



# Pine Strawberry Elementary School District #12

## Gifted Scope & Sequence

**Governing Board Review & Approval Date:** December 11, 2023

**Submitted by:** Katie Ast    **Title:** Superintendent/Principal    **Email:** [kast@pineesd.org](mailto:kast@pineesd.org)    **Phone:** (928)476-3283

**LEA gifted coordinator:** Kirsten Ratliff    **Email:** [kratliff@pineesd.org](mailto:kratliff@pineesd.org)

**LEAS gifted website:** <https://www.pineesd.org/departments/exceptional-students-services/gifted-students>

<h2 style="margin: 0;">Program Design</h2>		
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"> <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 in ARS 15-779 and incorporate it into your local district</li> </ul>	<p>Students with exceptional abilities and talents are found in all cultural and linguistic groups, in all economic levels, in all geographic areas of the state, in all domains of intelligence, and in groups of individuals who also have disabilities. The official definition of "gifted child" is found in Arizona Revised Statute § 15-779.</p> <p>In this article, unless the context otherwise requires:</p> <ol style="list-style-type: none"> <li>1. "Gifted education" means appropriate academic course offerings and services that are required to provide an educational program that is an integral part of the regular school day and that is commensurate with the academic abilities and potential of a gifted pupil.</li> <li>2. "Gifted pupil" means a child who is of lawful school age, who due to superior intellect or advanced learning ability, or both, is not afforded an opportunity for otherwise attainable progress and development in regular classroom instruction and who needs appropriate gifted education services, to achieve at levels commensurate with the child's intellect and ability. (A.R.S. 15-779)</li> </ol> <p><b>PINE STRAWBERRY SCHOOL BOARD POLICY</b>  <b>I-2450 © IHBB</b>  <b>GIFTED AND TALENTED EDUCATION</b></p> <p>The Board requires that expanded academic course offerings, programs and supplemental services be provided as an integral part of the regular school day to pupils identified in accord with relevant statutes. A program scope and sequence for gifted education including those requirements found in A.R.S 15-779.02 shall be prepared and submitted in a form required by the Department of Education for approval by July 1 if any changes were made the previous year and every five (5) years if no changes were made.</p>





# Pine Strawberry Elementary School District #12

		<p>identification and service recommendation. The CST will analyze results of the testing process and will ascertain whether students meet the criteria for gifted identification. Students are identified as gifted with a score at or above the 97<sup>th</sup> percentile, based on national norms, on a test adopted by the state board of education in the areas of verbal, quantitative, and/or nonverbal. This team may take into consideration other relevant information or data to determine eligibility and services. The CST also makes recommendations for services for each identified student.</p> <p>Although each gifted student is unique, gifted students do have some characteristics in common. They usually are swift and efficient learners, may make intuitive leaps, quickly sense patterns in information, ask themselves questions about perceived patterns in order to understand them, and form connections among stored concepts and related bits of new information to modify their existing knowledge base.</p> <p>In their area of interest, they are able to construct clear mental maps that organize concepts efficiently; they are able to think flexibly about new possibilities, and they thrive on questions and problems that have a wide range of possible answers instead of those that have one correct answer. The Kingore Observation Inventory and Searching for Potential (SPOI) are examples of checklists that aid teachers in identifying potential gifted students.</p>
<p>Describe the Philosophy and Goals for your gifted program.</p>	<ul style="list-style-type: none"> <li>• Incorporates a K-8 or K-12 continuity of services</li> <li>• Modify instruction/curriculum to meet student needs</li> <li>• Describes differentiation in process, content and product</li> <li>• "Gifted students are gifted all day, not just for a small segment of that day"</li> <li>• Goal: start with where the student is academically and accelerate the pace of instruction</li> <li>• Goal: train as many teachers as possible about the unique needs of gifted students</li> <li>• Goal: develop a program that represents the diversity of the school and district</li> </ul>	<p>Gifted students develop asynchronously. This means that they are intellectually advanced in one or more areas yet may have difficulties or be average in other areas. Their motor skills may or may not match those of other same age children. The same is true for social skills. In addition, social skills may be advanced. Young gifted children progress through developmental milestones more rapidly, and sometimes prefer to associate with older children or adults who are more likely to understand their vocabulary and the complexity of their ideas.</p> <p>Gifted students of the same age are not alike. There are differences between moderately gifted, highly gifted, and profoundly gifted students that may require as much curriculum differentiation within the group as is necessary between moderately gifted students and their non-gifted peers. Pre and post tests, formal and informal observations, and portfolios provide teachers with information to design challenging and enriching instruction that is above their current functioning level.</p> <p>It is our goal to support Pine Strawberry teachers through professional development, provided by the district's gifted coordinator, on the differentiation process, products, and content to meet the needs of gifted learners.</p>



# Pine Strawberry Elementary School District #12

<p>How do you group and deliver services to your K-5 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><b>Grades K-5</b>            Services are delivered by an appropriately certified gifted teacher trained in differentiated instruction using materials designed for various levels of ability. Students are placed in groups and participate in small group gifted instruction. The gifted teacher also provides consultative services to regular classroom teachers in grades K-5 to assist the teacher in differentiating instruction for highly able students. Instructional strategies utilized may include:</p> <ul style="list-style-type: none"> <li>- Flexible ability/skill grouping</li> <li>- Variation of product options</li> <li>- Adjusted outcome expectations</li> <li>- Individualized projects</li> <li>- Technology integration</li> <li>- Provision of enrichment opportunities (e.g., classroom learning centers, literature studies, library studies, guided research, advanced computer usage, problem based learning)</li> </ul>
<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><b>Grades 6-8</b>            Services are delivered by an appropriately certified gifted teacher trained in differentiated instruction using materials designed for various levels of ability. Students are placed in groups and participate in small group gifted instruction. The gifted teacher also provides consultative services to regular classroom teachers in grades K-5 to assist the teacher in differentiating instruction for highly able students. Instructional strategies utilized may include:</p> <ul style="list-style-type: none"> <li>- Flexible ability/skill grouping</li> <li>- Variation of product options</li> <li>- Adjusted outcome expectations</li> <li>- Individualized projects</li> <li>- Technology integration</li> <li>- Provision of enrichment opportunities (e.g., classroom learning centers, literature studies, library studies, guided research, advanced computer usage, problem based learning)</li> </ul>
<p>How do you group and deliver services to your 9-12 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, AP, IB or CIE classes, flexible grouping and/or scheduling</li> </ul>	<p>Pine Strawberry is a K-8<sup>th</sup> grade district</p>
<p>Describe how you integrate your program standards with the Arizona State Standards at each grade level.</p>	<ul style="list-style-type: none"> <li>• Use a curriculum mapping approach</li> <li>• Testing for competency before teaching content</li> <li>• Use Vertical alignment strategies</li> </ul>	<p><b>Curriculum Philosophy From Pine Strawberry Curriculum and Assessment Team</b></p> <p style="text-align: center;"><b>Curriculum Expectations</b></p> <p style="text-align: center;"><b>Teachers in the Pine Strawberry District are expected to:</b></p>



# Pine Strawberry Elementary School District #12

- Implement the district Board-adopted curriculum.
- Integrate the curriculum areas in their instructional delivery.
- Promote continuity and cumulative acquisition of knowledge through the effective use of the adopted curriculum.

### **The Continuous Progress Model**

- All students are capable of achieving success.
- Success leads to more success.
- Instruction is adapted to improve learning.
- Clear outcomes, high expectations, and on-going appropriate assessment improve learning.
- An appropriate level of challenge improves student achievement.
  
- Individualized student learning needs are continually assessed and considered to maximize academic progress.

### **Curriculum in Pine Strawberry**

- Clear and measurable targets are stated for each target area.
- Target indicators describe what student success looks like for each target.
- The adopted curriculum provides a sound foundation for students entering high school.
- Targets reflect national and state curriculum standards.
- Refinements are ongoing and reflect student learning needs, best practices, and current research on student learning.

### **Gifted**

Educational services for the gifted differ from regular education in content learned by gifted students. Content is more abstract, complex, varied, and accelerated to incorporate the Arizona Academic Standards in grades.

Although the Pine Strawberry Course of Study provides the basis of content for all students in the Pine Strawberry School District, gifted students typically advance into greater depth of study as well as acceleration of content.



# Pine Strawberry Elementary School District #12

		<p>Gifted students in grades 3-8 make use of Accelerated Reader and Galileo programs by setting personal growth goals and striving to attain them.</p> <p>Elementary and middle school math students are expected to master the grade-level curriculum as well as have access to enrichment, although there is also emphasis on in-depth learning through application of content and on student projects.</p> <p>The curriculum also allows more time for in-depth explorations.</p>
<p>How do you involve parents in your program?</p>	<ul style="list-style-type: none"> <li>• Periodic orientation/communication meetings</li> <li>• Provide information about summer programs like Johns Hopkins, ASU and U of A</li> <li>• Newsletters, parent support groups</li> </ul>	<ul style="list-style-type: none"> <li>• Open communication between parents and school exists via email, phone calls, conferences, and opportunities for classroom volunteering and visits</li> <li>• School website contains gifted information</li> <li>• Open houses are held as an opportunity for schools and teachers to share information.</li> <li>• One of the primary responsibilities for the Gifted Coordinator is to serve as a contact for parent inquiries.</li> <li>• Parent surveys</li> <li>• Parent Teacher Conferences</li> </ul>



# 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>Although the Pine Strawberry Course of Study provides the basis of content for all students in the Pine Strawberry School District, gifted students typically advance into greater depth of study as well as acceleration of content. Differentiated instructional strategies are addressed at CST meetings.</p> <ul style="list-style-type: none"> <li>- Project Based Learning</li> <li>- STEM</li> <li>- Technology Integration</li> <li>- In depth application</li> </ul> <p>Gifted students are offered more choices in the types of student products they create. There is a greater emphasis on projects, in which gifted students can show their creativity and innovation.</p> <p>The Gifted Coordinator supports teachers by collaborating and providing concentrated consultation to classroom teachers on how to take advantage of the unique skills of gifted students.</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>Although the Pine Strawberry Course of Study provides the basis of content for all students in the Pine Strawberry School District, gifted students typically advance into greater depth of study as well as acceleration of content. Differentiated instructional strategies are addressed at CST meetings.</p> <ul style="list-style-type: none"> <li>- Project Based Learning</li> <li>- STEM</li> <li>- Technology Integration</li> <li>- In depth application</li> </ul> <p>Gifted students are offered more choices in the types of student products they create. There is a greater emphasis on projects, in which gifted students can show their creativity and innovation.</p> <p>The Gifted Coordinator supports teachers by collaborating and providing concentrated consultation to classroom teachers on how to take advantage of the unique skills of gifted students. meetings</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"> <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</li> </ul>	<p>Although the Pine Strawberry Course of Study provides the basis of content for all students in the Pine Strawberry School District, gifted students typically advance into greater depth of study as well as acceleration of content. Differentiated instructional strategies are addressed at CST meetings.</p> <ul style="list-style-type: none"> <li>- Project Based Learning</li> <li>- STEM</li> <li>- Technology Integration</li> </ul>



# Pine Strawberry Elementary School District #12

	<ul style="list-style-type: none"> <li>to be appropriately applied for this level</li> <li>Use real world connections, simulations, Mock Trial, etc.</li> </ul>	<ul style="list-style-type: none"> <li>In depth application</li> </ul> <p>Gifted students are offered more choices in the types of student products they create. There is a greater emphasis on projects, in which gifted students can show their creativity and innovation.</p> <p>The Gifted Coordinator supports teachers by collaborating and providing concentrated consultation to classroom teachers on how to take advantage of the unique skills of gifted students.</p>
How do you differentiate instruction (pace and pedagogy) to 9-12 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>Provide AP, IB or CIE coursework for student Establish a rubric for the pedagogy to be appropriately applied for these levels</li> </ul>	Pine Strawberry is a K-8 <sup>th</sup> grade school district
What curricular materials do you use for grades K-2?	<ul style="list-style-type: none"> <li>Be specific.</li> </ul>	<p>K-2</p> <p>The Pine Strawberry curriculum is followed.</p> <ul style="list-style-type: none"> <li>Reading materials are Houghton Mifflin Harcourt Journeys. The gifted teacher provides acceleration of content and strategies within this program.</li> <li>Math students are expected to master the grade-level curriculum utilizing Harcourt Go Math as well as enrichment material.</li> <li>Supplemental materials are used to provide enrichment and extension opportunities.</li> <li>There is also an emphasis on in-depth learning through the application of content and student projects.</li> </ul>
What curricular materials do you use for grades 3-5?	<ul style="list-style-type: none"> <li>Be specific.</li> </ul>	<p>3-5</p> <p>The Pine Strawberry curriculum is followed.</p> <ul style="list-style-type: none"> <li>Reading materials are Houghton Mifflin Harcourt Journeys. The gifted teacher provides acceleration of content and strategies within this program.</li> <li>Math students are expected to master the grade-level curriculum utilizing Harcourt Go Math as well as enrichment material.</li> <li>Supplemental materials are used to provide enrichment and extension opportunities.</li> <li>There is also an emphasis on in-depth learning through the application of content and student projects.</li> </ul>
What curricular materials do	<ul style="list-style-type: none"> <li>Be specific.</li> </ul>	<p>6-8</p> <p>The Pine Strawberry curriculum is followed.</p>



# Pine Strawberry Elementary School District #12

<p>you use for grades 6-8?</p>		<ul style="list-style-type: none"> <li>- Reading materials are Houghton Mifflin Harcourt Into Literature. The gifted teacher provides acceleration of content and strategies within this program. This ELA program is designed to meet all students' needs including gifted.</li> <li>- Math students are expected to master the grade-level curriculum utilizing the Big Ideas Math program as well as enrichment material.</li> <li>- Supplemental materials are used to provide enrichment and extension opportunities.</li> <li>- There is also an emphasis on in-depth learning through the application of content and student projects.</li> </ul>
<p>What curricular materials do you use for grades 9-12?</p>	<ul style="list-style-type: none"> <li>• Be specific.</li> </ul>	<p>Pine Strawberry is a K-8<sup>th</sup> grade school district</p>



## 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 student transfer documents</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>Students in grades K – 8 are referred and screened for gifted identification in the areas of verbal, nonverbal and quantitative. Nominations for screening are generated from any staff member, students, or parents. Parents and other stakeholders are informed of testing opportunities at open house and via the Pine Strawberry School District website, through parent-teacher conferences, or extending an invitation for students to participate in eligibility testing based data review.</p> <p>Teachers can refer students for testing throughout the year. To help teachers understand the referral process, they receive:</p> <ul style="list-style-type: none"> <li>• In-service training regarding characteristics, identification, and service models</li> <li>• Referral forms</li> </ul> <p>Parents receive the following information when testing is requested:</p> <ul style="list-style-type: none"> <li>• A letter explaining the evaluation process</li> <li>• Permission to test form</li> </ul> <p>Pine Strawberry employs a gifted coordinator who assists teachers by assessing K-8 students. The gifted coordinator also serves as an informational contact for parent and staff inquiries concerning gifted testing and eligibility.</p> <p>If an identified gifted student transfers to another district, test information is provided to prevent disruption of services.</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>• Serve 97%, but what about 96, 95, 94 and others?</li> <li>• Use a matrix for underrepresented students including at risk, ELL and equity compared to school population</li> <li>• Arizona Assessment Scores</li> <li>• Use of non-verbal tests</li> <li>• Multiple measures</li> <li>• Personal interviews</li> <li>• Performance in honors, AP, IB, CIE classes</li> </ul>	<p>K-8</p> <p>After test administration, a Child Study Team typically consisting of the classroom teacher, parent, gifted coordinator, and administrator convenes to determine eligibility and placement. The Pine Strawberry School District provides services to students who identify at 97% or above on a state-approved gifted identification test in any of the three sections (verbal, quantitative, nonverbal) of the test. The Child Study Team considers gifted services for students who also fall within the Standard Error of Measurement by considering a variety of feedback and data.</p> <p>Alternative standardized assessment measures, portfolio data, interviews, and other formal and informal evaluation data may be used to augment the assessment process by the Child Study Team. For transfer students, the Pine Strawberry School District will place students as soon as the Child Study Team verifies eligibility and</p>



# Pine Strawberry Elementary School District #12

		<p>prescribes services.</p> <p>K-8 There is involvement of the appropriate professionals to consider the unique needs of English Language Learners and special education students when looking at gifted eligibility. Testing on an individual basis or the use of appropriate universal accommodations might be utilized. Members of the Exceptional Students Services department work together to address the combined needs of this dual population in respect to identification and service delivery.</p> <p>The Pine Strawberry School District acknowledges the many issues that revolve around disproportionality. There will be an increased focus and data analysis involving underrepresented ethnicities with the goal to promote achievement for ALL students.</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, Naglieri, WISC, etc. See the State Board approved test list</li> <li>• Student grades</li> <li>• Gifted Characteristics Checklists</li> <li>• Student, teacher, parent input</li> <li>• Standardized testing results</li> </ul>	<p>Testing is scheduled and conducted upon request. The Cognitive Abilities Test (CogAT) is administered by the gifted coordinator.</p> <p>These tests were chosen because they are State approved gifted tests, and they offer alternative formats for various student populations. All testing is administered by the gifted coordinator.</p> <p>After test administration in K - 5, a Child Study Team typically consisting of the classroom teacher, parent, gifted coordinator, and administrator convenes to determine eligibility and placement. The Child Study Team may use alternative standardized assessment measures, portfolio data, interviews, and other formal and informal evaluation data to augment the assessment process.</p> <p>The Pine Strawberry School District provides services to students who identify in the 97% or above on a state-approved gifted identification test in any of the three sections of the test, or have a full composite score at or above the 97<sup>th</sup> percentile. For transfer students, the Pine Strawberry School District will place students as soon as the Child Study Team verifies eligibility and prescribes services.</p>
<p>How often do you make testing available for K-12 students?</p>	<ul style="list-style-type: none"> <li>• Fall, winter, spring</li> <li>• Additional testing for transfer students or on a case-by-case basis throughout the year</li> </ul>	<p>Testing is available throughout the school year when recommended/requested.</p>
<p>How do you inform parents and staff of your referral and identification process?</p>	<ul style="list-style-type: none"> <li>• Formal letters to parents</li> <li>• Parent informational meetings, conferences</li> <li>• School newsletters</li> <li>• LEA Gifted Website</li> </ul>	<p>Information about referrals and the identification process is shared with staff an annual in-service. This information is shared with parents on the district website, in the school handbook, and open house, and through in-person meetings.</p>
<p>Once eligibility is determined, how do you</p>	<ul style="list-style-type: none"> <li>• Formal letters</li> <li>• Focus on data</li> </ul>	<p>The gifted coordinator sends the results of the evaluation process to parents. An explanation of the results is provided in the primary home</p>



## Pine Strawberry Elementary School District #12

<p>inform parents of the decision and then handle an appeal of that decision?</p>	<ul style="list-style-type: none"><li>• Parent meetings</li><li>• Meeting with teacher, Principal, and Gifted Director</li></ul>	<p>language of the parent. The Gifted Coordinator at the school follows up with a phone call or meeting to explain services for gifted students.</p> <p>Appeals are made directly to the school. A team typically consisting of classroom teacher(s), administrator, and gifted coordinator, are brought together to review all data. Determination of subsequent actions is made at the site.</p>
---	--	--



## 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 learning strategies</li> <li>• Establish a parent support group</li> </ul>	<ul style="list-style-type: none"> <li>• Provide training on the Social &amp; Emotional Needs of Gifted Learners</li> <li>• Provide professional materials to teachers</li> <li>• Share new learning at ongoing gifted meetings</li> <li>• Collaborate with special education teachers, behavior intervention teachers, psychologists and gifted teachers</li> </ul> <p>Consistent with Pine Strawberry’s beliefs about the gifted children, the learning environments for gifted students offer an opportunity for gifted children to interact with each other – that is, to interact in academic environments with students that are functioning at the same (relatively speaking) level of cognition. Students of high ability need to work cooperatively in small groups to observe the thinking processes of other gifted children and to challenge each other while they apply the skills they are learning.</p> <p>Guidance, through affective objectives in the differentiated curriculum, is embedded into course work. This may include exploration of giftedness, self-understanding, social interaction, personal responsibilities, and individual development through such techniques as goal setting. At the same time, and also in keeping with Pine Strawberry’s beliefs about gifted children, students at all grade levels are afforded the opportunity to interact with their age/grade peers in school settings outside their gifted resource, honors, or accelerated classes.</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>	<ul style="list-style-type: none"> <li>• Provide training on the Social &amp; Emotional Needs of Gifted Learners</li> <li>• Provide professional materials to teachers</li> <li>• Share new learning at ongoing gifted meetings</li> <li>• Collaborate with special education teachers, behavior intervention teachers, psychologists and gifted teachers</li> </ul> <p>Consistent with Pine Strawberry’s beliefs about the gifted children, the learning environments for gifted students offer an opportunity for gifted children to interact with each other – that is, to interact in academic environments with students that are functioning at the same (relatively speaking) level of cognition. Students of high ability need to work cooperatively in small groups to observe the thinking processes of other gifted children and to challenge each other while they apply the skills they are learning.</p>



# Pine Strawberry Elementary School District #12

		<p>Guidance, through affective objectives in the differentiated curriculum, is embedded into course work. This may include exploration of giftedness, self-understanding, social interaction, personal responsibilities, and individual development through such techniques as goal setting. At the same time, and also in keeping with Pine Strawberry's beliefs about gifted children, students at all grade levels are afforded the opportunity to interact with their age/grade peers in school settings outside their gifted resource, honors, or accelerated classes.</p>
<p>How do you provide for the unique affective needs of your gifted students 9-12?</p>	<ul style="list-style-type: none"> <li>• Develop gifted student learning groups to share experiences</li> <li>• Assign a counselor to work with gifted students</li> <li>• Seminars to train teachers, counselors and administrators</li> <li>• Concurrent/dual enrollment possibilities tied to AP, IB or CIE programs</li> <li>• Establish a parent support group</li> </ul>	<p>Pine Strawberry is a K-8<sup>th</sup> grade school district</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"> <li>• Grade level seminars to train teachers</li> <li>• Provide literature about the unique needs of gifted students to teachers/parents</li> <li>• Conduct locally developed gifted parent nights</li> </ul>	<ul style="list-style-type: none"> <li>• The Gifted Coordinator provides training to school staff specially addressing the social emotional needs of gifted learners</li> <li>• The Gifted Coordinator provides information/literature to families on supporting the needs of their child</li> </ul>
<p>How do you monitor, identify and provide assistance to "at-risk" gifted students?</p>	<ul style="list-style-type: none"> <li>• Create an open-ended referral process for parents, students and teachers</li> <li>• Provide counseling services on an as needed basis</li> <li>• Develop alternate approaches for students in high school to earn credit</li> <li>• Competency testing in core subjects to allow students to "move-on"</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration between gifted staff, behavior intervention teachers, psychologists, English Language Learner program, resource and self-contained teachers</li> <li>• Support from Assistive Technology</li> <li>• Collaboration with the technology department</li> <li>• Provide awareness and information for the unique needs of twice exceptional students</li> <li>• Prevention services</li> <li>• Social workers</li> <li>• Child Study Teams</li> <li>• Professional recommend counseling services as appropriate</li> </ul>



## 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) <a href="http://www.arizonagifted.org">www.arizonagifted.org</a></li> <li>• Teachers develop personal professional growth plans</li> </ul>	<p>Subject to the availability of funding:</p> <ul style="list-style-type: none"> <li>• Gifted coordinator attends the Arizona Association for Gifted and Talented conference.</li> <li>• Gifted Coordinator meets regularly with teachers to share and discuss instructional strategies and implementation techniques.</li> <li>• Provide paid opportunities for gifted coordinator and general education teachers to attend professional development regarding gifted instruction</li> <li>• ADE training opportunities</li> <li>• Gifted coordinator trains new Pine Strawberry elementary teacher</li> </ul>
<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>• Characteristics of Gifted Students and Identification Process / July 2023</li> <li>• Instructional needs of Gifted Students / July 2023</li> <li>• Data Driven Instruction / Sept. 2023</li> </ul> <p>The following workshops are planned:</p> <ul style="list-style-type: none"> <li>• Student Engagement and Differentiation in Math / Jan. &amp; Feb. 2024</li> </ul>
<p>How have your training events targeted the needs of administrators, counselors, psychologists and support staff?</p>	<ul style="list-style-type: none"> <li>• Specific training events that illustrated for administrators how to support gifted education in their schools</li> <li>• Training for counselors in the social and emotional needs of the gifted learner</li> <li>• ADE sponsored training on school improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Gifted Coordinator receives information through meetings and newsletters concerning how to support gifted education in their schools.</li> <li>• Gifted Coordinator and other staff members are also invited to attend gifted workshops and conferences.</li> <li>• ADE training opportunities advertised</li> <li>• Survey staff for feedback on training topics</li> </ul>
<p>Do teachers who have primary responsibility of teaching gifted learners have, or are working towards earning, an Arizona Gifted Education K-12 Endorsement?</p>	<ul style="list-style-type: none"> <li>• For more information, please see the <a href="#">gifted endorsement</a> resources.</li> </ul>	<p>Pine Strawberry Elementary School District has an appropriately certified gifted teacher who provides direct instruction to gifted students. The gifted teacher/coordinator also provides support and guidance to classroom teachers.</p>
<p>Describe the feedback received from post training evaluations.</p>	<ul style="list-style-type: none"> <li>• What did the participants say about the effectiveness?</li> </ul>	<p>Feedback from trainings has been favorable in terms of topics covered, content of workshops, and support provided by the gifted coordinator. There is observable evidence that strategies learned from the workshops and conferences are being implemented in the classroom.</p>



# Pine Strawberry Elementary School District #12

		Future workshops will be planned based on feedback from participants.
--	--	---



## 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>• Website for gifted students and parents</li> <li>• Parent – teacher conferences</li> </ul>	<ul style="list-style-type: none"> <li>• District web site</li> <li>• Open houses</li> <li>• Newsletters</li> <li>• Parent-teacher conferences</li> <li>• Emails</li> </ul>
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</li> <li>• Available in all school offices</li> <li>• Available on LEA or school website</li> </ul>	<ul style="list-style-type: none"> <li>• Placed on Pine Strawberry website</li> <li>• Copies will be housed at the school site and district office</li> </ul>
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>• Parents participate in CST process</li> <li>• The Gifted Coordinator disseminates information regarding gifted instruction and parent involvement</li> <li>• Parents are invited to participate in appropriate committees and meetings</li> <li>• Teachers communicate regularly with parents</li> </ul>
How do you involve parents and the gifted community in the evaluation of your program?	<ul style="list-style-type: none"> <li>• Surveys, personal interviews, town hall type meetings</li> <li>• Site council agenda item</li> <li>• End of year presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Parent surveys</li> <li>• Student surveys</li> <li>• On going feedback</li> <li>• Governing Board Presentations</li> </ul>



## Program Assessment

Question	Indicators	District Description
What data sources do you use to assess your programs effectiveness?	<ul style="list-style-type: none"> <li>• Surveys from parents, students and teachers</li> <li>• Standardized test scores</li> <li>• AzMERIT performance scores</li> <li>• Terra Nova performance scores</li> <li>• AP, IB or CIE scores</li> </ul>	<ul style="list-style-type: none"> <li>• Surveys from parents, students, and teachers</li> <li>• AASA performance scores</li> <li>• Staff feedback</li> <li>• Administrative feedback</li> <li>• Academic awards/achievements</li> </ul>
Describe how you use test data, both norm referenced and criterion referenced in your evaluation process.	<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>	The data is used to verify that the needs of the gifted students are being addressed, and to ensure they are showing growth. Data can expedite and accurately identify possible students for gifted eligibility. Students grades and benchmark assessments help students and teachers track progress throughout the year (STAR, Galileo).
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>	Survey results, school administrative feedback, and further discussions with the superintendent will drive our work for our gifted students as captured in the Program Design and Scope and Sequence. Areas of strength and areas of need are identified to improve the gifted program.
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>	<ul style="list-style-type: none"> <li>- Parent/Staff/Student input</li> <li>- Positive student behavior/engagement</li> <li>- Good attendance rates</li> <li>- Test scores and grades</li> </ul>
Describe the performance standards you have for all gifted students. Are the standards for gifted students?	<ul style="list-style-type: none"> <li>• Meets the individual learning goals established for the students</li> <li>• The gifted population demographics must reflect the same picture as the total school population</li> </ul>	<ul style="list-style-type: none"> <li>• State and district standards on assessments commensurate with student ability</li> <li>• Reflective evaluation by the students and goal setting</li> <li>• Self, peer, and teacher evaluation of project work</li> <li>• Parent/teacher/student conferences</li> <li>• Survey results</li> </ul>



# Budgeting

Question	Indicators	District Description
<p>What percentage of your Gifted Education supplemental allocation is used to support your gifted education program in the following categories:</p> <ul style="list-style-type: none"> <li>• capital expenditures</li> <li>• direct student services</li> <li>• professional development, and</li> <li>• district coordination?</li> </ul>	<ul style="list-style-type: none"> <li>• State or Local Funds</li> <li>• Student Support and Academic Enrichment Grant, Title IV-A (Supplement not Supplant does apply)</li> </ul>	<p><b>Gifted Grant - Zero (\$0) Dollars received</b></p> <ul style="list-style-type: none"> <li>• Capital expenditures 0% (Paid from M &amp; O)</li> <li>• Direct student services 0% (paid out of M &amp; O)</li> <li>• Support services 0% (paid from M &amp; O)</li> <li>• Professional development 0% (paid from M &amp; O)</li> <li>• Gifted Coordination-\$0 (paid from M &amp; O)</li> </ul>
<p>Describe the structure of your gifted education staffing including the ratio of teaching staff to the number of identified gifted students.</p>	<ul style="list-style-type: none"> <li>• Type of program: pull out, cluster, self-contained or differentiated instruction within the classroom</li> <li>• Ratio within the structure you chose: 1 to how many students?</li> </ul>	<p>Gifted teacher provides pull out services (2:1).</p> <p>Classroom teachers provide differentiated instruction within the classroom.</p>
<p>To what extent does the district support the funding of your gifted program?</p> <p>Please elaborate: be specific as to staff and financial resources</p>	<ul style="list-style-type: none"> <li>• Teacher salaries?</li> <li>• Rooms, appropriately equipped?</li> <li>• Professional development</li> <li>• Funding for a Director?</li> <li>• Testing supplies?</li> <li>• Administrative support?</li> </ul>	<p>The district supports the Gifted Program through the Maintenance and Operations Budget.</p> <ul style="list-style-type: none"> <li>- 1.0 Teacher Salary</li> <li>- Gifted Coordinator Stipend</li> <li>- Funding for gifted supplies and materials</li> <li>- Funding for testing materials</li> <li>- Funding for professional development and training</li> </ul>



# Pine Strawberry Elementary School District #12

	Problem Solving and Higher-Level Thinking					Communication			Affective Skills	
	Brainstorming	Questioning	Generating Solutions for Real-World Problems	Compare and Contrast	Analysis and Synthesis of Information	Oral Communication	Written Communication	Technology	Self-Directed Thinking and Learning	Group Dynamics
K	Groups of students contribute to one chart	Distinguishing between questions and statements or stories	If given a problem students can generate a solution (may not be appropriate)	Compare and contrast concrete objects	Terminology for higher-level thinking will be introduced	Speak in a complete sentence with advanced vocabulary; retell and create new stories	Write a half page with inventive spelling	Create a story or Picture using the computer; Story can consist of Audio recording of Student telling the story.	Each grade level will provide new and challenging activities designed to motivate students' thought processes. These activities will increase in difficulty as the child progresses through the program.	Each grade level will provide the students with challenging problems. In some cases the students will identify problems or situations on their own. Students will work cooperatively in groups to identify the task, develop an appropriate and workable plan, and then implement the steps necessary to complete the project. Each project shall be appropriate for
1	Small group	Who, what, where, why, when, how ... generating open ended questions	Students can state the problem and generate an appropriate solution	List similarities and differences of objects, ideas, opinions	Examples of higher-level thinking will be introduced, examples will be developed by students	Speak in a complete sentence with advanced vocabulary; speak in front of an audience; state the sequence of a story	Write full page response to a journal prompt using inventive spelling	Student can create a story with illustrations created on the PC. Such applications used: Storybird, Paint, etc. Story may include audio recording of student reading. Students may also create a Powerpoint Video with audio narration.	Students will choose an area of interest to design and implement an individualized project.	

	Problem Solving and Higher-Level Thinking					Communication			Affective Skills	
	Brainstorming	Questioning	Generating Solutions for Real-	Compare and Contrast	Analysis and Synthesis of Information	Oral Communication	Written Communication	Technology	Self-Directed Thinking and Learning	Group Dynamics



# Pine Strawberry Elementary School District #12

			World Problems							
2	Working with a partner	Who, what, where, why, when, how ... generating open ended questions	Students can begin to evaluate for the "best" solution if several are generated	Create a Venn diagram and use other graphic organizers to compare and contrast objects, ideas, opinions	Examples of higher-level thinking will be developed by students and shown through product development	Students will be able to present a report with the facts in the logical order. Students will be able to speak in front of varied audiences	Using information from several sources students will write a short report	Students can complete a slideshow outlining understanding of key grade level standard. Audio recording narration - and can be converted to Video format making a multi-media presentation.	Students will do a self-assessment of learning styles and career interest.  Students will investigate their learning styles and apply to their own circumstances and how they are being affected by their surroundings (peers, teachers, etc) as well as recognizing strengths and	the abilities of these children and should increase in complexity through the program.  Communication of different ideas and diversity: At each grade level students will demonstrate insight and sensitivity into the feelings and level of knowledge of others while communicating appropriately. Special interest groups, as pullout program, will be held based on need and student schedules.
3	Working with a partner with some experience working individually	Who, what, where, why, when, how ... generating open-ended questions. Students will begin to generate questions at the higher levels of Bloom's taxonomy	Students will continue to develop the skill of evaluating the "best" solution if several are generated	Create the appropriate graphic organizer to use for objects, ideas, opinions	During creative product development students will work in groups or pairs to analyze and synthesize information and evaluate their product	Present a report with the facts in the logical order; speak in front of varied audiences; summarize stories using advanced vocabulary	Write various types of stories using elaboration and originality	Student may use technology to create visual illustrations, documents, stories, reports displaying understanding of key grade level standards. Simple graphing can be accomplished using Excel. Student will also begin utilizing technological devices such as camera and video to capture learning situations for recording in a digital journal/blog.		



# Pine Strawberry Elementary School District #12

	Problem Solving and Higher-Level Thinking					Communication			Affective Skills	
	Brainstorming	Questioning	Generating Solutions for Real-World Problems	Compare and Contrast	Analysis and Synthesis of Information	Oral Communication	Written Communication	Technology	Self-Directed Thinking and Learning	Group Dynamics
4	Mastery of individual student brainstorming	Who, what, where, why, when, how ... generating open-ended questions. Students will practice asking questions using the higher levels of Bloom's Taxonomy	Students will continue to develop the skill of evaluating the "best" solution if several are generated. Students will be expected to come up with "creative" solutions (different from what other students would normally think of)	Develop the skill of creating the appropriate graphic organizer to use for objects, ideas, opinions	During creative product development students will work in groups or pairs to analyze and synthesize information and evaluate their product	Teach a lesson to younger students; present to a group	Communicate in various writing styles using creativity, elaboration, and originality	Student will utilize technology to record lessons and hands on learning activities. Student will also utilize district multimedia software to create videos, interactive presentations to display their work. Work may be shared online using a blog platform.	weaknesses.  Students will (occasionally) participate in project design, timelines and evaluation.	

	Problem Solving and Higher-Level Thinking					Communication			Affective Skills	
	Brainstorming	Questioning	Generating Solutions for Real-World Problems	Compare and Contrast	Analysis and Synthesis of Information	Oral Communication	Written Communication	Technology	Self-Directed Thinking and Learning	Group Dynamics
5	Lead a group in brainstorming and independent mastery	Create questions based on verb prompts for Bloom's Taxonomy	Given a topic students will identify the problem or issue and generate multiple solutions and select the most appropriate solution based	Compare and contrast concrete and abstract ideas from multiple perspectives	During creative product development students will independently analyze and synthesize information and evaluate their product	Plan a presentation and present appropriately for the given audience	Communicate in various writing styles using creativity, elaboration, and originality; write for various purposes and audiences	Student will be using technology to present work. Also, student will utilize Google Apps to share work with others online and collaborate in real time. Student will research using online sources and will follow all		



# Pine Strawberry Elementary School District #12

		on ethics, values, feasibility, etc.					copyright laws and properly cite all sources using MLA format. Student will create a blog to document learning experiences and knowledge discovered.		
--	--	--------------------------------------	--	--	--	--	--	--	--

	Problem Solving and Higher-Level Thinking					Communication			Affective Skills	
	Brainstorming	Questioning	Generating Solutions for Real-World Problems	Compare and Contrast	Analysis and Synthesis of Information	Oral Communication	Written Communication	Technology	Self-Directed Thinking and Learning	Group Dynamics
6	Organize their ideas using a choice of graphic organizer using either webbing or outlining	Begin developing foundation for Socratic questioning (LA and History)	Students will be able to follow multiple steps in problem solving and eliminate extraneous information	Elaborate on ideas	Students will utilize a variety of resources to organize information in order to make predictions about general outcomes.	Defend a position and debate information as well as lead a discussion with their peers	Communicate personal response to literature; communicate information in a scientific report (scientific method); Write for various purposes and audiences; experiment with personal voice in writing	Student will utilize all PC software and online apps available to create multimedia projects that will include video & audio components. Student will be familiar with graphic organizer apps online and how to incorporate them in their learning process. Student can record learning process through a blog shared with peers and teachers.		



# Pine Strawberry Elementary School District #12

Problem Solving and Higher-Level Thinking					Communication			Affective Skills		
Brainstorming	Questioning	Generating Solutions for Real-World Problems	Compare and Contrast	Analysis and Synthesis of Information	Oral Communication	Written Communication	Technology	Self-Directed Thinking and Learning	Group Dynamics	
7	Organize their ideas using a choice of graphic organizer using either webbing or outlining	Participation in Socratic questioning in all core subjects	Students will identify appropriate steps in problem solving	Elaborate and support ideas	Students will utilize a variety of resources to organize information in order to make predictions about general outcomes.	Learn how to establish parameters of communicating in a group situation; resist impulsivity and determine if more information is needed before formulating and sharing an opinion	Communicate personal response to literature; communicate information in a scientific report (scientific method); Write for various purposes and audiences; experiment with personal voice in writing	Student will utilize all PC software and online apps available to create multimedia projects that will include video & audio components. Student will be familiar with apps used for creating a graphic organizer and how to incorporate them in their learning process. Student can record learning process through a blog shared with peers and teachers. Student will incorporate all previous learning of PC software and online apps into organizing simple web pages and online communication sources to share learning experiences with peers and teachers.		



# Pine Strawberry Elementary School District #12

	Problem Solving and Higher-Level Thinking					Communication			Affective Skills	
	Brainstorming	Questioning	Generating Solutions for Real-World Problems	Compare and Contrast	Analysis and Synthesis of Information	Oral Communication	Written Communication	Technology	Self-Directed Thinking and Learning	Group Dynamics
8	Organize their ideas using a choice of graphic organizer using either webbing or outlining	Student directed Socratic questioning in all areas	Students will create own steps to solve problems and re-evaluate solutions to determine most appropriate	Extend and defend using simulations and debates	Evaluate found information in order to make predictions about specific outcomes; use programs specific to content areas to interact with and evaluate subject matter to develop real world solutions; participate in web-based activities.	Communicate ideas, skills, and concepts to other students for the purpose of sharing knowledge	Communicate personal response to literature; communicate information in a scientific report (scientific method); Write for various purposes and audiences; experiment with personal voice in writing			

	Problem Solving and Higher-Level Thinking					Communication			Affective Skills	
	Brainstorming	Questioning	Generating Solutions for Real-World Problems	Compare and Contrast	Analysis and Synthesis of Information	Oral Communication	Written Communication	Technology	Self-Directed Thinking and Learning	Group Dynamics
Notes:						Synthesis of Communication Skills: Each student will be able to communicate effectively in increasingly complex verbal, technological, and written formats and will be able to distinguish appropriate uses for the purpose of the communication.				