

# Scope and Sequence Criteria

<b>Program Design</b>		
QUESTION	Indicators	District description
What is your district's definition of a gifted student and gifted education?	<ul style="list-style-type: none"> <li>• Multiple criteria, non-verbal, verbal and quantitative</li> <li>• 97% on state approved tests or services for students with borderline scores</li> <li>• Read the state definition and incorporate it into your local district</li> </ul>	Gifted students are those with high intellectual ability as identified by scoring at the 97%ile or above on one or more state-approved tests in one or more areas (verbal, quantitative, nonverbal). Students who score at the 95%ile or 96%ile are given a one-year provisional placement and evaluated at the end of that year to determine appropriate placement. PHLOTE and at-risk students who do not meet the 97%ile are evaluated using a Multiple Criteria Checklist (see Identification).
Describe the Philosophy and Goals for your gifted program.	<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</li> </ul>	Amphitheater Public Schools provides services for gifted students, K-12. The district philosophy is to use data from multiple measures to drive instruction for all students throughout the school week. Gifted students are recognized as gifted every day and are placed in classrooms that facilitate their growth in learning to match their areas of intellectual need. Our goal is that gifted specialists collaborate with the teachers in these classrooms to provide learning about the unique needs of gifted students and support in

	<p>about the unique needs of gifted students</p> <ul style="list-style-type: none"> <li>• Goal: develop a program that represents the diversity of the school and district</li> </ul>	<p>differentiation for process, content, and product in content areas. Our goal is to offer training opportunities in the areas of the unique needs of gifted students for all staff members (administrators, teachers, counselors, support staff). Our goal is to proactively take steps to have the participation in our gifted program reflect the diversity in our district.</p>
<p>How do you group and deliver services to your K-2 students?</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>K-2 gifted students receive services in cluster classrooms and/or on a pull-out basis. Services focus on thinking skills, creativity, problem solving, and self-awareness. The classroom teacher and the gifted specialist collaborate to differentiate specific classroom content, process, and product in content areas based on approved Arizona Standards.</p>
<p>How do you group and deliver services to your 3-5* students?</p> <p>*6<sup>th</sup>-graders are served in middle school</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/or on a pull-out basis. Services focus on thinking skills, creative problem solving, self-awareness, self-evaluation, and other issues of social-emotional growth. The classroom teacher and the gifted specialist collaborate to differentiate specific classroom content, process, and product in content areas based on approved Arizona Standards.</p>
<p>How do you group and deliver services to your 6-8 students?</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 in grades 6-8 are offered advanced classes (specific classes may vary from site to site), are placed in math classes according to their elementary math achievement and teacher recommendation, and have opportunities for academic challenges/competitions. Gifted students may enroll in a self-contained Humanities class with</p>

		a differentiated curriculum and strategies.
How do you group and deliver services to your 9-12 students?	<ul style="list-style-type: none"> <li>• Specific instructional strategies tailored to the needs of the gifted learner, open ended questioning, projects, activities that focus on higher order thinking skills</li> <li>• Content driven, accelerated learning, honors classes, AP/IB classes, Cambridge Program, flexible grouping and/or scheduling</li> </ul>	Gifted students in grades 9-12 are offered pre-AP/AP, IB, or Cambridge Program classes in all content areas. A gifted specialist at each high school works with counselors to address the specific needs and challenges of gifted high school students including study skills, high school/college planning, and time management. Gifted students in high school also may enroll in the 11 <sup>th</sup> /12 <sup>th</sup> grade REACH (gifted)/Honors Internship classes developed especially for gifted learners with academic/career planning, self-awareness, portfolio, and community involvement components.
Describe how you integrate your program standards with the Arizona State Standards at each grade level.	<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>	Instruction for gifted students, whether by gifted specialists or classroom teachers, is focused on approved Arizona Standards and is measured by our district-wide assessment and state-mandated tests. Our district teacher evaluation system requires all teachers to show progress in student learning based on approved Arizona Standards.
How do you involve parents in your program?	<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>	All gifted specialists hold site-based parent meetings and distribute information on additional opportunities for gifted students and on local and state meetings for gifted advocacy. Included in these meetings is information on gifted education, traits on gifted students, and district services for gifted. We also maintain a website that links parents to information on gifted.

# Curriculum and Instruction

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"> <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. Our gifted department offers training for district teachers on characteristics of gifted, identification, and problem solving. Our department also sponsors attendance at local training on 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. Gifted specialists provide training and support at their schools on differentiation including questioning and high-leveling thinking. 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>How do you differentiate instruction (pace and pedagogy) to 3-5* students? Please list several sample activities to illustrate your description.</p>	<ul style="list-style-type: none"> <li>• Training for teachers in flexible instructional groups</li> <li>• Provide for acceleration through extended literature, novels, math word problems, graph interpretation etc.</li> <li>• Establish a rubric for the pedagogy to be appropriately applied for this level</li> </ul>	<p>Amphitheater Public Schools supports data-driven instruction and differentiation for all students. Our gifted department offers training for district teachers on characteristics of gifted, identification, and problem solving. Our department also sponsors attendance at local training on 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. Gifted specialists provide training and support at their schools on differentiation including</p>

		questioning and high-leveling thinking. 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.
How do you differentiate instruction (pace and pedagogy) to 6-8 students? Please list several sample activities to illustrate your description.	<ul style="list-style-type: none"> <li>• Training for teachers in flexible instructional groups</li> <li>• Provide for acceleration through extended literature, novels, math word problems, graph interpretation etc.</li> <li>• Develop an honors curriculum for gifted students Establish a rubric for the pedagogy to be appropriately applied for this level</li> <li>• Use real world connections, simulations, Mock Trial, etc.</li> </ul>	As stated above, our district supports data-driven instruction and differentiation for all students. Our gifted department offers training for district teachers on characteristics of gifted, identification, and problem solving. Our department also sponsors attendance at local training on 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. Gifted specialists provide training and support at their schools on differentiation including questioning and high-leveling thinking. Specific examples of differentiated instruction for grades 6-8 gifted students include: Humanities for gifted identified students, acceleration in math, advanced language arts, academic challenges (including Math Counts, Odyssey of the Mind, Future Problem Solving), leadership opportunities (including National Junior Honor Society), service learning (including National Junior Honor Society), and facilitating project-based learning (including We the People, Mock Trials, and simulations).
How do you differentiate instruction (pace and pedagogy) to 9-12 students? Please list several sample activities	<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> </ul>	As stated above, our district supports data-driven instruction and differentiation for all students. Our gifted department offers training for district teachers on characteristics of gifted, identification, and problem solving. Gifted

<p>to illustrate your description.</p>	<ul style="list-style-type: none"> <li>• Provide AP/IB coursework for student</li> </ul> <p>Establish a rubric for the pedagogy to be appropriately applied for this level student</p>	<p>specialists provide training and support at their schools on needs of gifted students including specific training on underachievement and Gifted Boys/Gifted Girls. Specific examples of differentiated instruction for high school gifted students include: pre-AP/AP, IB, and Cambridge Program coursework; use of the Understanding by Design framework for higher-level thinking; and opportunity for math classes at the community college level.</p>
<p>What curricular materials do you use for grades K-2? Be specific.</p>		<ul style="list-style-type: none"> <li>• Junior Great Books</li> <li>• Math Exemplars</li> <li>• Odyssey of the Mind</li> <li>• First Time Analogies</li> <li>• Logic Problems for Primary People</li> <li>• Open Minds, Open Doors: Activities for K-1</li> <li>• Interact Simulations</li> </ul>
<p>What curricular materials do you use for grades 3-5? Be specific.</p>		<ul style="list-style-type: none"> <li>• Junior Great Books</li> <li>• Math Exemplars</li> <li>• Odyssey of the Mind</li> <li>• Math Olympiad (MOEMS)</li> <li>• STEM resources including PBS Design Squad, Lego Engineering, Rube Goldberg, and Engineering is Elementary</li> <li>• Future Problem Solving</li> <li>• Interact Simulations</li> </ul>
<p>What curricular materials do you use for grades 6-8? Be specific.</p>		<ul style="list-style-type: none"> <li>• We the People</li> <li>• Junior Great Books</li> <li>• Math Counts</li> <li>• Odyssey of the Mind</li> <li>• Learning About Learning</li> <li>• Vocabulary for the High School Student</li> </ul>

<p>What curricular materials do you use for grades 9-12? Be specific.</p>		<ul style="list-style-type: none"><li>• Academic Decathlon</li><li>• Odyssey of the Mind</li><li>• VIEW Inventory of Problem Solving Style</li><li>• Gregorc Inventory of Learning Style</li><li>• Resumes for First Time Job Hunters</li><li>• Cheating Culture by Callahan</li><li>• Smart Boys and Smart Girls by Kerr and Cohn</li></ul>
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# Identification

Question	Indicators	District description
<p>Describe how your referral process for identification involves parents and staff.</p>	<ul style="list-style-type: none"> <li>• Recommendations from parents/staff</li> <li>• Review of records and answers on transfer forms</li> <li>• Announcements/newsletters to parents</li> <li>• Referrals from counselors, administrators or support staff</li> <li>• In-service training for all staff and parents</li> <li>• Program description provided to all stakeholders</li> </ul>	<p>Gifted specialists provide information on gifted identification at school open house nights, faculty meetings, school newsletters, and district- and school-based websites. Referrals for gifted identification are solicited from parents, all staff members, peers, and students themselves. Gifted specialists also review achievement data to identify possible candidates for testing. 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>Describe your process for the identification of K-12 gifted students, including how your process addresses the variety of student environmental backgrounds.</p>	<ul style="list-style-type: none"> <li>• Use a matrix for underrepresented students including at risk, ELL and equity compared to school population</li> <li>• Aims Scores</li> <li>• Use of non verbal tests</li> <li>• Multiple measures</li> <li>• Personal interviews</li> <li>• Performance in honors/AP/IB classes</li> <li>• Service 97%, but what about 96,95, 94 and others</li> </ul>	<p>All students who are referred and eligible for testing are tested using state-approved measures for verbal, quantitative, and nonverbal reasoning. All students are given two or more tests, e.g., CogAT and NNAT. Students who are PHLOTE or at-risk are evaluated on a Multiple Criteria Checklist. Students who have participated in gifted programs and are new to our district are placed provisionally on a one-year basis in our program and tested at a later date. New students who meet our criteria are placed immediately in our program (95%ile and above—see Program Design). Twice-exceptional students who are identified by the</p>



		<p>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"> <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>Testing instruments include—</p> <ul style="list-style-type: none"> <li>• K-1: OLSAT and NNAT</li> <li>• 2-12: CogAT, NNAT, Ravens</li> <li>• Multiple Criteria Checklist for PHLOTE and at-risk students includes— teacher/parent/specialist input based on gifted characteristics, rapid language acquisition, ability test and achievement data, and recognition of student status as English Language Learner (ELL) or having an at-risk condition.</li> </ul> <p>Gifted specialists at each site publicize testing in school newsletters. They also ask for student referrals from teachers, specialists, and administrators. They also look at the achievement data at each school to identify students who are candidates for gifted identification—AIMS and its successor assessment data, district-wide assessments, PSAT for high school, and classroom performance, as well as participation in academic competitions and other challenging school activities. In addition, our department implements screening using the NNAT in every second-grade classroom across the district. The Ravens is also as an additional test for students who are ELLs. We recognize student data on any state-approved test, including data from other districts and states, scores on tests administered by school</p>

		psychologists or private practitioners paid for by parents. Our program identification follows our state mandate and we continue to monitor and revise our practices to ensure equity and diversity in our gifted program.
How do you inform parents and staff of your referral and identification process?	<ul style="list-style-type: none"> <li>• Formal letters to parents</li> <li>• Parent informational meetings, conferences</li> <li>• School newsletters/website</li> </ul>	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. New parents are informed of identification procedures by school registrars.
Once eligibility is determined, how do you inform parents of the decision and then handle an appeal of that decision?	<ul style="list-style-type: none"> <li>• Formal letters</li> <li>• Focus on data</li> <li>• Parent meetings</li> <li>• Meeting with teacher. Principal and Gifted Director</li> </ul>	Parents are sent a formal letter with test scores within 4-6 weeks after testing. Gifted specialists are available for parent conferences as requested. If a parent appeals, the gifted department co-chairs or Associate Superintendent conference with the parent. Possible outcomes are sharing additional information on giftedness and identification, further testing, and a suggestion of outside testing.

## Social and Emotional Development

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"> <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>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. In addition, our department has a district-wide acceleration process using the Iowa Acceleration Scale for whole-grade or content-area acceleration. Gifted specialists look for parent leaders to establish a parent support group.</p>
<p>How do you provide for the unique affective needs of your gifted students 6-8?</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>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. Specific training in giftedness and underachievement, as well as gender/cultural issues, is offered through district professional development as mentioned above. In addition, our department has a district-wide acceleration process using the Iowa Acceleration Scale for whole-grade or content-area acceleration. Alternative education possibilities are presented to students as needed.</p>
<p>How do you provide for the unique affective needs of your gifted</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</li> </ul>	<p>Specific strategies to facilitate social-emotional growth of high school gifted students are delivered through REACH (gifted) Seminars for</p>

students 9-12?	<p>students</p> <ul style="list-style-type: none"> <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>9<sup>th</sup>/10<sup>th</sup> graders and the REACH (gifted) Internship classes for 11<sup>th</sup>/12<sup>th</sup> graders. Gifted specialists work with school counselors and follow student achievement data and provide intervention strategies as appropriate. Specific training in giftedness and underachievement, as well as gender/cultural issues, is offered through district professional development as mentioned above. Online education possibilities are presented to students as needed. Gifted high school students are clustered based on academic needs and the gifted specialists work with those cluster teachers.</p>
What specific orientation activities do you provide for parents and teachers regarding gifted students affective needs?	<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>Gifted specialists provide information on the affective needs of gifted students through grade-level meetings, providing literature to middle school and high school counselors, offering information to parents at school open houses, and hosting parent meetings for gifted-identified students in which the notion of a parent group is offered.</p>
How do you monitor, identify and provide assistance to "at risk" gifted students?	<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>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, referral to Department of Child Safety, etc. Gifted specialists are aware of the site-based at-risk teams (also called student study teams) and may also serve on those teams. Academic counseling is available in high school to help students enroll in community college classes or our district online program.</p>

# Professional Development

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"> <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>Our department regularly offers professional development to all staff members. Cluster classroom teachers and gifted specialists are given opportunities to attend the NAGC Convention and AAGT Conference, regional gifted conferences, and training on differentiation and social-emotional needs of gifted. Gifted specialists support classroom teachers on their professional development plans with interventions and extensions for gifted learners. We provide book studies in the area of social-emotional needs of gifted learners, follow-up learning opportunities for teachers after conferences and other training, and specific resources for their classroom use. Our district offers a Tuition Reimbursement Program in which teachers' full tuition is paid as they seek full gifted endorsement for REACH (gifted) teachers and for classroom teachers.</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"> <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>	<ul style="list-style-type: none"> <li>• Introduction to Gifted Education for Cluster Teachers</li> <li>• Issues in Gifted Education</li> <li>• Future Problem Solving Curriculum and Competition</li> <li>• Differentiating Instruction for Cluster Classrooms</li> <li>• The Great Enigma: The Underachieving Gifted Student</li> <li>• Odyssey of the Mind Coaches' Training</li> </ul>

		<ul style="list-style-type: none"> <li>• Follow-up Session for SDE Seminar: Teach to Reach All Your Students</li> <li>• Book Study: Helping Gifted Children Soar</li> <li>• Book Study: How to Thrive as a Teacher Leader</li> <li>• Book Study: The Way They Learn—A Study of Learning Styles</li> <li>• Identifying and Meeting the Needs of the Visual Spatial Learner</li> <li>• Gifted in Minority and Underrepresented populations</li> <li>• Questioning Strategies for Working with Gifted Students</li> <li>• Introduction to Taba Strategies and Higher Level Thinking in Gifted Students</li> </ul>
How have your training events targeted the needs of administrators, counselors, psychologists and support staff?	<ul style="list-style-type: none"> <li>• Specific training events that illustrated for administrators how to support gifted education in their schools</li> <li>• Training for counselors in the social and emotional needs of the gifted learner</li> <li>• ADE sponsored training on school improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Training for counselors and related personnel on The Great Enigma: The Underachieving Gifted Student</li> <li>• Training for counselors, psychologists, and administrators on The Iowa Acceleration Scale</li> <li>• Presentations by gifted department co-chairs to principals on acceleration, instructional models developed for teaching gifted students</li> </ul>
Describe the feedback received from post training evaluations. What did the participants say about the effectiveness?		All participants were able to identify one or more concept that would be readily applicable to their teaching situation. Specific comments have included "practical," "useful," and "strategies I will use in my classroom." Follow-up sessions helped participants process the training.

# Parent and Community Involvement

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"> <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>	Information on gifted services is published in a brochure sent out with all communication to parents. Information is also provided at each school, on gifted specialists’ websites, and on the district website. Our department will provide 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 at the Open House 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.
How do you provide access to your scope and sequence for all parents?	<ul style="list-style-type: none"> <li>• Gifted scope and sequence distributed to all gifted parents, available in all school offices and website</li> </ul>	Our scope and sequence is available at each site through the gifted specialist and the principal at every school.
Describe how you incorporate parents into a support or advisory group.	<ul style="list-style-type: none"> <li>• Write letters of invitation to all gifted parents to join our group</li> <li>• Develop a regular schedule of meetings, posted on website or in newsletter</li> <li>• Provide opportunities to hear and converse with gifted guest speakers</li> </ul>	<ul style="list-style-type: none"> <li>• The gifted department has run districtwide book studies and informational sessions offering support to parents of identified gifted students</li> <li>• Gifted specialists distribute information on AAGT, its Annual Conference and Parent Day, and other parent groups.</li> <li>• Gifted specialists send out quarterly newsletters from school sites and offer site-based teacher webpages</li> <li>• District-sponsored Tucson Gifted Conference for Parents and Teachers of</li> </ul>

		<p>Gifted Students is held on a bi-annual basis.</p>
<p>How do you involve parents and the gifted community in the evaluation of your program?</p>	<ul style="list-style-type: none"> <li>• Surveys, personal interviews, town hall type meetings</li> <li>• Site council agenda item</li> <li>• End of year presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Gifted specialists make presentations to Parent Teacher Organizations and site councils as invited</li> <li>• Gifted services are a part of districtwide surveys on parent satisfaction</li> <li>• The process of AdvancED certification required all stakeholders to offer feedback, including gifted services</li> <li>• The district-sponsored conference elicits feedback for continuous improvement of services to gifted students</li> </ul>



# Program Assessment

Question	Indicators	District description
<p>What data sources do you use to assess your programs effectiveness?</p>	<ul style="list-style-type: none"> <li>• Surveys from parents, students and teachers</li> <li>• Standardized test scores</li> <li>• AIMS performance scores</li> <li>• Terra Nova performance scores</li> <li>• Arizona Learns "Z" scores</li> <li>• AP/IB scores</li> </ul>	<p>Data sources used to assess our program's effectiveness are—</p> <ul style="list-style-type: none"> <li>• AIMS and its successor assessment</li> <li>• 301 Plan</li> <li>• DIBELS</li> <li>• Measurement of Academic Progress (MAP)</li> <li>• AP, IB, and Cambridge Program participation numbers and scores</li> <li>• Specific site-based scholar recognition</li> <li>• Exit surveys from students</li> <li>• Parent surveys as listed in Parent &amp; Community Involvement above</li> <li>• Individual teacher evaluation includes student achievement data for Overall Weighted Average (OWA)</li> </ul>
<p>Describe how you use test data, both norm referenced and criterion referenced in your evaluation process.</p>	<ul style="list-style-type: none"> <li>• Track progress of gifted students year to year individually</li> <li>• Compare scores of gifted students with the rest of the population to assess differences</li> <li>• Students class grades compared to identification scores</li> </ul>	<p>Gifted specialists gather and analyze achievement data on the students on their caseload—</p> <ul style="list-style-type: none"> <li>• AIMS and its successor assessment data in grades 3+ to see if student is at "exceeds" or "highly proficient" level in area of giftedness</li> <li>• MAP data in grades 2-8, gathered three times a year to follow student progress</li> <li>• DIBELS data in grades K-1, gathered three times a year to follow student progress</li> <li>• AP, IB, and Cambridge Program participation and scores, as well as</li> </ul>

		<p>scholar status at the high school level</p> <ul style="list-style-type: none"> <li>• Exit surveys from students at end of school year</li> <li>• Gifted specialists collect data on high, medium, and low student to share as part of regularly scheduled departmental meetings, feeder pattern meetings, and team meetings in which gifted student achievement is a part of the agenda</li> </ul>
How do you use informal measures like surveys, open forums and teacher interviews to gather data?	<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>	<ul style="list-style-type: none"> <li>• Department meetings are held three times each year and provide a forum for discussing trends, needs, and achievements</li> <li>• Elementary gifted team meets quarterly to focus on gifted identification and school achievement of the students on our caseload</li> </ul>
What are your keys indicators that your program is positively affecting students?	<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 are—</p> <ul style="list-style-type: none"> <li>• Regular attendance in class</li> <li>• Remaining on active status in program</li> <li>• Positive comments from parents to classroom teachers, building administrators, and district personnel</li> <li>• High student interest in participating in gifted services</li> </ul>
Describe the performance standards you have for all gifted students.	<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</li> </ul>	<p>Gifted students will—</p> <ul style="list-style-type: none"> <li>• “Exceed” or “Highly Proficient” scores related to the state standards on AIMS or its successor assessment in their areas of giftedness and at least “meet”</li> </ul>

	reflect the same picture as the total school population	or “proficient” scores on the standards in other areas <ul style="list-style-type: none"><li>• Meet or exceed the annual target growth on MAP testing</li><li>• Meet or exceed the annual target growth as set by IEPs for twice-exceptional students</li><li>• Set and achieve personal goal as a part of 21<sup>st</sup> Century Learning Skills</li><li>• Reflect the composition of the school population in terms of demographics</li></ul>
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