experience challenging and meaningful learning activities.</p> <p>Extension activities (not enrichment) allow the gifted learner to progress in their own learning every day during the school day. This occurs when the grade level expectations or parameters are extended to provide more challenging learning opportunities.</p> <p>Acceleration in or out of the classroom can provide learning opportunities for the gifted student in subjects that are very sequential, like reading or math. Sometimes it is revealed that the gifted student has mastered the required curriculum of the grade level, so there is very little new material to learn. In these cases, students can be regrouped and work on advanced curriculum. Working with students in higher grade levels can often provide challenging opportunities for gifted students. Often acceleration practices can occur in the same classroom.</p> <p>Flexible grouping practices can also provide appropriate challenges for the gifted students. Students are placed in learning groups according to common interests, achievement levels or other characteristics. Movement between groups often occurs. While using flexible grouping practices, students are still working toward mastery of content</p>
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How do you differentiate instruction (pace and pedagogy) to 3-5 students? Please list several sample activities to illustrate your description.	<ul style="list-style-type: none"> • Training for teachers in flexible instructional groups • Provide for acceleration through extended literature, novels, math word problems, graph interpretation etc. • Establish a rubric for the pedagogy to be appropriately applied for this level 	<p>SUSD #30 supports data-driven instruction. Curriculum design and mapping helps to support differentiation utilizing the State Academic Standards.</p> <p>Professional development opportunities are provided to teachers working with gifted students. The professional development opportunities focus on how to differentiate instruction for the gifted learner. The professional development does focus on the elements of differentiation that must be present if the daily learning experiences of gifted students are to be motivating and challenging. These elements are as follows: content, process, product, learning environment and assessment.</p> <p>Content: Classroom content is accelerated or extended, moving the gifted learner ahead in their own learning. The content is connected to the State Academic Standards but not confined by it.</p> <p>Process: Differentiated methods of learning allow the gifted learner to be given credit for what they already know and to be able to move ahead and learn what they don't know. Methods include: higher level or critical thinking, opportunities for meaningful ongoing research, and skills to facilitate those processes.</p> <p>Product: Differentiated products allow the gifted learner to go beyond written tasks of the classroom and create actual artifacts, exhibitions, or performances. Consideration must be given to the varied learning styles of the gifted learner.</p> <p>Learning environment: The cluster grouping model allows gifted learners to interact with each other within the classroom. These students need to experience differentiated expectations, flexible time limits, and opportunities to work with mentors.</p> <p>Assessment: Gifted students must be given opportunities to document their mastery of certain concepts and skills before material is taught to the class. This allows the gifted learner the opportunity to move through the curriculum at a faster pace and study concepts at a deeper level.</p>

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How do you differentiate instruction (pace and pedagogy) to 6-8 students? Please list several sample activities to illustrate your description.	<ul style="list-style-type: none"> • Training for teachers in flexible instructional groups • Provide for acceleration through extended literature, novels, math word problems, graph interpretation etc. • Develop an honors curriculum for gifted students Establish a rubric for the pedagogy to be appropriately applied for this level • Use real world connections, simulations, Mock Trial, etc. 	<p>SUSD #30 supports data-driven instruction. Curriculum design and mapping helps to support differentiation utilizing the State Standards.</p> <p>Professional development opportunities are provided to teachers working with gifted students. The professional development opportunities focus on how to differentiate instruction for the gifted learner. The professional development does focus on the elements of differentiation that must be present if the daily learning experiences of gifted students are to be motivating and challenging. These elements are as follows: content, process, product, learning environment and assessment.</p> <p>Content: Classroom content is accelerated or extended, moving the gifted learner ahead in their own learning. The content is connected to the State Academic Standards but not confined by it.</p> <p>Process: Differentiated methods of learning allow the gifted learner to be given credit for what they already know and to be able to move ahead and learn what they don't know. Methods include: higher level or critical thinking, opportunities for meaningful ongoing research, and skills to facilitate those processes.</p> <p>Product: Differentiated products allow the gifted learner to go beyond written tasks of the classroom and create actual artifacts, exhibitions, or performances. Consideration must be given to the varied learning styles of the gifted learner.</p> <p>Learning environment: The cluster grouping model allows gifted learners to interact with each other within the classroom. These students need to experience differentiated expectations, flexible time limits, and opportunities to work with mentors.</p> <p>Assessment: Gifted students must be given opportunities to document their mastery of certain concepts and skills before material is taught to the class. This allows the gifted learner the opportunity to move through the curriculum at a faster pace and study concepts at a deeper level.</p>

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How do you differentiate instruction (pace and pedagogy) to 9-12 students? Please list several sample activities to illustrate your description.	<ul style="list-style-type: none"> • Training for teachers in flexible instructional groups • Provide for acceleration through extended literature, novels, math word problems, graph interpretation etc. • Provide AP/IB coursework for students and establish a rubric for the pedagogy to be appropriately applied to this level. 	<p>SUSD #30 supports data-driven instruction. Curriculum design and mapping helps to support differentiation utilizing the State Academic Standards.</p> <p>Professional development opportunities are provided to teachers working with gifted students. The professional development opportunities focus on how to differentiate instruction for the gifted learner. The professional development does focus on the elements of differentiation that must be present if the daily learning experiences of gifted students are to be motivating and challenging. These elements are as follows: content, process, product, learning environment and assessment.</p> <p><u>Advanced Placement classes</u> in math, English literature, English language & composition, Spanish language, US Government and US History.</p> <p><u>Dual enrollment</u> opportunities through the local community college, Pima Community College are offered.</p> <p>The high school also has a comprehensive <u>Naval Junior Reserves Officers Training Corp program</u>.</p> <p><u>Advanced Fine Arts</u> offerings include:</p> <p>Advanced Art Ceramics</p>

		<p>Advanced Drama Dance Creative Movement</p> <p><u>Advanced Music</u> offerings include: Jazz Band Mixed Chorus Acoustic Guitar Percussion Studies Band & Orchestra Marching Band</p> <p><u>Other Advanced Offerings:</u> Psychology</p> <p><u>CAREER & TECHNICAL Education Offerings:</u> Sports Medicine & Rehabilitation therapies Automotive technology Business management technology Construction technology Culinary Arts Audio Visual Photography Engineering</p>
What curricular materials do you use for grades K-2? Be specific.		<p>When instructional activities are being created for the entire class, teachers of the gifted can develop extension activities that provide more challenge. Gifted students can usually learn the basic information independently and apply it by spending all of their learning time with activities designed to challenge them.</p> <p>Access to curricular materials for the gifted learner should be made available. Materials are varied and complex. They may include some or all of the following:</p> <ul style="list-style-type: none"> Advanced reading materials, nonfiction and fiction Materials that promote creativity, problem solving, and higher levels of thinking Hands-on materials to use for activities Materials that reinforce multiple intelligences Materials that support interdisciplinary themes

		<p>Materials that require solving real-world issues Materials that support compacting/extension activities Materials that support acceleration of content areas Use of technology Use of visual and performing arts</p>
What curricular materials do you use for grades 3-5? Be specific.		<p>When instructional activities are being created for the entire class, teachers of the gifted can develop extension activities that provide more challenge. Gifted students can usually learn the basic information independently and apply it by spending all of their learning time with activities designed to challenge them.</p> <p>Access to curricular materials for the gifted learner should be made available. Materials are varied and complex. They may include some or all the following: Advanced reading materials, nonfiction and fiction Materials that promote creativity, problem solving, and higher levels of thinking Hands-on materials to use for activities Materials that reinforce multiple intelligences Materials that support interdisciplinary themes Materials that require solving real-world issues Materials that support compacting/extension activities Materials that support acceleration of content areas Use of technology Use of visual and performing arts</p>
What curricular materials do you use for grades 6-8? Be specific.		<p>Access to curricular materials for the gifted learner should be made available. Materials are varied and complex. They may include some or all of the following:</p> <p>Advanced reading materials, nonfiction and fiction Materials that promote creativity, problem solving, and higher levels of thinking Hands-on materials to use for activities Materials that reinforce multiple intelligences Materials that support interdisciplinary themes Materials that require solving real-world issues</p>

		<p>Materials to support compacting/extension activities Materials that support acceleration of content areas Use of technology Use of visual and performing arts</p>
What curricular materials do you use for grades 9-12? Be specific.		<p>The high school AP materials are used for each AP course offered. AP exams are given.</p> <p>Each specific content area utilizes its own unique set of curriculum materials.</p>

Identification

Question	Indicators	District description
Describe how your referral process for identification involves parents and staff.	<ul style="list-style-type: none"> • Recommendations from parents/staff • Review of records and answers on transfer forms • Announcements/newsletters to parents • Referrals from counselors, administrators or support staff • In-service training for all staff and parents • Program description provided to all stakeholders 	<p>Referral When parents/guardian, teachers, or other school personnel submit a written referral for a student or students to be assessed to determine gifted eligibility, these students are put on a list and assessed in the near future. The district does not use a screening process. The assessment process to determine gifted eligibility occurs throughout the school year.</p> <p>A district referral form is used for this process. The person making the referral is asked to circle the gifted characteristics or attributes that best describe the student. Parents/guardians are asked to sign the permission to evaluate line on the form.</p> <p>Parents/guardians are asked to give written permission to evaluate when teachers make referrals.</p> <p>When parents or guardians move into the district with records that indicate that gifted services were provided, the Director of Student Services reviews this information. SUSD#30 requires that the eligibility meets the same criteria, i.e., 97% in one area or composite score, and same or similar assessments were used. If scores are not available, parents have the option to have their child re-assessed.</p> <p>Identification Permission for assessment is obtained from the parent/guardian. The state approved assessments are used. Students must obtain a 97% in at least one area: verbal, nonverbal or quantitative. When scores are 95% or 96% students are sometimes conditionally placed based on their performance level on other indicators from the</p>

		<p>classroom or outside records.</p> <p>The school psychologist assigned to each school provides an in-service at the beginning of every school year to the teachers explaining the referral process. The following details are explained:</p> <ul style="list-style-type: none"> • Where to locate the referral form • Characteristics of the gifted learner and how they differ from the over-achiever • Where to turn in a completed form • Explain the testing windows <p><u>Gifted Characteristics Checklist:</u> Taken from the Referral Instrument</p> <p><u>General Intellectual Ability –</u></p> <ul style="list-style-type: none"> • Is an avid reader • Has avid interest in science or literature • Provides very alert, rapid answers to questions • Has a wide range of interests • Is venturesome, wanting to do new things • Is resourceful – solving problems by ingenious methods • Is creative in new ideas, seeing associations, pursuing innovations • Displays a great curiosity about objects, situations or events • Is involved with many exploratory type activities • Reveals originality in oral and written expression • Is perceptually open to his/her environment • Displays a willingness to accept complexity • Has the capacity to use knowledge & information other than to memorize • Is a good guesser • Shows superior judgment in evaluating things • Retains and uses information which has been heard or read • Is persistent • Is independent • Uses a large number of words easily and accurately • Has a power of abstraction, conceptualization and synthesis
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- Has an interest in cause-effect relations
- Has a liking for structure, order and consistency
- Has a power of concentration, an intense attention that excludes all else
- Asks many questions of a provocative nature

Leadership

- Can stimulate and interest others
- Organizes others
- Recognizes skills and abilities possessed by others
- Interacts with others easily showing social skills
- Recognizes and can articulate the goals of a group
- Can articulate ideas clearly
- Can listen to others empathetically
- Understands how people feel and how groups function
- Can give directions clearly and effectively
- Exercises authority reliability and responsibility
- Can adopt non-leadership roles within a group
- Can establish the mood of a group
- Supports others in a group when appropriate
- Can coordinate the work of several individuals
- Is often asked for ideas and suggestions
- Is looked to by others when something must be decided

Specific Academic Aptitude

- Has a long attention span in areas of interest
- Learns rapidly, easily & with less repetition in one or few areas (probably not all subject areas)
- Likes or loves one or a few areas of knowledge
- Likes to study some subjects more than others
- Spends time voluntarily beyond ordinary assignments on projects of interest to him/her
- Is able to extend learning from these key areas to various situations somewhat unrelated in orientation
- Seeks assistance of others beyond his or age peers in extending knowledge in areas of interest
- Is able to show broad perspective on one or more subject areas

		<p><u>Creative Thinking & Production</u></p> <ul style="list-style-type: none"> • Is fluent in producing and elaborating on ideas • Makes unusual associations between remote ideas • Can show unusual degrees of originality, concentration & persistent hard work on projects • Provides multiple solutions or responses to problems • Is intellectually playful, interested in fantasy, imagination • Has a keen sense of humor, seeing humor in situations others don't • Doesn't mind being different • Doesn't accept authoritarian pronouncements without own judgment • Asks provocative questions, challenges parents, teachers, written and other authorities • Is bored with memorization and recitation • Displays energy, sometimes disruptively • Produces unexpected, sometimes "silly" responses • Is considered, and perhaps resented, by some peers as "crazy" • Always trying to adapt or improve things <p><u>Dramatics</u></p> <ul style="list-style-type: none"> • Demonstrates interest and enjoyment in dramatic activities • Readily shifts into role of another character, animal or object • Uses voice to reflect changes in mood • Demonstrates understanding of conflict when acting out a dramatic event • Communicates feelings by means of facial expressions, gestures and bodily movements • Enjoys evoking emotional responses from listeners • Demonstrates ability to dramatize feelings and experiences • Brings a dramatic situation to a climax with a well-timed ending when telling a story
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	<p><u>Psychomotor Ability</u></p> <ul style="list-style-type: none"> • Is rhythmic • Is athletic • Likes to play physically • Is coordinated, balanced and confident in physical activities • Is inventive in constructing or modifying games • Is energetic • Demonstrates endurance, stamina and persistence in physical activities <p><u>Music</u></p> <ul style="list-style-type: none"> • Has good sense of rhythm • Is well-coordinated • Discriminates musical and other sounds well • Understands musical relationships • Enjoys musical activities and demonstrates musical feeling • Shows tonal memory • Responds readily to rhythm, melody and harmony • Uses music to express feeling or experience • Makes up original tunes • Enjoys dance & dramatic activities with musical elements <p><u>Art</u></p> <ul style="list-style-type: none"> • Draws a variety of objects • Puts depth into drawing, showing planning and good proportion • Treats art seriously and enjoys it • Shows originality in modes of undertaking art • Is willing to try out new materials and experiences • Pursues art in spare time • Uses art to express feelings and experiences • Is interested in other people's art, both appreciating it and criticizing it
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Describe your process for the identification of K-12 gifted students, including how your process addresses the variety of student environmental backgrounds.	<ul style="list-style-type: none"> • Use a matrix for underrepresented students including at risk, ELL and equity compared to school population • AzM2 Scores • Use of non verbal tests • Multiple measures • Personal interviews • Performance in honors/AP/IB classes • Service 97%, but what about 96,95, 94 and others 	<p>Encouragement is given to the general education teacher to refer students who come from a variety of environmental backgrounds.</p> <p>All students who are referred are assessed.</p> <p>The district is considering assessing all second grade students, with permission from parents, with the hope of capturing more students who qualify as gifted.</p>
Please list all the testing instruments and data points you use for gifted student identification and explain why you chose these instruments.	<ul style="list-style-type: none"> • CogAT, Naglieri • Students grades • Gifted Characteristics Checklists • Student, teacher, parent input • State approved testing list • Standardized Testing results 	The district utilizes the following testing Instruments: Cognitive Abilities Test (COGAT), Naglieri Nonverbal Ability Test (NNAT).
How do you inform parents and staff of your referral and identification process?	<ul style="list-style-type: none"> • Formal letters to parents • Parent informational meetings, conferences • School newsletters/website 	<p>Parents receive a letter from the Student Services office when their child has been referred by a teacher. Parents are asked to fill out the referral form and give written permission for evaluation.</p> <p>Parents may also refer their child by simply writing a letter to the Director of Student Services or Principal, or by completing a referral form.</p> <p>Parents also receive a formal letter explaining the results of the formalized testing. When students qualify, parents are told how students will be clustered in grades K-5.</p> <p>Principals are notified in writing of the results of the gifted assessments.</p>

Once eligibility is determined, how do you inform parents of the decision and then handle an appeal of that decision?	<ul style="list-style-type: none"> • Formal letters • Focus on data • Parent meetings • Meeting with teacher, Principal and Gifted Director 	<p>Formal letters are sent to the parents regarding the results of testing. The testing results are fully explained in the letter.</p> <p>Appeals regarding the decision or outcome of assessment would be forwarded to the Assistant Superintendent of Educational Services. It is recommended that other assessments be given to the student.</p>

Social and Emotional Development

Question	Indicators	District description
How do you provide for the unique affective needs of your gifted students K-5?	<ul style="list-style-type: none"> • Grade level seminars to train teachers • Coordination of affective activities • Experiential learning approach • Provide common learning seminars for gifted students by grade level using pull out, cluster or self contained configurations • Use peer tutoring, cooperative leaning strategies • Establish a parent support group 	<p>Gifted children often experience uneven social, emotional and intellectual development. The gifted student has unique social and emotional needs. Challenges may include the following: feeling different, heightened perceptions and sensitivities, heightened response to stress and perfectionism. In order for these students to work to their potential, their social and emotional challenges must be addressed. SUSD #30 addresses this area of development in a couple of ways.</p> <ul style="list-style-type: none"> • School guidance counselors offer social/emotional group meetings for grades K-5. These meetings are informal, non-threatening, and touch upon a variety of topics. Identified gifted students come together and are given opportunities to voice their frustrations, concerns, and successes with their instructional program. Activities also take place that may address their varied and diverse social and emotional needs that are faced on a daily basis. • The counseling opportunity provides another avenue of communication and establishes a place of trust, respect, and promotes responsibility in the students. Students can present situations or feelings without fear of being judged, cut-off or otherwise emotionally “downgraded”. • District-wide parent meetings provide another avenue to address topics pertinent to the social/emotional needs of the gifted student. SUSD #30 offers 2 parent in-services focused on Gifted student themes, best practices, social /emotional support, and information to support Gifted learners. • Teacher training opportunities also provide a venue to address topics pertinent to the social/emotional needs of the gifted student.

		<ul style="list-style-type: none"> The district is also committed to expanding resources for teachers and parents on the district website. Resource topics will vary but include the social / emotional needs of the gifted learner.
How do you provide for the unique affective needs of your gifted students 6-8?	<ul style="list-style-type: none"> Incorporate specific activities into an honors program Experiential learning approach Provide common learning seminars for gifted students by grade level such as a humanities class Establish a parent support group 	<p>Gifted children often experience uneven social, emotional and intellectual development. The gifted student has unique social and emotional needs. Challenges may include the following: feeling different, heightened perceptions and sensitivities, heightened response to stress and perfectionism. In order for these students to work to their potential, their social and emotional challenges must be addressed. SUSD #30 addresses this area of development in a couple of ways.</p> <ul style="list-style-type: none"> School guidance counselors offer social/emotional group meetings for grades 6-8. These meetings are informal, non-threatening, and touch upon a variety of topics. Identified gifted students come together and are given opportunities to voice their frustrations, concerns, and successes with their instructional program. Activities also take place that may address their varied and diverse social and emotional needs that are faced on a daily basis. The counseling opportunity provides another avenue of communication and establishes a place of trust, respect and promotes responsibility in the students. Students can present situations or feelings without fear of being judged, cut-off or otherwise emotionally "downgraded". District-wide parent meetings provide another avenue to address topics pertinent to the social/emotional needs of the gifted student. SUSD #30 offers 2 parent in-services focused on Gifted student themes, best practices, social /emotional support and information to support Gifted learners.

		<ul style="list-style-type: none"> • Teacher training opportunities also provide a venue to address topics • The district is also committed to expanding resources for teachers and parents on the district website. Resource topics will vary but include the social / emotional needs of the gifted learner.
How do you provide for the unique affective needs of your gifted students 9-12?	<ul style="list-style-type: none"> • Develop gifted student learning groups to share experiences • Assign a counselor to work with gifted students • Seminars to train teachers, counselors and administrators • Concurrent/dual enrollment possibilities tied to AP and IB • Establish a parent support group 	<p>Addressing the social/emotional needs of the gifted student at the high school level remains important. While specific courses are not identified for the gifted learner alone, school guidance counselors are made aware of those students who are identified as gifted. Informal tracking of schedules and progress in classes is provided. Informal guidance support is offered to the gifted student.</p> <p>Advanced and enriched courses are available at the high school. However, it is not uncommon for the gifted learner to "go underground" in middle and high school grades because of experiencing frustration and boredom in elementary grades. That is why it is important for counselors to make a continuous effort to track the progress of these students and offer support when necessary.</p> <p>Providing group counseling opportunities can provide another avenue of support and communication for the gifted learner.</p> <p>District-wide parent meetings provide another avenue to address topics pertinent to the social/emotional needs of the gifted student.</p> <p>The district is also committed to expanding resources for teachers and parents on the district website. Resource topics will vary but include the social / emotional needs of the gifted learner.</p>

What specific orientation activities do you provide for parents and teachers regarding gifted students affective needs?	<ul style="list-style-type: none"> • Grade level seminars to train teachers • Provide literature about the unique needs of gifted students to teachers/parents • Conduct locally developed gifted parent nights 	<p>Parents are welcome to visit classrooms, participate in activities, including parent meetings. Their feedback is valued. The topic of <i>the social & emotional development of the gifted student</i> may be a subject that is specifically addressed at a parent meeting.</p>
How do you monitor, identify and provide assistance to "at risk" gifted students?	<ul style="list-style-type: none"> • Create an open ended referral process for parents, students and teachers • Provide counseling services on an as needed basis • Develop alternate approaches for students in high school to earn credit • Competency testing in core subjects to allow students to "move-on" 	<p>The progress of the gifted student is monitored by the classroom teacher/s and the guidance counselor at each school. Those students who are identified as "at risk" are dealt with individually, case by case.</p> <p>It is the district's commitment to expand this topic and offer educational links on the website specifically addressing the "at risk" gifted student.</p>

Professional Development

Question	Indicators	District description
How do you regularly provide opportunities for regular classroom teachers and gifted teachers to receive specialized training about working with gifted students?	<ul style="list-style-type: none"> • In-service training, staff development, professional learning communities • Fund attendance at conferences, workshops and training in gifted education • Provide instructional materials for gifted learners • Join the Arizona Association for Gifted and Talented (AAGT) • Teachers develop personal professional growth plans 	<p>Teachers assigned to the cluster model classroom are given yearly district-driven professional development. The content of the professional development includes the following outline:</p> <ul style="list-style-type: none"> • How students are placed. • The components and practices of the cluster model: <ul style="list-style-type: none"> ◦ Flexible grouping ◦ Curriculum differentiation ◦ Engaging continuous progress ◦ Providing intellectual peer interaction ◦ Acknowledging the social/emotional needs • Effective methodologies and curriculum practices for the cluster model. <ul style="list-style-type: none"> ◦ Compacting ◦ Differentiation ◦ Flexible Grouping ◦ Extension activities ◦ Learning Contracts
Please list the titles of the training you conducted last year and those planned for the current year.	<ul style="list-style-type: none"> • Characteristics of the gifted learner • Instructional needs of the gifted learner • How to differentiate instruction to meet gifted learners needs • Identifying the gifted learner • The meaning of gifted testing results 	<p>The following conferences have been attended by teachers in the district:</p> <p>The Differentiated Instruction National Conference in Las Vegas, Nevada.</p> <p>The annual State Gifted Conference sponsored by AAGT.</p> <p>Cluster Grouping Model Workshop.</p>
How have your training events targeted the needs of administrators, counselors, psychologists	<ul style="list-style-type: none"> • Specific training events that illustrated for administrators how to support gifted education in their schools • Training for counselors in the social and 	<p>The administrators, counselors, and other support staff rely on the Educational Services department to disseminate topical information regarding the varied</p>

and support staff?	<ul style="list-style-type: none"> • emotional needs of the gifted learner • ADE sponsored training on school improvement 	<p>needs and issues related to gifted students. Principals do take advantage of local workshops or conferences and send interested teachers.</p> <p>Administrators, teachers, and other support staff employees are informed about the district professional development training. Some open seats are made available.</p>
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Parent and Community Involvement

Question	Indicators	District description
How do you make your program philosophy, goals and recruitment procedures available to all parents?	<ul style="list-style-type: none"> Provide parents with a gifted handbook for working with the district Open house for gifted parents Web site for gifted students and parents Parent – teacher conferences 	Information related to program philosophy and design is posted on the district's website. There is a specific link to gifted education that will continue to expand.
How do you provide access to your scope and sequence for all parents?	<ul style="list-style-type: none"> Gifted scope and sequence distributed to all gifted parents, available in all school offices and website 	The Scope and Sequence for gifted education is posted on the district's website.
Describe how you incorporate parents into a support or advisory group.	<ul style="list-style-type: none"> Write letters of invitation to all gifted parents to join our group Develop a regular schedule of meetings, posted on website or in newsletter Provide opportunities to hear and converse with gifted guest speakers 	Each school site has a parent advisory group. Feedback will be gathered to ascertain the need for an advisory group specific to gifted education.
How do you involve parents and the gifted community in the evaluation of your program?	<ul style="list-style-type: none"> Surveys, personal interviews, town hall type meetings Site council agenda item End of year presentations 	Satisfaction surveys are generated by teachers of the gifted and results are gathered tabulated informally.

Program Assessment

Question	Indicators	District description
What data sources do you use to assess your programs effectiveness?	<ul style="list-style-type: none"> • Surveys from parents, students and teachers • Standardized test scores • AIMS performance scores • Terra Nova performance scores • Arizona Learns "Z" scores • AP/IB scores 	<p>Documented progress as seen on the "gifted student report card"</p> <p>District report card data.</p> <p>Satisfaction surveys are developed and given to the following people:</p> <ul style="list-style-type: none"> • Parents of the gifted student • Teachers of the gifted student • School administrators <p>Exit or self-evaluation surveys from students year to year</p>
Describe how you use test data, both norm referenced and criterion referenced in your evaluation process.	<ul style="list-style-type: none"> • Track progress of gifted students year to year individually • Compare scores of gifted students with the rest of the population to assess differences • Students class grades compared to identification scores 	<p>Annual assessment data is disaggregated for the identified gifted students as a subgroup. The subgroup data is compared to the rest of the population and differences are assessed.</p>
How do you use informal measures like surveys, open forums and teacher interviews to gather data?	<ul style="list-style-type: none"> • Look for trends, common strengths, weaknesses, areas for improvement in parent surveys • Direct observation of the program in action 	<p>The informal processes of gathering data, e.g., surveys, parent meetings, teacher feedback are used to identify strengths and weaknesses of the program.</p>
What are your keys indicators that your program is positively affecting students?	<ul style="list-style-type: none"> • Student interest, excitement with the program • Parental positive feedback • Students test score analysis • Stays with the program, no dropouts • Regular attendance in class 	<p>The key indicators that programming for the gifted learners in the district is positive will come from the following sources:</p> <ul style="list-style-type: none"> • Positive survey results • Positive verbal feedback from teachers, parents, and students • Positive student outcomes as seen on report cards, test results, etc.

<p>Describe the performance standards you have for all gifted students.</p>	<ul style="list-style-type: none"> • Meets or exceeds on annual state assessment • Meets the individual learning goals established for the students 	<p>Gifted students will-</p> <ul style="list-style-type: none"> • Meet or Exceed on the state assessments • Demonstrate positive outcomes on school reporting instruments • Demonstrate positive self-worth
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Budgeting

Question	Indicators	District description
What percentage of your supplemental allocation is used in the following categories: capitol expenditures, direct student services, professional development and district coordination?		An annual grant provides a supplemental funding allocation for the Gifted Enrichment Pull Out Program for Gifted students in grades 2 – 5.
Describe the structure of your gifted education staffing including the ratio of teaching staff to the number of identified gifted students.	<ul style="list-style-type: none"> • Type of program: pull out, cluster, self contained or differentiated instruction within the classroom • Ratio within the structure you chose 1 to how many students? 	School wide cluster model. Gifted students are clustered by grade and placed in a classroom with a teacher who can provide differentiated instruction. Teachers working with the gifted student are provided professional development opportunities to maximize their teaching skills.
To what extent does the district support the funding of your gifted program? Please elaborate: be specific as to staff and financial resources	<ul style="list-style-type: none"> • Teacher salaries? • Rooms, appropriately equipped? • Professional development • Funding for a Director? • Testing supplies? • Administrative support? 	The Educational Services department determines the District need for professional development, and the need for testing supplies and instructional aids for the classroom. Budgets are determined annually.