

# St. David Unified School District #21

## Gifted and Talented Education Scope and Sequence

### I. PROGRAM DESIGN

- Philosophy

The mission of the Arizona Department of Education and of the St. David Unified School District is to nurture academic excellence and improve student achievement among all 480 students in this K-12 rural environment. To this end, the District is committed to providing gifted students special education services which will help them develop their unique talents. The program for gifted students is designed to aid in the optimum development of intellectual, emotional and social abilities. This will be accomplished through varied placement options and a differentiated, challenging curriculum. There are currently seven (7) identified gifted students in the district.

- Definition

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. (A.R.S. 15.779)

The Board requires that expanded academic course offerings, programs and supplemental services be provided as an integral part of the regular school day to gifted pupils identified in accord with relevant statutes. In addition, transfer students previously identified as gifted by another district or charter school shall, within a reasonable and timely period, have determined whether they are to receive gifted education in this district and if so have the program provided without unreasonable delay. (District Policy IHBB)

A gifted student will attain a 97% on a state approved test (refer to Appendix C) or demonstrate that he/she has the ability to achieve at a superior level based upon multiple quantitative criteria. Specific criteria can be found in Section III: Identification.

- Program Goals

- To promote mastery of state standards from kindergarten through 12<sup>th</sup> grade
- To enrich, accelerate and/or modify the curriculum
- To provide a qualitatively differentiated curriculum that addresses content, process, product and learning environment
- To develop critical and creative thinking skills
- To develop independent study and research skills
- To develop self motivation
- To develop self-concept and interpersonal skills
- To develop higher order thinking skills
- To train teaching staff about the unique needs of gifted students

- Service Delivery (There is currently one specialist who is qualified for the gifted endorsement. Support services are available in the areas of counseling, psychologist and consultants)

- Grades K-2
  - Differentiated instruction within the regular classroom: enrichment, accelerated content, cluster grouping
  - Instructional strategies tailored to the needs of the gifted student , i.e. open-ended questioning, projects
  - Focus direct instruction, projects and activities on the upper strands of Bloom’s Taxonomy: Analysis, Synthesis and Evaluation
  
- Grades 3-6
  - Differentiated instruction within the regular classroom: enrichment, accelerated content, cluster grouping
  - Multi-age classrooms
  - Interdisciplinary courses
  - Instructional strategies tailored to the needs of the gifted student, i.e. open-ended questioning and projects
  - Focus direct instruction, projects and activities on the upper strands of Bloom’s Taxonomy: Analysis, Synthesis and Evaluation
  
- Grades 7-8
  - Content-driven
  - Accelerated learning
  - Honors classes
  - Flexible grouping/multi-age courses
  - Interdisciplinary courses
  - Independent Study
  - A+ Alternative Learning Program
  
- Grades 9-12
  - Content-driven
  - Accelerated learning
  - Honors classes
  - Flexible scheduling
  - Interdisciplinary courses
  - Independent Study
  - A+ Alternative Learning Program
  - Dual and reverse credit via Cochise Community College
  
- AZ Standard Integration
 

The District teaching staff will use Beyond Textbooks as its instructional base. Content objectives are aligned to state standards; instructional calendars are created; and in turn lesson plans are generated. On the annual Gifted Progress Report, each student will be evaluated on the standards in their specific area(s) of giftedness.
  
- Parent Involvement
 

The annual parent meeting is held in September when parent input is generated for changes in program design.

## II. CURRICULUM AND INSTRUCTION

- Grades K-2
  - Training for teachers: groupings, accelerated learning opportunities, IDEAL
  - Students are engaged in challenging activities and projects which extend beyond classroom learning
  - Students participate in local, county and state competitions, i.e. Science Fair
  - Students are given higher level curricular materials, i.e., enrichment assignments
  
- Grades 3-6
  - Training for teachers: IDEAL
  - Students are engaged in challenging activities and projects which extend beyond classroom learning
  - Students participate in local, county and state competitions, i.e. Science Fair
  - Students are given higher level curricular materials, i.e., enrichment assignments
  - Students are eligible for Junior High School courses
  
- Grades 7-8
  - Training for teachers: A+ Alternative Program, IDEAL
  - Students are engaged in challenging activities and projects which extend beyond classroom learning
  - Students participate in local, county and state competitions, i.e. Science Fair
  - Students are given higher level curricular materials, i.e., enrichment assignments
  - Students are eligible for high school courses
  - Students participate in Knowledge Bowl
  
- Grades 9-12
  - Training for teachers: A+ Alternative Program, IDEAL
  - Students are enrolled in advanced level coursework, including dual/reverse college credit (Business, Math, Social Studies, Spanish, Nursing and Culinary Arts)
  - Students engage in research-related field trips
  - Students engage in seminars and training opportunities
  - Students are given internships
  - Mentors are assigned to individual students
  - Students participate in Knowledge Bowl

### III. IDENTIFICATION

- Referral Process
  - Program description and referral process on website
  - Opportunity for testing is open all year
  - Recommendations from staff (teachers, counselors, administrators), parents or student self-referral in writing will begin the process
  - Review of cumulative records
  - Child Study Team discussion
  - Letter to, or conference with, parent regarding referral and identification process
  
- Screening Process (based on a point system). A Screening Committee is formed to evaluate the following components:
  - AIMS results which indicates an *exceeds* in Reading/Writing or Math over a two-year period and/or Terra Nova results which indicate a 96<sup>th</sup> %
  - Teacher input re: classroom performance which indicates above average ability
  - Interviews
  - Checklists
  - Child Study Team recommendations
  - Intellectual ability test results which indicate at least a 97% percentile in one of the following areas: verbal, non-verbal or quantitative
  - Social/Emotional indicator results
  - Any other alternative assessment, portfolio data or informal evaluation data that may be available
  
- Testing Instruments Used (Parents will be given advanced notice of any testing and they will the opportunity to decline)
  - AIMS or Terra Nova for achievement results
  - Student grades for achievement results
  - The state-approved achievement tests: Cogat, WISC-R and/or Woodcock Johnson
  - Checklist(s) for learning, creativity, motivation, and leadership
  - Parent questionnaire for additional information regarding social/emotional needs
  
- Placement/Appeal Process
  - Formal meeting with parent and teaching staff
  - Summary discussion of data within thirty (30) days of obtaining test results
  - Determination made
  - Program options determined
  - In the event that the results are challenged, the school psychologist (with parent permission) will give an Intelligence Test per the list in Appendix C. A student will be placed if his/her IQ score is 130 or greater on any of the scales (verbal, performance or full scale).

#### **IV. SOCIAL AND EMOTIONAL DEVELOPMENT**

- Grades K-6
  - Grade level seminars to train teachers how to work with the gifted student
  - Coordination of affective activities, i.e. seminars/counseling services for teachers and students
  - Provide an experiential/hands-on learning approach
  - Provide learning seminars/classes for students
  - Encourage the formation of a parent support group
  
- Grades 7-8
  - Incorporate activities into an honors program which extend focus on social/emotional development
  - Provide an experiential/hands-on learning approach
  - Provide learning seminars/classes for students
  - Encourage the formation of a parent support group
  
- Grades 9-12
  - Student learning/discussion groups
  - Assign an itinerant teacher to work with gifted students
  - Seminars to train teachers, counselors and administrators
  - Concurrent/dual enrollment in college classes
  - Encourage the formation of a parent support group
  
- Teacher/Parent Orientation Activities
  - Provide information to staff and parents via website, seminars and workshops
  - Conduct parent nights
  
- Identification of At-Risk Students
  - Open-ended referral process
  - Counseling on a as-needed basis
  - Alternative credit recovery and enrichment program
  - Competency/challenge testing in core subjects to allow students to progress/earn credit

## V. PROFESSIONAL DEVELOPMENT

### A. Staff Opportunities

- Title II Grant money is available for staff attendance at workshops and conferences
- Materials are made available upon request
- District organizes workshops which address gifted student needs
- Director's Institute
- Parapro Training
- Training for administration, psychologist and counselors

### B. Types of Training

- Attendance at the Arizona Association for Gifted and Talented (AAGT) annual conference
- Beyond Textbooks/Instructional Calendars
- Technology Trainings: IDEAL, Intel, A+ Alternative Learning Program
- Program Overview for all Staff

### C. Correlation to Needs

- Beyond Textbooks/Instructional Calendars ensures alignment to standards and incorporation of enrichment activities
- Technology Training encourages teachers to incorporate additional activities into the curriculum, i.e. use of technology in the classroom
- Introduction and continual use of IDEAL allows teachers to glean additional resources for use with gifted students

### D. Feedback/Evaluation

- Staff indicated more time is necessary for collaboration and planning
- Additional information is necessary regarding the referral process for potential gifted students
- Additional information is necessary for the delivery of services for identified gifted students

## **VI. PARENT AND COMMUNITY INVOLVEMENT**

### A. Access to Program Scope and Sequence

- Parents receive copy of scope and sequence and/or attend the annual program presentation in September
- Open House
- Parent – Teacher Conferences
- Website
- School Offices

### B. Parent Involvement in District committees

- Parent Newsletter invitation to attend
- Schedule of meetings on the District calendar located on the website

### C. Involvement in Program Evaluation

- Surveys, inventory or questionnaire completed on an annual basis
- Parent Council meeting – agenda item
- Presentations to the Board

## VII. PROGRAM ASSESSMENT

### A. Student Performance Standards

- Exceeds standards on AIMS/Terra Nova
- Meets individual learning goal by completing all objectives at a 90-99% rate, i.e. grades, projects, progress reports and achievement tests
- Above average classroom participation on a daily basis

### B. Data Sources

- Dibels
- Accelerated Reader
- AIMS or Terra Nova results
- Galileo Benchmark Testing Results
- Arizona Learns "Z" score
- SAT/ACT scores
- GPA/Course grades
- Surveys: parent, students, and teachers

### C. Analysis of Data

- Annually track progress of students: group and individual results
- Compare gifted students' results with non-gifted students to assess differences
- On-going class or course grades compared to initial identification test results
- Trends which point out program strengths and weaknesses

### D. Indicators of Program Success

- Student interest in program options
- Parent reactions/feedback
- Test result analysis
- Drop-out Rate
- Attendance



## VIII. BUDGETING

### A. District Allocations\*

- Instructional Support (teachers and materials)
- Capital Expenses (classrooms and equipment)
- Professional Development
- Administrative Support

### B. Teacher/Student Ratio

- K-5 services have been provided by receiving enrichment opportunities within the regular classroom, with the gifted teacher available as a resource person for the teacher, so the ratio varies.
- Since the Middle and Senior High School students have the option of enrolling in a gifted enrichment period in the resource room or to enroll in dual credit classes/concurrent enrollment in a college or university, the ratio varies accordingly.
- Future focus could include team-teaching within the regular classroom setting which would reduce the teacher/student ratio.

\*All allocations are currently being taken out of the general district budget, with the exception of some staff development which has been and will continue to be funded with Title II monies and Gifted funds, as appropriate.

## **IX. APPENDIX**

- A. Board Policy IHBB
- B. Gifted Education Endorsement Criteria
- C. State Board Approved Test List
- D. Gifted Education Resources