

# Scope and Sequence Criteria

Governing Board Review and Approval: January 24, 2017

<b>Program Design</b>	
Question	Indicators
<p>What is your district's definition of a gifted student and gifted education?</p>	<ul style="list-style-type: none"> <li>• Multiple criteria, non-verbal, verbal and quantitative</li> <li>• 97% on state approved tests or services for students with borderline scores</li> <li>• Read the state definition and incorporate it into your local district</li> </ul>
<p>Students with exceptional abilities and talents are found in all cultural and linguistic groups, in all economic levels, in all geographic areas of the state, in all domains of intelligence and in groups of individuals who also have disabilities. The official definition of "gifted child" is found in Arizona Revised Statute § 15-779.</p> <p>"Gifted child" 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 his intellect and ability." (A.R.S. 15-779)1</p> <p>Although each gifted student is unique, gifted students do have some characteristics in common. They usually are swift and efficient learners, may make intuitive leaps, quickly sense patterns in information, ask themselves questions about perceived patterns in order to understand them, analyze relationships, and form connections among stored concepts and related bits of new information to modify their existing knowledge base. In their area of interest, they are able to construct clear mental maps that organize concepts efficiently; they are able to think flexibly about new possibilities, and they thrive on questions and problems that have a wide range of possible answers instead of those that have one correct answer.</p> <p>Gifted students develop asynchronously. This means that they are intellectually advanced in one or more areas yet may have difficulties or be very average in other areas. Their motor skills may or may not match those of other same age children. The same is true for social skills. In addition, social skills may be advanced. Young gifted children progress through developmental milestones more rapidly, and sometimes prefer to associate with older children or adults who are more likely to understand their vocabulary and the complexity of their ideas.</p>	

One important point is that gifted students of the same age are not alike. There are differences between moderately gifted, highly gifted, and profoundly gifted students that may require as much curriculum differentiation within the group as is necessary between moderately gifted students and their non-gifted peers. Program modifications for gifted students must be sufficiently varied and flexible that these students can be provided challenging learning experiences and appropriate resources.

Describe the Philosophy and Goals for your gifted program.

- 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

Statement of Purpose: Based on the unique needs and characteristics of students identified as gifted, the mission of the QCUSD is to provide an array of services to meet the academic, social, and emotional needs of these students in our community.

Appropriate curriculum for gifted students must be qualitatively different from the regular school program. As the governing board and staff of QCUSD are committed to the encouragement of excellence and optimal talent development among gifted students, the district has developed a comprehensive program of educational interventions to meet the needs of our gifted students. The modifications to meet these diverse needs include:

- The curriculum for gifted students will encompass a high level of cognitive concepts and processes beyond those provided in the regular school program
- Direct instruction differentiation of the subject matter and enrichment opportunities will facilitate the development of skills in critical thinking, creativity, inductive/deductive reasoning, and problem solving.
- Broad themes, appropriate to several disciplines, will be used to provide the stimulus to help students build cohesive understanding of the inter-relationships among various disciplines.
- Learning environments will incorporate activities to help students develop the following traits and skills: independence, openness to new ideas, innovation, exploration, self-monitoring, critical and creative expression, planning, risk taking and decision-making and other executive thinking process.
- Students will be encouraged and enabled to conduct in-depth study and research within a specific academic discipline or within an area of personal interest.

- Meeting the unique cognitive affective, social and personal needs of gifted students will be an integral part of the program.
- The diversity of individuals and cultures will be honored and integrated into substantive curricular content.
- Provisions will be made for gifted students who are Limited English Proficient or with special needs to facilitate successful interaction with gifted peers and achievement of individual goals.
- Refine critical thinking skills by being involved in multi-faceted assignments and projects.

The Queen Creek School District implements the following curriculum modifications to differentiate programs for gifted learners:

1. For all identified gifted learners grades K-5:
  - a. Gifted learners are taught at grade level and instructional level based on their cognitive abilities scores, using differentiated instruction for each subject area.
2. For all identified gifted learners grades 6- 8:
  - a. Honors classes
  - b. Independent study
3. For all identified gifted learners grades 9-12:
  - c. Advanced Placement
  - d. Dual enrollment
4. Additional program options:
  - a. Content acceleration, compacting or testing out
  - b. Grade acceleration – single subject
  - c. Grade acceleration, skipping one or more grades
  - d. Participation in academic competitions
  - e. Integrated cross-disciplinary program
  - f. Supplemental enrichment program K-5

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

- 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

How do you group and deliver services to your 3-6 students?	<ul style="list-style-type: none"> <li>• Self-contained, cluster, pull out or differentiated instruction within the regular classroom</li> <li>• Specific instructional strategies tailored to the needs of the gifted learner, open ended questioning, projects, activities that focus on higher order thinking skills</li> </ul>																		
How do you group and deliver services to your 7-8 students?	<ul style="list-style-type: none"> <li>• Specific instructional strategies tailored to the needs of the gifted learner, open ended questioning, projects, activities that focus on higher order thinking skills</li> <li>• Content driven, accelerated learning, honors classes, flexible grouping</li> </ul>																		
<p><b>Programming:</b></p> <p>K-5 students identified as gifted are serviced at their sites. For students that are identified in K-1, Gifted Teachers Gifted Teachers are provided with professional development in gifted education, and facilitate with the planning and implementation of curriculum and instruction through regularly scheduled Gifted Teacher professional learning committee meetings. Additionally, Gifted Teachers work with mainstream classroom teachers to help differentiate curriculum for gifted learners.</p> <p><b>Program features:</b></p> <ul style="list-style-type: none"> <li>• Emphasis on 21st Century Skills</li> <li>• Collaboration, Communication, Creativity, Critical Thinking</li> <li>• Curriculum compacting</li> <li>• Integrated technology</li> <li>• Personalization</li> <li>• Core content</li> <li>• Enrichment through differentiated grouping</li> </ul> <p><b>Delivery Models for Gifted Education</b></p> <table data-bbox="296 1008 1102 1373"> <tr> <td>Grade K</td> <td>Consultation / Pullout</td> </tr> <tr> <td>Grade 1</td> <td>Consultation / Pullout</td> </tr> <tr> <td>Grade 2</td> <td>Pullout – 1 day per week</td> </tr> <tr> <td>Grade 3</td> <td>Pullout – 1 day per week</td> </tr> <tr> <td>Grade 4</td> <td>Pullout – 1 day per week</td> </tr> <tr> <td>Grade 5</td> <td>Pullout – 1 day per week</td> </tr> <tr> <td>Grade 6</td> <td>Honors Class(s) / AP Prep – Middle School</td> </tr> <tr> <td>Grade 7</td> <td>Honors Class(s) / AP Prep – Middle School</td> </tr> <tr> <td>Grade 8</td> <td>Honors Class(s) / AP Prep – Middle School</td> </tr> </table>		Grade K	Consultation / Pullout	Grade 1	Consultation / Pullout	Grade 2	Pullout – 1 day per week	Grade 3	Pullout – 1 day per week	Grade 4	Pullout – 1 day per week	Grade 5	Pullout – 1 day per week	Grade 6	Honors Class(s) / AP Prep – Middle School	Grade 7	Honors Class(s) / AP Prep – Middle School	Grade 8	Honors Class(s) / AP Prep – Middle School
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How do you group and deliver services to your 9-12 students?	<ul style="list-style-type: none"> <li>• Specific instructional strategies tailored to the needs of the gifted learner, open ended questioning, projects, activities that focus on higher order thinking skills</li> <li>• Content driven, accelerated learning, honors classes, AP/IB classes, flexible grouping and/or scheduling</li> </ul>																		

High school students who are identified as gifted are supported through the academic counselors at each school site in choosing classes and programs that best fit their needs.

- Grade 9 Honors Class(s), Pre-AP Class(s) – High School
- Grade 10 Honors Class(s), Pre-AP Class(s) – High School
- Grade 11 Honors Class(s), AP Class(s), Dual Enrollment – High School
- Grade 12 Honors Class(s), AP Class(s), Dual Enrollment – High School

Additional high school resources

- Advanced Placement Programs are college-level courses and the College Entrance Examination Board governs examinations. Students who attain acceptable scores on the exams may qualify for college credits, advanced placement, or exemption from certain courses. Students are expected to take the AP exam in the spring but are not required for High School Credit. A fee is required for each AP exam. Several courses in the curriculum are designed to prepare students for the AP exams. These courses are designated “AP” in the course description section of this guide. Students enrolled in a third or fourth year foreign language course are also expected to take the AP exams. Specific prerequisite and course requirements are stated in the individual course descriptions. Students are encouraged to check with colleges of choice to verify AP credit acceptance.
- Credit for college courses, while attending high school, can be earned through dual enrollment courses. Queen Creek High School and Maricopa Community Colleges have designed a cooperative program for a variety of courses that allows students to earn both high school and college credit. These classes are held on the high school campus as part of the regular school day. If students are to receive community college credit, they must pay community college tuition and purchase the required textbook. They may also need to pass the ASSET or Accuplacer test. The registration and tuition payment process will be handled in the individual courses. Upon successful completion of these courses, students may transfer the credits to other colleges or universities although each institution may vary in its acceptance and applicability of any transfer credit. Courses that may be offered for community college credit are noted in the course description catalog.

Courses Offered are listed under Curriculum and Instruction

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

Gifted curriculum is aligned with state standards at each grade level, assuring that the content of the standards is covered and providing for enriched content to meet the needs of gifted students.

QCUSD defines gifted education as services and coursework that provide extended learning opportunities focused on the cognitive and affective needs of gifted students. Gifted Education services in QCUSD are inclusive of all school populations and student demographics, and consist of integrated, differentiated learning experiences. The array of gifted education services in QCUSD incorporates and addresses:

- customized curriculum
- flexible grouping and pacing
- creativity and problem solving
- differentiated instruction
- continuity and continual progress
- interaction with other gifted students
- social and emotional needs of gifted students

How do you involve parents in your program?

- Periodic orientation/communication meetings
- Provide information about summer programs like Johns Hopkins, ASU and U of A.
- Newsletters, parent support groups

**Parent Collaboration & Community Involvement**

- Welcome letter and program explanation
- Parent Handbook
- Gifted focus during curriculum night
- Gifted information for parents meetings
- District websites
- Parent / Teacher meetings
- District Gifted Curriculum meeting

# Curriculum and Instruction

Question	Indicators
<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"> <li>• Training for teachers in flexible instructional groups</li> <li>• Provide for acceleration through extended literature, novels, math word problems, graph interpretation etc.</li> <li>• Establish a rubric for the pedagogy to be appropriately applied for this level</li> </ul>
<ul style="list-style-type: none"> <li>• Professional development provided to classroom teacher with a focus on differentiated instruction, including the use of flexible grouping</li> <li>• Project based and problem based learning activities are used to allow for individual interest and ability levels</li> <li>• Use of assessment information to form appropriate instructional groups</li> </ul>	
<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"> <li>• Training for teachers in flexible instructional groups</li> <li>• Provide for acceleration through extended literature, novels, math word problems, graph interpretation etc.</li> <li>• Establish a rubric for the pedagogy to be appropriately applied for this level</li> </ul>
<ul style="list-style-type: none"> <li>• Professional development provided to classroom teacher with a focus on differentiated instruction, including the use of flexible grouping</li> <li>• Project based and problem based learning activities are used to allow for individual interest and ability levels</li> <li>• Use of assessment information to form appropriate instructional groups</li> </ul>	
<p>How do you differentiate instruction (pace and pedagogy) to 6-8 students? Please list several sample activities to illustrate your description.</p>	<ul style="list-style-type: none"> <li>• Training for teachers in flexible instructional groups</li> <li>• Provide for acceleration through extended literature, novels, math word problems, graph interpretation etc.</li> <li>• Develop an honors curriculum for gifted students Establish a rubric for the pedagogy to be appropriately applied for this level</li> <li>• Use real world connections, simulations, Mock Trial, etc.</li> </ul>
<ul style="list-style-type: none"> <li>• Professional development provided to classroom teacher with a focus on differentiated instruction, including the use of flexible grouping</li> <li>• Use of accelerated and enhanced honor courses in Math, Language Arts, Science and Social studies</li> <li>• Use of assessments for 6-8 grade students, in order to identify honors placement</li> </ul>	
<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"> <li>• Training for teachers in flexible instructional groups</li> <li>• Provide for acceleration through extended literature, novels, math word problems, graph interpretation etc.</li> <li>• Provide AP/IB coursework for student Establish a rubric for the pedagogy to be appropriately applied for this levels</li> </ul>

- Professional development provided to classroom teacher with a focus on differentiated instruction, including the use of flexible grouping
- Advanced Placement and Dual Enrollment courses
- The high school assigns a counselor to oversee the unique needs of 9-12 gifted students. Each student receives an Education and Career Action Plan (e-CAP) that incorporates the student's strengths and interests into an individual four year course guide. The e-CAP is reviewed and updated annually. The counselor meets regularly with the students to assure that the plan continues to meet the gifted students unique needs. Counselors are provided training in the social emotional needs of gifted students and advocating for their needs to teachers. Counselors work with teachers to provide a smooth matriculation from 8th grade to high school for gifted students.

#### Courses Offered

#### ENGLISH

English 11 Honors – Grade Level: 11 Dual Enrollment Credit ENH110-113

AP Language and Composition – Grade Level: 11

English 12 Honors – Grade Level: 12 Dual Enrollment Credit ENG101-102

AP Literature and Composition – Grade Level: 12

#### MATH

College Pre-Calculus – Grade Level: 11, 12 Dual Enrollment Credit MAT152/182

Honors College Pre-Calculus – Grade Level: 11, 12 Dual Enrollment Credit MAT187

AP Honors Calculus – Grade Level: 12 Dual Enrollment Credit MAT221

#### SCIENCE

AP Biology – Grade Level: 11, 12 Dual Enrollment Credit BIO101-107

AP Chemistry – Grade Level: 11, 12

AP Physics 1 – Grade Level: 11, 12

AP Physics 2 – Grade Level: 12

#### SOCIAL STUDIES

AP World History – Grade Level: 10, 11, 12

AP US History – Grade Level 11, 12

What curricular materials do you use for grades K-5?

Be specific.

#### Curriculum & Instruction

- District adopted core curriculum
- Computer Programs and Applications
- STEM



- Problem based learning activities
- Collaborative learning tools
- Microsoft Office
- Froguts Virtual Dissections
- Engineering is Elementary
- Rubik's Cubes

What curricular materials do you use for grades 6-8?

Be specific.

Curriculum & Instruction

- District adopted core curriculum
- Foreign language development
- Computer Programs and Applications
- STEM
- Collaborative learning tools
- Google Docs
- Honors courses

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

Be specific.

Advanced High School Coursework

- AP courses
- Career and Technical Education courses
- Career and Technical student organizations
- Dual Enrollment courses

# Identification

Question	Indicators
<p>Describe how your referral process for identification involves parents and staff.</p>	<ul style="list-style-type: none"> <li>• Recommendations from parents/staff</li> <li>• Review of records and answers on transfer forms</li> <li>• Announcements/newsletters to parents</li> <li>• Referrals from counselors, administrators or support staff</li> <li>• In-service training for all staff and parents</li> <li>• Program description provided to all stakeholders</li> </ul>
<p>Referral forms are available at each school site and on the district wiki. Parents may make a request for testing by contacting their child’s classroom teacher or the site specialist. Parents of students transferring into the District are provided a form that allows them to indicate whether their student had previous gifted services. Those forms are forwarded to the site specialist. The site specialist reviews documents upon receipt. Parents are notified in writing of the student’s eligibility and given referral for testing information if appropriate.</p>	
<p>Describe your process for the identification of K-12 gifted students, including how your process addresses the variety of student environmental backgrounds.</p>	<ul style="list-style-type: none"> <li>• Use a matrix for underrepresented students including at risk, ELL and equity compared to school population</li> <li>• Arizona Assessment Scores</li> <li>• Use of non-verbal tests</li> <li>• Multiple measures</li> <li>• Personal interviews</li> <li>• Performance in honors/AP/IB classes</li> <li>• Service 97%, but what about 96,95, 94 and others</li> </ul>
<ul style="list-style-type: none"> <li>• The district will offer testing three times per school year in the fall, winter, and spring.</li> <li>• The upcoming testing sessions are announced to the staff and posted on the district website.</li> <li>• AZMerit scores are reviewed and evaluated, when available and appropriate as part of the screening devices for possible gifted testing.</li> <li>• Report card grades are considered at the high school level.</li> <li>• Teachers can refer an parents can request gifted testing</li> <li>• Teachers and parents are given a Gifted Referral form to complete in grades K-5.</li> <li>• Prior to testing, a letter is sent home with a permission slip (grades K-5), a Parent’s Right statement, a description of the test to be given and the dates and times that the testing will take place.</li> <li>• Parent reserve the right to refuse testing</li> <li>• Testing is primarily administered using the CogAT.</li> <li>• Eligible students who score in the 97<sup>th</sup> percentile in any one area of the CogAT are admitted to the program within 7 – 10 days. Students who score in the 95-96<sup>th</sup> are put in the program as probation and are monitored each semester.</li> </ul>	

<ul style="list-style-type: none"> <li>• Students who score at or above the 97 percentile on any State Board approved test submitted by other LEAs or qualified professionals will be admitted to the program within 7 – 10 days upon receipt of the scores.</li> <li>• Transfer students who have previously scored at or above the 97 percentile on any State Board approved test from previous districts shall be evaluated and placed in the program with 7-10 days upon receipt of the records.</li> </ul>	
<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"> <li>• CogAT, Raven, Naglieri</li> <li>• Students grades</li> <li>• Gifted Characteristics Checklists</li> <li>• Student, teacher, parent input</li> <li>• State approved testing list</li> <li>• Standardized Testing results</li> </ul>
<p>QCUSD gifted assessments ensure fairness to the Districts ethnically diverse population. The assessment battery includes tools that are language-free and culturally unbiased to provide equal opportunities for identification of the Districts English language learners and culturally diverse students.</p> <ul style="list-style-type: none"> <li>• The Cognitive Abilities Test (CogAT).</li> <li>• Kauffman Assessment Battery of Children (KABC II )</li> </ul>	
<p>How do you inform parents and staff of your referral and identification process?</p>	<ul style="list-style-type: none"> <li>• Formal letters to parents</li> <li>• Parent informational meetings, conferences</li> <li>• School newsletters/website</li> </ul>
<ul style="list-style-type: none"> <li>• Email</li> <li>• Staff Meetings</li> <li>• Website</li> <li>• Brochure</li> <li>• Parent/Teacher Conferences</li> </ul>	
<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"> <li>• Formal letters</li> <li>• Focus on data</li> <li>• Parent meetings</li> <li>• Meeting with teacher. Principal and Gifted Director</li> </ul>
<ul style="list-style-type: none"> <li>• Parents are notified by a letter that is sent home, emailed or by phone.</li> <li>• The classroom teacher and administrator are also with the notified in qualification scores.</li> <li>• The gifted specialist and parents may meet to discuss the results and placement decisions.</li> </ul>	

# Social and Emotional Development

Question	Indicators
How do you provide for the unique affective needs of your gifted students K-5?	<ul style="list-style-type: none"> <li>• Grade level seminars to train teachers</li> <li>• Coordination of affective activities</li> <li>• Experiential learning approach</li> <li>• Provide common learning seminars for gifted students by grade level using pull out, cluster or self-contained configurations</li> <li>• Use peer tutoring, cooperative learning strategies</li> <li>• Establish a parent support group</li> </ul>
	<ul style="list-style-type: none"> <li>• Training for school staff specifically addressing the needs of gifted               <ul style="list-style-type: none"> <li>• 301 Summer Conference, Jul. 17, 2016: Activities for Gifted Learners</li> <li>• New Teacher Training Nov. 2016: Differentiated Instruction Strategies</li> <li>• Parent Gifted Night Oct. 2016: Traits of Gifted Learners</li> <li>• AAGT State Conference 2017</li> <li>• Staff Training (301): Academic, Social and Emotional Traits of the Gifted</li> </ul> </li> <li>• Clustering               <ul style="list-style-type: none"> <li>• Pull out program at the elementary level</li> <li>• Grouping gifted student into specific mainstream classes</li> </ul> </li> <li>• Student leadership committee</li> <li>• Curriculum that facilitate student collaboration</li> <li>• Gifted students who are limited English proficient will receive additional support through appropriate scaffolding indicated on their Individual Language Learning Plan.</li> <li>• Twice exceptional learners will receive support of their social and emotional needs on a case by case in accordance with their Individual Educational Plan. These students will be encouraged to understand and utilize their strengths to overcome obstacles.</li> <li>• All students will be coached in multiple coping strategies to facilitate social and cooperative activities.</li> </ul>
How do you provide for the unique affective needs of your gifted students 6-8?	<ul style="list-style-type: none"> <li>• Incorporate specific activities into an honors program</li> <li>• Experiential learning approach</li> <li>• Provide common learning seminars for gifted students by grade level such as a humanities class</li> <li>• Establish a parent support group</li> </ul>
	<ul style="list-style-type: none"> <li>• Training for school staff specifically addressing the needs of gifted</li> <li>• Clustering               <ul style="list-style-type: none"> <li>• Grouping gifted student into specific mainstream classes, including Science and Social Studies, aligned with CogAT scores and classroom achievement</li> <li>• Honors</li> </ul> </li> <li>• Student leadership committee</li> </ul>

<ul style="list-style-type: none"> <li>• Curriculum that facilitate student collaboration</li> </ul>	
<p>How do you provide for the unique affective needs of your gifted students 9-12?</p>	<ul style="list-style-type: none"> <li>• Develop gifted student learning groups to share experiences</li> <li>• Assign a counselor to work with gifted students</li> <li>• Seminars to train teachers, counselors and administrators</li> <li>• Concurrent/dual enrollment possibilities tied to AP and IB</li> <li>• Establish a parent support group</li> </ul>
<ul style="list-style-type: none"> <li>• Training for school staff specifically addressing the needs of gifted</li> <li>• Clustering <ul style="list-style-type: none"> <li>• Honors and AP grouping at the High School</li> </ul> </li> <li>• Student leadership committee</li> <li>• Curriculum that facilitate student collaboration Honors and AP courses</li> </ul>	
<p>What specific orientation activities do you provide for parents and teachers regarding gifted students affective needs?</p>	<ul style="list-style-type: none"> <li>• Grade level seminars to train teachers</li> <li>• Provide literature about the unique needs of gifted students to teachers/parents</li> <li>• Conduct locally developed gifted parent nights</li> </ul>
<ul style="list-style-type: none"> <li>• Training for school staff specifically addressing the needs of gifted</li> <li>• Curriculum night at each campus</li> <li>• ELP parent night</li> <li>• Parent Handbook</li> </ul>	
<p>How do you monitor, identify and provide assistance to “at risk” gifted students?</p>	<ul style="list-style-type: none"> <li>• Create an open ended referral process for parents, students and teachers</li> <li>• Provide counseling services on an as needed basis</li> <li>• Develop alternate approaches for students in high school to earn credit</li> <li>• Competency testing in core subjects to allow students to “move-on”</li> </ul>
<ul style="list-style-type: none"> <li>• Referral process established for all students for counseling and/or social worker services</li> <li>• Implement 504 referral/assessment/accommodation plans as needed</li> <li>• Counseling provided on an as-needed basis (individual, small group: focusing on social skills, conflict resolution, family issues)</li> <li>• Credit recovery program at the high school level</li> <li>• Dual enrollment offered to high school students through local community colleges</li> <li>• Competency testing offered at the high school level</li> <li>• Behavior contracts</li> <li>• Functional Assessments</li> <li>• Behavior Intervention Plans</li> <li>• Interpretation of cognitive, aptitude, and achievement tests</li> <li>• Threat Assessments</li> <li>• Chronic Illness plans</li> <li>• Advancement through Individual Determination (AVID)</li> </ul>	

# Professional Development

Question	Indicators
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"> <li>• In-service training, staff development, professional learning communities</li> <li>• Fund attendance at conferences, workshops and training in gifted education</li> <li>• Provide instructional materials for gifted learners</li> <li>• Join the Arizona Association for Gifted and Talented (AAGT)</li> <li>• Teachers develop personal professional growth plans</li> </ul>
<p>Teacher designed workshops provided to and by gifted specialists            Attendance at state AAGT conference            Fund attendance at workshops with a gifted focus            Provide necessary instructional materials.</p> <p>Professional development for Gifted specialist:            Professional learning committee            Increase understanding of how to differentiate for gifted learners            Share and support with resources for differentiation for gifted learners            Support with gifted referral and testing guidelines and procedures            Online collaborative support</p>	
Please list the titles of the training you conducted last year and those planned for the current year.	<ul style="list-style-type: none"> <li>• Characteristics of the gifted learner</li> <li>• Instructional needs of the gifted learner</li> <li>• How to differentiate instruction to meet gifted learners needs</li> <li>• Identifying the gifted learner</li> <li>• The meaning of gifted testing results</li> </ul>
<p>Characteristics of Gifted Students            Social and Emotional Needs of Gifted Students            Differentiated Instruction for Mainstream Classrooms</p>	
How have your training events targeted the needs of administrators, counselors, psychologists and support staff?	<ul style="list-style-type: none"> <li>• Specific training events that illustrated for administrators how to support gifted education in their schools</li> <li>• Training for counselors in the social and emotional needs of the gifted learner</li> <li>• ADE sponsored training on school improvement</li> </ul>
<p>The trainings listed above are available to all teachers, administrators, counselors, and psychologists.</p>	
Do teachers who have primary responsibility of teaching gifted learners	<ul style="list-style-type: none"> <li>• For more information, please refer to the <a href="#">Gifted Endorsement</a> information on our <a href="#">website</a>.</li> </ul>

<p>have, or are working towards earning, an Arizona Gifted Education K-12 Endorsement?</p>	
<p>Yes. All gifted specialists either have their full endorsement or are working towards their endorsement.</p>	
<p>Describe the feedback received from post training evaluations. What did the participants say about the effectiveness?</p>	
<p>Feedback from the training was positive. Parents were reassured about the behaviors and abilities of their gifted children. Teachers appreciated ideas on differentiated instruction that could be immediately implemented in their classroom. Classroom teachers did request additional training on activities to use with K-2 gifted students.</p>	

# Parent and Community Involvement

Question	Indicators
How do you make your program philosophy, goals and recruitment procedures available to all parents?	<ul style="list-style-type: none"> <li>• Provide parents with a gifted handbook for working with the district</li> <li>• Open house for gifted parents</li> <li>• Web site for gifted students and parents</li> <li>• Parent – teacher conferences</li> </ul>
Web site ( <a href="http://www.qcusd.org">www.qcusd.org</a> ) Handbook Parent meetings Governing board presentations Parent/teacher conferences	
How do you provide access to your scope and sequence for all parents?	<ul style="list-style-type: none"> <li>• Gifted scope and sequence distributed to all gifted parents, available in all school offices and website</li> </ul>
Parents will be provided access through our internet links. <a href="http://www.qcusd.org">www.qcusd.org</a>	
Describe how you incorporate parents into a support or advisory group.	<ul style="list-style-type: none"> <li>• Write letters of invitation to all gifted parents to join our group</li> <li>• Develop a regular schedule of meetings, posted on website or in newsletter</li> <li>• Provide opportunities to hear and converse with gifted guest speakers</li> </ul>
Periodic meetings with gifted parents Parental participation on committees	
How do you involve parents and the gifted community in the evaluation of your program?	<ul style="list-style-type: none"> <li>• Surveys, personal interviews, town hall type meetings</li> <li>• Site council agenda item</li> <li>• End of year presentations</li> </ul>
Governing Board presentations Site Councils Formal Parent Surveys Parent Surveys have been developed as part of a comprehensive program evaluation process Teacher Surveys have been developed as part of a comprehensive program evaluation process	



# Program Assessment

Question	Indicators
<p>What data sources do you use to assess your programs effectiveness?</p>	<ul style="list-style-type: none"> <li>• Surveys from parents, students and teachers</li> <li>• Standardized test scores</li> <li>• AIMS performance scores</li> <li>• Terra Nova performance scores</li> <li>• Arizona Learns “Z” scores</li> <li>• AP/IB scores</li> </ul>
<ul style="list-style-type: none"> <li>• Disaggregate assessment data for individual gifted students and as a group</li> <li>• Compare outcomes of gifted students</li> <li>• Enrollment in Advanced Placement and International Baccalaureate programs</li> <li>• Scores on college entrance examinations such as the Scholastic Aptitude Test (SAT) or American College Testing Program (ACT)</li> <li>• Participation in academic competitions</li> <li>• Program evaluation is facilitated by the QCUSD site administrators and includes professional development, curriculum, and staffing needs</li> </ul>	
<p>Describe how you use test data, both norm referenced and criterion referenced in your evaluation process.</p>	<ul style="list-style-type: none"> <li>• Track progress of gifted students year to year individually</li> <li>• Compare scores of gifted students with the rest of the population to assess differences</li> <li>• Students class grades compared to identification scores</li> </ul>
<ul style="list-style-type: none"> <li>• Evaluation of gifted students’ Galileo and AzMerit scores compared with CogAT 7scores</li> <li>• Evaluation of gifted students’ classroom achievement compared with CogAT 7 scores</li> <li>• Student surveys</li> </ul>	
<p>How do you use informal measures like surveys, open forums and teacher interviews to gather data?</p>	<ul style="list-style-type: none"> <li>• Look for trends, common strengths, weaknesses, areas for improvement in parent surveys</li> <li>• Direct observation of the program in action</li> </ul>
<p>Program Assessment is an ongoing process. Surveys of parents and teachers provide input into the strengths of the program and needed improvement areas.</p>	
<p>What are your keys indicators that your program is positively affecting students?</p>	<ul style="list-style-type: none"> <li>• Student interest, excitement with the program</li> <li>• Parental positive feedback</li> <li>• Students test score analysis</li> <li>• Stays with the program, no dropouts</li> <li>• Regular attendance in class</li> </ul>
<ul style="list-style-type: none"> <li>• Informal parental input</li> <li>• Retention of gifted students</li> <li>• Enrollment in AP and dual enrollment classes</li> <li>• Scholarships</li> </ul>	

<ul style="list-style-type: none"> <li>• Merit scholarships</li> </ul>	
Describe the performance standards you have for all gifted students.	<ul style="list-style-type: none"> <li>• Meets the individual learning goals established for the students</li> <li>• The gifted population demographics must reflect the same picture as the total school population</li> </ul>
<ul style="list-style-type: none"> <li>• Gifted students will exceed the standard in their area of qualification</li> <li>• Gifted students will demonstrate leadership qualities within their school communities demonstrated through involvement in student government, clubs, mentoring, and social service organizations</li> <li>• Gifted students will participate in various academic competitions throughout the district, community and state</li> <li>• Gifted students will receive numerous academic awards and scholarships</li> </ul>	

# Budgeting

Question	Indicators
<p>What percentage of your supplemental allocation is used in the following categories: capital expenditures, direct student services, professional development and district coordination?</p>	<ul style="list-style-type: none"> <li>• If supplemental funding from the Arizona state legislature is not currently available, please describe funding resources used to support your gifted education program.</li> </ul>
<p>QCUSD supports their program by funding three full time teachers to work with gifted students at the elementary level. Additionally, the district provides funding for instructional resources, testing materials and professional training for their gifted specialist. This is financed through the current budget override and general funding.</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"> <li>• Type of program: pull out, cluster, self-contained or differentiated instruction within the classroom</li> <li>• Ratio within the structure you chose 1 to how many students?</li> </ul>
<p>The QCUSD program utilizes clustering, pull out and differentiated instruction to deliver services at the elementary level. Middle and high school students are serviced through the clustering in honors, AP and dual enrollment courses. The ratio of teacher to student differs by grade level. Elementary levels range from 1 – 4 to 1 – 25. Middle and high school students are ratios follow similar teacher to student ratios of mainstream classrooms.</p>	
<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"> <li>• Teacher salaries?</li> <li>• Rooms, appropriately equipped?</li> <li>• Professional development</li> <li>• Funding for a Director?</li> <li>• Testing supplies?</li> <li>• Administrative support?</li> </ul>
<p>District fully funds the support for ELP program and honors programming:</p> <ul style="list-style-type: none"> <li>• Three gifted specialist</li> <li>• Administrative support</li> <li>• Classrooms, supplies, curriculum resources</li> </ul> <p>The district provides the funding for professional development for the following:</p> <ul style="list-style-type: none"> <li>• Gifted instructional strategies</li> <li>• Professional development conferences</li> </ul> <p>District fully funds technology application            District fully funds gifted testing materials</p>	