

Scope and Sequence Criteria

QUESTION	District description
<p>What is your district's definition of a gifted student and gifted education?</p>	<p>PUSD's gifted education definition aligns directly with Arizona Department of Education:</p> <ul style="list-style-type: none"> • "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 gifted instruction or advanced supplemental services, or both appropriate gifted education services, to achieve at levels commensurate with the child's intellect and ability. Arizona Revised Statutes Article 4 §15-761. Arizona Department of Education • To qualify as a gifted student, the Page Unified School District accepts a score of 97% using a state approved test in any of the three qualifying areas; verbal, quantitative, and non-verbal. Additional factors affecting assessment; socioeconomic status, cultural background, linguistic background or debilitating condition allow for additional review of academic course work and other district and state standardized assessments for consideration at 94%. • "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.
<p>Describe the Philosophy and Goals for your gifted program.</p>	<p>Philosophy The philosophy of the gifted program at Page Unified School District is to provide services that meet the needs of each identified gifted students' academic abilities, potential, and their unique social and emotional needs.</p> <p>Program Goals Curriculum</p> <ul style="list-style-type: none"> • Provide gifted students with the opportunity to achieve at the level of their intellect and ability.

	<ul style="list-style-type: none"> • Educate teachers and staff on the unique academic and social needs of the gifted student to allow for access to appropriate and intellectually challenging curriculum • Identify gifted and talented students from all populations reflecting the diversity of the local school and community
<p>How do you group and deliver services to your K-2 students?</p>	<p>In PUSD, every identified K-2 gifted student receives direct services from an endorsed teacher of gifted in a group setting with other identified gifted students through pull out programming based on their area of giftedness.</p> <p>Additionally consult services are provided by endorsed teacher of gifted to the homeroom teacher to support differentiation of the curriculum in the regular classroom.</p> <p>Strategies include higher order thinking skills, cooperative learning, student research, problem based learning and projects focused on open-ended questions.</p> <p>Students will be provided enrichment opportunities based on assessments of standards as specified by the PUSD curriculum.</p> <p>Highly/exceptionally gifted students may enroll in a higher grade should the school, district curriculum coordinator and family decide that this is in the best interests of the child. The highly/exceptionally gifted student, his/her parent or guardian, district and school personnel will then agree to a formal plan which may include both in-school and out-of-school options selected to enhance development of advanced intellectual abilities as well as physical and social skills.</p>
<p>How do you group and deliver services to your 3-5 students?</p>	<p>In PUSD, every identified 3-5 gifted student receives direct services from an endorsed teacher of gifted in a group setting with other identified gifted students through pull out programming based on their area of giftedness.</p> <p>Additionally, consult services are provided by endorsed teacher of gifted to the homeroom teacher to support differentiation of the curriculum in the regular classroom.</p> <p>Strategies include higher order thinking skills, cooperative learning, student research, problem based learning and projects focused on open-ended questions.</p>

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<p>How do you group and deliver services to your 6-8 students?</p>	<p>Honors classes are offered in English, and Math. Students are placed into appropriate classes based on individual areas of strength.</p> <p>Clustering is offered for science and social studies so students can work with likeminded peers and process the content at higher levels.</p> <p>All teachers are expected to differentiate instruction for students and provide open ended questioning, projects, and activities that focus on higher order thinking skills.</p> <p>Additionally, consult services are provided by endorsed teacher of gifted to the classroom teachers to support differentiation and compacting of the curriculum in the regular classroom.</p>
<p>How do you group and deliver services to your 9-12 students?</p>	<p>High School gifted students have the option to enroll in honors courses, advanced placement courses, participate in dual enrollment courses (high school and college course credit earned during high school classes), or be a part of the CAVIAT programs (junior and senior students obtain high school and college credit while attending Coconino Community College).</p> <p>All teachers are expected to differentiate instruction for students and provide open ended questioning, projects, and activities that focus on higher order thinking skills.</p> <p>Additionally, consult services are provided by endorsed teacher of gifted to the classroom teachers to support differentiation and compacting of the curriculum in the regular classroom.</p>
<p>Describe how you integrate your program standards with the</p>	<p>PUSD #8 uses vertical and horizontal alignment strategies and curriculum mapping to integrate AZ College & Career Readiness Standards at each grade level. Mastery of standards is monitored with benchmark assessments as part of the differentiation process used K-12. Beyond Textbooks, a</p>

<p>College and Career readiness Standards at each grade level.</p>	<p>curricular framework, for each grade level is used that identifies the essential College and Career readiness standards and enrichment resources increasing the level of complexity according to the needs of each student. Pretesting is used to determine differentiation and compacting needs for each student.</p>
<p>How do you involve parents in your program?</p>	<ul style="list-style-type: none"> ● Parents will receive newsletters three times a year reminding them of upcoming parent teacher meetings and information pertinent to their students' giftedness regarding program opportunities, etc. ● Information is available to parents regarding gifted programs on the District website, accessed from the District homepage; Pageud.org ● Liaisons are available to assist in translating and/or delivering information to the parents at their homes as needed. ● Parents are kept informed about the gifted program on each campus through back to school events, open houses, school newsletters and school web pages. ● Parents are kept informed about their student's progress and activities in gifted programs through quarterly report cards, open houses, parent-teacher conferences and school newsletters and web pages. ● Information related to speakers and presentations, summer programs and support groups related to gifted students is sent home periodically when available. ● Teachers of gifted and the Gifted Services Coordinator have lending libraries to provide parents with resources to assist them in their role as parents of gifted children. ● Parents have the opportunity to tour the self-contained programs, meet the teachers, and observe the program by making an appointment with the Gifted Services Coordinator.

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<p>How do you differentiate instruction (pace and pedagogy) to K-2 students? Please list several sample activities to illustrate your description.</p>	<p>District approved assessment results will be used in forming math and reading grouping as well as tiered instruction.</p> <p>Once students have mastered the standards at their grade level, curriculum is accelerated for students through differentiation in the regular classroom through use of instructional materials that extend and expand the curriculum.</p> <p>Teacher of the gifted works with classroom teachers to determine areas that students are ready for acceleration and expansion.</p> <p>Acceleration and expansion occurs in regular classroom with the classroom teacher as well as during pull out time with the teacher of the gifted.</p> <p>Opportunities to analyze situations, define problems, and synthesize possible solutions</p> <p>Focus on communicating effectively with an audience and peers in a social environment</p> <p>Construct knowledge through a variety of interactions with peers using cognitive tools and/or objects</p> <p>For our non-verbally gifted students, many engineering and STEM-based units will be developed such as bridge building and vehicles for space exploration.</p>
<p>How do you differentiate instruction (pace and pedagogy) to 3-5 students? Please list several sample activities to illustrate your description.</p>	<p>District approved assessment results will be used in forming math grouping and tiered instruction.</p> <p>Once students have mastered the standards at their grade level, curriculum is accelerated for students through differentiation in the regular classroom through use of instructional materials that extend and expand the curriculum.</p> <p>Teachers of the gifted work with classroom teachers to determine areas that students are ready for acceleration and expansion.</p>

	<p>Acceleration and expansion occurs in regular classroom with the classroom teacher as well as during class time with the teacher of gifted.</p> <p>Opportunities to analyze situations, define problems, and synthesize possible solutions</p> <p>Focus on communicating effectively with an audience and peers in a social environment</p> <p>Construct knowledge through a variety of interactions with peers using cognitive tools and/or objects</p> <p>For our non-verbally gifted students, many engineering and STEM-based units will be developed such as bridge building and vehicles for space exploration.</p>
<p>How do you differentiate instruction (pace and pedagogy) to 6-8 students? Please list several sample activities to illustrate your description.</p>	<p>Teachers have the opportunity to engage in professional development in the areas of developing rigor in the class, asking open ended questions, and providing activities that are focused on higher level thinking.</p> <p>Teachers will provide enrichment and/or differentiation for those students who meet the standard on common formative assessments.</p> <p>Instruction may be differentiated in the following manners:</p> <ul style="list-style-type: none"> ● Flexible grouping by assessment and/or interest ● Project Based Learning ● Compacting (replacement strategies for material already mastered) ● Student choice projects ● Socratic seminars ● Literature Circles ● Variety of thinking using Depth of Knowledge and Document Based Questions ● Independent Study Projects ● Student Portfolios with self-evaluation and reflection

<p>How do you differentiate instruction (pace and pedagogy) to 9-12 students? Please list several sample activities to illustrate your description.</p>	<p>Teachers have the opportunity to engage in professional development in the areas of developing rigor in the class, asking open ended questions, and providing activities that are focused on higher level thinking.</p> <p>Page High School offers: Honors courses Advanced placement courses Dual enrollment courses (high school and college course credit earned during high school classes). CTE (Career and Technical Education) has expanded its dual enrollment courses to core subjects including math, science, and language arts CAVIAT programs (junior and senior students obtain high school and college credit while attending Coconino Community College).</p> <p>Additionally, differentiation of instruction occurs through accelerated projects, curriculum compacting, and higher level thinking projects.</p> <p>Project examples in the past include; writing a short book, and developing a visual representation through a play or visual representation of the content demonstrating the skills mastered</p>
<p>What curricular materials do you use for grades K-2? Be specific.</p>	<p>Each teacher of gifted chooses materials that meet the needs of the gifted students and program model at the school site. In addition to District-adopted textbooks for students in grades K-2, this could include pattern blocks, tangrams, materials for doing small group research, Perceptual Puzzles, math manipulatives, literature books.</p> <p>All materials are aligned to College and Career Readiness standards and include differentiation to meet the gifted student's needs.</p>
<p>What curricular materials do you use for grades 3-5? Be specific.</p>	<p>Each teacher of gifted chooses materials that meet the needs of the gifted students and program model at the school site. In addition to District-adopted textbooks for students in grades 3-5, this could include literature books, Perceptual Puzzles, Hands-on Equations, materials for doing small group and individual projects including research.</p> <p>All materials are aligned to College and Career Readiness standards and include differentiation to meet the gifted student's needs.</p>

What curricular materials do you use for grades 6-8? Be specific.	Teacher developed curriculum aligned to College and Career Readiness standards using Webb's Depth of Knowledge and the Revised Bloom's Taxonomy as guides to provide rigor in assessments as well as lessons and tasks
What curricular materials do you use for grades 9-12? Be specific.	We use College Board approved materials for our AP classes. For our Honors classes, we use teacher developed curriculum aligned to College and Career Readiness standards at a high level of rigor as compared to the regular education classes.

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Describe how your referral process for identification involves parents and staff.	<p>Referrals from teachers, parents, student, psychologists, counselors and principals are forwarded to the Gifted Coordinator. All staff and parents can refer any time of the year grades k-12.</p> <p>All staff will be specifically asked three times per school year for referrals. Tests are generally given throughout the school year.</p> <p>Referral forms are available at each school site and found under the program section - gifted - on the district website Pageud.org</p> <p>Incoming students whom have been in gifted programs in other public school districts within the state of Arizona are immediately placed into PUSD's gifted program.</p> <p>Student transferring from BIA schools or from out of state are reviewed to determine testing methods used for identification. If the tests are on the Arizona approved list for testing on ADE's website and the student meets the schools score criteria, they are immediately placed in PUSD's gifted program.</p> <p>If the tests are not approved by our state or the student score does not meet the criteria, permission to test using the state's approved tests will be sought and testing will occur within thirty days after permission is granted by the student's parents.</p>
Describe your process for the identification of K-12 gifted students,	All second grade students will be screened for giftedness using the NNAT3 non-verbal abilities test. Those students who score in the district approved gifted range, 97%, will immediately be placed in the districts gifted program.

<p>including how your process addresses the variety of student environmental backgrounds.</p>	<p>Students scoring at least 86% on the group administered screening tool will be classified as “potentially gifted” and reevaluated upon parental consent, using additional one on one testing measures.</p> <p>Sensitivity to populations who have traditionally been underrepresented in gifted education programs will be considered throughout the assessment and screening process.</p> <p>Any student who has any one of the following known factors affecting the assessment of giftedness; Cultural Background, Linguistic Background, Socioeconomic Status, or Debilitating Conditions, who did not qualify for services based on the 97%, but score at least 94%, will result in further evaluation of that student for possible inclusion under <u>Arizona Revised Statute Article 4 Special Education R7-2-406 a. Students who score below the 97th percentile also may be served.</u> Further evaluation will be done and may include; classroom observation, assessments of student product, rating scales, checklists or individual interviews. The Gifted Coordinator will review all available data and make a decision for placement. If needed to determine gifted placement the Gifted Coordinator will consult with the Building Principal or School Psychologist, and at least one of the student’s teachers.</p> <p>Students identified through this provision will receive the same services as students meeting the 97th percentile qualification and shall be entitled to those services while in Page Unified School District.</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>	<p>Assessment data will come from at least one of the state approved tests including: CogAT, RAVEN, Naglieri, Olsat, Stanford Binet, Wechsler Intelligence Scale, or the Woodcock-Johnson III.</p> <p>Other State approved tests may be administered by the Gifted staff under the supervision of the Gifted Coordinator or the school Psychologists, utilizing multiple criteria to help identify and include those students with special needs, that will be responsive to students’ economic conditions, gender, developmental differences, handicapping conditions and other factors that mitigate against fair assessment practices. Information from these tests will be used to determine services.</p> <p>Students will be tested in verbal, quantitative and non-verbal areas. Students scoring in the 97th percentile on any of the three areas will be identified as gifted.</p>

	<p>These instruments were chosen as well as the criteria listed under special populations because their effectiveness in the identification process of our population of students.</p>
<p>How often do you make testing available for K-12 students?</p>	<p>Page Unified School District utilizes the tests on the State Board Approved List for Gifted Identification to identify students for gifted services.</p> <p>Currently the Naglieri Nonverbal Ability Test is offered to all second grade students each year.</p> <p>Additionally Page Unified School District offers testing using the Cognitive Abilities Test (CogAT), at any time of year with a teacher, parent, family, or staff referral. The test is administered after receiving parent permission.</p> <p>Requests for referral are sent three times a year via email and newsletter.</p>
<p>Once eligibility is determined, how do you inform parents of the decision and then handle an appeal of that decision?</p>	<p>Upon completion of the testing process the parents will be notified by letter within 30 days of the testing date. For those students who test gifted, a packet of information will be mailed out with the testing results to include: PUSD's gifted brochure including parent resources and information on the student's area(s) of identification. Upon request test results are explained to parents or legal guardians.</p> <p>Appeals and Reassessment Appeals may be made to the Gifted Coordinator and upon approval students may be retested after 12 months.</p>

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How do you provide for the unique affective needs of your gifted students K-5?	<ul style="list-style-type: none"> • All gifted students in PUSD have an opportunity to interact with other identified gifted students with a teacher of gifted as part of the gifted programming at each school site • Provide teachers and school counselors with information from Social Emotional Needs of the Gifted (SENG) Organization to include consultation and/or trainings • Classroom teachers will work with the school counselor, dean of students, principal or gifted coordinator to identify and provide for social and emotional concerns of individual students. • Tier III interventions with outside services or group counseling in the building will be available.
How do you provide for the unique affective needs of your gifted students 6-8?	<ul style="list-style-type: none"> • Provide teachers and school counselors with information from Social Emotional Needs of the Gifted (SENG) Organization to include consultation and/or trainings • Classroom teachers will work with the school counselor, dean of students, principal or gifted coordinator to identify and provide for social and emotional concerns of individual students. • Certified staff members address such issues as getting involved in clubs, sports, and other activities for fun and personal growth. • Students receive social/emotional support from campus counselors. • Twice-exceptional students receive additional services from the Special Education Department • Students are encouraged to participate in organizations, clubs, enrichment activities, professional internship, community service, and school-wide tutoring opportunities.
How do you provide for the unique affective needs of your gifted students 9-12?	<ul style="list-style-type: none"> • Students and parents receive links to publications like AAGT, NACG, and SENQ, about the social and emotional needs of gifted students. • Certified staff members address such issues as getting involved in clubs, sports, and other activities for fun and personal growth. • Students receive social/emotional support from campus counselors. • Twice-exceptional students receive additional services from the Special Education Department

	<ul style="list-style-type: none"> • Students are encouraged to participate in organizations, clubs, enrichment activities, professional internship, community service, and school-wide tutoring opportunities.
<p>What specific orientation activities do you provide for parents and teachers regarding gifted students affective needs?</p>	<p>Each year the teachers are given a list of the gifted students under their care and their areas of giftedness. Parents are provided with informational brochures that include the affective needs of gifted students. Parents and teachers are able to discuss each individual child affective needs twice a year during parent teacher meetings in addition to academic needs. Gifted Services has a resource library that serves as a lending library for teachers, parents and administrators related to gifted education.</p>
<p>How do you monitor, identify and provide assistance to "at risk" gifted students?</p>	<p>PUSD provides counseling as needed and the Student Study Teams notify the gifted department should any of their students be referred to a study team. PUSD also provides flexible education choices allowing students to skip ahead in subjects and also to enroll in concurrent credit classes. The gifted department monitors gifted student participation in programs.</p>

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<p>How do you regularly provide opportunities for regular classroom teachers and gifted teachers to receive specialized training about working with gifted students?</p>	<p>Staff development will be a continuing process for the teachers of PUSD. Opportunities to attend workshops and conferences on gifted education shall be a part of this ongoing process. Staff is encouraged to seek out their gifted endorsement.</p> <p>The Gifted Education Coordinator in conjunction with the Professional Development Coordinator shall seek out the best educational practices for our School District and offer in-services and training to teachers and administrators to keep our district current with the trends in gifted education.</p>
<p>Please list the titles of the training you conducted last year and those planned for the current year.</p>	<p>Critical Reading Formative Assessment Engagement/Motivation Differentiated Instruction Meeting the Needs of All Learners AP training RTI Reading and Writing Strategies for the Elementary Learner Types of Performance Tasks AVID Conference PLC+ Conference Using Inquiry to Increase Rigor Costas level of Thinking to Increase Inquiry Text Dependent Inquiry</p>
<p>How have your training events targeted the needs of admin, counselors, psychologists and support staff?</p>	<p>Training opportunities have been available to all staff See list above of trainings offered</p>
<p>Describe the feedback from post training evaluations. What did the participants say about the effectiveness?</p>	<p>All district provided trainings have received 80% or above favorable responses on PD feedback form.</p>

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<p>How do you make your program philosophy, goals and recruitment procedures available to all parents?</p>	<p>General gifted information is posted on the district's website.</p> <p>The district has a Gifted Program brochure sent home to all 2nd grade families prior to screening and is available at each school site.</p> <p>A gifted activities and informational booth is set up at open house and community events hosted by each school site</p> <p>Each school offers opportunities for parents to visit and observe student programs. Parent-Teacher conferences are available throughout the year to provide support and communication as needed.</p> <p>Requests for gifted referrals are made, at least three times a year and this request is included in each school's newsletters mailed home to families.</p>
<p>How do you provide access to your scope and sequence for all parents?</p>	<p>Approved Gifted Education Scope and Sequence is available on PUSD's website. Copies are also available through the Gifted Education office. A copy may also be provided upon request from parents.</p>
<p>Describe how you incorporate parents into a support or advisory group.</p>	<p>Parents are invited to support their child by serving on committees at each school site that support gifted education in the District.</p> <p>Quarterly parent support group meetings will take place and information will be shared in the parent newsletter. Parents are encouraged to share information, questions or concerns through the support groups.</p> <p>Agendas of meetings, extracurricular activities and family events will be found on PUSD's website, newsletter, and sent via the Gifted parent mailing list.</p>
<p>How do you involve parents and the gifted community in the</p>	<p>Parents of gifted children, staff and community are surveyed annually in the evaluation of the gifted program by each site.</p>

evaluation of your program?	fted program is on the site council agenda 1x annually to receive feedback from parents, community, staff and administration. nal evaluations take place at parent teacher conferences, through email, phone calls and informal conversation.
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What data sources do you use to assess your programs effectiveness?	Surveys are conducted twice a year to assess the current program effectiveness. Progress of gifted students' annual state testing, AP tests, and NWEA assessments will be tracked year to year and compared to the rest of PUSD and state populations.
Describe how you use test data, both norm referenced and criterion referenced in your evaluation process.	<p>Progress of gifted students will be tracked year to year using annual assessment data (AZMerit), quarterly NWEA, and standards based common formative assessments, and compared to the rest of PUSD population.</p> <p>Twice a year, student class grades and identification will be reviewed and compared by the teacher of the gifted, classroom teachers, and gifted coordinator.</p>
How do you use informal measures like surveys, open forums and teacher interviews to gather data?	PUSD looks for areas of improvement based on parent, student, teacher and administrative surveys. These surveys will assist in identifying trends, strengths, and areas for improvement.
What are your keys indicators that your program is positively affecting students?	<ul style="list-style-type: none"> ● Student success in grades, class rank ● Positive parent, teacher, and student feedback on informal survey. ● Regular attendance and participation of students in classes ● Progress on Individual Student Plans ● Growth on AZ standardized assessment
Describe the performance standards you have for all gifted students.	<ul style="list-style-type: none"> ● Gifted students are expected to achieve commensurate with their level of ability in their area of giftedness ● Gifted students are expected to meet or exceed the standard based on state assessments in their areas of giftedness ● Gifted students are expected to participate in various competitions (speech and debate competitions, chess clubs and in organizations such as Odyssey of the Mind) ● Gifted students are expected to demonstrate leadership qualities and participate in school organizations and clubs

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<p>What percentage of your supplemental allocation is used in the following categories: capitol expenditures, direct student services, professional development district coordination?</p>	<p>N/A</p>
<p>Describe the structure of your gifted education staffing including the ratio of teaching staff to the number of identified gifted students.</p>	<p>The K-5 program includes a teacher of gifted students allocated for a pull-out program, 1:10, complemented by classroom teacher providing differentiation in the classroom. The teacher of gifted students also works in consult with the regular classroom teachers to provide instructional and behavioral support.</p> <p>Our secondary model includes honors courses, individualized learning plans, and clustering. The teacher of gifted students also works in consult with the regular classroom teachers to provide instructional and behavioral support.</p>
<p>To what extent does the district support the funding of your gifted program? Please elaborate: be specific as to staff and financial resources</p>	<ul style="list-style-type: none"> • District M&O budget supports a teacher for the gifted for district campuses as determined through the staffing model described above. • District M&O budget supports a gifted coordinator to oversee programming and assessment. • The teacher of gifted students has a designated classroom for providing services to students. The classroom is appropriately equipped including teacher and student furniture and technology. • District funds within each school's \$ allocation for instructional materials and supplies includes funds to purchase instructional materials and supplies for gifted students/teachers/programs. • Testing supplies are purchased at the District level for all testing for gifted services grade K-12. • District provides a lending library for teachers, administrators and parents. • Staff is given the opportunity for professional development during the year.

