

Scope and Sequence Criteria

| Program Design | | |
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| 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>PUSD's gifted education definition aligns directly with Arizona Department of Education:</p> <ul style="list-style-type: none"> • "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 gifted instruction or advanced supplemental services, or both appropriate gifted education services, to achieve at levels commensurate with the child's intellect and ability. Arizona Revised Statutes Article 4 §15-761. Arizona Department of Education • "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. |
| 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 | <ul style="list-style-type: none"> • Page Unified School District recognizes that the gifted student has special needs and offers differentiated learning opportunities. • PUSD will provide gifted students with |

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| | <ul style="list-style-type: none"> • • Goal: start with where the student is academically and accelerate the pace of instruction • • Goal: train teachers about the unique needs of gifted students • • Goal: develop a program that represents the diversity of the school and district <ul style="list-style-type: none"> • Describes differentiation in process, content and product <ul style="list-style-type: none"> • "Gifted students are gifted all day, not just for a small segment of that day. | <p>appropriate and intellectually challenging curriculum as part of the general education school day.</p> <ul style="list-style-type: none"> • An enriched curriculum with the flexible grouping of students • Co-curricular enrichment activities and academic competitions. • Environment that support gifted student's emotional and social needs • staff that has been trained to work with the unique needs of the gifted child. <p>PUSD will :</p> <ul style="list-style-type: none"> • Use testing instruments and procedures that will fairly assess our diverse student population for programs, special instruction and services. • Provide gifted students with the opportunity to achieve at the level of their intellect and ability through the development and implementation of a flexible system of viable program options. • Provide training to teachers and staff which will enable them to offer appropriate options and curricula for the gifted students. • Identify gifted and talented students from all populations reflective of the local school and community, including low-income, learning disabled, and culturally diverse students. <p>Program Goals Curriculum</p> <ul style="list-style-type: none"> • Opportunities for all students to develop their particular abilities and interests. • Gifted students require long-term programs, with acceleration, enrichment and extensions. • In-class projects that promote development and application of higher-level thinking skills. |
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| | | <ul style="list-style-type: none"> • Underachieving gifted students require different provisions from those designed for the achieving student. <p>The curriculum will provide:</p> <ul style="list-style-type: none"> • Flexibility rather than uniformity • Quality not quantity • Fulfillment of the needs of the individual student <p>Differentiated strategies may include:</p> <ul style="list-style-type: none"> • Content Modification • Process Modification • Modifying Product Expectations • Curriculum Differentiation • Curriculum Compacting • Acceleration <p>Content Modification This option allows the classroom teacher to use different levels of activities within a class to accommodate the needs and prior knowledge level of the student. Students may explore basically the same content but at different levels of complexity.</p> <p>Process Modification To modify process, activities must be restructured to be more intellectually demanding. For example, students need to be challenged by questions that require a higher level of response or by open-ended questions that stimulate inquiry, active exploration, and discovery. Instructional strategies vary by age of the students and the nature of the disciplines involved. Students are encouraged to think about subjects in more abstract and complex ways.</p> |
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| | | <p>Activity selection should be based on student interests, and activities should be used in ways that encourage self-directed learning. Bloom's Taxonomy offers the most common approach to process modification. Additional methods to support process modification include: group interaction and simulations, flexible pacing, and guided self-management.</p> <p>Modifying Product Expectations</p> <ul style="list-style-type: none"> • Students are encouraged to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas. i.e, design a game around the theme and characters of a book • Products can be consistent with each student's preferred learning style. • address real problems, concerns, and audiences; • synthesize rather than summarize information; • Encourage self-evaluation of process. <p>Curriculum Differentiation</p> <p>This term refers to the need to tailor teaching environments and practices to create appropriately different learning experiences for different students. Differentiation is practiced at all PUSD schools. Typical procedures for gifted and talented students include:</p> <ul style="list-style-type: none"> • deleting already mastered material from existing curriculum • adding new content, process, or product expectations to existing curriculum • extending existing curriculum to provide enrichment activities • providing course work for able students at an earlier age than usual |
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| | | <ul style="list-style-type: none"> • writing new units or a course of study that meets the needs of gifted students • providing opportunities for student selection of content and strategies in implementation. <p>Curriculum Compacting Curriculum Compacting is the process of identifying learning objectives, pretesting students for prior mastery of these objectives, and eliminating needless teaching or practice if mastery can be documented.</p> <p>Curriculum Objectives</p> <ul style="list-style-type: none"> • Develop thinking processes using advanced problem-solving skills and inquiry techniques • Extend intellectual and creative abilities with an emphasis on self-direction • Develop proficiency in the methods of inquiry and research • Provide opportunities to discuss and exchange ideas with intellectual peers • Provide opportunity for quick mastery of the basic skills through compaction of the curriculum • Encourage students to use their abilities in areas of varied interests. • Develop interpersonal and leadership skills • Encourage the development of positive self-image • Prepare for and adapt to an ever-changing society • Explore career options |
| How do you group and deliver services to your | <ul style="list-style-type: none"> • Self-contained, cluster, pull out or differentiated instruction within the regular | The gifted K-2 students will be placed in a modified clustered classroom. |

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| <p>K-2 students?</p> | <p>classroom</p> <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 | <p>Students will be provided enrichment opportunities based on assessments of standards as specified by the PUSD curriculum. A written plan to differentiate instruction within the clustered classroom will be developed to meet the needs of students based on their identified area. Students will be grouped for after school and summer school services.</p> |
| <p>How do you group and deliver services to your 3-5 students?</p> | <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>The gifted 3-5 students will receive differentiated instruction from regular education content by emphasizing the development of high order thinking, problem solving and creativity in the content areas through the use of advanced or enriched content. A written plan to differentiate instruction will be developed for each identified student. The general education teachers will work with their Professional Learning Community, Instructional Facilitators and gifted coordinator/specialist to adapt classroom content.</p> |
| <p>How do you group and deliver services to your 6-8 students?</p> | <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>Honors classes are offered in reading, math, and 8th grade science. Students are placed into appropriate classes based on area of strength. All teachers are expected to differentiate instruction for students and provide open ended questioning, projects, and activities that focus on higher order thinking skills.</p> |
| <p>How do you group and deliver services to your 9-12 students?</p> | <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, AP/IB classes, flexible grouping and/or scheduling | <p>Currently, student who are gifted are often grouped by AP classes or by an area of interest. We recognize that this often misses students who are twice exceptional and would like to do more to reach out to meet the needs of these students. At Page High School, our goal is to do more to get our staff trained in gifted strategies so the needs of these students are met.</p> |

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| <p>Describe how you integrate your program standards with the College and Career readiness Standards at each grade level.</p> | <ul style="list-style-type: none"> • Use a curriculum mapping approach • Testing for competency before teaching content • Use Vertical alignment strategies | <p>PUSD #8 uses vertical and horizontal alignment strategies and curriculum mapping to integrate AZ College & Career Readiness Standards at each grade level. Mastery of standards is monitored with quarterly tests as part of the differentiation process used k-12. Using Beyond Textbooks, a curriculum calendar for each grade level is used that identifies the essential College and Career readiness standards for each quarter.</p> |
| <p>How do you involve parents in your program?</p> | <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>PUSD #8 holds regular parent teacher meetings in the fall and spring of each year at individual school sites. The written individual plan is to be reviewed and if needed revised with parents during parent teacher meetings. This facilitates discussion regarding the needs of their gifted student. Parents will receive newsletters three times a year reminding them of upcoming parent teacher meetings and with information pertinent to their students' giftedness regarding program opportunities, etc. Liaisons are available to assist in translating and/or delivering information to the parents at their homes as needed.</p> |

Curriculum and Instruction

| Question | Indicators | District description |
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| <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>Differentiation in the learning environment will take place by allowing the identified students to work independently, in-class, be homogeneously grouped with grade level or cross-age groups during the school day and after school, advanced placement for certain subjects, and accelerated pacing using advanced standards.</p> <p>The gifted coordinator and/or instructional facilitators will meet with classroom teachers to discuss differentiation and appropriate instruction for the identified students.</p> |
| <p>How do you differentiate instruction (pace and pedagogy) to 3-5 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>Differentiation in the learning environment will take place by allowing the identified students to work independently, in-class, be homogeneously grouped with grade level or cross-age groups during the school day and after school. Advanced placement for certain subjects, and accelerated pacing using advanced standards will be considered on an individual basis and noted in the students written service plan. The gifted coordinator and/or instructional facilitators will meet with classroom teachers to discuss differentiation and appropriate instruction for the identified students.</p> |
| <p>How do you differentiate instruction (pace and pedagogy) to 6-8 students? Please list several sample activities</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. | <p>Teachers are provided professional development in the areas of differentiation, asking open ended questions, and providing activities that are focused on higher level thinking.</p> |

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| <p>to illustrate your description.</p> | <ul style="list-style-type: none"> • 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>Provide enrichment for those students who meet standard on common formative assessments.</p> |
| <p>How do you differentiate instruction (pace and pedagogy) to 9-12 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. • Provide AP/IB coursework for student Establish a rubric for the pedagogy to be appropriately applied for this level s | <p>Differentiation of instruction occurs through accelerated projects. An example from this year was when our Honors English 10 teacher created a differentiated project for his gifted and accelerated students to complete. This project was to write a short book, which the students completed. Differentiation also occurs in the AP classes through the level of work that takes place in these classes. This is especially true of the writing projects that occur in our AP Literature and Composition and Language and Composition classes, as well as our AP US History class. For example, our AP Language and Composition class put together an anthology of writing that was published within the high school. They also coordinated work with our local newspaper to put some of their fiction writing about <i>Dante's Inferno</i> in the newspaper.</p> |
| <p>What curricular materials do you use for grades K-2? Be specific.</p> | | <ol style="list-style-type: none"> 1. Teacher developed curriculum aligned to College and Career Readiness standards. 2. Beyond textbooks curriculum for ELA/Math/Writing/Science/Social studies at appropriate grade levels. 3. Story town Reading Harcourt Publishing (added resources) 4. Everyday Mathematics (added resources) |
| <p>What curricular materials do you use for grades</p> | | <ol style="list-style-type: none"> 1. Teacher developed curriculum aligned to College and Career Readiness standards. |

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| 3-6? Be specific. | | 2. Beyond textbooks curriculum for ELA/Math/Writing/Science/Social studies at appropriate grade levels. |
| What curricular materials do you use for grades 6-8? Be specific. | | Teacher developed curriculum aligned to College and Career Readiness standards using Webb’s Depth of Knowledge and the Revised Bloom’s Taxonomy as guides to provide rigor in assessments as well as lessons and tasks |
| What curricular materials do you use for grades 9-12? Be specific. | | Specifically, we use College Board approved materials for our AP classes. For our Honors classes, teacher developed curriculum aligned to College and Career Readiness standards and above rigor of the regular education classes are used. |

Identification

| Question | Indicators | District description |
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| 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>Referrals Referrals from teachers, parents, student, psychologists, counselors and principals are forwarded to the Gifted Coordinator. All staff can refer any time of the year grades k-12. All staff will be specifically asked three times per school year for referrals. Tests are generally given <u>throughout</u> the school year with exceptions.</p> <p>Incoming students whom have been gifted programs in other public school districts within the state are immediately placed into PUSD's gifted program. Student transferring from BIA schools or from out of state are reviewed to determine testing methods used for identification. If the tests are on the Arizona approved list for testing on ADE's website then they are immediately placed in PUSD's gifted program. If the tests are not approved by our state then permission to test using the state's approved tests will be sought and testing will occur within thirty days after permission is granted by the student's parents.</p> |
| Describe your process for the identification of K-12 gifted students, including how your process addresses the variety of student environmental | <ul style="list-style-type: none"> • Use a matrix for underrepresented students including at risk, ELL and equity compared to school population • Aims Scores • Use of non verbal tests • Multiple measures • Personal interviews | <p>All second grade students will be screened for giftedness using the Naglieri group administered non-verbal abilities test. Those students who score in the district approved gifted range will immediately be placed in the districts gifted program. Students scoring at least 86 on the group administered screening</p> |

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| <p>backgrounds.</p> | <ul style="list-style-type: none"> • Performance in honors/AP/IB classes • Service 97%, but what about 96,95, 94 and others | <p>tool will be classified as “potentially gifted” and reevaluated upon parental consent, using additional one on one testing measures. Sensitivity to populations who have traditionally been underrepresented in gifted education programs will be considered throughout the assessment and screening process. Any student who has any one of the following known factors affecting the assessment of giftedness; Cultural Background, Linguistic Background, Socioeconomic Status, or Debilitating Conditions, who did not qualify for services based on the 97% but scoring at least 94% will result in further evaluation of that student for possible inclusion under <u>Arizona Revised Statute Article 4 Special Education R7-2-406</u></p> <p>a. <u>Students who score below the 97th percentile also may be served.</u> Further evaluation will be done and may include; classroom observation, assessments of student product, rating scales, checklists or individual interviews. The Gifted Coordinator will review all available data and make a decision for placement. If needed to determine gifted placement the Gifted Coordinator will consult with the Building Principal or School Psychologist, and at least one of the student’s teachers. Students identified through this provision will receive the same services as students meeting the 97th percentile qualification and shall be entitled to those services while in Page Unified School District.</p> |
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| <p>Please list all the testing instruments and data points you use for gifted student identification and explain why you chose these instruments.</p> | <ul style="list-style-type: none"> • CogAT, Raven, Naglieri • Students grades • Gifted Characteristics Checklists • Student, teacher, parent input • State approved testing list • Standardized Testing results | <p>Assessment data will come from at least one of the state approved tests including: CogAT, RAVEN, Naglieri, Olsat, Stanford Binet, Wechsler Intelligence Scale, or the Woodcock-Johnson III. Other State approved tests may be administered by the Gifted staff under the supervision of the Gifted Coordinator or the school Psychologists, utilizing multiple criteria to help identify and include those students with special needs, that will be responsive to students' economic conditions, gender, developmental differences, handicapping conditions and other factors that mitigate against fair assessment practices. Information from these tests will be used to determine services.</p> <p>Students will be tested in verbal, quantitative and non-verbal areas. Students scoring in the 97th percentile on any of the three areas will be identified as gifted.</p> <p>These instruments were chosen as well as the criteria listed under special populations because their effectiveness in the identification process of our population of students.</p> |
| <p>How do you inform parents and staff of your referral and identification process?</p> | <ul style="list-style-type: none"> • Formal letters to parents • Parent informational meetings, conferences • School newsletters/website | <p>Parents are sent out a packet of information with the request to test permission slip and formal letter. Included in the packet is a brochure on testing, their rights, and why they might the testing information.</p> <p>Teachers are informed via all staff emails from the Gifted department three times a year soliciting for referrals for gifted testing. Additional information is on the PUSD's</p> |

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| | | <p>website. The school handbook contains information about student screening, testing and identification for the gifted program. The school also sends information directly home on referring students for testing and qualifying for the program.</p> |
| <p>Once eligibility is determined, how do you inform parents of the decision and then handle an appeal of that decision?</p> | <ul style="list-style-type: none"> • Formal letters • Focus on data • Parent meetings • Meeting with teacher. Principal and Gifted Director | <p>Upon completion of the testing process the parents will be notified by letter within 30 days of the testing date. For those students who test gifted a packet of information will be mailed out with the testing results to include: PUSD's gifted brochure including parent resources and information on the student's area(s) of identification. Upon request test results are explained to parents or legal guardians.</p> <p>Appeals and Reassessment Appeals may be made to the Gifted Coordinator and upon approval students may be retested after 12 months.</p> |

Social and Emotional Development

| Question | Indicators | District description |
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| How do you provide for the unique affective needs of your gifted students K-6? | <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>Training regarding affective considerations and needs of gifted students will be made available to teachers.</p> <p>Classroom teachers will work with the school counselor, dean of students, principal or gifted coordinator to identify and provide for social and emotional concerns of individual students.</p> <p>Tier III interventions as needed with outside services or group counseling in the building will be available.</p> |
| How do you provide for the unique affective needs of your gifted students 7-8? | <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>Establish a parent support group</p> <p>Professional development opportunities for teachers, counselors, and administrators</p> |
| 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>We have a counselor that works with all of our AP level students; however, this often misses those students who are twice exceptional. In the future, Page High School would like to rectify this by establishing a "Gifted/Talented" support group as not all of our students are enrolled in AP classes, but still need as much support as possible.</p> |
| What specific orientation activities do you provide for parents and teachers regarding gifted | <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 | <p>Each year the teachers are given a list of the gifted students under their care and their areas of giftedness. Throughout the school year teachers are given additional training and</p> |

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| <p>students affective needs?</p> | <p>nights</p> | <p>participate in study teams. Parents are provided with informational brochures that include the affective needs of gifted students. Parents and teachers are able to discuss each individual child affective needs twice a year during parent teacher meetings in addition to academic needs.</p> |
| <p>How do you monitor, identify and provide assistance to "at risk" gifted students?</p> | <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>PUSD provides counseling as needed and the Student Study Teams notify the gifted department should any of their students be referred to a study team. PUSD also provides flexible education choices allowing students to skip ahead in subjects and also to enroll in concurrent credit classes. The gifted department monitors gifted student participation in programs.</p> |

Professional Development

| Question | Indicators | District description |
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| <p>How do you regularly provide opportunities for regular classroom teachers and gifted teachers to receive specialized training about working with gifted students?</p> | <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>Staff Gifted Professional Growth Opportunities</p> <p>Staff development will be a continuing process for the teachers of PUSD. Opportunities to attend workshops and conferences on gifted education shall be a part of this ongoing process. Staff is encouraged to seek out their gifted endorsement.</p> <p>The Gifted Education Coordinator in conjunction with the Professional Development Coordinator shall seek out the best educational practices for our School District and offer in-services and training to teachers and administrators to keep our district current with the trends in gifted education.</p> <p>PUSD professional development opportunities may include but are not limited to the following:</p> <ul style="list-style-type: none"> • University of Phoenix classes towards Gifted Endorsement • Differentiated Instruction Training, In-services, Learning Teams and Lending Library • State Conference on Gifted Education (participants attend and share with entire staff) • National Conference on Gifted Education |

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| | | <p>(representatives from the district attend and share with entire staff)</p> <ul style="list-style-type: none"> • Gifted Endorsed specialist working and consulting with individual teachers to help challenge gifted students in the classroom. • Other state or regional conferences or training as appropriate |
| <p>Please list the titles of the training you conducted last year and those planned for the current year.</p> | <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>Arts Infused Education Critical Reading Formative Assessment Engagement/Motivation INTEL Math Small Group Instruction Reteaching: Formative Assessment Differentiation</p> |
| <p>How have your training events targeted the needs of administrators, counselors, psychologists and support staff?</p> | <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 emotional needs of the gifted learner • ADE sponsored training on school improvement | <p>AAGT Conference AVID Conference PLC Conference</p> |
| <p>Describe the feedback received from post training evaluations. What did the participants say about the effectiveness?</p> | | <p>All district provided trainings have received 80% or above favorable responses on PD feedback form.</p> |

Parent and Community Involvement

| Question | Indicators | District description |
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| <p>How do you make your program philosophy, goals and recruitment procedures available to all parents?</p> | <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 | <ul style="list-style-type: none"> • General Gifted information is posted on the district's webpage and provided in site based newsletters. • Gifted information is provided by each site to their staff, parents and the community. • Gifted information regarding assessment, teacher recruitment procedures and making recommendations for gifted testing is emailed out to all district staff members at least three times a year. This information is also included in each school's newsletters that are available to parents. • Prior to testing, a child's parents are contacted and given a brochure of what it means to be tested and their rights regarding the assessment process. • After testing, parents are given additional brochures; explanation of the area of giftedness that their child qualifies for, parenting a gifted child and programs available within the district. • Gifted parents will be placed on a mailing list for PUSD's gifted newsletter. Notices will be updated on PUSD's |

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| | | website on gifted education. |
| How do you provide access to your scope and sequence for all parents? | <ul style="list-style-type: none"> • Gifted scope and sequence is distributed to all gifted parents, available in all school offices and website | The approved Gifted Education Scope and Sequence is available on PUSD's gifted education website. A copy may also be provided upon request from parents. |
| 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 | Parents are invited to support their child by serving on committees at each school site that support gifted education in the District. Each school site will have scheduled meetings for parent support groups. Parents are encouraged to share information, questions or concerns through the support groups. Notices of meetings, extracurricular activities and family events will be found on PUSD's website, newsletter and sent via the Gifted parent mailing list. |
| 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 | Parents of gifted children, staff and community are surveyed annually in the evaluation of the gifted program by each site. Gifted program options are explained 1X annually at a Site Council meeting. Community involvement can be any of the following: venues for job-shadowing and field trips, scheduled speakers on careers, financial volunteer expert support for school projects, and hosted workshops. |

Program Assessment

| Question | Indicators | District description |
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| <p>What data sources do you use to assess your programs effectiveness?</p> | <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>Both formal and informal surveys are conducted twice a year to determine teacher, parent, student and administrative needs. Additionally students are tracked for participation in the gifted program at their school site. Progress of gifted students' annual state testing will be tracked year to year and compared to the rest of PUSD population.</p> |
| <p>Describe how you use test data, both norm referenced and criterion referenced in your evaluation process.</p> | <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>Progress of gifted students will be tracked year to year and annual test data (AIMS, Galileo other state testing) compared to the rest of PUSD population. Twice a year, student class grades and identification will be reviewed and compared by the classroom teacher and gifted coordinator in monitoring progress of gifted student's individual student plan.</p> |
| <p>How do you use informal measures like surveys, open forums and teacher interviews to gather data?</p> | <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>PUSD looks for areas of improvement based on parent, student, teacher and administrative surveys. These surveys will assist in identifying trends, strengths, and areas of improvement. Programs are created or shifted to meet those needs.</p> |
| <p>What are your keys indicators that your program is positively affecting students?</p> | <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>Key indicators include student participation in classes of rigor, positive parent, teacher, and student feedback. Regular attendance and participation of students in classes, progress of Individual Student Plan and growth in AIMS scores indicate success with the gifted program.</p> |

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| <p>Describe the performance standards you have for all gifted students.</p> | <ul style="list-style-type: none"> • Meets or exceeds on annual AIMS assessment • Meets the individual learning goals established for the students • The gifted population demographics must reflect the same picture as the total school population | <ul style="list-style-type: none"> • PUSD will use testing instruments and procedures that will fairly assess our diverse student population for programs, special instruction and services. • PUSD will provide gifted students with the opportunity to achieve at the level of their intellect and ability through the development and implementation of a flexible system of viable program options. • PUSD will provide training to teachers and staff which will enable them to offer appropriate options and curricula for the gifted students. • PUSD will identify gifted and talented students from all populations reflective of the local school and community, including low-income, learning disabled, and culturally diverse students. • Gifted and talented students are expected to meet their individual learning goals that are part of their Individual Student Plan. Gifted and Talented students are expected to attend school and participate in gifted programs at their school site. |
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Budgeting

| Question | Indicators | District description |
|--|---|---|
| <p>What percentage of your supplemental allocation is used in the following categories: capitol expenditures, direct student services, professional development district coordination?</p> | <ul style="list-style-type: none"> • | <p>The gifted funds support student services at approximately 45% of the budget.</p> <p>The remainder of funds is allocated to testing supplies and professional development/Gifted conferences.</p> <p>No funds are allocated for capitol expenditures.</p> |
| <p>Describe the structure of your gifted education staffing including the ratio of teaching staff to the number of identified gifted students.</p> | <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? | <ul style="list-style-type: none"> • Differentiated instruction • Cluster grouping |
| <p>To what extent does the district support the funding of your gifted program? Please elaborate: be specific as to staff and financial resources</p> | <ul style="list-style-type: none"> • | <p>The Educational Services department administers the gifted assessments. The results are provided back to each individual school site as well as to the parents.</p> <p>At each individual site, the administrator identifies a lead teacher to assist with planning and differentiating/clustering of instruction for our gifted children.</p> <p>Staff with gifted students in their classrooms will be given the opportunity for professional development during the year.</p> |