AMERICAN LEADERSHIP ACADEMY

Scope and Sequence Criteria

Governing Board Review & Approval Date: February 6th, 2025 (Board Reviewed and Approved)

(Please upload into ALEAT (or email to Gifted@azed.gov) the Governing Board approval minutes, when available.

Submitted By: Pamela Steinauer **Title**: District Gifted Education Coordinator

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District Gifted Website Information: https://www.alaschools.org/az/departments/gifted

Program Design		
Question	**Indicators**	**District Description**
What is your district's definition of a gifted student and gifted education?	• 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	**Definition of Gifted at ALA:** American Leadership Academy (ALA) defines a gifted student as one with superior intellect and/or advanced learning ability. **Gifted Education at ALA:** Gifted Education at ALA maximizes gifted students' potential, develops individual talents, and challenges these students through project-based learning that is aligned with the rigorous core curriculum.
Describe the Philosophy and Goals for your gifted program.	• 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	**The goals for ALA's gifted education program are:** 1. Teachers, students, and parents will be able to refer students for gifted testing based on academic data collected through benchmark assessments, universal screening, and other data sources to ensure equal access to the gifted program. 2. The percentage of gifted students who identify as a race other than white will

	• Goal: develop a program that represents the diversity of the school and district	mirror the overall school population demographics by 2028. 3. Through the special education evaluation process, ALA will identify twice-exceptional students by reviewing their cognitive data. The gifted services provided at American Leadership Academy strive to maximize gifted students' potential, develop individual talents, and challenge these students throughout the school day. Not only will students benefit from a weekly pull-out gifted service, but they will also be offered support in their daily classroom through other gifted education strategies such as compacting, differentiation, and acceleration. This vision is centered on creating an environment dedicated to empowering our gifted students to achieve individual excellence through appropriate rigor and relevance of curriculum, in a safe and engaging environment. The gifted pull-out curriculum is aligned with the ALA core curriculum to integrate different subject areas within units of study where students can search for meaning, seek patterns, and make connections.

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How do you group and deliver services to your K-2 students?	• 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, and activities that focus on higher-order thinking skills	**Grouping and Delivery of Services for K-2 Gifted Students:** In our district, gifted students in grades K-2 receive services through a combination of differentiated instruction in the regular classroom and specialized pull-out services for second graders. **Differentiated Instruction:** Gifted students engage in differentiated instruction within their regular classroom, allowing them to work collaboratively with their grade-level peers on cross-curricular units that extend beyond standard lessons. **Pull-Out Services:** Second-grade gifted students participate in pull-out services two times per week during designated rotation blocks. This structure ensures they can fully engage in all general classroom activities while benefiting from targeted instruction. **Instructional Strategies:** *Our gifted teachers employ Webb's "Depth of Knowledge" scale to challenge students and encourage them to reach their full potential. *Additionally, we provide opportunities for acceleration based on individual student needs, as determined by data and family input. Acceleration allows students to progress through the curriculum at a pace that matches their readiness and motivation, which may include options like grade-skipping, early entrance to kindergarten or college, and subject-based acceleration.

		Relevant Learning Opportunities: *Strategies such as curriculum compacting and differentiation are integrated into each student's Differentiated Education Plan (**DEP**). This approach creates relevant learning experiences throughout the school day. *Research indicates that elementary teachers can effectively compact the curriculum for high-ability students, eliminating 24%-70% of unnecessary material without negatively impacting test scores or overall performance. Through these methods, we ensure that our K-2 gifted students receive a comprehensive and engaging educational experience that meets their unique needs and supports their growth.
How do you group and deliver services to your 3-6 students?	• 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, and activities that focus on higher-order thinking skills	**Differentiated Instruction:** Gifted students in grades 3-6 participate in differentiated instruction in the regular classroom and pull out gifted services two- times per week. **Relevant Learning Opportunities:** Please see the narrative above for more information on the pull-out services provided. Because ALA is a K-12 charter network, gifted students in grades 3-6 are provided with the opportunities to grade-skip or take middle school math and English courses according to their areas of giftedness. Core curriculum can also be compacted in grades 3-6 if a student benefits from remaining with their grade-level peers during the school day.
How do you group and deliver services to your 7-8 students?	• Specific instructional strategies tailored to the needs of the gifted learner, open-ended questioning, projects, and activities that focus on higher-order thinking skills • Content-driven, accelerated learning, honors classes, flexible grouping	**Services for 7th and 8th Grade Gifted Students:** 7th and 8th-grade students are enrolled in honors-level courses tailored to their cognitive strengths. These courses allow for accelerated learning within each specific content area. The honors curriculum differs from the traditional

		curriculum through higher-order questioning and additional course content. At ALA, our curriculum specialists continually review the curriculum maps for honors courses and ensure rigor above and beyond the traditional core courses. In addition to accelerated courses, gifted students have benefitted from grade-skipping, when appropriate.
How do you group and deliver services to your 9-12 students?	• Specific instructional strategies tailored to the needs of the gifted learner, open-ended questioning, projects, and activities that focus on higher-order thinking skills • Content-driven, accelerated learning, honors classes, AP, IB, DE or CIE classes, flexible grouping and/or scheduling	**Services for 9th-12th Grade Gifted Students:** 9th - 12th-grade students are enrolled in honors-level courses according to their cognitive strengths. These courses allow for accelerated learning within each specific content area. The honors curriculum differs from the traditional curriculum through higher-order questioning and accelerated content. Students also have the option to enroll in AP or Dual Enrollment courses which deliver college-level content and the opportunity for college credit.
Describe how you integrate your program standards with the Arizona State Standards at each grade level.	• Use a curriculum mapping approach • Testing for competency before teaching content • Use vertical alignment strategies	**Curriculum Mapping and Standards Alignment:** Curriculum maps for grades K-12 demonstrate the alignment and pacing of Arizona Content standards within our gifted curriculum. Honors curriculum maps at the 7th - 12th-grade level include both Arizona Content Standards and Arizona Plus Content Standards (where applicable). Standards Mastery Documents outline the performance level descriptors and vertical alignment of the standards.
How do you involve parents in your program?	• Periodic orientation/communication meetings • Provide information about summer programs like Johns Hopkins, ASU, and U of A • Newsletters, parent support groups	**Communication with Parents:** We maintain regular and ongoing communication to parents through newsletters, school curricula, parent engagement events, and announcements. These communications provide information about programs and resources within the community that may support the Local Education Agency's (LEA's) gifted program and its students.

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Curriculum and Instruction		
Question	**Indicators**	**District Description**
How do you differentiate instruction (pace and pedagogy) for K-2 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. • Establish a rubric for the pedagogy to be appropriately applied for this level	**See Appendix A**
How do you differentiate instruction (pace and pedagogy) for 3-6 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. • Establish a rubric for the pedagogy to be appropriately applied for this level	**See Appendix A**
How do you differentiate instruction (pace and pedagogy) for 7-8 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.	**Differences Between Honors and Traditional Curriculum:** The honors curriculum differs from the traditional curriculum through higher-order questioning and accelerated content. **Higher-Order Questioning:** Higher-order questioning is integrated into curriculum maps through focus questions that represent DOK 3 and 4 levels of questioning. **Accelerated Content:** Accelerated content is evident in the curriculum maps through the use of alternate texts in an ELA class, material aligned to Plus standards in Math and Science, and simulations in Social studies.
How do you differentiate instruction (pace and pedagogy) for 9-12 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. • Provide AP, IB, or CIE coursework for students. Establish a rubric for the pedagogy to be appropriately applied to these levels	**Distinctions of the Honors Curriculum:** The honors curriculum differs from the traditional curriculum through higher-order questioning and accelerated content. **Higher-Order Questioning:** Higher-order questioning is embedded into curriculum maps through focus questions that represent DOK 3 & 4 levels of questioning.

		Accelerated Content: Accelerated content is reflected in the curriculum maps through alternate texts in an ELA class, material aligned to Plus standards in Math and Science, or simulations in Social studies.
What curricular materials do you use for grades K-2?	• Be specific.	**Grades K-2 utilize the following curricula to teach academic content:** • ELA-K-2nd grade uses *Core Knowledge Language Arts*. • Math-K-2nd grade uses *Eureka Math*. • Science-K-2nd grade uses *Core Knowledge Science.* • Social Studies-K-2nd grade uses Core Knowledge History & Geography. • Intervention and Enrichment- *Lexia, Khan Academy, Freckle Math (Title 1 Campus), Coach Digital, and Performance Coach.* All are standards-based aligned curricula.
What curricular materials do you use for grades 3-6?	• Be specific.	**Grades 3-6 utilize the following curricula to teach academic content:** • ELA- 3rd-5th grade uses *Core Knowledge Language Arts* and 6th grade uses Standards-Based aligned curricula. • Math 3rd-6th grade uses *Eureka Math.* • Science- *3rd-5th grade uses Core Knowledge Science and 6th grade uses Open SciEd.* • Social Studies 3rd-5th grade uses *Core Knowledge History and Geography* and 6th grade uses *World Civilizations.* • Intervention and Enrichment- *Lexia, Khan Academy, Freckle Math (Title 1 Campus), Coach Digital, and Performance Coach* All are standards-based aligned curricula.

What curricular materials do you use for grades 7-8?	• Be specific.	**Grade 7 English Language Arts (ELA):** In **Grade 7 ELA,** students study one novel, *Call of the Wild* (Jack London), and two works of nonfiction, *Diary of a Young Girl: Anne Frank* and *Seven Habits of Highly Effective Teens (Sean Covey).* **ELA 7 Honors** includes a supplementary novel *Dr. Jekyll and Mr. Hyde (*Robert Louis Stevenson*).* All students study a variety of short stories and poems all are standards-based aligned curricula. **Grade 8 English Language Arts (ELA):** In **Grade 8 ELA,** students read two novels: *Fahrenheit 451 (Ray Bradbury)* and *Animal Farm (*George Orwell*),* one play, *Twelfth Night (William Shakespeare),* and one work of nonfiction, *Who Moved My Cheese for Teens* (Spencer Johnson. **ELA 8 Honors** features a supplementary novel The *Lord of the Flies* (William Golding). All students study a variety of short stories and poems all are standards-based aligned curricula. **Grades 7-8 Mathematics:** **Grades 7-8 Math** content uses a variety of resources including Eureka Math, Standards-Based activities, and Performance Coach. Students work in accelerated classes including High School Algebra 1 and Geometry. All are standards-based aligned curricula. **Grade 7 Mathematics:** **Grade 7 Math** students are instructed in all 7th-grade standards of Number Systems, Ratio and Proportional Relationships, Expressions and Equations, Geometry, Statistics and Probability. **Math 7 Honors** students also cover all 8th-grade standards of Number Systems, Ratio and Proportional Relationships, Expressions and Equations, Geometry, Statistics, and Probability. The mastery of 7th and 8th grade standards within one year allows the students to prepare for High school level courses in 8th grade. Students who demonstrate a mastery beyond pre-algebra in 7th grade can also enroll in High School Algebra 1 in 7th grade all are standards-based aligned curricula. **Grade 8 Mathematics:** In **Grade 8 Math,** students are instructed in all 8th-grade

		standards of Number Systems, Ratio and Proportional Relationships, Expressions and Equations, Geometry, Statistics, and Probability. Honors students work in High School level Algebra 1 or Geometry. All are standards-based aligned curricula. **Grades 7-8 Science:** **Grades 7 and 8 Science** content includes the study of life, earth, and physical science. Honors students have the opportunity to study, investigate, and design experiments within their desired area of scientific study. All are standards-based aligned curricula.
What curricular materials do you use for grades 9-12?	• Be specific.	**Grade 9 English Language Arts (ELA):** In **Grade 9 ELA**, students study the epic poem, *Odyssey* (Homer), the novel *To Kill a Mockingbird* (Harper Lee), the p*lay, Romeo and Juliet (William Shakespeare), and a nonfiction work, Six Thinking Hats (Edward De Bono).* ***ELA 9 Honors** uses the supplementary novel Farewell to Manzanar (Jean Wakatsuki. All students study a variety of short stories and poems from the textbooks: Elements of Literature and Realms of Gold.* All are Standards-Based Curriculum aligned. **Grade 10 English Language Arts (ELA):** In ***Grade 10 ELA**, students study the play, Julius Caesar (William Shakespeare), three novels, Night (Elie Wiesel), Things Fall Apart (Chinua Achebe), and 1984 (George Orwell, a work of nonfiction, Leadership: Self-Deception (The Arbinger Institute).* ***ELA 10 Honors** includes the supplementary novel Frankenstein (Mary Shelley).* All are Standards-Based Curriculum aligned. **Grade 11 English Language Arts (ELA):** In ***Grade 11 ELA**, students study two novels, Adventures of Huckleberry Finn (Mark Twain) and The Great Gatsby (F. Scott Fitzgerald), one play, The Crucible (Arthur Miller), and one work of nonfiction, Tuesdays with Morrie (Mitch Albom.* ***ELA 11 Honors** uses the supplementary novel Narrative of the Life of Frederick Douglass.* All are Standards-Based Curriculum aligned.

		Grade 12 English Language Arts (ELA): In ***Grade 12 ELA,*** *students study a nonfiction work, Crucial Conversations, (Patterson, Grenny, McMillan, Switzler), a play, Macbeth (William Shakespeare), and two novels, Pride and Prejudice (Jane Austen) and Tale of Two Cities (Charles Dickens).* **Grades 9-12 Mathematics:** In ***Grades 9-12 Math,*** *content uses a variety of resources including Eureka Math and standards-based activities. Students are often working in accelerated classes including Precalculus, AP Calculus, and Dual Enrollment courses such as MAT142, MAT187, and MAT220.* ***Honors*** *students are given the opportunity for advanced classes. Their accelerated pace allows for Precalculus and Calculus as opposed to a more traditional College Math course. Students also have options for AP and Dual Enrollment courses giving them college credits. Students also have the opportunity to work towards a STEM diploma, recognized by ASU as a precursor for STEM degrees.* **Opportunities in Science:** *Students can also pursue advanced classes, AP courses, college credits, and STEM diplomas within the science department. The STEM diploma asks students to extend their boundaries within math, science, and technology. Students complete additional courses within their area of interest. Courses include, but are not limited to, AP Chemistry, AP Biology, AP Physics, AP Calculus AB, AP Calculus BC, AP Statistics, AP Computer Science Principles, CTE Web Design, CTE Software and Design, and CTE Information Technology.* All are Standards-Based Curriculum aligned.

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Identification		
Question	**Indicators**	**District Description**
Describe how your referral process for identification involves parents and staff.	• 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	**Gifted Program Information:** The district website provides an overview of the gifted program and parents have opportunities for additional information through newsletters and at various parent nights, such as parent-teacher conferences. Students can be identified for evaluation via parent, teacher, or administrator referral. Teachers and administrators are trained each year about the characteristics of gifted learners, including academic and assessment areas to use. https://www.alaschools.org/az/departments/gifted
Describe your process for the identification of K-12 gifted students, including how your process addresses the variety of student environmental backgrounds.	• Serve 97%, but what about 96, 95, 94 and others? • Use a matrix for underrepresented students including at-risk, ELL, and equity compared to the school population • Arizona Assessment Scores • Use of non-verbal tests • Multiple measures • Personal interviews • Performance in honors, AP, IB, and CIE classes	**Identification Process for the Gifted Program at ALA:** ALA identifies students for the gifted program through the gifted referral process, by administering the CogAT, and through the special education evaluation process. Additionally, ALA accepts testing from other districts or licensed professionals as long as the documentation is on the approved test list. If a student has a test that is not approved, we will recommend them for testing at the next testing session. The identification of gifted students is based on Arizona assessment scores, performance in honors and Advanced Placement courses, and performance on accelerated curriculum along with interviews and teacher recommendations. Students who score in the 97% percentile or higher in any cognitive area (verbal, nonverbal, quantitative), on an approved cognitive assessment are placed in the program. Students who score below the 97% percentile but not less than the 96% percentile but show aptitude, with the approval of a teacher and/or administrator.

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Please list all the testing instruments and data points you use for gifted student identification and explain why you chose these instruments.	• CogAT, Naglieri, WISC, etc. See the State Board-approved test list • Student grades • Gifted Characteristics Checklists • Student, teacher, and parent input • Standardized testing results	**Gifted Identification Instruments and Data Points:** The following assessments are available for identification purposes: CogAT, KABC, WISC, WPPSI, and the Woodcock-Johnson Test of Cognitive Abilities. In addition to these tests, student grades, a gifted characteristics checklist, and input from parents and teachers, along with standardized test scores, are also utilized. All these instruments help to indicate giftedness and cognitive abilities. Characteristics are considered alongside scores, as scores alone may not fully represent a student's gifted cognitive abilities.
How often do you make testing available for K-12 students?	• Fall (2nd Universal and 3rd-6th Referral) & Spring (by request) • Additional testing for transfer students or on a case-by-case basis throughout the year	**Gifted Testing:** Gifted testing is available annually. In the fall, 2nd grade is universally CogAT tested. Students in grades 3-6 are Individual CogAT screened through parent and teacher referrals. Additional CogAT screening may be requested throughout the school year on a case-by-case basis.
How do you inform parents and staff of your referral and identification process?	• Formal letters to parents • Parent informational meetings, conferences • School newsletters • If your school has a gifted website, please list the URL	**Referral and Identification Process:** Parents are notified through newsletters and teacher-related information about the referral and identification process. Staff are also notified through academic newsletters of upcoming gifted assessment dates.
Once eligibility is determined, how do you inform parents of the decision and then handle an appeal of that decision?	• Formal letters • Focus on data • Parent meetings • Meeting with teacher, Principal, and Gifted Specialist	**Eligibility Determination:** Once decisions are made, parents are notified through formal letters that indicate the data used to make the decision. Parent meetings are scheduled as necessary to discuss the decision. **Parent Appeals:** If a parent wants to appeal a decision, the student data will be presented to the campus administrator, the District Gifted Specialist, and the Director of Academics for additional review.

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Social and Emotional Development		
Question	**Indicators**	**District Description**
How do you provide for the unique affective needs of your gifted students K-6?	• Grade-level seminars to train teachers • Coordination of effective 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	**Affective Needs of K-6 Gifted Students:** Gifted students are given the opportunity to work with other gifted students during pull-out classes. Gifted classes incorporate cooperative learning strategies and positive interdependence is incorporated into daily learning. Collaboration and consultation between the campus gifted pull-out teacher with the classroom teacher are conducted regarding affective needs, curriculum differentiation, gifted characteristics, and gifted identification.
How do you provide for the unique affective needs of your gifted students 7-8?	• 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	**Affective Needs of 7-8 Gifted Students:** The affective needs of gifted students in grades 7-8 are met during the honors and homeroom courses. The activities in these courses support the social and emotional needs of all middle school students, including gifted learners.
How do you provide for the unique affective needs of your gifted students 9-12?	• 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	**Affective Needs of 9-12 Gifted Students:** The affective needs of gifted students in grades 9-12 are met during the honors and homeroom courses. The activities in these courses support the social and emotional needs of all high school students, including gifted learners. Gifted students have the opportunity to enroll in Honors as well as AP and Dual Enrollment courses.
What specific orientation activities do you provide for parents and teachers regarding gifted students' affective needs?	• Grade-level seminars to train teachers • Provide literature about the unique needs of gifted students to teachers/parents • Conduct locally developed gifted parent nights	**Activities for Affective Needs:** Gifted teachers regularly communicate with parents by sending monthly and quarterly updates that detail the activities happening in their child's gifted class, as well as any upcoming events related to their child. Copies of these updates are also shared with classroom teachers and school administration. During staff meetings and PLC meetings, gifted teachers share information about the gifted program with classroom teachers and campus administration to ensure everyone is informed. Additionally, Gifted teachers create Differentiated Learning Plans (DEPs) for each gifted student in grades 1-6. These DEPs

		are developed with input from both the pull-out gifted and classroom teachers, and they incorporate differentiation strategies and test data from STAR assessments.
How do you monitor, identify, and provide assistance to "at-risk" gifted students?	• 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"	**Monitoring and Identifying "at-risk" Gifted Students:** As noted earlier, referrals to the gifted program can be initiated by parents, administrators, and teachers. At the high school level, students have access to counseling services where graduation plans are created and reviewed annually as part of the ECAP process. During these meetings with the Student Services department, at-risk gifted students can collaborate with the school counselor to develop a personalized plan that addresses their unique needs. Students in grades 9-12 have the opportunity for credit recovery in core classes through the Learning Lab elective course during the school day. Moreover, these students can also participate in credit by examination, allowing them to earn credit for courses by achieving a passing score on the competency assessment for that course.

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Professional Development		
Question	**Indicators**	**District Description**
How do you regularly provide opportunities for regular classroom teachers and gifted teachers to receive specialized training about working with gifted students?	• 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) at www.arizonagifted.org • Teachers develop personal and professional growth plans	**Gifted Teacher Qualifications and Training:** All gifted teachers who provide pull-out gifted services have a gifted endorsement or are working towards their endorsement. General education teachers of gifted students are provided annual training on best practices when working with gifted students and have the opportunity to learn alongside gifted teachers during the PLC process. ALA gifted teachers attend the annual conference provided by the Arizona Association for Gifted and Talented Learners and have access to the Association for further professional development as needed.

Please list the titles of the training you conducted last year and those planned for the current year.	• 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	**Gifted Professional Development:** ALA K-6 Gifted Program - An Informational Overview of the Gifted Pull-Out Program - provided annually before the start of each new school year. 1. Areas of Giftedness Defined 2. Engaging Gifted Learners through STEAM 3. Gifted Education K-6 4. CogAT 7 Details 5. Program curriculum/topics covered & Maps 6. Gifted Resources available & websites 7. Differentiated Learning Plan information 8. Differentiation for Gifted Learners Arizona Association For Gifted & Talented Annual & Summer Conferences Sample sessions include: 1. Identifying Underrepresented Students for Gifted & Talented Education 2. Social and Emotional Characteristics of High-Ability Children 3. Practical Ideas for Improving Critical Thinking & Writing 4. Twelve Key Concerns for Parents of Gifted Students 5. Differentiated Counseling for Students in High School 6. PBL, Penguins & Primary Students 7. Using the CoGAT Ability Profile to Shape a Child's Future
How have your training events targeted the needs of administrators, counselors, psychologists, and support staff?	• Specific training events that illustrate to 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	**Training for Administrators and Student Services:** All administrators and student services personnel will receive appropriate and relevant training focused on the needs of gifted students. will be provided for all administrators and student services. Professional development may be developed from conferences, such as those hosted by the Arizona

		Association for Gifted & Talented, as well as through other research-based methods.
Do teachers who have the primary responsibility of teaching gifted learners have, or are working towards earning, an Arizona Gifted Education K-12 Endorsement?	• For more information, please see the gifted endorsement resources.	**Qualifications of Teachers for Gifted Learners:** Yes, all teachers who have the primary responsibility of teaching gifted learners have an Arizona Gifted Education K-12 Endorsement or are working towards their endorsement.
Describe the feedback received from post-training evaluations.	• What did the participants say about the effectiveness?	**Post-Training Feedback:** Teachers have stated how thankful they are for the training that has been provided to them on giftedness, as very little training is typically provided on this topic in a traditional teacher preparation program. Teachers have stated, they feel the training increased their understanding of gifted students and how to better meet their needs.

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Parent and Community Involvement		
Question	**Indicators**	**District Description**
How do you make your program philosophy, goals, and recruitment procedures available to all parents?	• 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	**Communication about ALA's Gifted Program:** Information regarding ALA's gifted program is shared through the ALA website as well as during the beginning of year Open, Gifted Teacher House/Meet-the-Teacher events, and gifted teacher websites. Additional information on the program is provided during parent-teacher conferences if a child or parent is interested in the program during the school year.
How do you provide access to your scope and sequence for all parents?	• Gifted scope and sequence distributed to all gifted parents • Available in all school offices • Available on LEA or the school website	**Access to the Gifted Scope and Sequence:** The Gifted Scope and Sequence is available and accessible to staff and families upon request through the campus office.
Describe how you incorporate parents into a support or advisory group.	• Write letters of invitation to all gifted parents to join our group • Develop a regular schedule of meetings, posted on the website or in the newsletter • Provide opportunities to hear and converse with gifted guest speakers	**Parent-Teacher Engagement:** ALA staff meets with parents during parent-teacher conferences and annually during the development or review of their child's Differentiated Education Plan (DEP).
How do you involve parents and the gifted community in the evaluation of your program?	• Surveys, personal interviews, town hall type meetings • Site council agenda item • End-of-year presentations	**Parent Involvement in Program Evaluation:** We involve parents in the evaluation of the gifted program through parent feedback as well as at parent-teacher conferences.

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Program Assessment		
Question	**Indicators**	**District Description**
What data sources do you use to assess the effectiveness of your program?	• Surveys from parents, students, and teachers • Standardized test scores • AASA performance scores • CogAT Aptitude Scores • AP, IB, or CIE scores	**Assessment of Program Effectiveness:** Throughout the school year, program effectiveness is assessed using STAR benchmarks, K-2 STAR Early Literacy, state assessments, & ACT scores.
Describe how you use test data, both norm-referenced and criterion-referenced in your evaluation process.	• Track the 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	**Monitoring Student Performance:** STAR benchmark testing is conducted throughout the school year to monitor performance along with class grades. Students are identified as gifted and monitored individually, as well as compared to their peers. Year-over-year comparisons of gifted/regular students are completed using STAR benchmark and state assessment data.
How do you use informal measures like surveys, open forums, and teacher interviews to gather data?	• Look for trends, common strengths, weaknesses, areas for improvement in parent surveys • Direct observation of the program in action	**Informal Measures:** As part of the teacher evaluation process, ALA campus administrators conduct informal and formal evaluations of gifted pull-out teachers. This data is analyzed for areas of common strengths and areas for improvement. Additionally, annual parent data is analyzed and feedback gathered from the surveys is shared with the District Gifted Specialist.
What are your key indicators that your program is positively affecting students?	• Student interest, excitement with the program • Parental positive feedback • Students test score analysis • Stays with the program, no dropouts • Regular attendance in class	**Assessing Student Impact:** To determine if the program is positively affecting students, ALA staff review student and parent survey data, along with growth data of gifted students on standardized assessments. Additionally, the number of gifted program withdrawals is analyzed along with attendance rates in honors courses at the 7-12 level.
Describe the performance standards you have for all gifted students. Are the standards for gifted students?	• Meets the individual learning goals established for the students • The gifted population demographics must reflect the same picture as the total school population	**Performance Standards for Gifted Students:** The demographics of the gifted population at each of the ALA schools mirror the demographics of the total school population at most ALA schools. It is the goal of ALA staff to improve upon the diversity represented in its gifted program through the use of multiple data sources. Please see Appendix C for more detailed information.

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Budgeting		
Question	**Indicators**	**District Description**
What percentage of your supplemental allocation is used in the following categories: capital expenditures, direct student services, professional development, and district coordination?	• If supplemental funding from the Arizona state legislature is not currently available, please describe funding resources used to support your gifted education program.	**Supplemental Allocation:** Currently, all funding for ALA's gifted education program is supported through the Maintenance and Operation (M&O) budget. ALA did receive gifted funding in FY 2023 through state operations funds.
Describe the structure of your gifted education staffing including the ratio of teaching staff to the number of identified gifted students.	• **Type of program:** pull-out, cluster, self-contained, or differentiated instruction within the classroom • The ratio within the structure you chose: 1 how many students?	**Gifted Education Structure:** At our K-6 campuses, gifted instruction is primarily conducted through the pull-out program and differentiation throughout the school day. We have 6 full-time and 3 part-time elementary gifted instructors with Gifted Endorsements who are each assigned to elementary campuses. They provide pull-out services to their students two to three times per week and consult and collaborate with general education teachers during the PLC process. General education teachers are also provided a Differentiated Education Plan (DEP) for each student to ensure appropriate differentiation. At our 7-12 campuses, gifted students participate in the Honors Program and/or AP/Dual Enrollment courses. The honors teachers collaborate through PLCs to ensure appropriate differentiation in the core subject areas. Gifted students are served in Honors classes with a 1:35 ratio.
To what extent does the district support the funding of your gifted program? **Please elaborate: be specific as to staff and financial resources**	• Teacher salaries? • Are rooms, appropriately equipped? • Professional development • Funding for a Director? • Testing supplies? • Administrative support?	**District Gifted Program Funding:** American Leadership Academy fully funds the expenses associated with ALA's gifted program, unless gifted funding is available to support these costs. The costs incurred as part of the program include: • Professional development • Teacher salaries • Gifted coordinator salary • Facilities & fixtures

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Appendix A: Elementary Gifted Curriculum Samples

Second Grade

Topic: Fairy Tales and Tall Tales

Gifted Curriculum Sample:

As students are working on the *Fairy Tales and Tall Tales* unit in CKLA in their general classes, they extend upon the topic in their gifted pull-out sessions.

Newspaper Creation: After discussing the elements of a newspaper (a strong headline, strong visual elements, quotes, stating facts clearly, etc.), students are challenged to create a newspaper, *Fairy Tale News*, working as a team. Parts to be included: feature/cover story, sports, personality interview, comics, recipe section, puzzle page, advice column, and movie reviews.

Fractured Fairy Tale Creation: Fractured Fairy Tale Creation task provides 2nd-grade gifted students with an opportunity to unleash their creativity, storytelling skills, and artistic talents while putting a unique twist on classic fairy tales. The grading rubric assesses students on creativity, storytelling, character development, and illustration contributions to their fractured fairy tales

Fourth Grade

Topic: Eureka - Inventions

Gifted Curriculum Sample:

As students explore the *Eureka-Inventions* unit in CKLA in their general classes, they extend upon the topic in their gifted pull-out sessions.

Invention Convention: Students are challenged to participate in an *Invention Convention*. Throughout this unit, students are using research, technology, the scientific method, and the engineering process to create a problem-solving device. Students present their inventions to their parents, peers, teachers, and administrators at their school's Invention Convention.

Problem-Solving Invention Project: Gifted students will apply the engineering process to create a problem-solving invention, and present to their gifted peers. Students will research the engineering process and create a problem-solving invention. Problem-solving inventions will include the engineering process, a problem-solving invention that is a brand-new idea and solves a real problem, including a model of the invention, labels, an informational paragraph, and a digital presentation.

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Sixth Grade

Topic: Novel Study-Ulysses

Gifted Curriculum Sample:

6th-grade students will be immersed in an interdisciplinary project inspired by "The Adventures of Ulysses," offering a multifaceted exploration of the epic tale of Ulysses' journey home from the Trojan War. This project integrates literature, history, mythology, and creative expression to deepen students' understanding of the Greek hero's trials and triumphs.

Unraveling the Adventures of Ulysses Project: The project involves researching and creating detailed character profiles for key figures in "The Adventures of Ulysses," highlighting their roles, traits, and significance in the story. Students will design an illustrated map and timeline tracing Ulysses' journey from Troy to Ithaca, marking significant events, challenges, and encounters. Students will Explore the historical context of Ancient Greece during the time of Ulysses, examining societal structures, beliefs, and practices prevalent in that era, and write a creative short story or narrative inspired by a lesser-known episode or character from "The Adventures of Ulysses," showcasing originality and storytelling skills while compiling an encyclopedia of mythological creatures encountered by Ulysses on his journey, providing descriptions, origins, and symbolic meanings of each creature. Students will present their interpretations, insights, and reflections on key themes and motifs in the novel. An art exhibition will be hosted featuring student-created artworks inspired by scenes, characters, or themes from "The Adventures of Ulysses," showcasing their diverse artistic interpretations and students will present their culminating project that synthesizes learnings from the project components, such as a multimedia presentation, dramatic performance, or creative showcase of student work.

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Appendix B: Honors Curriculum Samples

Algebra 2 Honors Curriculum Sample

Students in Honors level courses are regularly challenged with advanced questions that require students to work together to problem solve. A few examples of questions for Algebra 2 Honors are listed below. Students would be given the opportunity to solve the equation individually. They would then take their work to a group where they discuss and defend their answers and methods for solutions.

1. The equation y 16x2 60x models the height y (in feet) x seconds after a golf ball is hit.
    a. Part A: Rewrite the equation by completing the square to find the vertex of the graph. What does it represent in the context?
    b. Part B: Rewrite the equation by factoring. What do the zeros represent in the context?
    c. Part C: Graph the equation.
2. The equation h(t) 16t2 32t models the height y (in feet) of a soccer ball t seconds after Kendra kicks it.
    a. Part A: Suppose the ball hits the ground without being caught. How many seconds is the ball in the air? Justify your answer using factoring.
    b. Part B: Suppose the ball reaches its highest point, and then starts to fall back to the ground. Before it hits the ground, it bounces off the head of another player at a point that is 6 feet from the ground. Find how many seconds the ball is in the air before it bounces off the player's head. Justify your answer using completing the square.
3. Max launched a projectile from the ground.
    a. Part A: After 1 second, the height of Max's projectile was 14.7 meters. After 1.5 seconds, its height was 18.375 meters. What was the maximum height reached by Max's projectile? Explain how you found your answer and show your work.
    b. Part B: Max's friend Della later launched the same projectile, but she used a different initial velocity. The height of Della's projectile after t seconds is given by = d(t) 4.9t2 14.7t. During whose launch did the projectile reach a greater maximum height, Max's or Della's? How much greater? Explain how you found your answer and show your work.

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7th Grade United States History Honors Curriculum Sample:
Students in Honors level courses are regularly challenged with advanced levels of both rigorous questions and assignments. The purpose of this increased rigor is to further develop critical thinking and analysis skills. An example of this for the Honors 7th grade United States honors course is listed below.

1. **Immigration Research Project**
a. Students will choose a historic American immigrant OR one of their ancestors who emigrated to America. They will then write a research paper on the immigrant of their choice examining the immigrant experience.
b. Upon completing the research paper they will be expected to present their findings to the class. The students will be provided with an open option of how they choose to present their research, allowing them to not share only their learning with the class, but to do so in a way that both interests and challenges them.
c. An optional component of the project is for the students to create a historically accurate timeline of their immigration heritage.

10th Grade Honors English Curriculum Sample:
To further enhance learning and actively engage students in the study of both literature and informative texts, Honors students work individually, in pairs, or as a class to assess and answer complex textual analysis questions. Two examples of this for the Honors 10th-grade English honors course are listed below.

1. **Monologue Analysis**
a.) After completing a close read and annotation of Marc Antony's monologue from *Julius Caesar*, students will work to reduce the monologue by a minimum of fifty percent. Students will be tasked with keeping the integrity of the monologue by staying true to the expression of Antony's main idea. In addition, they must keep at least five of the same tone words used by Antony to deliver the monologue. Once students have completed their cuts they will read their new monologue to a group of their peers. In small groups, students will be tasked with evaluating the newly reduced monologues, and assessing why the writer chose to omit or keep parts of the original text. Students will then be tasked with writing an analysis of how their edits changed the play- for better or worse

2. **Text Connections**
a.) After reading the Divine Comedy, students will be asked to reflect in a literature circle on the following questions: 1.) Analyze why Dante chose betrayal as the greatest sin one could commit. Connect this to your prior reading of *Julius Caesar.* 2.) Explain how Judas's sin differs from that of Brutus and Cassius. In the literature circle students will be asked to interact with not only the Divine Comedy but with a prior text - *Julius Caesar*. The expectation is that in analyzing the Divine Comedy students will be able to assess not only Dante's goal in writing but also how Dante inspired other writers.