

2023 Balsz Gifted Scope and Sequence

Program Design

Question	Indicators	District Description
<p>What is your district's definition of a gifted student and gifted education?</p>	<ul style="list-style-type: none"> · Multiple criteria, non-verbal, verbal and quantitative · 97% on state approved tests or services for students with borderline scores · Read the state definition in ARS 15-779 and incorporate it into your local district 	<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> <ul style="list-style-type: none"> • "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. • "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. <p><u>BALSZ SCHOOL BOARD POLICY</u></p> <p><u>IHBB GIFTED AND TALENTED EDUCATION</u></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 gifted pupils identified in accord with relevant statutes.</p> <p><u>The framework for gi programs shall encompass the following objectives:</u></p> <ul style="list-style-type: none"> • Expansion of academic attainments and intellectual skills

		<ul style="list-style-type: none"> • Stimulation of intellectual curiosity, independence, and responsibility • Development of originality and creativity • Development of positive attitude toward self and others • Development of desirable social and leadership skills • Career exploration and awareness <p><u>Ability of candidates for this program shall be evidenced by:</u></p> <ul style="list-style-type: none"> • Achievement in schoolwork • The judgments of teachers, psychologists, administrators, and supervisors familiar with the demonstrated abilities of the students • Scores on tests measuring intellectual ability and aptitude <p>Early identification is essential for the intellectual and emotional health of gifted children because it enables early intervention. Consequently, Balsz School District has adopted a multifaceted approach to the screening and identification of gifted learners.</p> <p>Students currently enrolled in Balsz schools may be nominated for gifted assessment by parents, guardians, teachers, or administrators. Teachers utilize a variety of tools such as achievement data, classroom performance and observation, and checklists to develop a list of candidates. Students may nominate themselves.</p> <p>Nominated students are assessed with one or more tests from the Arizona State Board of Education Approved Test List. Balsz currently uses the CogAT Cognitive Abilities test in grades K through 8 and provides testing at each school site three times per year. Students are tested in verbal, quantitative, and nonverbal areas. Students who score at or above the 97th percentile on any of these three sections of the test, or have a full composite score above the 97th percentile, will be identified as gifted. Alternative assessment measures, portfolio data, and other formal and informal evaluation data may be used to augment the assessment process and are considered.</p> <p>In compliance with R7-2-406 A.1b, the Balsz School District accepts current scores at or above the 97th percentile on any State Board approved test submitted by other local</p>
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		<p>education agencies or by qualified professionals, and per R7-2-406.a.1.c. The Balsz School District will place transfer students as soon as assessment results are provided to verify eligibility and prescribe services.</p>
<p>Describe the Philosophy and Goals for your gifted program.</p>	<ul style="list-style-type: none"> · Incorporates a K-8 or K-12 continuity of services · Modify instruction/curriculum to meet student needs · Describes differentiation in process, content and product · “Gifted students are gifted all day, not just for a small segment of that day” · Goal: start with where the student is academically and accelerate the pace of instruction · Goal: train as many teachers as possible about the unique needs of gifted students · Goal: develop a program that represents the diversity of the school and district 	<p>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. 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.</p> <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 children of the same age.. 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 provide high quality gifted programming at all schools in the Balsz School District and to support Balsz teachers in obtaining the knowledge and skills needed through professional development and gifted endorsement in order that they are able to differentiate process, product, and content to meet the needs of gifted learners.</p>

		<p>We are also exploring additional strategies to ensure the gifted program provides equitable access and represents the diversity of the school district.</p>
<p>How do you group and deliver services to your K-2 students?</p>	<ul style="list-style-type: none"> · Self-contained, cluster, pull out or differentiated instruction within the regular classroom · Specific instructional strategies tailored to the needs of the gifted learner, open ended questioning, projects, activities that focus on higher order thinking skills 	<p>Gifted Resource Model: Gifted teachers provide direct resource services to students for 60 to 90 minutes a week in a pull out or push in model. The focus of this resource support is development of thinking skills as well as support in a student's particular area(s) of giftedness.</p> <p>Gifted Cluster Classroom Model: At each elementary school, it is recommended that students in grades 1 or 2 who are identified as gifted are clustered, or grouped together, in a mixed-ability classroom. Research shows there are positive student outcomes with this approach. This model allows for focused pacing, a greater depth of understanding, and differentiation in all subjects. The goal is to provide challenging curriculum and instruction throughout the school day, rather than in one isolated period. The cluster teachers are supported by a gifted specialist at each school who assists with planning and implementing differentiated curriculum and instruction.</p>
<p>How do you group and deliver services to your 3-5 students?</p>	<ul style="list-style-type: none"> · Self-contained, cluster, pull out or differentiated instruction within the regular classroom · Specific instructional strategies tailored to the needs of the gifted learner, open ended questioning, projects, activities that focus on higher order thinking skills 	<p>Gifted Resource Model: Gifted teachers provide direct resource services to students for 120 to 180 minutes a week in a pull out or push in model. Students are grouped by grade level and receive instruction aligned with grade level content standards and themes with a STEM/STEAM or Humanities focus. The academic enrichment modules are interdisciplinary, problem or project-based, aligned to NAGC standards, and embed social emotional support..</p> <p>Gifted Cluster Classroom Model: At each elementary school, it is recommended that students in grades 3-5 who are identified as gifted are clustered, or grouped together, in a mixed-ability classroom. Research shows there are positive student outcomes with this approach. This model allows for focused pacing, a greater depth of understanding, and differentiation in all subjects. The goal is to provide challenging curriculum and instruction throughout the school day, rather than in one isolated period. The cluster teachers are supported by a gifted specialist at each school who assists with planning and implementing differentiated curriculum and instruction</p>

<p>How do you group and deliver services to your 6-8 students?</p>	<ul style="list-style-type: none"> · Specific instructional strategies tailored to the needs of the gifted learner, open ended questioning, projects, activities that focus on higher order thinking skills · Content driven, accelerated learning, honors classes, flexible grouping 	<p>Gifted learners in grade 6–8 are served primarily via the honors program. Students gifted in verbal reasoning are placed in honors ELA classes. Students gifted in quantitative reasoning are placed in honors Math classes. Students gifted in non-verbal reasoning are placed in honors classes in their areas of greatest strength, as indicated by State Assessment scores, previous years’ classroom performance, and teacher recommendation.</p> <p>Honors classes differ from mainstream classes in pacing and in depth and breadth of curriculum, as detailed below (Curriculum and Instruction).</p>
<p>How do you group and deliver services to your 9-12 students?</p>	<ul style="list-style-type: none"> · Specific instructional strategies tailored to the needs of the gifted learner, open ended questioning, projects, activities that focus on higher order thinking skills · Content driven, accelerated learning, honors classes, AP, IB or CIE classes, flexible grouping and/or scheduling 	<p>Blasz is a PS-8 Grade School 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"> · Use a curriculum mapping approach · Testing for competency before teaching content · Use Vertical alignment strategies 	<p>Educational services for the gifted differ from regular education in challenge, complexity choice, and control. Content incorporates the Arizona Academic standards but is more abstract, complex, varied, and frequently accelerated. Gifted students typically advance into greater depth of study as well as acceleration. The pacing in gifted classes is more brisk than pacing in the regular classroom. In addition, teachers employ compacting of instructional content to provide time for in-depth learning through application of content and on student projects.</p>

		<p>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. Guidance, through socioemotional objectives in the differentiated curriculum, is embedded into course work.</p> <p>The Enrichment Model is based upon differentiated curriculum guides that are tailored to address challenge, complexity, choice and control and provide extension and enrichment. Each course or unit has expectations, learning outcomes, and instructional strategies. Backwards design methodology is used to create lessons and units of instruction. We start with the end in mind, we first define target learning goals and assessment outcomes and then learning experiences. Targeted pre-assessment allows teachers to determine what students already know and further tailor learning experiences.</p>
<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 	<ul style="list-style-type: none"> • Open communication between parents and school exists via email, phone calls, conferences, and opportunities for classroom volunteering and visits • Balsz School District has a gifted website for sharing information. • School and classroom newsletters share information on gifted programming and events such as district presentations, state conferences and workshops, and opportunities for summer enrichment • Open houses are held as an opportunity for schools and teachers to share information. • One of the primary responsibilities for the district Gifted Teachers is to serve as a contact for parent inquiries.

		<ul style="list-style-type: none"> • School family nights are scheduled to provide professional development and strategies in supporting gifted learners.
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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>Teacher training in differentiated instruction and flexible grouping is addressed via the district's professional development program. District PD events typically occur twice quarterly. Training topics are selected in response to the specific needs of grade levels and 5 content areas. Topics may include: flexible grouping methods, maintaining rigor, and adapting the math and ELA curriculum for the high ability learner.</p> <p>At the school level, grade level teams receive consultation from the instructional coach at twice monthly PLC (Professional Learning Community) meetings. Student work samples are analyzed at each meeting and "next steps" for each student subgroup are identified. Recommendations are made for sub-group specific and/or student-specific curriculum modifications. In grades K-5, gifted students are grouped in a single classroom at each grade level. "Cluster" teachers receive ongoing support from the gifted specialist regarding differentiation. Several training workshops are offered each year. Workshops have included: Instructional Strategies for Visual/Spatial Learners; Differentiation Strategies in Reading and Writing Instruction; Differentiation Strategies in Math Instruction. Additionally, cluster teachers have access to consultation from the on-site gifted specialist regarding the needs of specific students in their classes. The gifted specialist observes students during instruction, analyzes work samples, and makes suggestions for student engagement, acceleration, extensions, pacing of instruction, etc.</p>

<p>How do you differentiate instruction (pace and pedagogy) to 3-5 students? Please list several sample activities to illustrate your description.</p>	<ul style="list-style-type: none"> · Training for teachers in flexible instructional groups · Provide for acceleration through extended literature, novels, math word problems, graph interpretation etc. · Establish a rubric for the pedagogy to be appropriately applied for this level 	<p>Classes for 3-5 are frequently self-paced, accelerated, and project-based. The emphasis of our curriculum for our gifted classes includes developing and nurturing divergent, critical, evaluative, and analytical thinking skills.</p> <p>Gifted students explore connectedness and encourage complex problem solving in a collaborative atmosphere with intellectual peers. Depth of topics with support for divergent thinking is common. We promote richness with intellectual peers. Depth of topics with support for divergent thinking is common. We promote richness with an engaging, authentic curriculum that has the ability to maintain a problem-solving environment. Additionally, we strive to create a reflective, self-evaluative, internalized, personal process as a habit of mind.</p> <p>Schools with identified third through fifth grade gifted populations are recommended to implement the cluster model. Cluster teachers receive support from a gifted teacher at each school who provides professional development and assists with planning and implementing differentiated curriculum and instruction. When consulting with the general education teachers, possible suggested strategies are flexible ability/skill grouping (e.g., within regular classroom or by movement to neighboring classrooms), advanced instructional strategies, or enrichment opportunities (e.g., classroom learning centers, literature studies, library studies, guided research, advanced computer usage). Instructional strategies may include:</p> <ul style="list-style-type: none"> ● Instructional focus groups (e.g., within regular classroom or by movement to neighboring classrooms) ● Variation of product options ● Adjusted outcome expectations ● Individualized projects ● Project-based learning ● Provision of enrichment opportunities (e.g., classroom learning centers, literature studies, library studies, guided research, advanced computer usage, problem based learning)
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How do you differentiate instruction (pace and pedagogy) to 6-8 students? Please list several sample activities to illustrate your description.

- 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.

In Grades 6-8: Gifted level instruction is differentiated in 3 key ways.

Acceleration:

In ELA classrooms, instructional pace is accelerated, such that honors ELA classes are able to complete at least one additional unit of study during the school year. Grammar instruction is accelerated to the next grade level's standards. Some writing standards are accelerated as well; for example, grade 7 standards in argumentative writing are taught in 6 th grade. In math classrooms, 6 th grade is accelerated, so that 7 th grade math standards are addressed during the final quarter of 6 th grade. In 7 th grade, gifted students are placed in a pre-algebra class, which is accelerated such that all 7 th grade standards are addressed by the end of the third quarter. During 4 th quarter, grade 7 pre-algebra students address 8 th grade algebra concepts, including integer exponents, and linear equations and functions. Eighth grade gifted students are placed in Algebra I. They typically engage in an independent study program during the preceding summer as a preview of grade 8 content, then spend the first few weeks of the 8 th grade year in an intensive, telescoped survey of (non-algebra) grade 8 math concepts. In September, honors 8 th graders begin the Algebra I curriculum, following the Phoenix Union High School District pacing guide.

Curriculum Modification:

Honors ELA classes are oriented toward the higher levels of Blooms' Taxonomy, with increased opportunity for evaluating, analyzing and creating, as well as significant opportunity for student leadership. Above-level text resources, which are supplied as part of the adopted reading program, replace or supplement the standard grade level text. These resources offer greater depth and complexity for gifted learners. Advanced literature studies are added to the curriculum, providing increased opportunity for critical thinking and development of skill in literary analysis. In writing, honors students are expected to generate greater output and to show higher levels of mastery on the writing rubric. In 6 th and 7 th grade honors math classes, teachers make use of the challenge and extension question supplied as part of the adopted math program. These typically integrate multiple standards and require application of a wider range of concepts and skills. Students collaborate in groups frequently, with an increased

		<p>degree of independence. The 8 th grade math curriculum is wholly modified to offer Algebra I.</p> <p><u>Product/Assessment:</u></p> <p>In honors ELA classrooms, products frequently include an opportunity for collaboration with peers and a significant element of student choice. Enhanced assessment rubrics require greater depth and complexity of thinking as well as an increase in quantity of output. In honors math classrooms, students demonstrate mastery with exit tickets that require application of supporting standards as well as the target standard. In addition to standard district formative and interim assessments and AZState testing, gifted 8 th graders in Algebra also sit for the Algebra Qualifying Test in the spring and are on track to take Geometry in their freshman year of high school.</p>
<p>How do you differentiate instruction (pace and pedagogy) to 9-12 students? Please list several sample activities to illustrate your description.</p>	<ul style="list-style-type: none"> · Training for teachers in flexible instructional groups · Provide for acceleration through extended literature, novels, math word problems, graph interpretation etc. · Provide AP, IB or CIE coursework for student Establish a rubric for the pedagogy to be appropriately applied for these levels 	<p>Balsz School District is a PS-8th Grade School District</p>
<p>What curricular materials do you use for grades K-2?</p>	<ul style="list-style-type: none"> · Be specific. 	<p>Benchmark Advance (ELA), My Perspective (ELA), Eureka (Math), Amplify Science, Studies Weekly, My Lexia, STAR Reading</p>

What curricular materials do you use for grades 3-5?	· Be specific.	Benchmark Advance (ELA), My Perspective (ELA), Eureka (Math), Amplify Science, Studies Weekly, My Lexia, STAR Reading
What curricular materials do you use for grades 6-8?	· Be specific.	Illustrative Mathematics, Eureka Math (honors), My Lexia, Benchmark Advanced.
What curricular materials do you use for grades 9-12?	· Be specific.	Balsz School District is grades k-8.

Identification

Question	Indicators	District Description
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<p>Describe how your referral process for identification involves parents and staff.</p>	<ul style="list-style-type: none"> · Recommendations from parents/staff · Review of records and answers on student transfer documents · Announcements/newsletters to parents · Referrals from counselors, administrators or support staff · In-service training for all staff and parents · Program description provided to all stakeholders 	<p>Students currently enrolled in Balsz schools may be nominated for gifted assessment by parents, guardians, teachers, or administrators. Teachers utilize a variety of tools such as achievement data, classroom performance and observation, and checklists to develop a list of candidates. Students may nominate themselves..</p> <p>Testing is offered at least three times a year at each school site. Parents and other stakeholders are informed of testing opportunities through announcements in school newsletters, via the Balsz School District website, through parent-teacher conferences, or extending an invitation for students to participate in eligibility testing based data review.</p> <p>Professional development related to the identification of gifted students are provided to any school staff upon request and training is embedded in gifted cohort classes. When an internal referral is initiated, the classroom teacher completes a referral form. When students transfer to our district, the registration form is reviewed and gifted records are requested and reviewed in a timely manner.</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"> · Serve 97%, but what about 96, 95, 94 and others? · Use a matrix for underrepresented students including at risk, ELL and equity compared to school population · Arizona Assessment Scores · Use of non-verbal tests · Multiple measures · Personal interviews 	<p>Nominated students are assessed with one or more tests from the Arizona State Board of Education Approved Test List. Balsz currently uses the CogAT Cognitive Abilities test in grades K through 8 and provides testing at each school site three times per year. Students are tested in verbal, quantitative, and nonverbal areas. Students who score at or above the 97 th percentile on any of these three sections of the test, or have a full composite score above the 97th percentile, will be identified as gifted.</p> <p>Alternative assessment measures, portfolio data, and other formal and informal evaluation data may be used to augment the assessment process and are considered.</p> <p>Alternatives will include:</p> <p>1. Qualification on basis of ability testing alone:</p> <ul style="list-style-type: none"> ● Student attains a CogAT score at or above the 95th percentile in any single domain (verbal, quantitative or nonverbal reasoning) OR

	<ul style="list-style-type: none"> · Performance in honors, AP, IB, CIE classes 	<ul style="list-style-type: none"> ● Student attains CogAT scores at or above the 92nd percentile in any two domains(verbal, quantitative, nonverbal) OR ● Student attains an NNAT2 score at or above the 95th percentile <p>2.Qualification on basis of ability testing plus qualitative measures</p> <ul style="list-style-type: none"> ● Student attains CogAT scores between the 92nd – 94th percentiles in any single domain (verbal, quantitative, nonverbal) AND achieves exceeds/exemplary ratings in any three of the following: state assessments, district benchmark testing, grades, works samples. <p>Gifted students transferring from other districts are identified via the School Enrollment Form. The gifted teacher contacts the parents and previous district by phone and facilitates the prompt transfer of testing records. Students whose test data meet the Balsz School District criteria are admitted to the gifted program. Students who were tested with an instrument other than those on the Arizona approved list or whose percentile scores do not meet the district criteria may be retested using the CogAT, or may be qualified on the basis of ability testing + qualitative measures (#2 above)</p> <p>There is involvement of the appropriate professionals to consider the unique needs of English Language Learners and children who are twice exceptional when considering gifted eligibility. Testing on an individual basis, alternate assessment, 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>
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<p>Please list all the testing instruments and data points you use for gifted student identification and explain why you chose these instruments.</p>	<ul style="list-style-type: none"> · CogAT, Naglieri, WISC, etc. See the State Board approved test list · Student grades · Gifted Characteristics Checklists · Student, teacher, parent input · Standardized testing results 	<p>Students in kindergarten through eighth grade are identified as gifted using the Cognitive Abilities Test,, and/or additional Naglieri 3 tests as warranted.</p> <p>Additional evidence may be submitted to support additional testing or probationary placement. Additional meetings may be held and evidence is presented in support of the student's abilities. Information from achievement testing (State Tests, NWEA), observations, and samples of the child's work can be offered as support. Parents and/or classroom teachers may submit written information in support of a child.</p> <p>English Language Learners who demonstrate rapid language acquisition are candidates for gifted testing. When testing, modifications can be made as allowed by the test publisher. For example, a student with limited English proficiency may only take the quantitative and spatial sections of the assessment. In other instances, a student may take a different gifted assessment such as the Naglieri Nonverbal Ability Test, which uses progressive matrices to allow for a culturally neutral evaluation of students' nonverbal reasoning and general problem-solving ability, regardless of the individual student's primary language, education, culture or socioeconomic background.</p>
<p>How often do you make testing available for K-12 students?</p>	<ul style="list-style-type: none"> · Fall, winter, spring · Additional testing for transfer students or on a case-by-case basis throughout the year 	<p>There are three formal evaluation periods per year: fall, winter and spring. Additionally, students can be evaluated individually at other times of year as the opportunity arises.</p>

<p>How do you inform parents and staff of your referral and identification process?</p>	<ul style="list-style-type: none"> · Formal letters to parents · Parent informational meetings, conferences · School newsletters · LEA Gifted Website 	<p><u>Referral/Recruitment:</u> Parents are encouraged to refer their students for gifted evaluation. Information regarding gifted services is provided at “Meet-the-Teacher Night.” Dates for evaluation windows and procedures for requesting evaluation are sent home with all students prior to each testing window.</p> <p><u>Notification:</u> A qualification decision is provided to the parent in writing within two weeks of testing, including student test scores and district criteria for qualification. Additionally, a summary of supplementary data is provided, if this was used in the qualification decision.</p>
<p>Once eligibility is determined, how do you inform parents of the decision and then handle an appeal of that decision?</p>	<ul style="list-style-type: none"> · Formal letters · Focus on data · Parent meetings · Meeting with teacher, Principal, and Gifted Director 	<p><u>Appeal:</u> Parents are informed of their right to appeal when they are notified of the qualification decision. The first step of the appeal process is an informal telephone conversation between the parent and the gifted specialist at which time the data, process and reason for the qualification decision are reviewed. The parent may then elect to make a formal appeal in writing to the Director of Student Services. The Director of Student Services reviews the case and makes a final decision.</p>

Social and Emotional Development

Question	Indicators	District Description
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<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 learning strategies · Establish a parent support group 	<ul style="list-style-type: none"> ● Services aimed at supporting the social and emotional development of gifted students in the Balsz School District are based on NAGC Standards and have several objectives. <ul style="list-style-type: none"> ○ Development of students' self-knowledge with respect to their interests, strengths, identities, needs, and how they learn and grow. ○ Development of students' understanding of and respect for similarities and differences between themselves and their peer group and others in the general population. ○ Development of students' identities as gifted individuals within the context of culture. ○ Promotion of students' and families' access to community resources which support social affective needs. ○ Addressing the unique needs of subgroups of the gifted student population, including twice-exceptional students and underachieving gifted students. ● Gifted elementary students are clustered in a single class at each grade level. This, along with flexible grouping, allows ongoing contact with gifted peers. Within this context, gifted students have the opportunity for validation and support from peers who share and relate to their abilities, learning styles and challenges. ● Social and emotional needs of gifted learners are further addressed in a targeted, intentional manner in the gifted resource room. The year begins with a unit entitled, "What it means to be gifted." Students explore definitions of giftedness, viewpoints of teachers, parents, peers and experts on giftedness, and craft their own statement of "what giftedness means to me." They examine their personal learning styles, abilities, interests and preferences using Kaplan's Depth and Complexity Icons as a framework. Students become familiar with Dabrowski's Gifted Overexcitabilities, evaluating them in light of their personal experience. ● Throughout the year, social and emotional issues are integrated into lessons in the gifted resource room, depending upon the specific needs of students. Topics often include: perfectionism, creativity, asynchronous development, introversion, making the most of strengths, feeling different, moral concerns, sensitivity, giftedness and culture. Small group discussion, writing, videos and
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		<p>art are utilized. Each enrichment group reads a novel at some point in the year in which the protagonist is a gifted elementary-age student. Examples include: <i>Clementine</i> by Sara Pennypacker; <i>The Stories Julian Tells</i> by Ann Cameron; and <i>Someday Angelina</i> by Louis Sachar. These serve as a springboard for discussion of a range of social and personal issues.</p> <ul style="list-style-type: none">● Specific attention is given to the unique needs of twice exceptional students, including gifted students with ADHD, autism and students who are gifted in one domain and learning disabled in another. The gifted specialist provides consultation to teachers and parents to support their understanding of how twice exceptionality may pose particular challenges in the areas of self-esteem, self-acceptance and identity. The gifted specialist maintains ongoing contact with the school psychologist and counselor regarding these students' progress and connects families with resources in the community which can support students' growth.● Attention is also given to the development of students' identity as gifted individuals in the context of culture. Students examine the lives of accomplished individuals of diverse cultures via instructional units such as "Innovators and Achievers in Math and Science." They have an opportunity to critique social systems and study the process of change in a unit entitled "Change Agents for Social Justice." Students analyze the lives and accomplishments of gifted individuals from diverse cultures via literature studies as well as contracts with community leaders.● The gifted specialist monitors gifted students' academic progress via ongoing communications with their teachers and is alert to problems of underachievement as they develop. A team approach, which includes the parent, is utilized to attempt to determine the causes of the underachievement and to develop an intervention. This may involve modifications to curriculum, product, schedule or other aspects of the education program. The gifted specialist is available to meet individually with the student to problem-solve and provide support.
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<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 	<ul style="list-style-type: none"> ● Services aimed at supporting the social and emotional development of gifted students in the Balsz School District are based on NAGC Standards and have several objectives. <ul style="list-style-type: none"> ○ Development of students' self-knowledge with respect to their interests, strengths, identities, needs, and how they learn and grow. ○ Development of students' understanding of and respect for similarities and differences between themselves and their peer group and others in the general population. ○ Development of students' identities as gifted individuals within the context of culture. ○ Promotion of students' and families' access to community resources which support social affective needs. ○ Addressing the unique needs of subgroups of the gifted student population, including twice-exceptional students and underachieving gifted students. ● Gifted middle school students are served primarily through the honors program. Grouping gifted students in this manner affords them opportunities to develop relationships with intellectual peers. ● The gifted specialist monitors students' progress via ongoing contract with teachers throughout the year. Services to address social and emotional needs are developed and customized in response to students' specific needs. Direct services to students are provided by the gifted specialist and are delivered during lunch and study periods as well as after school. These may include clubs and small-group experiences using the "I'm Not Just Gifted" social-emotional curriculum by Christine Fonseca. Additionally, the gifted specialist is available to provide 1:1 supportive counseling and advocacy for students, and consultation to teachers and parents.
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<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, IB or CIE programs · Establish a parent support group 	<p>The Balsz School District is a PS-8th Grade 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"> · Grade level seminars to train teachers · Provide literature about the unique needs of gifted students to teachers/parents · Conduct locally developed gifted parent nights 	<ul style="list-style-type: none"> ● All teachers receive training at the beginning of each school year in understanding and responding to giftedness, provided by the gifted specialists. This includes recognizing and addressing the social and emotional needs of gifted students. Gifted overexcitabilities, asynchronous development, peer relationships and giftedness in the context of culture are addressed. The gifted specialists remain available to teachers throughout the year for consultation and support in responding to their students' affective needs. Teacher workshops on social/emotional development and needs are offered as needed. ● Information is provided to parents regarding the social and emotional needs of gifted students during parent-teacher conference and program events. The gifted specialist connects families with resources such as SENG (Supporting the Emotional Needs of the Gifted) and AZAGT (Arizona Association for the Gifted and Talented). Individual support and consultation is available to parents throughout their children's participation in district gifted services.

<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" 	<p>To help monitor identified gifted students, gifted teachers collaborate with classroom teachers, behavior intervention teachers, psychologists, English Language Learner staff, resource and self-contained teachers, site counselors, attend team meetings to problem solve on behalf of students and provide additional support in the regular classroom. The gifted teachers work closely with school counselors to help support gifted students. To provide support in the gifted classroom, we offer complex content, ask divergent questions, implement the discovery method, ask students to construct their own meaning, scaffold learning, use novelty and visual aids, concentrate on creativity, integrate technology and give positive feedback. Parent communication is also a cornerstone of support as we foster the development of social and emotional strength in gifted students. In order to identify underrepresented populations, we are currently offering Naglieri testing to students and as warranted.</p>
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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) www.arizonagifted.org · Teachers develop personal professional growth plans 	<ul style="list-style-type: none"> ● Various opportunities are provided for classroom teachers and gifted specialists to receive training in working with gifted students. ● At the beginning of each year, teachers, administrators and other professional staff attend a training, delivered by the gifted specialists, on giftedness and gifted education. Topics include: definitions of giftedness, indicators of giftedness and gifted potential, the screening, referral, evaluation and qualification processes, services provided by the Balsz gifted program, academic and social/emotional needs of the gifted student. This training is followed up by individual informational conferences with gifted cluster teachers regarding the specific needs of the gifted students in their classrooms. ● Throughout the year, workshops on various topics in gifted education are offered by the district, delivered by the lead teacher for gifted services. These workshops are open to all professional staff district-wide but are tailored to the specific needs of the gifted cluster teachers. Topics in previous years have included: Understanding giftedness in nonverbal reasoning; Underachievement in the gifted student; Differentiation for the Gifted student. The workshops are well-attended and well-received. Feedback has included comments that the workshops are practical and provide strategies and skills that can be immediately implemented in the classroom. The intention for the 2020-2021 school year is to offer professional development workshops on a quarterly basis. Planned topics include: Social and Emotional Needs of the Gifted Student; Understanding Testing Results; Tiering to

		<p>Facilitate Continuous Progress; Compacting and Learning Contracts.</p> <ul style="list-style-type: none"> • Gifted specialists in the Balsz School District are members of the Arizona Association for Gifted and Talented (AAGT). They attend the AAGT state conference annually. Other professional development opportunities are available to the gifted specialists as funding resources allow.
<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>Balsz School District Training that was conducted last year.</p> <ul style="list-style-type: none"> ○ Education information for parents related to social and emotional needs ○ Supporting gifted students in the general education classroom ○ Gifted Teachers attended AAGT Conference <p>Balsz Training that is planned for this year.</p> <ul style="list-style-type: none"> ○ Differentiated Instruction in the Classroom ○ Gifted identification ○ Gifted Scope and Sequence ○ Gifted: Clustering Model
<p>How have your training events targeted the needs of administrators, counselors, psychologists and support staff?</p>	<ul style="list-style-type: none"> · Specific training events that illustrated for administrators how to support gifted education in their schools · Training for counselors in the social and emotional needs of the gifted learner · ADE sponsored training on school improvement 	<ul style="list-style-type: none"> • Administrators are provided updates and information on the status of gifted services at their schools. Examples of shared information are: acceleration, specific services and testing. • Administrators and other staff members are invited to attend gifted workshops and conferences. • Ongoing sharing of information to administrators on clustering and gifted initiatives.

		<ul style="list-style-type: none"> The gifted teachers are working with school leaders to better understand the characteristics of gifted learners, gifted support needs, and models of gifted education.
Do teachers who have primary responsibility of teaching gifted learners have, or are working towards earning, an Arizona Gifted Education K-12 Endorsement?	<ul style="list-style-type: none"> For more information, please see the gifted endorsement resources. 	<ul style="list-style-type: none"> All teachers whose primary responsibility of teaching gifted learners currently hold an Arizona Gifted Education K-12 Endorsement or in a program to earn endorsement..
Describe the feedback received from post training evaluations.	<ul style="list-style-type: none"> What did the participants say about the effectiveness? 	<ul style="list-style-type: none"> Teachers are providing positive feedback from curriculum development and professional development opportunities. They are requesting more training and are excited to share their learning with colleagues. The elementary gifted teachers have a unique opportunity to build units for the academic enrichment model and are doing so in collaboration with other gifted teachers, coaches, and administrators.

Parent and Community Involvement

Question	Indicators	District Description
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<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 · Website for gifted students and parents · Parent – teacher conferences 	<p>Information about the gifted program is included in the Balsz Parent and Student Handbook. This handbook is also online on our website.</p> <p>The Gifted Program will continue to develop a Gifted Webpage on the Balsz School District Website.</p> <p>A Gifted Pamphlet was developed, and continually revised, to provide parents with ongoing information regarding gifted programming.</p> <p>The gifted specialist makes phone contact with parents of referred students to provide information about the program, evaluation process and to answer questions.</p> <p>Results of testing and qualification decisions are provided to parents in writing.</p>
<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 · Available on LEA or school website 	<p>The gifted scope and sequence is on the gifted page on the Balsz school district's website.</p>
<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>Balsz School District Schools have a Parent Advisory Committee that meets quarterly, gifted topics are brought to the committee.</p> <p>All Balsz gifted specialists attend Meet-the-Teacher Night and Parent-Teacher conferences, gifted information is shared at the events.</p>

<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 	<p>Balsz parents receive surveys each year.</p> <p>Each school has a Site Counsel that Gifted Information can be shared.</p> <p>There will be a gifted "Family Gifted Night", in which parents and students have an opportunity to learn and play together, along with their gifted teacher.</p>
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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"> · Surveys from parents, students and teachers · Standardized test scores · AzMERIT performance scores · Terra Nova performance scores · AP, IB or CIE scores 	<p>Both quantitative, qualitative and non verbal measures are used to assess continuous student progress. The following data will be used:</p> <p>NWEA</p> <p>State Assessments (AASA)</p> <p>DIBELS</p> <p>Cogat and Naglieri Gifted screening</p> <p>The gifted team works closely with the Research Evaluation and Assessment Director to utilize a variety of data sources to assess the effectiveness of our program.</p> <p>Additionally, performance assessments in the gifted resource room are used to assess continuous progress through a single year and across years.</p>

<p>Describe how you use test data, both norm referenced and criterion referenced in your evaluation process.</p>	<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 	<p>The gifted team works closely with the Research Evaluation and Assessment Director to utilize a variety of data sources to assess the effectiveness of the gifted programs.</p> <p>With State Assessments (AASA), we compare gifted with non gifted on proficiency and scale scores on reading, writing, math and science.</p> <p>The gifted team uses NWEA data to compare their fall to spring growth.</p>
<p>How do you use informal measures like surveys, open forums and teacher interviews to gather data?</p>	<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 	<p>The data that is reviewed includes gifted enrollment by school, grade level, area of identification, state assessment data and district assessment data. Surveys are conducted by the District at least annually and reviewed for any areas of improvements. In addition, the school administration and visits classrooms and provides feedback to teachers on an ongoing basis.</p>
<p>What are your keys indicators that your program is positively affecting students?</p>	<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 	<ul style="list-style-type: none"> • Student academic growth • Eligibility for gifted courses • Placement into high school honor programs • Student excitement and involvement in their own learning • Positive parent feedback on course content, teacher communication, and instructional aptitude • Referral for testing and testing identification rates

<p>Describe the performance standards you have for all gifted students. Are the standards for gifted students?</p>	<ul style="list-style-type: none"> · Meets the individual learning goals established for the students · The gifted population demographics must reflect the same picture as the total school population 	<p>The goal is to have 4-5% of the district's population as gifted. It further has a goal of ensuring that gifted program participation proportionately reflects the composition of the district's student population in terms of culture, language and gender. Proportionality is assessed by comparing district demographic data with gifted program demographic data.</p>
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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"> · capital expenditures · direct student services · professional development, and 	<ul style="list-style-type: none"> · Local Funds · Gifted Education Supplemental Grant · Student Support and Academic Enrichment Grant (Title IV-A) 	<p>The district does not receive any supplementation allocation at this time. Currently, Gifted Services are funded from the Maintenance and Operations Budget (\$216,119.78) and ESSER Funds (\$8,013.73)</p>

<ul style="list-style-type: none"> · district coordination? 		
<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>The gifted program consists of various services. For our pull-out program, three gifted endorsed teachers currently serve our gifted students. The overall program ratio of gifted teachers to students is 1:30. The ratio of teachers to students in our middle school honors classes is 1:25.</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"> · Teacher salaries? · Rooms, appropriately equipped? · Professional development · Funding for a Director? · Testing supplies? · Administrative support? 	<p>The District funds the Gifted Program out of the Maintenance and Operations Budget. The approximate cost for the delivery of Gifted Services is \$224,133.51. Teacher salaries and benefits, substitutes, testing, curriculum development, professional development and instructional resources are paid out of this budget. The oversight of the program falls under the Director of Student Services. The Student Services department provides administrative support for the gifted program.</p>