

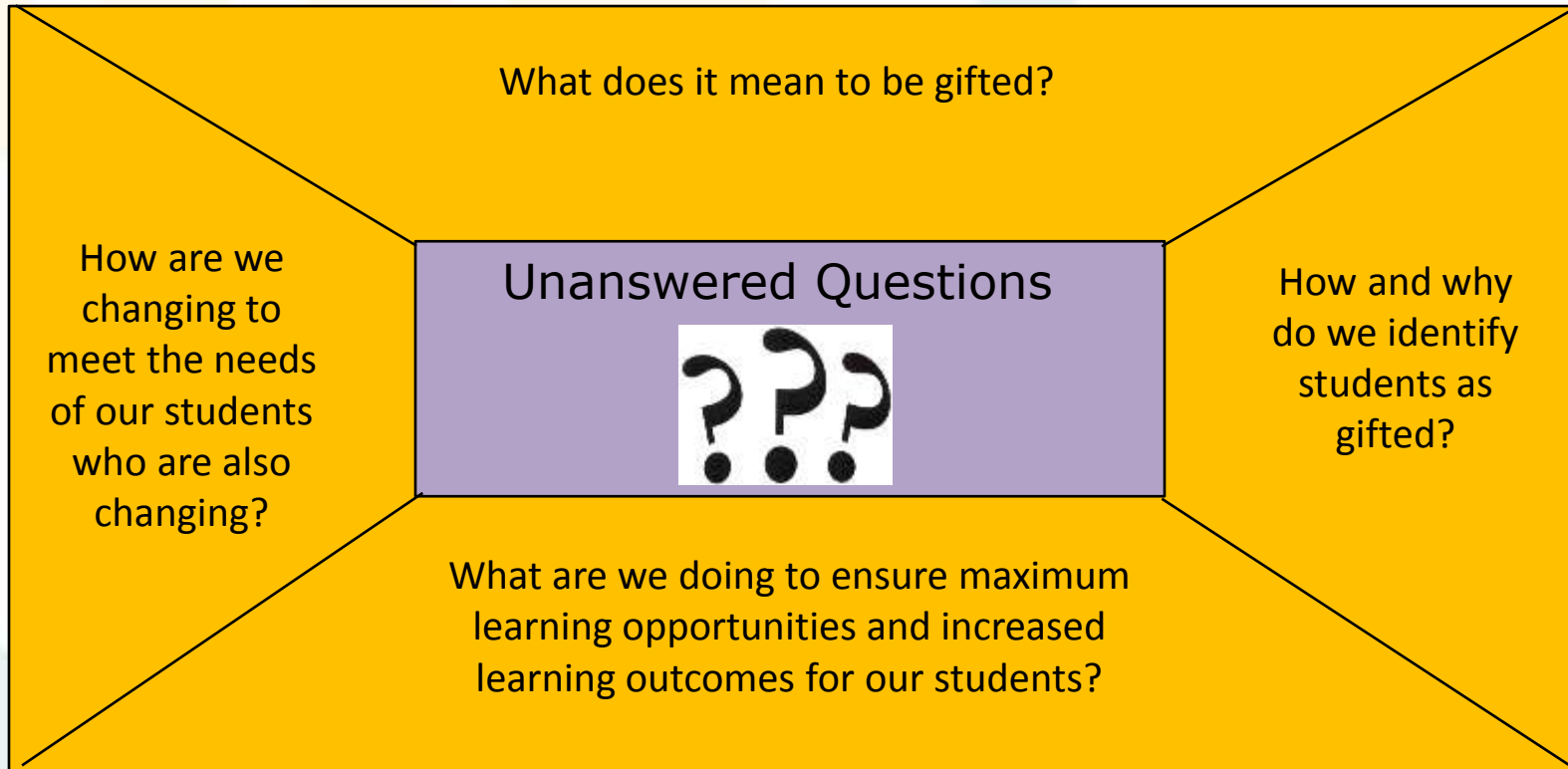


Gifted Services 2011-2012 Program Update

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“Framing” the Discussion of Gifted Programs in SUSD





Systems are made of parts that work together



Engage, Educate and Empower Every Student, Every Day

Gifted Redefined

- Gifted individuals are those who demonstrate outstanding levels of aptitude (defined as an exceptional ability to reason and learn) or competence (documented performance or achievement in the *top 10% or rarer*) in one or more domains.
- Domains include *any* structured area of activity with its own symbol system (e.g. mathematics, music, language) and/or set of sensorimotor skills (e.g. painting, dance, sports)
- The development of ability or talent is a *lifelong process*. It can be evident in young children as exceptional performance on tests and/or other measures of ability or as a rapid rate of learning, compared to other students of the same age or in actual achievement in a domain, but as individuals progress through childhood to adolescence, achievement and high levels of motivation in the domain become the primary characteristic of their giftedness.
- Various factors can either enhance or inhibit the development and expression of abilities.

SUSD Gifted Program Vision

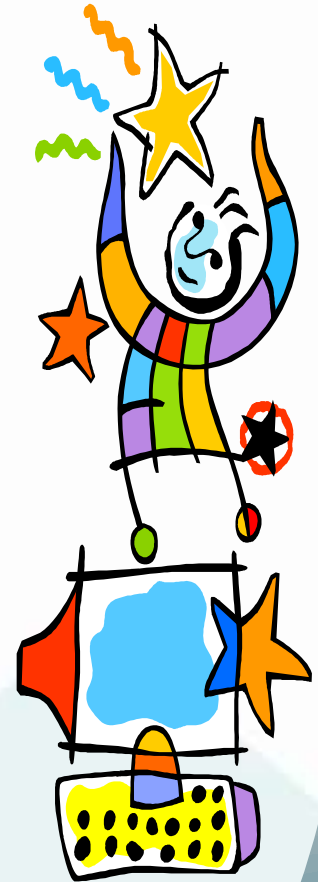
- Gifted students will demonstrate the traits of a scholar and develop a love for learning while engaging in differentiated curriculum and instruction to become analytical thinkers, creative producers and problem solvers.



Program Goals

Provide learning experiences that are responsive to the cognitive, creative and affective development of gifted students by applying educational theory and research-based models of curriculum and instruction that are culturally relevant and designed to ensure specific student outcomes.

Program effectiveness will be measured through formal and informal methods of evaluation.



Classroom Goals



- Provide challenging curriculum to gifted students through the use of differentiated instruction designed to best meet the academic and affective needs of the students.
- Engage students in meaningful learning experiences that foster an enriched and in-depth understanding of the core curriculum.
- Develop critical, creative and analytical thinking skills through the use of varied teaching methods and instructional resources.

District Responsibility: Developing Policies and Programs

Leadership and commitment to excellence

Defensible identification

Services and curriculum

In-depth training in gifted education

Stakeholder support

Evaluation of program effectiveness

Building Responsibility: Leadership in Implementation

Fidelity of services

Support for differentiation

In-depth training in gifted education

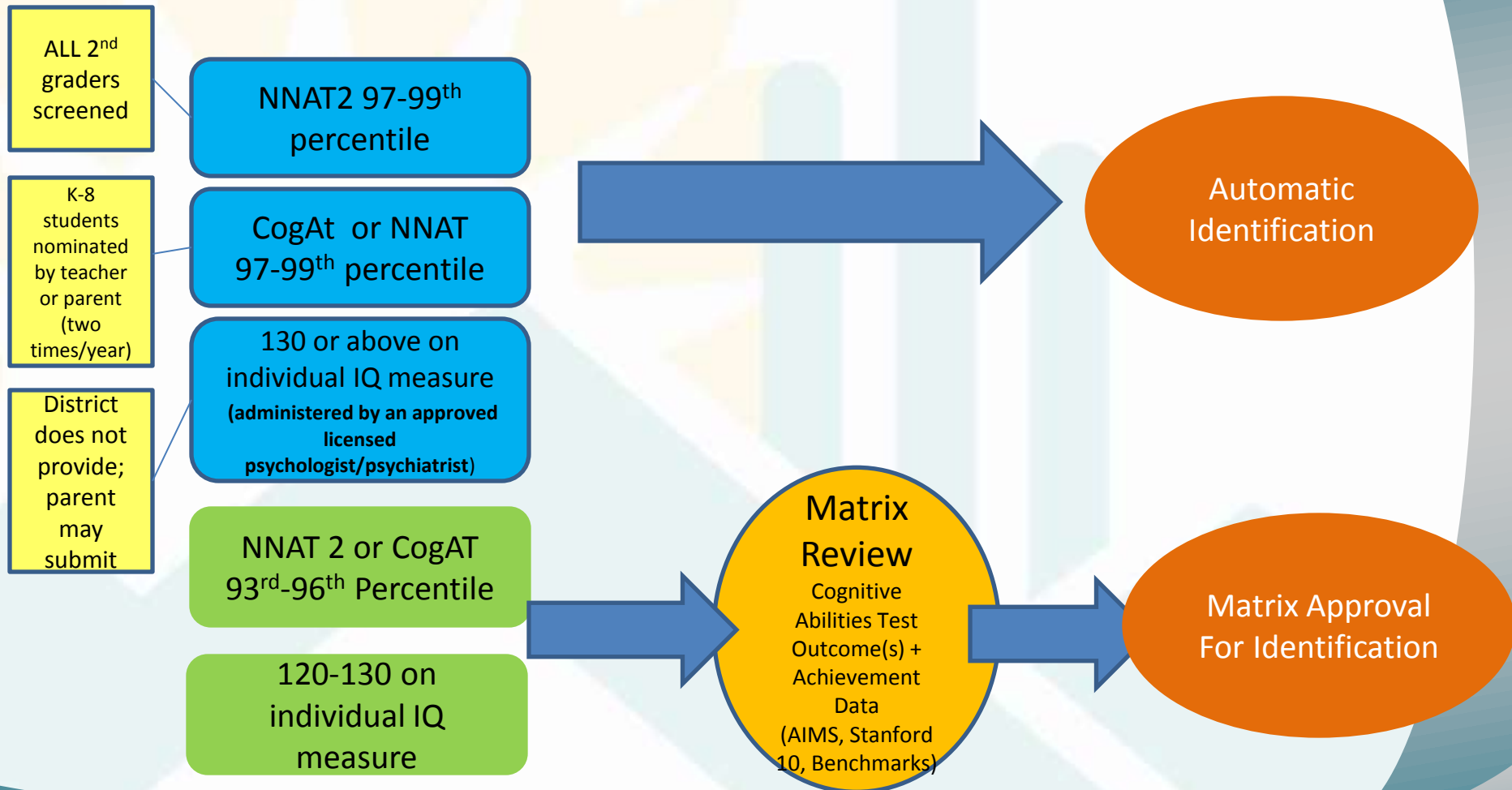
Assessing teacher effectiveness

Classroom Responsibility

Differentiating instruction

Monitoring student learning and achievement

Identification Process for Gifted Services in SUSD



Testing referral forms can be obtained from each site gifted specialist or downloaded from the gifted services website.
Effective Spring 2012 all testing referrals will be submitted electronically.

Test results are provided within 30 days of testing.

2011-2012 Testing

Parent Request & Teacher Recommendation

CogAT or NNAT2

- Grades 3-8: September 6th-30th Post Results Oct.31
- Grades 3-8 and K-1: January 9th-31st Post Results Feb. 29

Blanket Test (Screening) NNAT2

- 2nd Grade: March 13th-30th Post Results April 30

Choices for Gifted Services

1248 Elementary

709 Middle School

1181 9-12 HS students

Full-time self-contained

- Full class at one grade level
- Split grades (multi-age)
- Utilization of the prompts of Depth and Complexity across the disciplines
- Application Process utilizing Multiple Criteria

Cluster grouping

- Gifted students clustered in one or two classrooms per grade; subjects differentiated
- Utilization of the prompts of depth and complexity across the disciplines

Pull-out/Push In for subject

- Replaces or enriches core instruction in classroom consistently (Daily-1.0FTE or otherwise determined-.5)
- Utilization of the prompts of Depth and Complexity in Thematic Integrated Instruction)and Math



Grouping practices alone will have only small to moderate effects on achievement if they are not complemented with appropriately revised and differentiated curricula.

(Kulik & Kulik, 1992; Rogers, 1993; Slavin, 1987).



Gifted Services

Continued Education During 2011-2012

Opportunities for Teachers and Administrators

- Elementary gifted specialists attended two days of professional development Aug. 9 and Aug. 10, 2011
- 19 gifted specialists attended the AAGT Conference
- A team of 19 which included teachers, principals, the director of gifted, and Superintendent attended the CAG Conference
- 300+ teachers have been provided continued education specific to differentiated instruction and the prompts of depth and complexity
- Monthly Gifted Specialists Meetings
- District and School Administrators have been provided continued education specific to:
 - I. gifted education
 - II. identification practices
 - III. classroom observation “look fors”
 - IV. grouping practices
 - V. methods and strategies for differentiated instruction
 - VI. the prompts of depth and complexity



Gifted Services

Parent Education During 2011-2012

Opportunities for Parents

- “Parent University” featuring guest speakers Dr. Paul Beljan, PsyD. and Deborah Hazelton, president of CAG
- 6 Parent Nights to learn about opportunities for Gifted Services in SUSD
- 9 organized tours of the Comprehensive Gifted Programs
- Creation of a parent advocacy group known as PAGES: Parents Association for Gifted Education in Scottsdale
- 4 PAGES Meetings



Comprehensive (Self-Contained) Gifted Programs (CGP)

- The Comprehensive Gifted Programs have been designed to provide students who possess advanced intellectual, academic and/or creative capabilities with an educational opportunity that reflects interdisciplinary studies, academic rigor and critical and creative thinking. It is the goal of the CGP to provide a comprehensive program that is responsive to the academic and affective needs of the gifted.
- Students who score in the 97 percentile on an abilities test and have advanced academic achievement qualify to apply for the CGP. In April, all families who have students who are eligible for the CGP will receive an invitation to apply for the program
- Applications for the CGP-self-contained program are accepted throughout the school year and may be provided by a site gifted specialist or downloaded from the gifted services website.
- Schools that offer Self-Contained Gifted Programs:

Elementary School		Middle School
Redfield (Grades 2-5)	➔	Desert Canyon (DCMS) (Grades 6-8)
Hopi (Grades 4/5)	➔	Ingleside (Grade 6) Fall 2012
		Mohave (Grades 7-8)

Comprehensive (Self-Contained) Gifted Programs (CGP)

Classroom and Curriculum

- Homogeneous grouping of students who are accepted into the Comprehensive Gifted Program per an application process
- Daily instruction in *all* content areas
- Classroom is centered on the principles of differentiation and thematic interdisciplinary instruction
- Utilization of the Prompts of Depth and Complexity
- Based on the Arizona Academic Standards
- Curricular and instructional decisions are based on student readiness and interest
- Flexible grouping of students determined by formal and informal methods of formative and summative assessment



Comprehensive (Self-Contained) Gifted Program Tours (CGP)



During the 2011-2012 School year, 160 families have attended a CGP Tour!

SUSD Comprehensive Gifted Program

Program Tour Schedule

The **Comprehensive (Self-Contained) Gifted Program** offers a complete gifted curriculum and is designed for students in grades two through eight who have extraordinary academic needs, ability and intellectual potential. The programs are located at four school sites: **Redfield Elementary School** for grades 2-5; **Hopi Elementary School** for grades 4-5; **Mohave Middle School** for grades 7-8; and **Desert Canyon Middle School** for grades 6-8.

Program tours are designed to offer parents and students the opportunity to: (1) learn about the services provided in the program; (2) visit classrooms; and (3) meet the teachers.

For further information or to RSVP, please contact Elizabeth Husak at 480-484-6176

<p>Redfield Elementary School 9181 E. Redfield Road Scottsdale, AZ 85260</p> <p>All tours are from 2:00-3:30 p.m.</p> <p>December 8, 2011 February 8, 2012 March 1, 2012 April 12, 2012</p>	<p>Desert Canyon Middle School 10203 E. McDowell Mountain Ranch Rd. Scottsdale, AZ 85255</p> <p>All tours are from 9:30-11:00 a.m.</p> <p>December 8, 2011 February 9, 2012 March 15, 2012 April 5, 2012</p>	<p>Mohave Middle School 5520 N. 86th Street Scottsdale, AZ 85250</p> <p>All tours are from 10:30-12:00 p.m.</p> <p>December 15, 2011 January 19, 2012 March 20, 2012 April 12, 2012</p>	<p>Hopi Elementary School 5110 E. Lafayette Boulevard Phoenix, AZ 85018</p> <p>All tours are from 10:00-10:45 a.m.</p> <p>February 1, 2012 March 28, 2012 April 25, 2012</p>
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Heterogeneously Grouped Classroom with Gifted Cluster

Curriculum and Instruction

- A school-within a school model with heterogeneously grouped; identified gifted students and student not identified as gifted are grouped together for classroom instruction *all day* with a classroom teacher for *all subjects*
- Classroom is centered on the principles of differentiation and thematic interdisciplinary instruction
- Utilization of the Prompts of Depth and Complexity
- Based on the Arizona Academic Standards
- Curricular and instructional decisions are based on student readiness and interest
- Flexible grouping of students determined by formal and informal methods of formative and summative assessment

Gifted Specialist

- Provide pull-out/push-in instruction of the content standards in reading and math
- May provide enrichment specific to Independent Study, Think like a Disciplinarian, Learning Centers, Social Emotional (etc.)
- During the second year of the program, the gifted specialist will become a differentiated instruction coach, and will support classroom teachers



Cluster Grouping

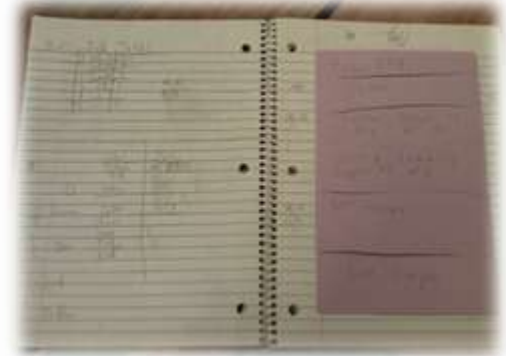
- Cluster grouping is an inclusive method for organizing a heterogeneous classroom to provide more effective learning by assigning a group of students with similar needs, interests, and/or abilities to the same classroom where they form an instructional group. When cluster grouping is used as a provision for the gifted program, gifted students form a cluster within the regular classroom and the regular classroom teacher, who is gifted endorsed, is responsible for *providing appropriately differentiated curriculum and instruction in all subjects, every school day.*
- Schools that offer Cluster Grouping for Gifted Students

ANLC	Cherokee	Tavan	Yavapai
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PACT

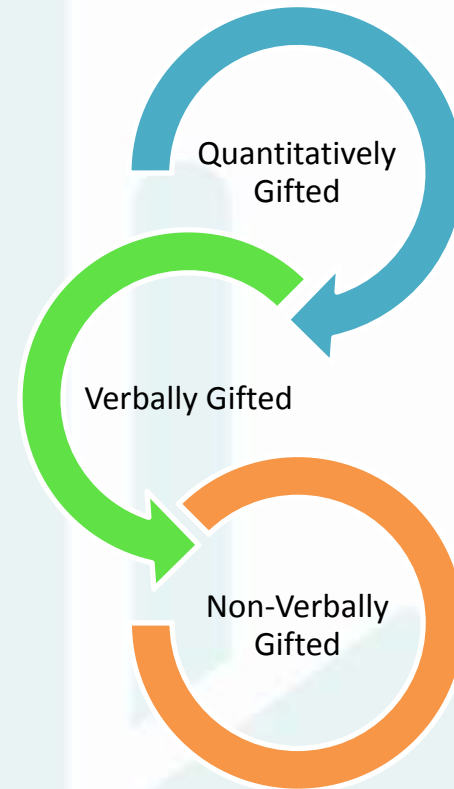
Curriculum and Instruction

- Replacement/Enrichment services provided for **all** students identified as gifted
- Utilization of the Prompts of Depth and Complexity
- Based on the Arizona Academic Standards
- Curricular and instructional decisions are based on student readiness and interest
- Flexible grouping of students, within the PACT classroom is determined by formal and informal methods of formative and summative assessment
- Integrated or additional enrichment may take place and focus on Independent Study, Thinking Like a Disciplinarian, Learning Centers, Social Emotional, etc.



PACT

- Grades 3-5: Known as PACT, services are provided by a gifted program specialist at each school site. This takes place in the form of pull-out services. Students at sites with a full time gifted specialist receive a period of *math instruction 5 days per week and two hours of thematic integrated curriculum*. Schools sites with a part time gifted specialist receive *1 period per week of math enrichment and 1 period per week of thematic integrated curriculum*. The focus of the curriculum and instruction is centered around developing the whole child and their gifted potential.
- Schools that offer PACT



Anasazi	Hohokam	Pima
Cheyenne	Hopi	Pueblo
Cochise	Kiva	Redfield
CRES	Laguna	Sequoia
DCES	Navajo	Tonalea

K-2 Gifted Services

- Grades K-2: Students are clustered in small groups within the regular education classroom with students who are also identified as gifted. Professional assistance is provided to the classroom teacher by the gifted program specialist to help the classroom teacher with providing appropriately challenging curriculum and instruction.

Middle School and High School Services

- Middle School Services:

- Cluster grouping in Language Arts

- Tiered Assignments/Extension Menus
- Socratic Seminar
- Literature Circles
- Novel Studies
- Interest & Dialectical Journals
- Integration of other Disciplines
- Authentic Products
- Student Choice
- Cornell Notes and Thinking Maps

- Math placement is dependent upon readiness

- Independent Investigations-Elective Course: Visual Images

- High School Services:

- Honors

- Advanced Placement (AP)

- International Baccalaureate (IB)

(Desert Mountain HS only)

Middle School Electives



- Talent Development
- Communication
- Career Pathways
- Technology
- Leadership
- Inquiry

Benefits to Students!

- Learning is more meaningful when students enjoy what they are doing
- Opportunity to expose students to topics different than the regular curriculum
 - Interest Based Learning

(Renzulli and Reis, 1997)

Acceleration/Accelerated Learning

A strategy for pacing students through the curriculum at a rate commensurate with their advanced ability. The pace should allow them to go as far and as fast as their interests and abilities permit. In certain cases, gifted students may be eligible for acceleration into classes or grades advanced than those of their chronological age group. Sometimes a student may be so advanced in all areas that full-time promotion to the next grade level is warranted.

CAG, 2007



- Utilize the *Iowa Acceleration Scale* for all formal grade acceleration consideration

Summer School Plans for SUSD Gifted Students

- This summer, SUSD will offer a strand for exploration targeted for students identified as gifted.. With a focus on creativity, novelty, exploration and problem solving this “camp” will be offered from June 11-28th. The targeted audience will be students in grades 2-8. Each class will have a goal to include at least one guest speaker/expert specific to the topic of study. Information will be published through Community Schools
- Where: Cochise Elementary or Redfield Elementary School **and** Hopi Elementary School
- When: June 11-June 28, Mon-Thurs.
- Session 1: 9:00-12 **and/or**
- Session 2: 12:30-3:30
- Class size: 20 students
- Possible course offerings:
- Creative Writing/ Writer’s Workshop/ or Story Telling
 - *Reader’s Workshop/ SEM-R/ or Readers Theater
 - *Cultures around the World
 - *mARTh (math-art)
 - *Drama
 - *Robotics
 - *In the Kitchen for Kids or other science topics



Next Steps Elementary Program Choices

- Program Choice for Sites, presented to Principals Thursday, March 24, 2012
- PACT
- Cluster Grouping



Gifted Endorsement

- Available for all SUSD teachers, counselors and administrators
- Teachers in elementary schools with a cluster model without a gifted endorsement will be expected to complete the endorsement program
- Teachers with a gifted endorsement are encouraged to complete the program as a means to develop a trainer of trainer model for continued education

A focus on maximum learning opportunities for all students, the gifted in particular



understand how to best meet the needs of gifted students



connect theory to practice



collaborative time to develop curriculum and instruction to support the methods



create a portfolio of understanding

Next Steps Professional Development Plan

Two Full Time Curriculum Coaches for Gifted

School Level	2012-2013	2013-2014
Elementary School	<ul style="list-style-type: none"> • 2 Days of PD for Gifted Specialists in August • Year 1 of Gifted Endorsement for Cluster Model Teachers • Gifted Characteristics at each site 	<ul style="list-style-type: none"> • Year 2 of Gifted Endorsement for Cluster Model Teachers • Begin Year 1 of Gifted Endorsement for new cohort
Middle School	<ul style="list-style-type: none"> • Year 1 Gifted Endorsement for CGP Teachers at Ingleside and Cluster LA teachers • Spring Board Curriculum PD (3 days) • SCC Partnership Middle Level Math PD (dates TBD) • Characteristics of Middle Level Learners with an emphasis on Gifted Characteristics 	<ul style="list-style-type: none"> • Year 2 Gifted Endorsement for CGP Teachers at Ingleside and Cluster LA teachers • Begin Year 1 of Gifted Endorsement for new cohort • Spring Board Curriculum PD (2 days) • Cluster ELA Teachers begin Year 1 of Gifted Endorsement
High School	<ul style="list-style-type: none"> • Gifted Characteristics at each site 	

Next Steps

- Increase program opportunities for MS students
- Increase communication about gifted programs
- Refine the identification processes in SUSD
- Provide continued education for teachers, administrators and parents
- Further development of the PAGES group
- Continue to research the successes and challenges of single subject acceleration and develop a plan for a consistent process across SUSD

Questions

