



# Amphitheater School District #10 Gifted Scope and Sequence 2025



Our

<b>Program Design</b>		
<b>QUESTION</b>	<b>Indicators</b>	<b>District description</b>
<p><b>What is your district’s definition of a gifted student and gifted education?</b></p>	<ul style="list-style-type: none"> <li>• Multiple criteria, non-verbal, verbal and quantitative</li> <li>• 97<sup>th</sup> percentile 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>Gifted students are those with high intellectual ability as identified by scoring at the 97<sup>th</sup> percentile or above on one or more state-approved tests in one or more areas (verbal, quantitative, nonverbal). Students who score at the 94<sup>th</sup> to 96<sup>th</sup> percentile are placed provisionally for one year and evaluated at the end of that year to determine appropriate placement. English Language Learners and at-risk students who do not meet the aforementioned criteria are evaluated using a Multiple Criteria Checklist (see Identification).</p> <p>Gifted education means appropriate academic course offerings and services that are required to provide an educational program that is commensurate with the academic abilities and potential of a gifted pupil.</p>
<p><b>Describe the Philosophy and Goals for your gifted program.</b></p>	<ul style="list-style-type: none"> <li>• Incorporates a K-8 or K-12 continuity of services</li> <li>• Modify instruction/curriculum to meet student needs</li> <li>• Describes differentiation in process, content and product</li> <li>• “Gifted students are gifted all day, not just for a small segment of that day”</li> <li>• Goal: start with where the student is academically and accelerate the pace of instruction</li> <li>• Goal: train as many teachers as possible about the unique needs of gifted students</li> <li>• Goal: develop a program that represents the diversity of the school and district</li> </ul>	<p><b>District goals for all gifted students K-12:</b> Amphitheater will provide the least restrictive environment for each gifted student through:</p> <ul style="list-style-type: none"> <li>• Opportunities to work with peers and mentors in areas of passion</li> <li>• Avenues to differentiated instruction that encourage advanced learning experiences (complex content, processes, and products)</li> <li>• Environments that nurture gifted self-actualization including understanding the nature of giftedness both affectively and intellectually</li> </ul> <p><b>District program goals:</b> Gifted students will demonstrate academic and intellectual growth of at least one year every school year through a combination of acceleration and extensions to the standard curriculum.</p> <p>Gifted students will consistently show growth in their social/emotional development through targeted instruction and curriculum addressing the affective needs of gifted learners.</p>



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		<p>Gifted students will develop creative and critical thinking skills commensurate with their cognitive developmental level.</p> <p>Gifted students will become effective in the use of problem-solving models to address complex problems.</p> <p>Gifted specialists will provide support and collaborative planning for any classroom teacher.</p> <p>Gifted specialists will provide individualized support to parents and students.</p> <p>The gifted education department will facilitate professional learning experiences once per semester at each site on the unique needs of gifted students for all staff members (administrators, all teachers, counselors, and support staff).</p> <p>The gifted education department offers a self-paced online pathway for gifted endorsement through Schoology for district teachers that includes classes on defining and identifying giftedness, gifted characteristics including asynchronous development, the unique social and emotional needs of gifted learners, different areas of giftedness (verbal, quantitative, nonverbal), instructional strategies to support each area of giftedness (verbal, quantitative, nonverbal), differentiation, brain based learning strategies, creative problem solving, equity in gifted education, passion projects/genius hour, Depth and Complexity prompts, perfectionism, and twice exceptionality (18 hour workshop).</p> <p>Participation in the gifted program will reflect district diversity.</p>
<p><b>How do you group and deliver services to your K-2 students?</b></p>	<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>	<p>Kindergarten and first grade students are referred by their teacher for a weekly kindergarten/first grade enrichment program. “Open Minds, Open Doors” curriculum is used to introduce kindergarten and first grade students to foundational intellectual, visual spatial, and critical and creative thinking. “Think Law” is used to introduce kindergarten and first grade students to analysis through the study of fairy tales and nursery rhymes. “Think Law” utilizes open ended questioning, asks students to consider multiple perspectives, and think about cause and effect.</p>



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		<p>Gifted students in grades 1-2 receive services in cluster classrooms and a weekly pull-out program. The pull-out program focuses on improving higher order thinking skills, creative problem solving, problem/project-based learning, and social-emotional development.</p> <p>Cluster classroom teachers meet with the gifted specialist at their site to collaborate on how to differentiate specific classroom content, processes, and products in content areas based on Arizona State Standards.</p>
<p><b>How do you group and deliver services to your 3-5* students?</b></p> <p><i>*6<sup>th</sup>-graders are served in middle school</i></p>	<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>	<p>Gifted students in grades 3-5 receive services in cluster classrooms and a weekly pull-out program. Pull-out program services focus on developing higher order thinking skills, creative problem solving, problem/project-based learning, and social-emotional development.</p> <p>Cluster classroom teachers meet with the gifted specialist to collaborate on how to differentiate specific classroom content, processes, and products in content areas based on Arizona State Standards.</p>
<p><b>How do you group and deliver services to your 6-8 students?</b></p>	<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>Gifted students are enrolled in a Humanities class in place of standard level social studies class. Humanities provides a differentiated curriculum using gifted education instructional strategies aligned with NAGC standards. Instruction is provided by a gifted specialist.</p> <p>Gifted students in grades 6-8 are offered advanced classes (specific classes may vary from site to site), are placed in math classes according to their math achievement, ability, and teacher recommendation and have opportunities for academic challenges/competitions.</p>
<p><b>How do you group and deliver services to your 9-12 students?</b></p>	<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>	<p>Gifted students in grades 9-11 are offered REACH Honors English, an honors level English class that provided a differentiated curriculum using gifted education instructional strategies. REACH Honors English implements two quarters of film as literature, problem/project-based learning, higher order thinking skills, and a writing coach model. Gifted students in grades 9-12 are offered accelerated math, honors, pre-AP, and AP classes in all content areas. One high school also offers an IB Diploma and Certificate program. Another high school offers the Cambridge University Diploma program.</p> <p>A gifted specialist at each high school provides:</p>



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		<ul style="list-style-type: none"> <li>• REACH Honors English 9, 10, or 11 instruction.</li> <li>• Gifted workshops and seminars through a push-in to 9<sup>th</sup> and 10<sup>th</sup> grade Pre-AP English classrooms at one high school.</li> <li>• An 11<sup>th</sup>/12<sup>th</sup> grade REACH (gifted)/Honors Seminar and Honors Capstone classes developed especially for gifted learners with academic/career planning, internship and entrepreneur opportunities, self-awareness, portfolio development, and community involvement components.</li> <li>• Advocacy on an individualized basis to address the specific needs and challenges of gifted high school students including asynchronous development, study skills, high school/college planning, and time management.</li> </ul>
<p><b>Describe how you integrate your program standards with the Arizona State Standards at each grade level.</b></p>	<ul style="list-style-type: none"> <li>• Use a curriculum mapping approach</li> <li>• Testing for competency before teaching content</li> <li>• Use Vertical alignment strategies</li> </ul>	<p>The program addresses the Arizona State Standards through alignment and acceleration of content, process, and product.</p> <ul style="list-style-type: none"> <li>• In elementary school, teachers extend content beyond the standards through pull-out enrichment and collaboration with cluster classroom teachers. Students can progress in skills development through self-paced learning options in reading and math as well as acceleration opportunities.</li> <li>• In middle school, the social studies standards are extended and enriched through a Humanities course that allows for greater depth of understanding to the interconnectedness of all human endeavor.</li> <li>• In middle school, students have options for advanced content based upon Arizona State Standards.</li> <li>• In high school, the English standards are extended and enriched through REACH Honors English courses that allow for greater depth of understanding of literature in all its forms including visual representations.</li> <li>• In high school, students have options for advanced content based upon Arizona State Standards and the national and international standards established by AP, IB, and Cambridge University programs.</li> </ul> <p>Instruction for gifted students, whether by gifted specialists or classroom teachers, focuses on Arizona State Academic Standards and is measured by our district-wide assessment and state-mandated tests.</p>



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		<p>Our district uses the Danielson Framework for Teaching as the teacher evaluation System. The framework specifies the following teacher expectations which lead to appropriate instruction of gifted students:</p> <ul style="list-style-type: none"> <li>• Domain1: Planning and Preparation             <ul style="list-style-type: none"> <li>1b. Student’s special needs</li> <li>1c. Suitability for diverse students</li> <li>1f. Criteria and standards</li> </ul> </li> <li>• Domain2: Classroom Environment             <ul style="list-style-type: none"> <li>2b. Establishing a culture for learning.</li> </ul> </li> <li>• Domain3: Instruction             <ul style="list-style-type: none"> <li>3b. quality of questions/prompts</li> </ul> </li> <li>• Domain4: Professional Responsibilities             <ul style="list-style-type: none"> <li>4b. Student progress in learning</li> </ul> </li> </ul>
<p><b>How do you involve parents in your program?</b></p>	<ul style="list-style-type: none"> <li>• Periodic orientation/communication meetings</li> <li>• Provide information about summer programs like Johns Hopkins, ASU and U of A.</li> <li>• Newsletters, parent support groups</li> </ul>	<p>The REACH Program for gifted students:</p> <ul style="list-style-type: none"> <li>• offers a free REACH Parent Teacher Institute annually that includes a national speaker on gifted topics.</li> <li>• participates in and advertises the Southern Arizona Gifted Network Regional Parent Teacher Institutes that occur once each fall and spring.</li> <li>• maintains a website that links parents to information on gifted children.</li> </ul> <p>Gifted specialists at each site:</p> <ul style="list-style-type: none"> <li>• send emails and targeted gifted education newsletters to parents of identified gifted students; as well as post information in school newsletters about events such as the AAGT Parent Institute.</li> <li>• encourage parents to become involved as coaches and supporters for programs that benefit gifted students such as Odyssey of the Mind, Science Fair, and Academic Pentathlon and Decathlon.</li> </ul> <p>The Gifted Education Coordinator:</p> <ul style="list-style-type: none"> <li>• sends emails to families of identified gifted students with resources, offerings within the community, and pertinent information on gifted education.</li> <li>• facilitates a REACH Information Night during third and fourth quarters to welcome new families to the program providing information about</li> </ul>



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		<p>giftedness and gifted programming in our district. The REACH Information Night is open to all families of identified gifted students in our district.</p> <ul style="list-style-type: none"><li>• facilitates a High School REACH Information Night during third quarter to provide information about high school gifted programming in our district to families of identified gifted learners in grades 8-11.</li><li>• facilitates a parent group book study for parents of twice-exceptional students using the book, "Raising Twice-Exceptional Children", by Emily Kircher-Morris. The group meets monthly via Zoom.</li></ul>
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Curriculum and Instruction		
Question	Indicators	District description
<p><b>How do you differentiate instruction (pace and pedagogy) to K-2 students? Please list several sample activities to illustrate your description.</b></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>	<p>Amphitheater Public Schools supports data-driven instruction and differentiation for all students.</p> <p>Our gifted education department offers a self-paced online pathway for gifted endorsement through Schoology for district teachers which includes two classes on differentiation based on the most current research on differentiation best practices. Our department also sponsors attendance at local training available through the Pima County Schools Superintendent’s Office regarding meeting the needs of gifted students in the regular classroom through differentiation, as well as professional development on differentiation offered through the Arizona Association for Gifted and Talented.</p> <p>Gifted specialists provide training and support at their schools on differentiation including creative and critical thinking strategies, questioning and higher order thinking.</p> <p>Specific examples of differentiated instruction for K-2 gifted students include math exemplars, literature circles, and facilitating project/problem-based learning. This also includes supporting teachers and supplying materials for flexible grouping.</p> <p>All children in kindergarten and first grade engage in a blended learning approach using Waterford Early Learning software daily. For gifted students, this software allows them to accelerate and enrich their learning using a personalized approach.</p> <p>Principals in our district are provided with the “Administrator Observation Form: For Classrooms with a Gifted Cluster” and “Administrator Observation Form: For All Classrooms” from the “The Cluster Grouping Handbook: How to Challenge Gifted Students and Improve Achievement for All” by Susan Winebrenner and Dina Brulles. This tool helps principals understand how to determine if differentiation is happening in classrooms.</p>



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**How do you differentiate instruction (pace and pedagogy) to 3-5\* students? Please list several sample activities to illustrate your description.**

- 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

Amphitheater Public Schools supports data-driven instruction and differentiation for all students.

Our gifted education department offers a self-paced online pathway for gifted endorsement through Schoology for district teachers which includes two classes on differentiation based on the most current research on differentiation best practices. Our department also sponsors attendance at local training available through the Pima County Schools Superintendent's Office regarding meeting the needs of gifted students in the regular classroom through differentiation, as well as professional development on differentiation offered through the Arizona Association for Gifted and Talented.

Gifted specialists provide training and support at their schools on differentiation including questioning and higher order thinking.

Specific examples of differentiated instruction for grades 3-5 gifted students include math exemplars, literature circles, and facilitating project/problem-based learning. This also includes supporting teachers and supplying materials for flexible grouping.

Gifted specialists provide opportunities for single subject acceleration in both reading and math. The gifted specialist also facilitates whole grade acceleration using the Iowa Acceleration Scale.

All elementary schools have clubs that include academic and creative challenges such as: Math Madness, Odyssey of the Mind, and competitive chess.

Principals in our district are provided with the "Administrator Observation Form: For Classrooms with a Gifted Cluster" and "Administrator Observation Form: For All Classrooms" from the "The Cluster Grouping Handbook: How to Challenge Gifted Students and Improve Achievement for All" by Susan Winebrenner and Dina Brulles. This tool helps principals understand how to determine if differentiation is happening in classrooms.





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**How do you differentiate instruction (pace and pedagogy) to 6-8 students? Please list several sample activities to illustrate your description.**

- Training for teachers in flexible instructional groups
- Provide for acceleration through extended literature, novels, math word problems, graph interpretation etc.
- Develop an honors curriculum for gifted students Establish a rubric for the pedagogy to be appropriately applied for this level
- Use real world connections, simulations, Mock Trial, etc.

Amphitheater Public Schools supports data-driven instruction and differentiation for all students.

Our gifted education department offers a self-paced online pathway for gifted endorsement through Schoology for district teachers which includes two classes on differentiation based on the most current research on differentiation best practices. Our department also sponsors attendance at local training available through the Pima County Schools Superintendent’s Office regarding meeting the needs of gifted students in the regular classroom through differentiation, as well as professional development on differentiation offered through the Arizona Association for Gifted and Talented.

Gifted specialists provide training and support at their schools on differentiation including questioning and higher order thinking.

Specific examples of differentiated instruction for grades 6-8 gifted students include:

Provided by the gifted specialist:

Humanities for Gifted uses advanced high school and college level text, higher order thinking and discussions, historically gifted mentor exemplars and complex tasks, and products to support deeper understanding of societal motivation, the arts and sciences within historical contexts.

Provided by the middle school and supported by the gifted specialist:

Acceleration in math offering Algebra I and Geometry for high school credit, advanced language arts, advanced science and STEM classes, and academic challenges such as Odyssey of the Mind, Math Counts and Academic Pentathlon. Middle schools offer leadership and service-learning opportunities such as the National Junior Honor Society.

Principals in our district are provided with the “Administrator Observation Form: For Classrooms with a Gifted Cluster” and “Administrator Observation Form: For All Classrooms” from the “The Cluster Grouping Handbook: How to Challenge Gifted Students and Improve Achievement for All” by Susan



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<p><b>How do you differentiate instruction (pace and pedagogy) for 9-12 students? Please list several sample activities to illustrate your description.</b></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 level s</li> </ul>	<p><a href="#">Winebrenner and Dina Brulles</a>. This tool helps principals understand how to determine if differentiation is happening in classrooms.</p> <p>As stated above, our district supports data-driven instruction and differentiation for all students. Amphitheater Public Schools supports data-driven instruction and differentiation for all students.</p> <p>Our gifted education department offers a self-paced online pathway for gifted endorsement through Schoology for district teachers which includes two classes on differentiation based on the most current research on differentiation best practices. Our department also sponsors attendance at local training available through the Pima County Schools Superintendent’s Office regarding meeting the needs of gifted students in the regular classroom through differentiation, as well as professional development on differentiation offered through the Arizona Association for Gifted and Talented.</p> <p>Specific examples of differentiated instruction for high school gifted students include:  <u>Provided directly by the gifted specialist at each high school:</u></p> <ul style="list-style-type: none"> <li>• Differentiated instruction in REACH Honors English 9, 10, and 11. The course differentiates content, process, and product based on students’ ability levels, areas of interest, and achievement levels.</li> <li>• Seminars and workshops delivered through Pre-AP English classes in 9<sup>th</sup> and 10<sup>th</sup> grades at one high school. The topics of these push-in presentations address stress management, perfectionism, planning for academic and career goals, test taking strategies, and resume development.</li> <li>• Honors Seminar course (grades 11 or 12) College and career research, advanced internship, community leadership and entrepreneurial opportunities, resume and interview skills development. Ethics in careers.</li> <li>• Honors Capstone course (grade 12) Continued internship, community leadership and entrepreneurial options. College applications and essays, scholarships, career connections and mentorships, planning for college, creating a capstone project of personal significance.</li> </ul>
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		<ul style="list-style-type: none"> <li>• Individualized interventions and extensions to the standard program.</li> </ul> <p><u>Provided by the high school and supported by the gifted specialist:</u></p> <ul style="list-style-type: none"> <li>• Honors, pre-AP, and AP coursework at all our high schools. One high school offers Cambridge University Diploma Program. A second high school offers an International Baccalaureate Diploma and Certificate Program. Another high school offers dual enrollment courses. All high schools also have online learning options that allow gifted students to have more flexible learning options and schedules.</li> </ul> <p>Principals in our district are provided with the “Administrator Observation Form: For Classrooms with a Gifted Cluster” and “Administrator Observation Form: For All Classrooms” from the “The Cluster Grouping Handbook: How to Challenge Gifted Students and Improve Achievement for All” by Susan Winebrenner and Dina Brulles. This tool helps principals understand how to determine if differentiation is happening in classrooms.</p>
<p><b>What curricular materials do you use for grades K-2? Be specific.</b></p>		<ul style="list-style-type: none"> <li>• Open Minds, Open Doors</li> <li>• Junior Great Books</li> <li>• Math Exemplars</li> <li>• Odyssey of the Mind</li> <li>• InterAct Simulations</li> <li>• William and Mary Units</li> <li>• Engineer Throughout the Year</li> <li>• Engineering is Elementary</li> <li>• Fairytale STEM</li> <li>• Hand to Mind STEM kits</li> <li>• Picture Perfect STEM</li> <li>• Think Law</li> <li>• Thrively</li> </ul>
<p><b>What curricular materials do you use for grades 3-5? Be specific.</b></p>		<ul style="list-style-type: none"> <li>• Junior Great Books</li> <li>• Math Exemplars</li> <li>• Odyssey of the Mind</li> <li>• InterAct Simulations</li> </ul>



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		<ul style="list-style-type: none"> <li>• William and Mary Units</li> <li>• Engineer Throughout the Year</li> <li>• Engineering is Elementary</li> <li>• How to be a Durable Person</li> <li>• Hand to Mind kits</li> <li>• Ozobots</li> <li>• Makey Makey kits</li> <li>• Think Law</li> <li>• Thrively</li> <li>• Byrdseed TV</li> <li>• “Hands On Literacy Grades 4 and 5” by Mark Hess</li> <li>• “Social Emotional Learning Grades 3, 4, 5” by Mark Hess</li> <li>• “Real World Math Projects Grades 4-5” by Mark Hess</li> </ul>
<p><b>What curricular materials do you use for grades 6-8? Be specific.</b></p>		<ul style="list-style-type: none"> <li>• Teaching Tolerance Units</li> <li>• We the People Curriculum</li> <li>• iCivics Curriculum</li> <li>• CNN10 (student news)</li> <li>• Perfection Learning Anthology of Primary Sources</li> <li>• Math Counts</li> <li>• Odyssey of the Mind</li> <li>• Common Lit Leveled Readings</li> <li>• Dr. Shelagh A. Gallagher Problem Based Learning Units</li> <li>• Historical Documentaries</li> <li>• Academic Pentathlon</li> <li>• Think Law</li> <li>• Thrively</li> <li>• “Hands On Literacy Grade 6” by Mark Hess</li> </ul>
<p><b>What curricular materials do you use for grades 9-12? Be specific.</b></p>		<ul style="list-style-type: none"> <li>• Advanced Placement Content</li> <li>• International Baccalaureate Content</li> <li>• Cambridge University Content</li> <li>• Academic Decathlon</li> <li>• Odyssey of the Mind Materials</li> <li>• Gregorc Inventory of Learning Style</li> </ul>



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		<ul style="list-style-type: none"><li>• Success for Teens Materials</li><li>• Ikigai Books</li><li>• Various novels, graphic novels, films, short stories, poems, and visual representations of text specifically chosen by each site to meet the needs of their gifted population.</li><li>• Think Law</li><li>• Thrively</li></ul>
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## Identification

Question	Indicators	District description
<p><b>Describe how your referral process for identification involves parents and staff.</b></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>Gifted specialists provide information on gifted identification at school open house nights, faculty meetings, school newsletters, and district- and school-based websites.</p> <p>Referrals for gifted identification are solicited by parents, all staff members, peers, and students themselves.</p> <p>Gifted specialists also review achievement data including NWEA MAP scores (2<sup>nd</sup>-10<sup>th</sup>), ACT Aspire and ACT scores, PSAT and SAT scores (9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup>) and AASA (3<sup>rd</sup>-8<sup>th</sup>) results to identify possible candidates for testing.</p> <p>Gifted Education Coordinator updates the district student information system so that all gifted students are identified and coded on the district database, whether those students are newly identified in our district, moving within our district, or transferring from another district.</p> <p>In addition, our department implements screening using the Cognitive Abilities Test in every second-grade classroom across the district.</p> <p>Gifted Education Coordinator makes sure that all stakeholders are aware of our district's program description located on the district REACH/Gifted website.</p>
<p><b>Describe your process for the identification of K-12 gifted students, including how your process addresses the variety of student environmental backgrounds.</b></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>• AzM2 Scores</li> <li>• Use of nonverbal tests</li> <li>• Multiple measures</li> <li>• Personal interviews</li> <li>• Performance in honors/AP/IB classes</li> </ul>	<p>All students referred and eligible for testing are tested using the Cognitive Abilities Test, a state approved test, for verbal, quantitative, and nonverbal reasoning ability.</p> <p>Students who are English Language Learners or at-risk are evaluated on a Multiple Criteria Checklist.</p> <p>District-wide second grade screening occurs in the 1<sup>st</sup> semester.</p> <p>Gifted specialists review Waterford Assessment of Core Skills (WACS) scores to identify early readers in K-1 and refer them for testing.</p>



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	<ul style="list-style-type: none"> <li>• Service 97%, but what about 96,95, 94 and others</li> </ul>	<p>Gifted specialists review NWEA MAP scores, ACT Aspire and ACT scores, PSAT and SAT scores (9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade), and AASA (3<sup>rd</sup>-8<sup>th</sup>) results of students in grades 2-11.</p> <p>The K-1 enrichment program is designed to identify possible candidates for testing.</p> <p>Students who have participated in gifted programs and are new to our district are:</p> <ul style="list-style-type: none"> <li>• Placed immediately and permanently if they meet state gifted identification criteria (97<sup>th</sup> percentile and above).</li> <li>• Placed immediately and provisionally on a one-year basis in our program and that placement goes through a review process that may include additional testing.</li> </ul> <p><i>Twice-exceptional students who are identified by the school or private practice psychologist or special education resource teacher using a state approved test are placed in our program if their scores indicate a need for gifted services.</i></p>
<p><b>Please list all the testing instruments and data points you use for gifted student identification and explain why you chose these instruments.</b></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>Identification instruments include:</p> <ul style="list-style-type: none"> <li>• K-11: Cognitive Abilities Test as it aligns with the state's Universal Screening program at grade 2, and any other state approved test proctored by a psychologist.</li> <li>• Multiple Criteria Checklist in an effort to cast a wider net:             <ul style="list-style-type: none"> <li>○ For English Language Learners, at-risk and students with CogAT scores in the 87<sup>th</sup> – 93<sup>rd</sup> percentile</li> <li>○ May include the Ravens Progressive Matrices, rapid language acquisition, ability test and achievement data (WACS, DRA, NWEA MAP, ACT Aspire, ACT, PSAT, SAT, and AASA), and recognition of student status as English Language Learner (ELL) or having an at-risk condition.</li> </ul> </li> <li>• <i>Use of local norms at the building level at five of our district's most marginalized sites.</i></li> </ul>
<p><b>How do you inform parents and staff of your referral and identification process?</b></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>	<p>Formal letters are sent to parents requesting permission to test. Testing dates are published in school newsletters, email bulletins, district and school websites, and in school offices. Gifted specialists publicize testing at site-based parent meetings and at parent/teacher conferences as appropriate.</p>



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**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 teacher, Principal and Gifted Director

Parents are sent a formal placement letter within four weeks of testing. [Student Narrative Profiles provided by Riverside Insights are included with the formal placement letter.](#) Gifted specialists are available for parent conferences as requested. If a parent appeals, the Gifted Education Coordinator will conference with the parent/s. Possible outcomes are sharing additional information on giftedness and identification, further testing, and a suggestion of outside testing.





# Amphitheater School District #10 Gifted Scope and Sequence 2025



<b>Social and Emotional Development</b>		
<b>Question</b>	<b>Indicators</b>	<b>District description</b>
<p><b>How do you provide for the unique affective needs of your gifted students K-5?</b></p>	<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 leaning strategies</li> <li>• Establish a parent support group</li> </ul>	<p>A strand of the instruction provided throughout the K-12 gifted education curriculum is “Learn More About Myself and Others as Gifted Learners”. At each level, developmentally appropriate lessons are provided by the gifted specialist based on site needs. In elementary school, these lessons are also provided through <a href="#">Thrively playlists accessible to identified gifted students anywhere, anytime.</a></p> <p>Topics include:</p> <ul style="list-style-type: none"> <li>• <a href="#">Habits of Mind</a></li> <li>• <a href="#">Gifted Intensities</a></li> <li>• <a href="#">Exploration of Strengths and Weaknesses</a></li> <li>• <a href="#">Emotional Intelligence</a></li> <li>• <a href="#">Emotional Life Skills</a></li> <li>• <a href="#">Managing Impulsivity</a></li> <li>• <a href="#">The Power of Self Control</a></li> <li>• <a href="#">Howard Gardner’s Multiple Intelligences</a></li> <li>• <a href="#">Perfectionism</a></li> <li>• <a href="#">Well-Being Check-Ins</a></li> </ul> <p>Specific strategies to facilitate social-emotional growth of K-5 gifted students are delivered through REACH Pull-Out classes taught by gifted specialists.</p> <p>Gifted specialists provide information, training, and materials to cluster classroom teachers that focus on gifted students’ affective needs during their regular meeting with cluster classroom teachers.</p>
<p><b>How do you provide for the unique affective needs of your gifted students 6-8?</b></p>	<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>	<p>A strand of the instruction provided throughout the K-12 gifted education curriculum is “Learn More About Myself and Others as Gifted Learners”. At each level, developmentally appropriate lessons are provided by the gifted specialist based on site needs. In middle school, these lessons are also provided through <a href="#">Thrively playlists accessible to identified gifted students anywhere, anytime.</a></p> <p>Topics include:</p>



# Amphitheater School District #10 Gifted Scope and Sequence 2025



		<ul style="list-style-type: none"> <li>• Habits of Mind</li> <li>• Gifted Intensities</li> <li>• Exploration of Strengths and Weaknesses</li> <li>• Emotional Intelligence</li> <li>• Emotional Life Skills</li> <li>• Managing Impulsivity</li> <li>• The Power of Self Control</li> <li>• Howard Gardner’s Multiple Intelligences</li> <li>• Perfectionism</li> <li>• Well-Being Check-Ins</li> <li>• Strengthening Hope Pathways</li> </ul> <p>Specific strategies to facilitate social-emotional growth of 6-8 gifted students are delivered through the REACH (gifted) Humanities classes taught by gifted specialists during Self Awareness Wednesdays.</p> <p>Gifted specialists work with school counselors and follow student achievement data and provide intervention strategies as appropriate. Alternative education possibilities are presented to students as needed.</p>
<p><b>How do you provide for the unique affective needs of your gifted students 9-12?</b></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>	<p>A strand of the instruction provided throughout the K-12 gifted education curriculum is “Learn More About Myself and Others as Gifted Learners”. At each level, developmentally appropriate lessons are provided by the gifted specialist based on site needs. In high school, these lessons are also provided through Thrively playlists accessible to identified gifted students anywhere, anytime.</p> <p>Topics include:</p> <ul style="list-style-type: none"> <li>• Habits of Mind</li> <li>• Gifted Intensities</li> <li>• Exploration of Strengths and Weaknesses</li> <li>• Emotional Intelligence</li> <li>• Emotional Life Skills</li> <li>• Managing Impulsivity</li> <li>• The Power of Self Control</li> <li>• Howard Gardner’s Multiple Intelligences</li> </ul>



# Amphitheater School District #10 Gifted Scope and Sequence 2025



		<ul style="list-style-type: none"> <li>• <a href="#">Perfectionism</a></li> <li>• <a href="#">Well-Being Check-Ins</a></li> <li>• <a href="#">Hope Strengthening Pathways</a></li> </ul> <p>Specific strategies to facilitate social-emotional growth of high school gifted students are delivered through REACH (gifted) Honors English 9, 10, and 11, REACH (gifted) Seminars for 9<sup>th</sup>/10<sup>th</sup> graders at one high school.</p> <p>Honors Seminar and Capstone classes for 11<sup>th</sup>/12<sup>th</sup> graders. Topics include gifted brain function, gifted intensity, stress management, perfectionism, procrastination, understanding personal characteristics as they relate to career pathways and choices.</p> <p>Dual enrollment is offered at one high school, IB is offered at another high school, and Cambridge University is offered at another high school.</p> <p>Gifted specialists work with school counselors to provide intervention strategies as appropriate. Alternative education possibilities are presented to students as needed.</p> <p>Gifted specialists at this level work individually with students and parents to provide support and understanding of giftedness and related issues.</p>
<p><b>What specific orientation activities do you provide for parents and teachers regarding gifted students affective needs?</b></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>	<p><a href="#">Gifted Education Coordinator facilitates a REACH Information Night for all families of identified gifted learners during the third quarter. Information and resources regarding gifted students' affective needs are shared.</a></p> <p><a href="#">The gifted education department offers a self-paced online pathway for gifted endorsement through Schoology for district teachers that includes classes on gifted characteristics including asynchronous development, the unique social and emotional needs of gifted learners, and perfectionism.</a></p> <p>Parents and teachers are encouraged to attend the REACH Parent Teacher Institute, the Southern Arizona Gifted Network Parent Teacher Institutes, and the AAGT Parent Institute, all of which include presentations on gifted affective needs.</p>



# Amphitheater School District #10 Gifted Scope and Sequence 2025



<p><b>How do you monitor, identify and provide assistance to “at risk” gifted students?</b></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>	<p>Each gifted specialist has a lending library for parents and teachers to access with books on gifted children and their needs.</p> <p>Gifted specialists at each site work with the principal, special education teacher, school psychologist, social worker, school counselor, and family advocate in order to meet the varying needs of at-risk gifted students. These needs may include family/individual/group counseling, food/utilities/rent assistance, and referral to the Arizona Department of Child Safety. Gifted specialists are aware of the site-based at-risk teams (also called student study teams) and serve on those teams.</p> <p>Academic counseling is available in high school to help students enroll in community college classes, various district alternatives, and flexible programming options.</p> <p>Underserved populations are provided with one-on-one college application and scholarship support.</p> <p><i>Our district is implementing a Personalized Competency Based Learning model, which supports pre-assessment and curriculum compacting.</i></p>
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# Amphitheater School District #10 Gifted Scope and Sequence 2025



<b>Professional Development</b>		
<b>Question</b>	<b>Indicators</b>	<b>District description</b>
<p><b>How do you regularly provide opportunities for regular classroom teachers and gifted teachers to receive specialized training about working with gifted students?</b></p>	<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>Gifted specialists and regular classroom teachers are given opportunities to attend the NAGC Convention, the AAGT Conference, the REACH Parent Teacher Institute, regional gifted conferences, and specialized training about working with gifted students.</p> <p>Our gifted education department offers a self-paced online pathway for gifted endorsement through Schoology for district teachers that includes classes on defining and identifying giftedness, gifted characteristics including asynchronous development, the unique social and emotional needs of gifted learners, different areas of giftedness (verbal, quantitative, nonverbal), instructional strategies to support each area of giftedness (verbal, quantitative, nonverbal), differentiation, brain based learning strategies, creative problem solving, equity in gifted education, passion projects/genius hour, Depth and Complexity prompts, perfectionism, and twice exceptionality (18 hour workshop). Our department also sponsors attendance at local training available through the Pima County Schools Superintendent’s Office regarding meeting the needs of gifted students in the regular classroom, as well as professional development offered through the Arizona Association for Gifted and Talented.</p> <p>Gifted specialists and regular classroom teachers are provided with tuition support (by request) to work toward gifted endorsement by participating in the gifted endorsement courses offered through Pima County Schools Superintendent’s Office GiftED program.</p> <p>The Effective Teaching Conference for new hires to the district includes a Gifted Services overview and a “Meeting the Needs of Twice Exceptional Learners” class.</p> <p>Gifted specialists provide training for the entire staff at their sites on gifted education topics including differentiation, twice exceptionality, and other topics once per semester each year.</p>



# Amphitheater School District #10 Gifted Scope and Sequence 2025



		<p>Elementary gifted specialists meet with cluster classroom teachers regularly to share instructional strategies to meet the needs of gifted learners in the regular classroom.</p>
<p><b>Please list the titles of the training you conducted last year and those planned for the current year.</b></p>	<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><b>SY 2023-2024:</b></p> <ul style="list-style-type: none"> <li>• Effective Teaching conference for new hires “Strengths Based Approach to Learning to Meet the Needs of Twice Exceptional Learners.”</li> <li>• REACH Department meeting for all gifted specialists. Principals and governing board members attended Jason McIntosh’s Depth and Complexity/Kaplan Model presentation during the meeting.</li> <li>• REACH Parent and Teacher Institute “Asynchronous Development and Gifted Topics” presented by Dr. Paul Beljan.</li> <li>• Gifted endorsement classes offered in-person and online that include classes on defining and identifying giftedness, gifted characteristics including asynchronous development, the unique social and emotional needs of gifted learners, different areas of giftedness (verbal, quantitative, nonverbal), instructional strategies to support each area of giftedness (verbal, quantitative, nonverbal), differentiation, brain based learning strategies, creative problem solving, equity in gifted education, passion projects/genius hour, Depth and Complexity prompts, perfectionism.</li> <li>• Strategies to Support Twice Exceptional Learners workshop by Emily Kircher-Morris offered in-person.</li> <li>• Odyssey of the Mind Coaches’ and Judges’ Training</li> <li>• First semester Gifted Education professional development workshop “Strengths Based Approach to Learning to Meet the Needs of Twice Exceptional Learners” presented by gifted specialists at each site.</li> <li>• Second semester Gifted Education professional development workshop “Differentiation in the Regular Classroom” presented by gifted specialists at each site.</li> <li>• “Creating a Neurodiversity Affirming Classroom” presentation by Gifted Education Coordinator for Special Education Facilitators, 504 Coordinators, School Counselors, Social Workers, and School Psychologists.</li> </ul>



# Amphitheater School District #10 Gifted Scope and Sequence 2025



		<ul style="list-style-type: none"><li>• REACH Information Night for all families of identified gifted learners in our district (teachers invited) that included information on giftedness, neurodivergence, twice exceptionality, the meaning of gifted testing results, characteristics of gifted learners, district gifted program description, and instructional and affective needs of gifted learners. All of the information came from the district REACH/Gifted website. Participants learned how to navigate the site to access all of the information shared.</li><li>• High School REACH Information Night for all families of identified gifted students in grades 8-11 that included district gifted programs offered at the high school level including advocacy by gifted specialists for gifted students.</li><li>• Inquiry training facilitated by Gifted Education Coordinator and presented to Middle School and High School Social Studies Department Chairs and All Team (principals, coordinators, cabinet members, and district department leaders).</li></ul> <p><b>SY 2024-2025:</b></p> <ul style="list-style-type: none"><li>• Effective Teaching Conference for new hires to the district “Meeting the Needs of Twice Exceptional Learners.”</li><li>• REACH Department meeting for all gifted specialists. Principals and governing board members are invited to attend the Think Law and Thrively Onboarding presentations during the meeting. Instructional strategies for gifted learners will be shared during the meeting.</li><li>• REACH Parent and Teacher Institute “Letters to Young Gifted Learners,” “Winning the Executive Function Game,” and “Building Effective Self Esteem” presented by Lisa Van Gemert, the Gifted Guru</li><li>• Gifted endorsement classes offered online that include classes on defining and identifying giftedness, gifted characteristics including asynchronous development, the unique social and emotional needs of gifted learners, different areas of giftedness (verbal, quantitative, nonverbal), instructional strategies to support each area of giftedness (verbal, quantitative, nonverbal), differentiation, brain based learning</li></ul>
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# Amphitheater School District #10 Gifted Scope and Sequence 2025



		<p>strategies, creative problem solving, equity in gifted education, passion projects/genius hour, Depth and Complexity prompts, perfectionism.</p> <ul style="list-style-type: none"> <li>• Strategies to Support Twice Exceptional Learners workshop by Emily Kircher-Morris offered online.</li> <li>• Odyssey of the Mind Coaches’ and Judges’ Training</li> <li>• First semester Gifted Education professional development workshop “Visual Thinking Skills/Nonverbal Brilliance” presented by gifted specialists at each site.</li> <li>• Second semester Gifted Education professional development workshop (based on site needs) presented by gifted specialists at each site.</li> <li>• REACH Information Night for all families of identified gifted learners in our district (teachers invited) that included information on giftedness, neurodivergence, twice exceptionality, the meaning of gifted testing results, characteristics of gifted learners, district gifted program description, and instructional and affective needs of gifted learners. All of the information came from the district REACH/Gifted website. Participants learned how to navigate the site to access all of the information shared.</li> <li>• High School REACH Information Night for all families of identified gifted students in grades 8-11 that included district gifted programs offered at the high school level including advocacy by gifted specialists for gifted students.</li> </ul>
<p><b>How have your training events targeted the needs of administrators, counselors, psychologists and support staff?</b></p>	<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>Jason McIntosh’s Depth and Complexity Kaplan Model presentation illustrated for administrators how to use the Depth and Complexity prompts to support gifted education in their schools by implementing higher order question stems for each content area.</p> <p>Inquiry presentation by Gifted Education Coordinator illustrated for administrators how to use Inquiry to support gifted education in their schools by implementing inquiry-based practices that increase rigor.</p> <p>“Creating a Neurodiversity Affirming Classroom” presentation for Special Education facilitators, 504 Coordinators, School Counselors, Social Workers,</p>





# Amphitheater School District #10 Gifted Scope and Sequence 2025



		<p>and School Psychologists included training on the social and emotional needs of the gifted learner.</p>
<p><b>Describe the feedback received from post training evaluations. What did the participants say about the effectiveness?</b></p>		<p>Participant feedback for the REACH Parent Teacher Institute is consistently positive. Participants approach me after each Institute often in tears thanking me for providing information that helped them better understand their gifted child and themselves. The feedback indicates ongoing support for this type of service for parents and teachers.</p> <p>REACH Information Night and High School REACH Information Night feedback is consistently positive. Participants comment on how helpful the information is. The feedback indicates ongoing support for this type of service for parents and teachers.</p> <p>Many parents and families participate in Odyssey of the Mind trainings and consistently return year after year. Consistent participation indicates ongoing support for this type of service for parents and teachers.</p> <p>The feedback for the Gifted Education professional development workshops at each site once a semester has been consistently positive. Teachers and principals have commented on how helpful the information is. The feedback indicates ongoing support for this type of service for teachers.</p> <p>The feedback for the “Strategies to Support Twice Exceptional Learners” is consistently positive. Participants include resource teachers, classroom teachers, gifted specialists, school psychologists and counselors, instructional support coaches, and social workers. Participants commented on how the workshop helped them to better understand all of the learners in their classroom/school setting. The feedback indicates ongoing support for this type of service for teachers.</p>



# Amphitheater School District #10 Gifted Scope and Sequence 2025



<b>Parent and Community Involvement</b>		
<b>Question</b>	<b>Indicators</b>	<b>District description</b>
<b>How do you make your program philosophy, goals and recruitment procedures available to all parents?</b>	<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>	<p>Information about our gifted program is provided at each school, on gifted specialists’ websites, and on the district website. Our department has provided three district-wide community-based meetings for parents on gifted identification, traits on gifted students, and district services for gifted-identified students. Gifted specialists participate in Open Houses at their sites, as well as hosting a meeting for parents of identified gifted students. Gifted specialists at elementary schools participate in school-wide parent-teacher conferences as available and schedule separate conferences as needed.</p>
<b>How do you provide access to your scope and sequence for all parents?</b>	<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>	<p>Our scope and sequence is available at each site through the gifted specialist and the principal at every school. It is also posted on our district website.</p>
<b>Describe how you incorporate parents into a support or advisory group.</b>	<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>	<p>The gifted department recently engaged parents, students, teachers, and community members in a “redesign process” that included surveys and analysis for program improvement.</p> <p>We are investigating the development of a district-wide parent group.</p> <p>We provide district wide parent information events based on specific parent needs.</p> <p>Parents are encouraged to participate in the local REACH Parent Teacher Institute, the Southern Arizona Gifted Network Regional Parent Teacher Institutes, and the AAGT Parent Institute featuring nationally recognized gifted guest speakers.</p> <p>The Gifted Education Coordinator facilitates a parent group book study for parents of twice-exceptional students using the book, “Raising Twice-Exceptional Children”, by Emily Kircher-Morris. The group meets monthly via Zoom.</p>
<b>How do you involve parents and the gifted community in</b>	<ul style="list-style-type: none"> <li>• Surveys, personal interviews, town hall type meetings</li> </ul>	<p>Gifted specialists conduct student and parent surveys at the end of each year to determine the effectiveness of the gifted education program.</p>



# Amphitheater School District #10 Gifted Scope and Sequence 2025



the evaluation of your program?

- Site council agenda item
- End of year presentations

Gifted Education Coordinator presents at Governing Board meetings at the end of each school year to showcase our district's gifted education program.



# Amphitheater School District #10 Gifted Scope and Sequence 2025



<b>Program Assessment</b>		
<b>Question</b>	<b>Indicators</b>	<b>District description</b>
<p><b>What data sources do you use to assess your programs effectiveness?</b></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>	<p>Data sources used to assess our program’s effectiveness include:</p> <ul style="list-style-type: none"> <li>• <a href="#">AZSCI and AASA scores</a></li> <li>• WACS – Waterford Assessment of Core Skills</li> <li>• Measurement of Academic Progress (NWEA MAP)</li> <li>• AP participation numbers and scores</li> <li>• Specific site-based scholar recognition</li> <li>• End of year surveys from students and parents</li> </ul>
<p><b>Describe how you use test data, both norm referenced and criterion referenced in your evaluation process.</b></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>	<p>Gifted specialists analyze achievement data from a variety of sources depending on the grade level of the students on their caseload including:</p> <ul style="list-style-type: none"> <li>• <a href="#">WACS data in grades K, gathered continually to follow student progress in reading.</a></li> <li>• <a href="#">AZSCI and AASA data in grades 3-8 to determine if students are “highly proficient” in their area of giftedness.</a></li> <li>• NWEA MAP data in grades 2-10, gathered three times a year to follow student progress ensuring that mid-year and end-of-year growth goals are obtained. Our district has compared (and will continue to compare) scores of gifted students with the rest of the population to assess differences.</li> <li>• IB/AP/Honors participation and scores, as well as scholar status at the high school level.</li> <li>• <a href="#">Proficiency level in subject area that directly relates to students area/s of giftedness ensuring that students’ abilities match their achievement levels.</a></li> </ul>
<p><b>How do you use informal measures like surveys, open forums and teacher interviews to gather data?</b></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><a href="#">Gifted specialists conduct student and parent surveys at the end of each year to determine the effectiveness of the gifted education program by looking for trends, common strengths, weaknesses, and areas for improvement.</a></p> <p><a href="#">The Gifted Education Coordinator will visit each site once per semester to directly observe the gifted education program in action.</a></p>



# Amphitheater School District #10 Gifted Scope and Sequence 2025



<p><b>What are your key indicators that your program is positively affecting students?</b></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>	<p>Key indicators that our program is positively affecting students include:</p> <p><u>Quantitative Data:</u></p> <ul style="list-style-type: none"> <li>• Percentage of identified gifted students actively participating in gifted education program options.</li> <li>• Attendance rate on Elementary REACH Pull-Out days.</li> <li>• Percentage of gifted students participating in one or more differentiated/acceleration options.</li> <li>• Percentage of gifted students demonstrating success through AP, Cambridge University, and IB results, and college and scholarship acceptance.</li> <li>• Percentage of gifted students scoring at, or above grade level as measured by achievement data based on state and district instruments.</li> </ul> <p><u>Qualitative Data:</u></p> <ul style="list-style-type: none"> <li>• Positive comments from parents to classroom teachers, building administrators, and district personnel.</li> <li>• Student and parent survey results.</li> <li>• Student comments.</li> <li>• Site staff comments.</li> </ul>
<p><b>Describe the performance standards you have for all gifted students.</b></p>	<ul style="list-style-type: none"> <li>• Meets or exceeds on annual AIMS assessment</li> <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>	<p>Gifted students will:</p> <ul style="list-style-type: none"> <li>• be “highly proficient” in their area/s of giftedness and at least be “proficient” in other areas on AASA in grades 3-8.</li> <li>• meet or exceed the annual growth target on NWEA MAP testing in grades 2-10.</li> <li>• meet or exceed the annual target growth as set by IEPs for twice-exceptional students.</li> <li>• participate in advanced course work in their area/s of giftedness.</li> <li>• demonstrate achievement performance on AP, IB and CLEP tests.</li> <li>• demonstrate growth in problem solving, critical and creative thinking and social emotional understanding as measured by program developed rubrics and continuums.</li> <li>• reflect the demographics of their school’s total population.</li> </ul>