



Amphitheater School District #10 Gifted Scope and Sequence 2020



| Our Program Design | | |
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| QUESTION | Indicators | District description |
| <p>What is your district's definition of a gifted student and gifted education?</p> | <ul style="list-style-type: none"> • Multiple criteria, non-verbal, verbal and quantitative • 97th percentile on state approved tests or services for students with borderline scores • Read the state definition and incorporate it into your local district | <p>Gifted students are those with high intellectual ability as identified by scoring at the 97th percentile or above on one or more state-approved tests in one or more areas (verbal, quantitative, nonverbal). Students who score at the 94th to 96th 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 97th percentile 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>Describe the Philosophy and Goals for your gifted program.</p> | <ul style="list-style-type: none"> • 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 | <p>District goals for all gifted students: Amphitheater will provide the least restrictive environment for each gifted student through:</p> <ul style="list-style-type: none"> • Opportunities to work with peers and mentors on areas of passion • Avenues to differentiated instruction that encourage advanced learning (complex content, processes, and products) • Environments that nurture gifted self-actualization including understanding the nature of giftedness both affectively and intellectually <p>District program goals: Gifted students will demonstrate academic and intellectual growth of 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</p> |



Amphitheater School District #10 Gifted Scope and Sequence 2020



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| | | <p>development through targeted instruction and curriculum addressing the needs of gifted learners.</p> <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 program will offer training opportunities in the areas of the unique needs of gifted students for all staff members (administrators, teachers, counselors, and support staff).</p> <p>Participation in the gifted program will reflect district diversity.</p> |
| <p>How do you group and deliver services to your K-2 students?</p> | <ul style="list-style-type: none"> • Self-contained, cluster, pull out or differentiated instruction within the regular classroom • Specific instructional strategies tailored to the needs of the gifted learner, open ended questioning, projects, activities that focus on higher order thinking skills | <p>Kindergarten students are teacher referred for a weekly kindergarten enrichment program.</p> <p>Grades 1-2 gifted students receive services in cluster classrooms and a weekly pull-out program. The pull-out program focuses on improving thinking skills, creativity, problem solving, and social-emotional development. Cluster classroom teachers are expected to collaborate with the gifted specialist to differentiate specific classroom content, process, and product in content areas based on Arizona State Standards.</p> |
| <p>How do you group and deliver services to your 3-5* students?</p> <p>*6th-graders are served in middle school</p> | <ul style="list-style-type: none"> • Self-contained, cluster, pull out or differentiated instruction within the regular classroom • Specific instructional strategies tailored to the needs of the gifted learner, open ended questioning, | <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 thinking skills, creative problem solving, and social-emotional development.</p> <p>Cluster classroom teachers are expected to collaborate with the gifted specialist to differentiate specific classroom content, process, and product in content areas</p> |



Amphitheater School District #10 Gifted Scope and Sequence 2020



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| | <p>projects, activities that focus on higher order thinking skills</p> | <p>based on Arizona State Standards.</p> |
| <p>How do you group and deliver services to your 6-8 students?</p> | <ul style="list-style-type: none"> • Specific instructional strategies tailored to the needs of the gifted learner, open ended questioning, projects, activities that focus on higher order thinking skills • Content driven, accelerated learning, honors classes, flexible grouping | <p>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 and teacher recommendation, and have opportunities for academic challenges/competitions.</p> <p>Gifted students are enrolled in a Humanities class in place of standard level social studies class. Humanities provides a differentiated curriculum using gifted instructional strategies aligned with NAGC standards. Instruction is provided by a gifted specialist.</p> |
| <p>How do you group and deliver services to your 9-12 students?</p> | <ul style="list-style-type: none"> • Specific instructional strategies tailored to the needs of the gifted learner, open ended questioning, projects, activities that focus on higher order thinking skills • Content driven, accelerated learning, honors classes, AP/IB classes, flexible grouping and/or scheduling | <p>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 programme. Another high school offers the Cambridge program.</p> <p>A gifted specialist at each high school provides:</p> <ul style="list-style-type: none"> • Gifted workshops and seminars through a push-in to 9th and 10th grade Pre-AP English classrooms. • An 11th/12th grade REACH (gifted)/Honors Seminar and Honors Capstone classes developed especially for gifted learners with academic/career planning, self-awareness, portfolio, and community involvement components. • 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. |
| <p>Describe how you integrate your program standards with the Arizona State Standards at each grade level.</p> | <ul style="list-style-type: none"> • Use a curriculum mapping approach • Testing for competency before teaching content • Use Vertical alignment strategies | <p>The program addresses the Arizona State Standards through alignment and acceleration of content, process, and product.</p> <ul style="list-style-type: none"> • 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. • In middle school the social studies standards are extended and enriched through a Humanities course that allows for greater depth of understanding |



Amphitheater School District #10 Gifted Scope and Sequence 2020



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| | | <p>to interconnectedness of all human endeavor.</p> <ul style="list-style-type: none"> 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 programs. <p>Instruction for gifted students, whether by gifted specialists or classroom teachers, focus on Arizona State Academic Standards and are measured by our district-wide assessment and state-mandated tests.</p> <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"> Domain1:Planning and Preparation <ul style="list-style-type: none"> 1b. Student’s special needs 1c. Suitability for diverse students 1f. Criteria and standards Domain2:Classroom Environment <ul style="list-style-type: none"> 2b. Establishing a culture for learning Domain3:Instruction <ul style="list-style-type: none"> 3b. quality of questions/prompts Domain4:Professional Responsibilities <ul style="list-style-type: none"> 4b. Student progress in learning |
| <p>How do you involve parents in your program?</p> | <ul style="list-style-type: none"> Periodic orientation/communication meetings Provide information about summer programs like Johns Hopkins, ASU and U of A. Newsletters, parent support groups | <p>The REACH Program for gifted students:</p> <ul style="list-style-type: none"> participates in the Southern Arizona Regional Parent Teacher Institutes that occur once each fall and spring. provides district-wide community-forums so that parents to learn about giftedness and the needs of gifted students. maintains a website that links parents to information on gifted children. <p>Gifted specialists at each site:</p> <ul style="list-style-type: none"> send emails and targeted gifted newsletters to parents of identified students; as well as post information in school newsletters about events such as the AAGT conference. encourage parents to become involved as coaches and supporters for |



Amphitheater School District #10 Gifted Scope and Sequence 2020



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| | | programs that benefit gifted students such as Future Problem Solving, Odyssey of the Mind, Science Fair, and Academic Decathlon. |
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Amphitheater School District #10 Gifted Scope and Sequence 2020



| Curriculum and Instruction | | |
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| Question | Indicators | District description |
| <p>How do you differentiate instruction (pace and pedagogy) to K-2 students? Please list several sample activities to illustrate your description.</p> | <ul style="list-style-type: none"> • Training for teachers in flexible instructional groups • Provide for acceleration through extended literature, novels, math word problems, graph interpretation etc. • Establish a rubric for the pedagogy to be appropriately applied for this level | <p>Amphitheater Public Schools supports data-driven instruction and differentiation for all students.</p> <p>Our gifted education department offers training for district teachers on characteristics of gifted, identification, and problem solving. Our department also sponsors attendance at local training available through the Pima County Superintendent’s Office regarding meeting the needs of gifted students in the regular classroom, as well as professional development offered at the Arizona Association for Gifted and Talented Conference.</p> <p>Gifted specialists provide training and support at their schools on differentiation including creative and critical thinking strategies, questioning and high-level thinking.</p> <p>Specific examples of differentiated instruction for K-2 gifted students include—math exemplars, literature circles, and facilitating project-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>How do you differentiate instruction (pace and pedagogy) to 3-5* students? Please list several sample activities to illustrate your description.</p> | <ul style="list-style-type: none"> • Training for teachers in flexible instructional groups • Provide for acceleration through extended literature, novels, math word problems, graph interpretation etc. • Establish a rubric for the pedagogy to be appropriately applied for this | <p>Amphitheater Public Schools supports data-driven instruction and differentiation for all students.</p> <p>Our gifted education department offers training for district teachers on characteristics of gifted, identification, and problem solving. Our department also sponsors attendance at local training available through the Pima County Superintendent’s Office regarding meeting the needs of gifted students in the regular classroom, as well as professional development offered at the Arizona</p> |



Amphitheater School District #10 Gifted Scope and Sequence 2020



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| | <p style="text-align: center;">level</p> | <p>Association for Gifted and Talented Conference.</p> <p>Gifted specialists provide training and support at their schools on differentiation including questioning and high-level thinking.</p> <p>Specific examples of differentiated instruction for grades 3-5 gifted students include—math exemplars, literature circles, and facilitating project-based learning. This also includes supporting teachers and supplying materials for flexible grouping.</p> <p>Gifted specialist provide opportunities for single subject acceleration in both reading and math. The gifted specialist also facilitates whole grade acceleration using the Iowa Acceleration Scale.</p> <p>All elementary schools have clubs that include academic challenges such as: Math Madness, Odyssey of the Mind, Future Problem Solving, and competitive chess.</p> |
| <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"> • 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. | <p>Amphitheater Public Schools supports data-driven instruction and differentiation for all students.</p> <p>Our gifted education department offers training for district teachers on characteristics of gifted, identification, creative and critical thinking and problem solving. Our department also sponsors attendance at local training available through the Pima County Department of Education regarding meeting the needs of gifted students in the regular classroom, as well as professional development offered at the Arizona Association for Gifted and Talented Conference.</p> <p>Specific examples of differentiated instruction for grades 6-8 gifted students include: <u>Provided by the gifted specialist</u> Humanities for Gifted uses advanced high school and college level text, higher-level discussions, historically gifted mentor exemplars and complex tasks and products to support deeper understanding of societal motivation, the arts and</p> |



Amphitheater School District #10 Gifted Scope and Sequence 2020



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| | | <p>sciences within historical contexts.</p> <p><u>Provided by the middle school and supported by the gifted specialist</u> 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 National Junior Honor Society.</p> |
| <p>How do you differentiate instruction (pace and pedagogy) to 9-12 students? Please list several sample activities to illustrate your description.</p> | <ul style="list-style-type: none"> • Training for teachers in flexible instructional groups • Provide for acceleration through extended literature, novels, math word problems, graph interpretation etc. • Provide AP/IB coursework for student Establish a rubric for the pedagogy to be appropriately applied for this level s | <p>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 department offers training for district teachers on characteristics of gifted, identification, creative and critical thinking and problem solving. Gifted specialists provide training and support at their schools on needs of gifted students including specific training on underachievement.</p> <p>Our department also sponsors attendance at local training available through the Pima County Department of Education regarding meeting the needs of gifted students in the regular classroom, as well as professional development offered at the Arizona Association for Gifted and Talented Conference.</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"> • Seminars and workshops delivered through Pre-AP English classes in 9th and 10th grades. The topics of these push-in presentations address stress management, perfectionism, planning for academic and career goals, test taking strategies, and resume development. • 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. |



Amphitheater School District #10 Gifted Scope and Sequence 2020



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| | | <ul style="list-style-type: none"> • 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. • Individualized interventions and extensions to the standard program <u>Provided by the high school and supported by the gifted specialist:</u> • Honors, pre-AP, and AP coursework at all our high schools. One high school offers Cambridge Learning. A second high school offers an International Baccalaureate Diploma and Certificate Programme. Students may also participate in dual enrollment courses through Pima Community College. All high schools also have on-line learning options that allow gifted students more flexible learning options and schedules. |
| <p>What curricular materials do you use for grades K-2? Be specific.</p> | | <ul style="list-style-type: none"> • Junior Great Books • Math Exemplars • Odyssey of the Mind • InterAct Simulations • William and Mary Units |
| <p>What curricular materials do you use for grades 3-5? Be specific.</p> | | <ul style="list-style-type: none"> • Junior Great Books • Math Exemplars • Odyssey of the Mind • Future Problem Solving • InterAct Simulations • William and Mary Units |
| <p>What curricular materials do you use for grades 6-8? Be specific.</p> | | <ul style="list-style-type: none"> • Teaching Tolerance Units • We the People Curriculum • iCivics Curriculum • CNN10 (student news) • Perfection Learning Anthology of Primary Sources • Math Counts • Odyssey of the Mind • Common Lit – Leveled readings |



Amphitheater School District #10 Gifted Scope and Sequence 2020



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| | | <ul style="list-style-type: none">• Dr. Shelagh A. Gallagher Problem Based Learning Units• Historical Documentaries• Academic Pentathlon |
| <p>What curricular materials do you use for grades 9-12? Be specific.</p> | | <ul style="list-style-type: none">• Advanced Placement Content• International Baccalaureate Content• Cambridge• Academic Decathlon• Odyssey of the Mind Materials• Gregorc Inventory of Learning Style• Cheating Culture Book by Callahan• Success for Teens Materials• Ikigiai Books |



Amphitheater School District #10 Gifted Scope and Sequence 2020



Identification

| Question | Indicators | District description |
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| <p>Describe how your referral process for identification involves parents and staff.</p> | <ul style="list-style-type: none"> • Recommendations from parents/staff • Review of records and answers on transfer forms • Announcements/newsletters to parents • Referrals from counselors, administrators or support staff • In-service training for all staff and parents • Program description provided to all stakeholders | <p>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 from parents, all staff members, peers, and students themselves.</p> <p>Gifted specialists also review achievement data to identify possible candidates for testing.</p> <p>Gifted specialists work with school registrars 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 Ravens Progressive Matrices in every second-grade classroom across the district.</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"> • Use a matrix for underrepresented students including at risk, ELL and equity compared to school population • AzM2 Scores • Use of non verbal tests • Multiple measures • Personal interviews • Performance in honors/AP/IB classes • Service 97%, but what about 96,95, 94 and others | <p>All students referred and eligible for testing are tested using state-approved measures for verbal, quantitative, and nonverbal reasoning.</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 1st semester.</p> <p>Gifted specialists review Waterford Assessment of Core Skills (WACS) scores to identify early readers in K -1 and refer for testing.</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> |



Amphitheater School District #10 Gifted Scope and Sequence 2020



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| | | <ul style="list-style-type: none"> • Placed immediately if they meet state gifted identification criteria (97percentile and above). • Placed provisionally on a one-year basis in our program and that placement goes through a review process that may include additional testing. <p>Twice-exceptional students who are identified by the school psychologist or special education resource teacher are placed in our program if their scores also indicate a need for gifted services.</p> |
| <p>Please list all the testing instruments and data points you use for gifted student identification and explain why you chose these instruments.</p> | <ul style="list-style-type: none"> • CogAT, Raven, Naglieri • Students grades • Gifted Characteristics Checklists • Student, teacher, parent input • State approved testing list • Standardized Testing results | <p>Identification instruments include:</p> <ul style="list-style-type: none"> • K-1: OLSAT and NNAT • 2-12: CogAT • 10-12: PSAT • Multiple Criteria Checklist <ul style="list-style-type: none"> ○ For English Language Learners, at-risk and students with CogAT and OLSAT scores in the 90th – 93rd percentile ○ May include— Ravens Progressive Matrices, rapid language acquisition, ability test and achievement data, and recognition of student status as English Language Learner (ELL) or having an at-risk condition. |
| <p>How do you inform parents and staff of your referral and identification process?</p> | <ul style="list-style-type: none"> • Formal letters to parents • Parent informational meetings, conferences • School newsletters/website | <p>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> |
| <p>Once eligibility is determined, how do you inform parents of the decision and then handle an appeal of that decision?</p> | <ul style="list-style-type: none"> • Formal letters • Focus on data • Parent meetings • Meeting with teacher. Principal and Gifted Director | <p>Parents are sent a formal letter with test scores within 10 weeks after testing. Gifted specialists are available for parent conferences as requested. If a parent appeals, the gifted department co-chairs conference with the parent. Possible outcomes are sharing additional information on giftedness and identification, further testing, and a suggestion of outside testing.</p> |



Amphitheater School District #10 Gifted Scope and Sequence 2020



| Social and Emotional Development | | |
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| Question | Indicators | District description |
| <p>How do you provide for the unique affective needs of your gifted students K-5?</p> | <ul style="list-style-type: none"> • Grade level seminars to train teachers • Coordination of affective activities • Experiential learning approach • Provide common learning seminars for gifted students by grade level using pull out, cluster or self contained configurations • Use peer tutoring, cooperative learning strategies • Establish a parent support group | <p>Gifted specialists provide information, training, and materials to cluster classroom teachers that focus on gifted students' affective needs. Direct services in this area include—seminars for students, co-teaching with classroom teachers, and pull-out sessions focusing on specific social-emotional needs.</p> <p>A strand of the instruction provided throughout the K-12 curriculum is “Understanding Giftedness”. At each level, developmentally appropriate lessons are provided. In elementary school these lessons are provided by the gifted specialist through the pull-out enrichment model.</p> <p>Topics include:</p> <ul style="list-style-type: none"> • Habits of Mind • Gifted Intensities • Social Emotional Intelligence Journal Prompts • Howard Gardner’s Multiple Intelligences • Perfectionism |
| <p>How do you provide for the unique affective needs of your gifted students 6-8?</p> | <ul style="list-style-type: none"> • Incorporate specific activities into an honors program • Experiential learning approach • Provide common learning seminars for gifted students by grade level such as a humanities class • Establish a parent support group | <p>Specific strategies to facilitate social-emotional growth of grades 6-8 gifted students are delivered through the REACH (gifted) Humanities classes. 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>A strand of the instruction provided throughout the K-12 curriculum is “Understanding Giftedness”. At each level, developmentally appropriate lessons are provided. In middle school these lessons are provided by the gifted specialist in the Humanities class.</p> <p>Topics include:</p> <ul style="list-style-type: none"> • Gifted Historical Figures • Tolerance and Diversity • Understanding self and others • Social Emotional Check-ins |



Amphitheater School District #10 Gifted Scope and Sequence 2020



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| | | <ul style="list-style-type: none"> • Growth Mindset • Personal Reflection • Gifted Intensity • Perfectionism • Learning styles • Barbara Clark – Gifted Characteristics and resulting behaviors chart |
| <p>How do you provide for the unique affective needs of your gifted students 9-12?</p> | <ul style="list-style-type: none"> • Develop gifted student learning groups to share experiences • Assign a counselor to work with gifted students • Seminars to train teachers, counselors and administrators • Concurrent/dual enrollment possibilities tied to AP and IB • Establish a parent support group | <p>A strand of the instruction provided throughout the K-12 curriculum is “Understanding Giftedness”. At each level, developmentally appropriate lessons are provided.</p> <ul style="list-style-type: none"> • Specific strategies to facilitate social-emotional growth of high school gifted students are delivered through REACH (gifted) Seminars for 9th/10th graders and the REACH (gifted) • Honors Seminar and Capstone classes for 11th/12th graders. Topics include: Gifted brain function, gifted intensity, stress management, perfectionism, procrastination, understanding personal characteristics as they relate to career pathways and choices. <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>What specific orientation activities do you provide for parents and teachers regarding gifted students affective needs?</p> | <ul style="list-style-type: none"> • Grade level seminars to train teachers • Provide literature about the unique needs of gifted students to teachers/parents • Conduct locally developed gifted parent nights | <p>Parents and teachers are invited to attend in-district community forums on gifted intensity and the unique affective needs of gifted learners.</p> <p>Parents and teacher are encouraged to attend the Southern Arizona Gifted Network conferences which include presentations on gifted affective needs.</p> <p>Each gifted specialist has a lending library for parents and teachers to access with books on gifted children and their needs.</p> |
| <p>How do you monitor, identify and provide assistance to “at</p> | <ul style="list-style-type: none"> • Create an open ended referral process for parents, students and | <p>Gifted specialists at each site work with the principal, special education teacher, school psychologist, social worker, school counselor, and family advocate in</p> |



Amphitheater School District #10 Gifted Scope and Sequence 2020



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| <p>risk” gifted students?</p> | <p>teachers</p> <ul style="list-style-type: none"> • Provide counseling services on an as needed basis • Develop alternate approaches for students in high school to earn credit • Competency testing in core subjects to allow students to “move-on” | <p>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 Department of Child Services (DCS) etc. 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 one-on-one college application and scholarship support.</p> |
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Amphitheater School District #10 Gifted Scope and Sequence 2020



| Professional Development | | |
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| Question | Indicators | District description |
| <p>How do you regularly provide opportunities for regular classroom teachers and gifted teachers to receive specialized training about working with gifted students?</p> | <ul style="list-style-type: none"> • In-service training, staff development, professional learning communities • Fund attendance at conferences, workshops and training in gifted education • Provide instructional materials for gifted learners • Join the Arizona Association for Gifted and Talented (AAGT) • Teachers develop personal professional growth plans | <p>Gifted specialists and regular classroom teachers are given opportunities to attend the NAGC Convention and AAGT Conference, regional gifted conferences, and training on differentiation and social-emotional needs of gifted.</p> <p>Gifted specialists and regular classroom teachers are provided tuition support to work toward gifted endorsement by participating in the gifted endorsement courses offered through Pima County.</p> <p>Upon request, gifted department chairs team with the gifted specialist at schools to provide school-wide training on differentiation, problem solving, creative and critical thinking and social-emotional needs of gifted.</p> <p>Effective Teaching conference for new hires to the district – Gifted Services overview</p> <p>Southern Regional Parent Teacher Institutes – Various Topics</p> |
| <p>Please list the titles of the training you conducted last year and those planned for the current year.</p> | <ul style="list-style-type: none"> • Characteristics of the gifted learner • Instructional needs of the gifted learner • How to differentiate instruction to meet gifted learners needs • Identifying the gifted learner • The meaning of gifted testing results | <p>SY 2018-2019:</p> <ul style="list-style-type: none"> • Effective Teaching conference for new hires to the district – Gifted Services overview • Southern Regional Parent Teacher Institutes – Various Topics • The Gifted Brain and Gifted Intensity Community Forums for teachers and parents <ul style="list-style-type: none"> ○ Canyon Del Oro and IRHS Parent Forum ○ IRHS – Faculty Presentation • The Great Enigma: The Underachieving Gifted Student • Odyssey of the Mind Coaches’ and Judges’ Training • Perfectionism Training for Gifted Specialists |



Amphitheater School District #10 Gifted Scope and Sequence 2020



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| | | <p>SY 2019-2020:</p> <ul style="list-style-type: none">• Effective Teaching conference for new hires to the district – Gifted Services overview• Each level (ELEM, MS, HS) of the gifted specialist team participates in a Professional Learning Community focused on gifted services and instruction. These groups meet once or more each month to develop curriculum and share best practices and research.• Our district participates in and supports the bi-annual Southern Regional Parent Teacher Institutes – Various Topics• The Gifted Brain and Gifted Intensity Presentations:<ul style="list-style-type: none">○ 3 Evening Community Forums were presented at each of our high schools○ Amphitheater High School – Faculty Presentation• Odyssey of the Mind Coaches’ and Judges’ Training<ul style="list-style-type: none">○ Three coaches trainings of teachers and parents○ One judges training of teacher and parents• Parnes Model Creative Problem Solving<ul style="list-style-type: none">○ Presented to the Elementary Gifted Specialists PLC• Identification Training<ul style="list-style-type: none">○ All gifted specialists received a full-day training on the new CogAt as well as the Ravens and MCC process• Cluster Classroom Research and Best Practices<ul style="list-style-type: none">○ Elementary Principals <p>SY 2020-2021</p> <ul style="list-style-type: none">• Effective Teaching conference for new hires to the district – Gifted Services overview• Each level (ELEM, MS, HS) of the gifted specialist team participates in a Professional Learning Community focused on gifted services and instruction. These groups meet once or more each month to develop curriculum and share best practices and research.• Our district participates in and supports the bi-annual Southern |
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Amphitheater School District #10 Gifted Scope and Sequence 2020



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| | | <p>Regional Parent Teacher Institutes – Various Topics</p> <ul style="list-style-type: none"> • Kaplan – Depth and Complexity – Year-long multi-step training and practicum process <ul style="list-style-type: none"> ○ All Gifted specialists, elementary cluster classroom teachers, principals • The Gifted Brain and Gifted Intensity Presentations: <ul style="list-style-type: none"> ○ District-wide Parent Teacher Institute ○ Canyon Del Oro HS – Faculty Presentation ○ Other faculties as requested by the principal • Odyssey of the Mind Coaches’ and Judges’ Training <ul style="list-style-type: none"> ○ Three coaches trainings of teachers and parents ○ One judges training of teacher and parents |
| <p>How have your training events targeted the needs of administrators, counselors, psychologists and support staff?</p> | <ul style="list-style-type: none"> • Specific training events that illustrated for administrators how to support gifted education in their schools • Training for counselors in the social and emotional needs of the gifted learner • ADE sponsored training on school improvement | <ul style="list-style-type: none"> • Counselors receive training on Gifted Intensity and an overview of gifted services at all levels. • Elementary Principals receive training on the Cluster Classroom Model – research and best practices. • Elementary and middle school principals attended Personalized Learning Network training – Spring 2020 • Principals K-12 will be included in the Kaplan Depth and Complexity Training – SY 20/21 |
| <p>Describe the feedback received from post training evaluations. What did the participants say about the effectiveness?</p> | | <p>Participant feedback from the Southern Regional Parent Teacher Institutes is consistently positive and indicates ongoing support for this type of service to parents and teachers.</p> <p>Many parents and families participate in Odyssey of the Mind trainings and consistently return year after year.</p> <p>Parents and teachers have been very enthusiastic and engaged in the Gifted Brain and Gifted Intensity community forums and faculty presentations.</p> |



Amphitheater School District #10 Gifted Scope and Sequence 2020



| Parent and Community Involvement | | |
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| Question | Indicators | District description |
| How do you make your program philosophy, goals and recruitment procedures available to all parents? | <ul style="list-style-type: none"> • Provide parents with a gifted handbook for working with the district • Open house for gifted parents • Web site for gifted students and parents • Parent – teacher conferences | <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 gifted-identified students. Gifted specialists at elementary sites participate in school-wide parent-teacher conferences as available and schedule separate conferences as needed.</p> |
| How do you provide access to your scope and sequence for all parents? | <ul style="list-style-type: none"> • Gifted scope and sequence distributed to all gifted parents, available in all school offices and website | <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> |
| Describe how you incorporate parents into a support or advisory group. | <ul style="list-style-type: none"> • Write letters of invitation to all gifted parents to join our group • Develop a regular schedule of meetings, posted on website or in newsletter • Provide opportunities to hear and converse with gifted guest speakers | <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 Southern Arizona Parent Teacher Institutes featuring nationally recognized gifted guest speakers.</p> |
| How do you involve parents and the gifted community in the evaluation of your program? | <ul style="list-style-type: none"> • Surveys, personal interviews, town hall type meetings • Site council agenda item • End of year presentations | <p>Our district just completed a comprehensive review of gifted services K-12. This review and redesign process included surveys of all students and parents. Parents were also involved in the redesign committee.</p> |



Amphitheater School District #10 Gifted Scope and Sequence 2020



| Program Assessment | | |
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| Question | Indicators | District description |
| What data sources do you use to assess your programs effectiveness? | <ul style="list-style-type: none"> • Surveys from parents, students and teachers • Standardized test scores • AIMS performance scores • Terra Nova performance scores • Arizona Learns “Z” scores • AP/IB scores | Data sources used to assess our program’s effectiveness are— <ul style="list-style-type: none"> • AIMS Science and AzM2 scores • WACS – Waterford Assessment of Core Skills • Measurement of Academic Progress (NWEA MAP) • AP participation numbers and scores • Specific site-based scholar recognition • Exit surveys from students and parents. |
| Describe how you use test data, both norm referenced and criterion referenced in your evaluation process. | <ul style="list-style-type: none"> • Track progress of gifted students year to year individually • Compare scores of gifted students with the rest of the population to assess differences • Students class grades compared to identification scores | Gifted specialists analyze achievement data from a variety of sources depending on the grade level of the students on their caseload— <ul style="list-style-type: none"> • WACS data in grades K-2, gathered continually to follow student progress in reading • AIMS Science and AzM2 data in grades 3+ to see if student is at “exceeds” level in area of giftedness • NWEA MAP data in grades 2-8, gathered three times a year to follow student progress • IB/AP/Honors participation and scores, as well as scholar status at the high school level • GPA of high school students to guide academic decisions |
| How do you use informal measures like surveys, open forums and teacher interviews to gather data? | <ul style="list-style-type: none"> • Look for trends, common strengths, weaknesses, areas for improvement in parent surveys • Direct observation of the program in action | Gifted department co-chairs communicate with building principals to identify site based strengths and goals to guide program development. |
| What are your key indicators that your program is positively affecting students? | <ul style="list-style-type: none"> • Student interest, excitement with the program • Parental positive feedback • Students test score analysis • Stays with the program, no | Key indicators that our program is positively affecting students are: <u>Quantitative Data beginning SY 2020-2021:</u> <ul style="list-style-type: none"> • Percentage of identified gifted actively participating in program options • Percentage of gifted students participating in one of more |



Amphitheater School District #10 Gifted Scope and Sequence 2020



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| | <p>dropouts</p> <ul style="list-style-type: none"> • Regular attendance in class | <p>differentiated options.</p> <ul style="list-style-type: none"> • Percentage of gifted students demonstrating success through AP and IB results, and college and scholarship acceptance. • Percentage of gifted students scoring at or above grade level as measured by achievement on state and district instruments. <p><u>Qualitative Data beginning SY 2020-2021:</u></p> <ul style="list-style-type: none"> • Positive comments from parents to classroom teachers, building administrators, and district personnel. • Parent survey results. • Student comments |
| <p>Describe the performance standards you have for all gifted students.</p> | <ul style="list-style-type: none"> • Meets or exceeds on annual AIMS assessment • Meets the individual learning goals established for the students • The gifted population demographics must reflect the same picture as the total school population | <p>Gifted students will:</p> <ul style="list-style-type: none"> • Exceed the state standards on AzM2 in their areas of giftedness and at least meet the standard on other areas. Grades 3 - 10 • Meet or exceed the annual target growth on NWEA MAP testing K - 8 • Meet or exceed the annual target growth as set by IEPs for twice-exceptional students • Participate in advanced course work in their area of giftedness. • Demonstrate achievement performance on AP, IB and CLEP tests. • Demonstrate growth in problem solving, critical and creative thinking and social emotional understanding as measured by program developed rubrics and continuums. |