

Scope and Sequence Criteria

Program Design		
QUESTION	Indicators	District description
What is your district's definition of a gifted student and gifted education?	<ul style="list-style-type: none"> • Multiple criteria, non-verbal, verbal and quantitative • 97% on state approved tests or services for students with borderline scores • Read the state definition and incorporate it into your local district 	
Describe the Philosophy and Goals for your gifted program.	<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 	
How do you group and deliver services to your K-2 students?	<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 • 	
How do you group and deliver services to your 3-6 students?	<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>How do you group and deliver services to your 7-8 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>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>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>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 	

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"> • 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>How do you differentiate instruction (pace and pedagogy) to 3-6 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>How do you differentiate instruction (pace and pedagogy) to 7-8 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>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>What curricular materials do you use for grades K-2? Be specific.</p>		
<p>What curricular materials do you use for grades 3-6? Be specific.</p>		
<p>What curricular materials do you use for grades 7-8? Be specific.</p>		
<p>What curricular materials do you use for grades 9-12? Be specific.</p>		

Identification

Question	Indicators	District description
Describe how your referral process for identification involves parents and staff.	<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 	
Describe your process for the identification of K-12 gifted students, including how your process addresses the variety of student environmental backgrounds.	<ul style="list-style-type: none"> • Use a matrix for underrepresented students including at risk, ELL and equity compared to school population • Aims 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 	
Please list all the testing instruments and data points you use for gifted student identification and explain why you chose these instruments.	<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 	
How do you inform parents and staff of your referral and identification process?	<ul style="list-style-type: none"> • Formal letters to parents • Parent informational meetings, conferences • School newsletters/website 	
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"> • Formal letters • Focus on data • Parent meetings • Meeting with teacher. Principal and Gifted Director 	

Social and Emotional Development

Question	Indicators	District description
<p>How do you provide for the unique affective needs of your gifted students K-6?</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 leaning strategies • Establish a parent support group 	
<p>How do you provide for the unique affective needs of your gifted students 7-8?</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>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>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>How do you monitor, identify and provide assistance to "at risk" gifted students?</p>	<ul style="list-style-type: none">• Create an open ended referral process for parents, students and teachers• 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"	

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"> • 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>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>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 	
<p>Describe the feedback received from post training evaluations. What did the participants say about the effectiveness?</p>		

Parent and Community Involvement

Question	Indicators	District description
<p>How do you make your program philosophy, goals and recruitment procedures available to all parents?</p>	<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>How do you provide access to your scope and sequence for all parents?</p>	<ul style="list-style-type: none"> • Gifted scope and sequence distributed to all gifted parents, available in all school offices and website 	
<p>Describe how you incorporate parents into a support or advisory group.</p>	<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>How do you involve parents and the gifted community in the evaluation of your program?</p>	<ul style="list-style-type: none"> • Surveys, personal interviews, town hall type meetings • Site council agenda item • End of year presentations 	

Program Assessment

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 	
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 	
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 	
What are your keys 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 dropouts • Regular attendance in class 	
Describe the performance standards you have for all gifted students.	<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 	

Budgeting

Question	Indicators	District description
<p>What percentage of your supplemental allocation is used in the following categories: capitol expenditures, direct student services, professional development and district coordination?</p>	<ul style="list-style-type: none"> • 111 	
<p>Describe the structure of your gifted education staffing including the ratio of teaching staff to the number of identified gifted students.</p>	<ul style="list-style-type: none"> • Type of program: pull out, cluster, self contained or differentiated instruction within the classroom • Ratio within the structure you chose 1 to how many students? 	
<p>To what extent does the district support the funding of your gifted program? Please elaborate: be specific as to staff and financial resources</p>	<ul style="list-style-type: none"> • Teacher salaries? • Rooms, appropriately equipped? • Professional development • Funding for a Director? • Testing supplies? • Administrative support? 	