

Yuma Elementary School District One Gifted Education Scope and Sequence



**Yuma School
District One**
ONE Community Pursuing Excellence

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DISTRICT GIFTED EDUCATION STATEMENT OF PURPOSE

Yuma Elementary School District One School District provides a challenging and stimulating environment for gifted students by providing appropriate learning opportunities that are, as appropriate, different from the regular classroom program, specifically in content, product, process, depth, pace and/or breadth of study. Gifted educational opportunities are designed to stretch the students to the fullest extent possible to realize their unique potential. Because gifted students are gifted “all day, every day,” gifted instruction is provided as an integrated, differentiated learning experience during the regular school day.

Yuma Elementary School District One uses the following models to integrate and differentiate instruction for its gifted students:

- a gifted cluster model in the elementary grades (explained in the appendix)
- advanced classes in middle school
- extended-day opportunities as funds allow
- a Differentiated Education Plan for each identified gifted student (See appendix.)

The District is committed to providing an education for gifted students that helps them develop their extraordinary abilities. We recognize that gifted students in this district have unique values, needs, and talents. The Gifted Program is designed to promote the optimum development of each student's intellectual, emotional, and social abilities and to honor the diversity among the identified gifted students. Differentiated curriculum instruction and various opportunities for enrichment address this diversity of talents and needs. Learning experiences for gifted students relate to their responsibilities to their peers, school, community and world.

Gifted services in District One are also integrated with other District initiatives that apply to all students, particularly Personalized Learning. State standards form the foundation for all district programs. Instruction for gifted students aims to ensure that students have mastered the Arizona Standards in Mathematics, English Language Arts, Science, and Social Studies, as well as English Language Proficiency Standards. In addition, we provide differentiated opportunities, alternatives, and extensions so students can exceed the standards.

GIFTED POPULATION DESCRIPTION

Students with exceptional abilities and talents are found in all cultural and linguistic groups, in all economic levels, in all geographic areas of the District, 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.

"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.

Although each gifted student is unique, gifted students do have some characteristics in common. They are usually 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 areas 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.

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 or social skills may lag behind, match, or be more advanced than those of other same-age children. 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.

It is important to note that 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. Additionally, gifted students may have educational disadvantages resulting from a disability or from their environmental background, including a home language other than English. Program modifications for gifted students must be sufficiently varied and flexible that these students can be provided challenging experiences and appropriate resources.

SCREENING, IDENTIFICATION, PLACEMENT, AND PARENTAL NOTIFICATION

Early identification is essential for the intellectual and emotional development of gifted children because it enables us to adjust their curriculum and instruction as soon as possible. Yuma Elementary School District One has adopted a multi-faceted approach to screening and identification of gifted students. These procedures apply to all grade levels from kindergarten through eighth grade.

Screening

Gifted Education referrals may occur in any of the following ways:

- Students can be nominated for gifted screening and testing by parents, guardians, school or district faculty, or the students themselves.
- Each Fall, each school staff conducts a facilitated screening protocol, based on the work of Dina Brulles, in which teachers consider the gifted potential of every student in their classes; teachers recommend students for further testing based on this protocol.
- Students who score at or above the 95th percentile or exceed the State Standard on any section of a standardized achievement test (e.g.: Arizona state tests, District benchmark tests, DIBELS Next™) may qualify for further testing for gifted identification.
- Other measures include achievement in schoolwork and the judgments of teachers, psychologists, administrators, and supervisors familiar with the demonstrated abilities of the students.

Identification and Placement

Each school makes testing available for students in grades K-8 at least three times per year by these dates:

- October 1.
- February
- May 1

Nominated students are assessed with one or more tests from the Arizona State Board of Education Approved Test List. Currently, the District uses, as appropriate:

- Naglieri Nonverbal Ability Test (NNAT2), a nonverbal, culturally neutral test
- Cognitive Abilities Test (CogAT): verbal, non-verbal and quantitative testing.

Students who score at or above the 97th percentile on any of section of one of these tests or who have a full composite score above the 97th percentile will be offered gifted services.

Students who are English Language Learners are assessed with a State-approved nonverbal test. Exceptional Students are given an individual State-approved assessment by a psychologist. Assessment accommodations are made for students with any documented disability.

The District accepts as valid for placement in the Gifted Program scores at or above the 97th percentile on any state-approved test submitted by another school district, or by qualified professionals (psychologists in private practice, private schools, etc.) at the parent's expense. Schools will place identify students for gifted services as soon as verification has been received from their prior school of their eligibility for placement.

In the case where another district has identified a student transferring into District One as “gifted,” based on scores from an Arizona-approved test but those scores fall below the 97th percentile and where the student supplies documentation of those scores and the identification, this district will identify the student as gifted without further testing.

Parental Notification

Each school must provide the following information to all parents or legal guardians:

- Definition of a “gifted child.”
- Parental right to have a child tested.
- Explanation of services mandated for gifted students by the State of Arizona.
- Services available from the specific school site.
- Yuma Elementary School District One procedures for referral, screening, identification selection, and placement.
- Written assurances shall be given to the parents that they will be:
 - a. Notified before their child is referred for gifted testing;
 - b. Given advance notice of the day their child is to be tested (at least 10 days prior notice);
 - c. Given the opportunity to withhold permission for testing.
- Results of the test within 30 school days of the completion of the test.
- Upon request, an explanation of the test results.
- Upon request, written information on how to appeal the results:
 - Appeal to be made to the District Gifted Coordinator within thirty calendar days of receiving the written test results.
 - Gifted Coordinator to schedule a meeting to discuss parental concerns.
 - Gifted Coordinator to follow the meeting with a written response stating the action to be taken.
- For identified gifted students, annually, the opportunity to collaborate with school faculty in devising the students Gifted Differentiated Education Plan.

GUIDELINES FOR GIFTED PROGRAM DELIVERY

Curriculum

The official definition of "gifted education" is found in Arizona Revised Statute 15-779.

“Gifted education” means appropriate academic course offerings and services that are required to provide an educational program that is an integral part of the school day and commensurate with the academic abilities and potential of a gifted pupil.

School and district personnel will provide both academic and personal/social guidance and counseling services related to learning opportunities for gifted students and their parents. All gifted students are served in the regular classroom with differentiated instruction as defined below. Principals and district coaches provide training, coaching, or help with any questions that may arise in providing appropriate differentiated instruction.

To meet compliance of the Arizona State Board of Education rules and regulations, the following curriculum options are implemented at each campus:

- Gifted Differentiated Education Plans (GDEPs): an individual plan is designed for every gifted student in collaboration with the student and the parents/guardians. Plans are written annually and should be updated quarterly, based on summative and formative assessments and informal input from teachers, parents, and the student.
- Elementary Schools: cluster grouping, with identified gifted students placed together in one classroom, along with other non-gifted students. Gifted students work together on an appropriately differentiated academic curriculum but also learn to collaborate with other students. Gifted students in cluster classrooms are offered differentiated curriculum, which may include one or more of the following: enrichment, flexible pacing, curriculum compacting, and interdisciplinary curriculum.
- Middle schools: advanced classes in curricular areas appropriate for each student. Advanced classes emphasize the development of higher order thinking, including critical thinking, creative thinking and problem solving skills. The District continues to work with the Yuma Union High School District to arrange high school credit for advanced middle school classes, as appropriate.
- Elementary and Middle Schools: access to online learning, individually assigned to address each student’s area(s) of giftedness. Online programs are integral to gifted services, but are not meant to be the only adjustments used.
- Supplemental services, which may include one or more of the following: before and after-school programming; referrals to summer experiences provided by other agencies, often free of charge; academic counseling.
- Site-Specific Opportunities: individual school sites also offer program modifications for their students which vary by site based on their students’ needs. The table on the next page delineates examples of those services:

Curriculum Adaptations	Competitions	Clubs/Electives
Embedded Technology	Odyssey of the Mind	Band
Scientific Investigations	Spelling Bee	Orchestra
Online Learning	Current Events Challenge	Choir
Creativity/Spatial Lessons	Science Fair	Yearbook
Field Trips	Academic Pentathlon	Student Council
Credit-Bearing High School Math	Math Counts	National Junior Honor Society
Advanced Science, English, and Math	Poetry and Essay Contests	Drama
Independent Study and Research Projects	National Online Math Competitions	Chess
Leadership Conferences		News reporting
News Broadcasting		Robotics
Counselors available to all campuses		iTeamKids
AVID		

Differentiated Instruction

Appropriate Differentiated Instruction for gifted students is ensured through the use of Gifted Differentiated Education Plans. School administrators are responsible for ensuring that these plans are implemented as described. Instruction for gifted students must be differentiated in the following areas:

- **Content** focused on the acquisition of complex, abstract ideas that are applicable to a wide variety of disciplines and situations. Indicators of such content are learning goals, scales, tasks, and products that reflect the highest three levels of the Revised Bloom’s Taxonomy (Analyze, Evaluate, Create), Levels Two and Three of Costa’s Levels of Thinking (Applying and Evaluating Information), or the top two levels of Webb’s Depth of Knowledge Matrix .
- **Process**
Activities need to be designed to help gifted students come to make sense or “own the content.” They should be engaged in activities and discussions where there is not a predetermined right answer. Students should be encouraged to use inductive reasoning to discover patterns, ideas and underlying principles, the connection between claims and evidence and to explain their reasoning for answers. They need to learn different reasoning processes by observing, listening and interacting with other students.
- **Product**
Gifted students should create products that may include demonstrations, exhibitions, major research assignments, media presentations, and original solutions to complex problems. These products must address issues of real concern to the students. Teachers and students should together determine criteria for the products, and the products should be shared with other students, staff, and/or parents.

Time Allocation for Services

Yuma Elementary School District One has developed an inclusion program for meeting the needs of the gifted student. Therefore, District gifted services are provided throughout the school day. Additional enrichment programs are provided before and after school as well as during summer sessions as resources allow.

District Gifted Coordinator Description

The District Gifted Coordinator's duties are as follows:

- 1) Coordinate the identification of gifted and talented students in all schools
 - a) Provide information to parents/guardians on the definition of a gifted child, services available, criteria for screening/testing, selection, and placement
 - b) Provide processes for teachers to nominate a student for Gifted status and ensure that the processes are followed annually
 - c) Ensure that each school conducts/offers testing three times a year
 - i) With each principal, identify a certified staff member designated to conduct testing
 - ii) Communicate the district testing schedule to all concerned parties
 - iii) With the principal, ensures that the designated tester:
 - (1) Sends out letters of invitation to test
 - (2) Sends out permission slips to test
 - (3) Informs teachers of results of testing
 - (4) Send letters to parents with results of testing
 - d) Ensure that testers are familiar with testing materials and administration
 - e) Maintain a current list of students who are gifted and ensure that scores are entered into the district and state student information systems.
- 2) Work with principals to ensure that rigorous and appropriate curriculum, commensurate with their abilities and potential, is available to gifted students.
 - a) Work with principals and district coaches to implement effective clustering.
 - b) Work with teachers to differentiate curriculum to meet students' individual needs
 - c) Provide access to any district/state programming appropriate for gifted students
- 3) Provide guidance/trainings
 - a) Provide professional development on how to meet gifted students' needs
 - b) Answer questions from teachers concerning gifted programming or testing
- 4) Develop a budget for the Gifted program, as funds are available.
- 5) Ensure compliance with all state and federal program requirements for gifted education.

Professional Development

The District includes specialized training about working with gifted students in its professional development plan, such as the following, as funds permit:

- Annual district-wide training on the identification of gifted students.
- District-funded attendance at conferences and workshops emphasizing methods valuable for gifted students.
- Training on differentiating instruction, including specific strategies for gifted students, delivered by the district coordinator and coaches through workshops or coaching.
- Training in using on-line learning
- Reimbursement to teachers for courses leading to the Gifted Endorsement, when state funding allows.

Parent Involvement

The District seeks to involve parents in expanding educational opportunities for their gifted and talented students through the following, as funding permits:

- A Gifted Program page on the District website listing news and opportunities for gifted and talented students. The approved Gifted Scope and Sequence is posted on this webpage.
- Sharing of current assessment results for their child with parents/guardians.
- Online access to their children's current grades and assignments through the parent portal of the student information system.
- Information for gifted parents through the District webpage and brochures.
- Informing interested parents through email of upcoming opportunities for gifted students.
- Provision in each school office of a brochure for parents registering their children that describes District policies and programs for gifted students.
- A second brochure sent to parents when their children are identified as gifted students.
- Surveying parents of identified students once a year on their opinions.

Community Involvement

Involving the community in meeting our gifted students' needs is an on-going effort in the District. Among the ways community members, businesses, and agencies support our Gifted Students are the following:

- Venues for field trips
- Regularly scheduled speakers on careers in AVID classes
- Financial and volunteer expert support for school projects in Science, Technology, and Agriculture
- Workshops hosted at Northern Arizona University-Yuma and Arizona Western College
- Supporting community competitions, such as Spelling Bee, Math Counts, and Science Fair

PROCEDURES AND CRITERIA FOR EVALUATION OF STUDENT AND PROGRAM OUTCOMES

Yuma Elementary School District One will conduct an annual evaluation of the Gifted Program, including process and product. Among the evaluation procedures may be student, staff, and parent surveys, observations, and/or interviews. Evaluation will also include examining how gifted students perform on State and District assessments. Evaluation will address the following questions, which are directly related to the Governing Board's approved program objectives:

Academic attainment:

- How does the actual curriculum reflect state and standards?
- Does the actual curriculum reflect important criteria that should be found in gifted programs, such as abstract content and higher level thinking?
- What specific training can teachers of gifted students access and what additional training do they need?
- How are gifted and talented students performing on state and district assessments?

Intellectual curiosity, independence responsibility, and creativity:

- Are students actively engaged in learning?
- According to Bloom's Revised Taxonomy, Costa's Levels of Thinking, and Webb's Depth of Knowledge, what is the balance of higher and lower level activities used expected of gifted students?

Development of positive attitude:

- What is the evidence that students' projects are valued by themselves and others?
- What is the evidence that program parents understand the purposes, operations, and expected outcomes of the gifted program?

Development of social and leadership skills:

- What evidence is there that a broad range of gifted students are provided with and take part in leadership opportunities?

Career exploration:

- What opportunities are available for students to explore careers?
- How is the school-community link used to support career exploration?

Education is not the filling of a pail, but the lighting of a fire.
-- William Butler Yeats

Yuma Elementary School District One Gifted Education Scope and Sequence

Appendix A

Annual Budget Summary for Gifted Programming

With limited state funding for gifted education, Yuma Elementary District One continues to creatively combine resources to ensure appropriate education for our gifted students. A summary of annual expenditures which support gifted education is below.

Item	Estimated Annual Expenditure	Funding Source
Salary and benefits for District Gifted Coordinator: .10 FTE	\$7,800	District M & O
Certified staff time for screening, assessing, and identifying gifted students	\$5,050	District M & O
Testing materials for identification of gifted students	\$2,000	State gifted funding
AVID Professional Development workshops for teachers /administrators to learn methods to support higher-order thinking, inquiry, challenging reading and writing, and collaboration	\$46,000	Title I and various federal competitive grants
On-going professional development for teachers of gifted students	\$4,500	State gifted funding

In addition, the District supports differentiated instruction for all of its students through our on-line learning programs; the District also supports Data-Driven Instruction through the Galileo Assessment System. These initiatives directly support appropriately differentiated instruction for our gifted students in their areas of strength.

Cluster Grouping Classroom Model for a Single Grade Level

104 Students in 4 Classes; class average = 26	Group 1: Gifted	Group 2: ELD	Group 3: Exceeding	Group 4: Meeting	Group 5: Approaching	Group 6: Falling Far Below
Class A	5	0	0	11	10	0
Class B	0	0	5	11	5	5
Class C	0	0	5	10	6	5
Class D	— [*]	26 [*]	0	0	0	0

* Gifted ELD students could participate in the gifted cluster class outside the four-hour block; number of students depends on ELD identification.

Renegotiate short-term instructional objectives. (i.e., specific skills) and differentiated instructional methods quarterly.

Quarterly Instructional Objectives	Differentiated Instructional Plans	Criteria for Assessment of Objectives
Quarter 1		
Quarter 2		
Quarter 3:		
Quarter 4		

Explanations of GDEP Terms

- **Measurable Annual Goals:** the student's long-term goals for the year
Examples:
 - Increase scale score on Galileo in [subject] by xxx points.
 - Exceed the standard on Galileo/AIMS in [subject(s)]
 - Reduce incidence of [discipline or social problem] by XXX/per month/week/etc.
- **Short-Term Instructional Objectives:** measurable objectives that can be achieved in one quarter or less
- **Differentiated Instructional Plans:** anything you are planning to personalize for this student
Examples:
 - Specific lessons or units in online learning platforms
 - Small group or individual instruction plans during class time
 - Extended-day activities that the student will engage in, with guidance and oversight from the teacher or another adult
 - Enrichments outside the school-day that the teacher, student, and parent will plan together (e.g., an independent reading program using library or Internet texts, a writing project, service learning, etc.)
 - On-line activities to remediate a gap in skills (including structured note-taking on informational texts and presentations)
- **Criteria for Assessment:** How will you know you accomplished the objective?
Examples:
 - Graph of Galileo or online coursework scores
 - Completing a log of service learning activities with reflections on lessons learned and endorsements from a cooperating adult
 - Attendance records for extended-day or online activities, with grades/scores for completed work