

Question

ADE Indicators

District Description

What is your district’s definition of a gifted student and gifted education?

Multiple criteria consisting of verbal, quantitative, and nonverbal assessments
 97th percentile on state approved tests and services for students with scores at or above the 92nd percentile

 “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.” *House Bill 2552-Section 15-779*

Santa Cruz Elementary District #28 Approved Gifted Assessments:
 Students who score at or above the 97th percentile in one area on the Cognitive Abilities Assessment will be identified as “gifted”. Students who score at or above the 92nd percentile will be identified as “talented”. This assessment tests verbal, quantitative and non-verbal abilities.

 SCED #28 will ensure “programs and services for gifted pupils shall be provided as an integrated, differentiated learning experience during the regular school day” in compliance with *House Bill 2552/ Section 15-2779.02*.

Describe the philosophy of and goals for your gifted services program.

- Incorporate a K-8 gifted and talented program
- Modify instruction/curriculum to meet student needs

SCED #28 is committed to providing a quality educational experience for all students which identifies their unique differences in skills and learning styles. Students who are identified as eligible for gifted and talented education in a

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- Start where the student is academically and accelerate the pace of instruction
- Train as many teachers and staff as possible about the unique needs of gifted and talented students
- Develop a program that represents the diversity of the school and district

K-8 settings have the opportunity for small, homogenous group instruction from a highly-qualified, gifted-endorsed teacher that extends and enriches the grade level standards.

Students will participate in a “resource” model program where they are “pulled out” for a minimum of two (2) hours per week.

How do you group and deliver services to your K-2 students?

- Pull-out program and differentiated instruction within the regular classroom
- Specific instructional strategies tailored to the needs of the gifted and talented learner which include, but are not limited to: open-ended questioning, projects, and activities that focus on higher-order thinking skills

K-2 students are served through a pull-out program provided through regularly scheduled classes. Differentiated instruction with a focus on higher-order thinking skills. Creative thinking is emphasized in the program as well as the regular classroom.

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How do you group and deliver services to your 3-6 students?

- Pull-out program and differentiated instruction within the regular classroom
- Specific instructional strategies tailored to the needs of the gifted and talented learner which include, but are not limited to: open-ended questioning, projects, and activities that focus on higher-order thinking skills

3-6 students are served through a pull-out program provided through regularly scheduled classes. Differentiated instruction with an emphasis on critical and creative thinking is stressed. Problem-solving skills which include verbal, nonverbal/spatial, and mathematical reasoning are an integral part of the program.

How do you group and deliver services to your 7-8 students?

- Pull-out program and differentiated instruction within the regular classroom
- Specific instructional strategies tailored to the needs of the gifted and talented learner which include, but are not limited to: open-ended questioning, projects, and activities that focus on higher-order thinking skills.

7-8 students are served through a pull-out program provided through regularly scheduled classes. Differentiated instruction with an emphasis on critical and creative thinking is stressed. Problem-solving skills which include verbal, nonverbal/spatial, and mathematical reasoning are an integral part of the program.

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How do you group and deliver services to your 9-12 students?

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Describe how you integrate your program standards with the Arizona State Standards at each grade level.

- Use a curriculum mapping approach
- Testing for competency before teaching content
- Use vertical alignment strategies

Our gifted and talented program incorporates both cognitive and affective gifted strategies with full inclusion of the state standards. Differentiation modifications are made to product, process, environment, and content to enhance grade-level state standards. Students receive services that both accelerate and enrich their regular classroom experience, while still focusing on Arizona grade level standards in language arts, mathematics, science, and social studies. Gifted teacher conferences with student classroom teachers and parents to determine academic needs and the emotional support necessary for academic success.

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How do you involve parents in your program?

- Updated progress reports sent home twice a year during parent/ teacher conferences
- Periodic orientation/ communication meetings

Individual parent/teacher conferences are planned twice a year to coincide with the classroom conferences.

Student progress reports are sent home each semester. Parents are invited to participate in special events held throughout the school year.

How do you differentiate instruction (pace and pedagogy) to K-2 students? Please list several sample activities to illustrate your description.

- Training for teachers in flexible instructional groups
- Students identified in K-2 are pulled out of their regular classroom for 2 hours per week
- Focus is placed on acceleration, extension and enrichment of grade-level content
- Higher-level, critical thinking skills are taught

SCED #28 will ensure “programs and services for gifted pupils shall be provided as an integrated, differentiated learning experience during the regular school day.” *House Bill 2552/Section 15-2779.02*

SCED #28 teachers are trained to provide diverse students with differentiated programming. These services involve modification to content, process, product and environment.

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- Problem-solving strategies that promote verbal, quantitative, and nonverbal/spatial thinking include: Logic Puzzles, Architek blocks, Math Talk, and Wordly Wise
- Mini Projects that include research skills and creativity

How do you differentiate instruction (pace and pedagogy) to 3-6 students? Please list several sample activities to illustrate your description.

- Training for teachers in flexible instructional groups
- Students identified in 3-6 are pulled out of their regular classroom for 2 hours per week
- Focus is placed on acceleration, extension and enrichment of grade-level content
- Higher-level, critical thinking skills are taught
- Problem-solving strategies that promote verbal, quantitative, and nonverbal/spatial thinking include: Logic Puzzles,

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Hands-on Equations,
Blokus/SET, Word Beggles,
Wordly Wise, and Socratic
Seminar

- Units of study in Social Studies and Science
- Mini Projects that include research skills and creativity

during the regular school day.” *House Bill 2552/Section 15-2779.02*

SCED #28 teachers are trained to provide diverse students with differentiated programming. These services involve modification to content, process, product and environment.

How do you differentiate instruction (pace and pedagogy) to 7-8 students? Please list several sample activities to illustrate your description.

- Training for teachers in flexible instructional groups
- Students identified in 7-8 are pulled out of their regular classroom for 2 hours per week
- Focus is placed on acceleration, extension and enrichment of grade-level content
- Higher-level, critical thinking skills are taught

SCED #28 will ensure “programs and services for gifted pupils shall be provided as an integrated, differentiated learning experience during the regular school day.” *House Bill 2552/Section 15-2779.02*

SCED #28 teachers are trained to provide diverse students with differentiated programming. These services involve modification to content, process, product and environment.

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- Problem-solving strategies that promote verbal, quantitative, and nonverbal/spatial thinking include: Logic Puzzles, Hands-On Equations, Wordly Wise, and Socratic Seminar
- Units of study in Social Studies and Science
- Semester projects that promote creative/artistic thinking, independent research skills, critical thinking and simulations

How do you differentiate instruction (pace and pedagogy) to 9-12 students? Please list several sample activities to illustrate your description.

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What curricular materials do you use for grades K-2? Be specific.

Curricular materials are drawn, whenever possible, from the grade-level instructional calendar.

In addition, enrichment materials are added. They include: Lollipop Logic, Math Talk, Architek Blocks, and Wordly Wise.

Mini Projects that include research skills and creativity are also imbedded into the program.

What curricular materials do you use for grades 3-6? Be specific.

Curricular materials are drawn, whenever possible, from the grade-level instructional calendar.

In addition, enrichment materials are added. They include: Logix Puzzles, Hands-On Equations, Blokus, SET, Word Beggars, Wordly Wise, Touchstone (socratic seminar), and Wordly Wise.

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Also included are one Social Studies unit and one Science unit per year.

Mini Projects that include research skills and creativity are also imbedded into the program.

What curricular materials do you use for grades 7-8? Be specific.

Curricular materials are drawn, whenever possible, from the grade-level instructional calendar.

In addition, enrichment materials are added. They include: Logix Puzzles, Hands-On Equations, Philosophy for Kids, and Wordly Wise.

Also included are one Social Studies unit and one Science unit per year.

Semester projects that promote creative/artistic thinking, independent research skills, critical thinking and simulations are also imbedded into the program.

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What curricular materials do you use for grades 9-12? Be specific.

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Describe how your referral process for identification involves parents and staff.

- Recommendations from parents/staff
- Review of records on transfer students
- All new students will be tested
- The testing windows occur three times a year – Beginning of school year, Fall, and Winter

SCED #28 tests all new students with three testing windows in any given school year. Recommendations for gifted and talented testing are accepted from parents and staff. However, a students can only test once a year. If the students has already tested during the current school year, the recommendation will be addressed the following school year.

Transfer students will be accepted into the program once their scores have been verified.

Regular updates and presentations are provided at faculty meetings.

Program description and parameters are provided to all stakeholders.

Identification

Santa Cruz Elementary District #28 Gifted and Talented Education Program Scope and Sequence

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Describe your process for the identification of K-8 gifted students, including how your process addresses the variety of student environmental backgrounds.

SCED #28 uses the CogAT which is on the Arizona state-approved test list. Multiple criteria consisting of verbal, quantitative, and nonverbal assessments are included in this test battery.

SCED #28 provides services for gifted students who score at or above the 97th percentile on state approved tests as well as services for talented students with scores at or above the 92nd percentile.

At the gifted teacher's discretion, an alternate assessment may be recommended in addition to the Cognitive Abilities Test for individual students based on limited verbal skills, attention span, IEP, 504, or ELL status.

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Please list all the testing instruments and data points you use for gifted student identification and explain why you chose these instruments.

SCED #28 administers the Cognitive Abilities Test (CogAT) to students in K-8 grades.

If a student requires an alternate assessment due to limited verbal skills, attention span, IEP, 504, or ELL status, the Universal Nonverbal Intelligence Test (second edition) will be administered.

SCED #28 may “identify any number of pupils as gifted but shall identify as gifted at least those pupils who score at or above the ninety-seventh percentile, based on national norms, on a test adopted by the State Board of Education.” *House Bill 2552/Section 15-779.02*

“Identification of gifted pupils as provided in this subsection shall be based on tests or subtests that are demonstrated to be effective with special populations including those with a disability or difficulty with the English language.” *House Bill 2552/Section 15-779.01*

SCED #28 approves the administration of the following assessments to identify gifted and talented students:

The Cognitive Abilities Test will be administered to grades K-8. A score at or above the 97th percentile in one

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area is required for admission to the Gifted and Talented program. If a student scores at or above the 92nd percentile in one of the areas, they will be considered “talented” and are admitted to the program as well.

If a student requires an alternate assessment due to limited verbal skills, attention span, IEP, 504 status or ELL status; the Universal Nonverbal Intelligence Test (second edition) will be administered at the discretion of the Gifted teacher administering the assessment.

Acceptance will also be given to transfer students who have taken any Arizona state-approved gifted assessment and scored at or above the 97th percentile in any one of three areas—verbal, quantitative or non-verbal. A score at or above the 92nd percentile qualifies as talented.

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How do you inform parents and staff of your referral and identification process?

- Formal letters to parents
- Parent informational meetings
- School newsletter, Program brochure, School website

Parents and teachers are notified in writing of the availability of gifted eligibility testing schedules through newsletters and staff correspondence. Parents are advised of a referral for testing if the child is referred by anyone other than the parent and are given the opportunity to decline the assessment.

Once eligibility is determined, how do you inform parents of the decision and then handle an appeal of that decision?

- Formal letters
- Focus on data
- Parent meetings
- Meeting with Gifted Teacher and Principal

Parents are notified in writing of the results of the assessments. Students who do not meet eligibility requirements may be retested during the following school year.

How do you provide for the unique affective needs of your gifted students in grades K-6?

- Professional Development for teachers and staff
- Establish a parent support group, if needed

SCED #28 will provide common learning seminars for gifted students by grade level using a pull-out method. During “pull-out” sessions goals are

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Social & Emotional Development

targeted that address social and emotional skills including self-understanding and improved peer relationships

How do you provide for the unique affective needs of your gifted students in grades 7-8?

- Professional Development for teachers and staff
- Establish a parent support group, if needed
- Use peer tutoring and cooperative learning groups to enhance study skills and stress management.

SCED #28 will provide common learning seminars for gifted students by grade level using a pull-out method. During “pull-out” sessions goals are targeted that address social and emotional skills including self-understanding and improved peer relationships

How do you provide for the unique affective needs of your gifted students in grades 9-12?

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What specific orientation activities do you provide for parents and teachers regarding gifted students affective needs?

- Professional staff development for teachers and staff
- Provide literature about the unique needs of gifted students to teachers, staff, and parents
- Conduct locally developed parent nights

SCED #28 will have literature available for check out on the unique needs of gifted students.

We will also facilitate events that provide opportunity to meet teachers, discuss curricular and social skills information, provide goals, and showcase products or productions.

How do you monitor, identify, and provide assistance to “at risk” gifted students?

- Create an open ended referral process for parents, students and teachers to have access to counseling services on an as needed basis
- Monitor and assess concerns in a timely manner
- Assist individual students who have unique needs, especially those who may be experiencing barriers to academic, career development, and personal/social success

K-8 gifted concerns are monitored both academically and emotionally by their gifted teacher, their classroom teacher, and through parent conferences. Students that are “at risk” are referred to counseling services, if needed, for further support. In some cases, a child study team will discuss how to meet student needs. Parents are informed of student issues and participate in providing further information.

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How do you regularly provide opportunities for regular classroom teachers and gifted teachers to receive specialized training about working with gifted students?

- In-service, training, staff development, professional growth plans
- Attendance opportunities at conferences, off-campus workshops, and training in gifted education
- Provide instructional materials regarding the gifted learner
- Join the Arizona Association for Gifted and Talented (AAGT)

Endorsed teachers as well as regular classroom teachers have the opportunity to attend off-campus workshops and training in gifted development.

A professional library of materials is being developed to provide teachers and staff with specific information and strategies in addressing the needs of identified gifted students.

How have your training events targeted the needs of administrators, counselors, psychologists, and support staff?

- Specific training events for administrators on how to support gifted education in their schools
- Training for staff in the social and emotional needs of the gifted learner
- On-going training and professional development for gifted-endorsed teachers

Gifted endorsed teachers will attend the annual AAGT conference during the 2016-2017 school year.

SCED #28 is currently examining various professional development opportunities for the up-coming school year.

All staff and faculty are included in site-based gifted education training.

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Describe the feedback received from post-training evaluations.

All participants appreciate the opportunity to gain more information regarding the unique needs and best practice strategies for Gifted and Talented students.

On an annual basis, SCED #28 will review the Gifted and Talented Department and its services through a Quality Service Survey. Additionally, informal visits and conversations assist the G & T team in determining if professional/staff development is working and having a positive impact.

How do you make your program philosophy, goals, and recruitment procedures available to parents?

- Gifted Scope and Sequence available in the school office and on the district web site
- Parent Orientation Meetings
- Parent/Teacher conferences
- District newsletter and web site

Gifted/Talented teacher regularly participates in parent/teacher conferences.

SCED #28 program information is provided in school newsletters and on the district website concerning upcoming activities, testing, etc.

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We will provide consistency in programming and opportunities from grade to grade.

How do you involve parents and the gifted community in the evaluation of your program?

- Surveys, personal interviews, orientation meetings
- End of year presentations

Parents, students, and teachers complete satisfaction surveys.

What data sources do you use to assess your program’s effectiveness?

- Surveys from parents, students, and teachers
- Standardized test scores
- AZMerit performance scores

Annual assessment information is disaggregated for Identified Gifted Students as a subgroup.

Describe how you use test data, both norm referenced and criterion referenced in your evaluation process.

Track the progress of gifted students year to year.

Compare scores of gifted students with the rest of the population to assess differences.

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Compare students' class grades to identification scores.

How do you use informal measures like surveys, open forums, and teacher interviews to gather data?

- Look for trends, common strengths, weaknesses and areas for improvement in parent surveys and teacher interviews
- Direct observation of the program in action

Administrator provides constructive feedback to endorsed teacher as a part of the teacher evaluation process.

Parents and teachers provide feedback in satisfaction surveys and participation in the different facets of the program.

What are your key indicators that your program is positively affecting students?

- Student interest, excitement with the program
- Parental positive feedback
- Students test score analysis
- Stays with the program
- Regular attendance in class

There are a variety of indicators that demonstrate positive gifted programming affecting student academic and affective growth, including:

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- Student interest and excitement— determined by analyzing survey responses and through class participation
- Positive teacher feedback— determined by analyzing survey responses
- Positive parental feedback— determined by analyzing survey responses
- Data analysis—both performance and academic based
- Student attendance

Describe the performance standards you have for all gifted students.

- Meets individualized learning goals established for the students
- The gifted population demographics reflect the same picture as the total school population

The SCED #28 sends home a progress report twice a year. It contains the following performance criteria:

- Intellectual Curiosity
- Creative Behaviors
- Reasoning Skills
- Verbal and Quantitative Facility

Budgeting

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- Nonverbal Reasoning
- Concentration
- Independence in Work Habits
- Responsibility
- Social Development

What percentage of your supplemental allocation is used in the following categories: capital expenditures, direct student services, professional development and district coordination?

Gifted services are financed by district funds, pursuant to *A.R.S. 15-779*

SCED #28 Gifted and Talented Education Services are funded by the District’s Maintenance & Operation (M&O) funds. The district annual financial report includes reporting of the amount of monies spent on our program.

Describe the structure of your gifted education staffing including the ratio of teaching staff to the number of identified gifted students.

- 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?

SCED #28 employs one highly qualified gifted endorsed teacher.

Our K-8 pull-out program consists of 2 hours per week at each grade level.

Class size ratios vary per grade level. Class sizes are usually smaller than 6:1.

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To what extent does the district support the funding of your gifted and talented program? Please elaborate: be specific as to staff and financial resources.

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- Teacher salaries?
- Rooms, appropriately equipped?
- Professional development?
- Funding for a Director?
- Testing supplies?
- Administrative support?

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SCED #28 is supportive of its gifted and talented program. Assistance is provided in the following manner:

The gifted teacher salary and benefits are district funded.

The classroom is appropriately equipped and is permanently located on site.

SCED #28 allots a certain amount of money for supplemental materials and testing supplies for the gifted teacher's classroom.

The district allows Tax Credit dollars to be spent on Gifted related services.

The gifted teacher is included on all district related professional development, on-site learning communities, study groups, grade level groups, teacher training, faculty meetings and as presenters for teachers education, and Performance Based Pay Planning and monies.