

Peoria Unified School District

Gifted Scope and Sequence

February 2020

Program Design

Question: What is your district's definition of a gifted student and gifted education?

According to Arizona law, a gifted child "means a child who is of lawful school age, who due to superior intellect or advanced 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."

The Peoria Unified School District identifies as gifted **at least** those students who score at or above the 97th percentile on national and/or local norms, on a test of verbal, quantitative, or non-verbal reasoning adopted by the State Board of Education. Students who do not qualify on the CogAT assessment tool may petition for an Administrative Review (see identification section of scope and sequence).

Question: Describe the philosophy and goals for your gifted program.

Philosophy:

Peoria Unified School District recognizes that each gifted student is unique in the scope of their aptitudes and abilities. Providing flexible and varied learning experiences to expand the academic, creative, and social emotional aspects of each gifted child is integral to their success. Stimulating learning opportunities and appropriate resources are provided to support the advancement of individual interests, talents and strengths of our gifted students.

Goals:

- Provide a K-12 continuum of services
- Identify those students who are gifted by designing multiple screening and selection procedures and instruments to accurately identify gifted students, especially students who are traditionally underserved such as minority, EL, and twice-exceptional students
- Develop, refine and implement gifted curriculum and service differentiation with respect to content, process, product and environment

- Encourage students to become independent learners, effective problem solvers, and creative thinkers
- Assist students in developing an understanding of self and how their unique characteristics may influence interactions with others
- Provide academic enrichment and acceleration for gifted students
- Assist students in communicating information, ideas, and solutions clearly and accurately
- Train as many teachers as possible about the unique needs of gifted students
- Develop a program and procedures that represents the diversity of the school and district and promotes inclusivity

Question: How do you group and deliver services to your K-6 students?

- In all K-8 schools gifted students are pulled-out across multiple grade-levels to be able to interact with like-minded peers for a minimum of 90 minutes a week for enrichment with an educator who has a propensity for working with gifted children. Gifted students will also receive differentiated instruction within the regular classroom.
- Highly gifted students and/or students who have twice exceptionality, have the opportunity to attend the Copperwood Center for Differentiated Instruction (CCDI). This program is a self-contained, full-day gifted program for grades 1-8.
- Students who are identified gifted in at least one area, (verbal, quantitative, nonverbal, creative), and/or students who have twice exceptionality, have the opportunity to attend the Apache Gifted Academy. This program is a self-contained, full-day gifted program for grades K-8.

Question: How do you group and deliver services to your 7-8 students?

- In all K-8 schools gifted students are pulled-out across multiple grade-levels to be able to interact with like-minded peers, for a minimum of 90 minutes a week for enrichment with an educator who has a propensity for working with gifted children. Gifted students will also receive differentiated instruction within the regular classroom.
- University High (located at Sunrise Mountain High School) affords the opportunity for 7th and 8th grade students to attend high school full time during their Junior High years. Students are potentially enabled to accrue college credit during their Junior and Senior years of High School.
- Most sites have a separate 7th/8th grade language arts class, as well as opportunities for students to take high school math courses. Some

elementary schools service 7th/8th grade students through independent study, and differentiated work within the regular classroom.

- Highly gifted students and/or students who have twice exceptionality have the opportunity to attend the Copperwood Center of Differentiated Instruction (CCDI) or the Apache Gifted Academy, which are self-contained, full day gifted programs for grades 3-8.

Question: How do you group and deliver services to your 9-12 students?

High schools offer a variety of programs to meet the needs of gifted learners. They include AIM Humanities, Honors classes, AP classes, AP Capstone and International Baccalaureate.

- A.I.M. Humanities is an interdisciplinary component that integrates literature, history, geography, culture study, music and art appreciation. The individual courses are set up in two-hour blocks enabling students to engage in authentic debate and dialogue along with collaborative team projects.
- A.I.M. Science is a differentiated curriculum designed to meet the unique needs of the gifted student by enabling students to apply knowledge of scientific principles to analyze situations, demonstrate inter-relatedness within and outside of science disciplines and proposes solutions, both negative and positive.
- Gifted students have a compendium of choice in the area of mathematics at the high school depending on their interest, skill-level, and expertise.
- Honors courses are designed for the motivated student who desires a fast-paced instruction and a rigorous curriculum.
- Advanced placement (AP) courses in all content areas are rigorous in content and require students to work extensively in study groups in order to be successful on the AP exams.
- AP Capstone is a College Board diploma program based on two yearlong AP courses: AP Seminar and AP Research. Rather than teaching subject-specific content, these courses develop students' skills in research, analysis, evidence-based arguments, collaboration, writing, and presenting. Students who complete the two-year program can earn one of two different AP Capstone awards, valued by colleges across the United States and around the world.
- The International Baccalaureate Diploma Program at Ironwood High School is a rigorous, integrated program of scholastic and life learning that is designated to help students become well-rounded, socially responsible individuals who will be able to manage their own time and be able to make good choices.

Question: Describe how you integrate your program standards with the Arizona State Standards at each grade level.

Within the District each of the core content areas are directly aligned with State Standards. There are aligned benchmarks in Math and English Language Arts. Before teachers differentiate instruction, they use pre-assessments and/or benchmarks to ensure that key concepts are mastered.

Question: How do you involve parents in your program?

- Teachers communicate with parents in numerous ways on a routine basis
- Semester meetings are scheduled for parents to discuss issues pertaining to Gifted Students
- Annual orientation meetings for high school, open house/back to school meetings for elementary parents occur at each site
- Information about summer gifted programs GCC, ASU, John Hopkins, etc. are duplicated and sent to students as they become available
- Information is available on gifted services on the District website <https://www.peoriaunified.org/domain/75>
- Gifted Task Force organized and surveyed gifted parents regarding satisfaction with school and district gifted programming and services

Identification

Question: Describe how your referral process for identification involves parents and staff.

Within the Peoria Unified School District, the identification process to determine eligibility for gifted services is an inclusive rather than exclusive procedure. Candidates for gifted education are identified through a two-part procedure: the screening process and the evaluation/selection process.

The screening process is a multi-criteria procedure used to maximize the pool of students to be evaluated for gifted education. Students are placed in the screening pool based upon the following criteria:

- GPA, grades
- Analysis of achievement tests
- AZ MERIT
- Attendance records
- Referral/nominations from Child Study Teams, teachers, parents, administrators, counselors, peers, self, or others with knowledge of the student's abilities

Question: Describe your process for the identification of K-12 gifted students, including how your process addresses the variety of student environmental backgrounds.

Students who are placed in the screening pool (see above) and who receive permission for further evaluation from parents are typically given a state of Arizona approved aptitude test. PUSD serves students who score at or above the 97th percentile on national/local norms in any one of three areas verbal, non-verbal, or quantitative reasoning – on any test from the State Board approved list. Students who score below the 97th percentile also may be served.

Testing occurs three times a year: fall, spring, and summer

- The Peoria Unified District identifies as gifted at least those who score at or above the 97 percentiles on national/local norms, on a test of verbal, quantitative, or non-verbal reasoning adopted by the State Board of Education. Students who score under the 97% may petition for an Administrative Review.
- Any special education student who scores at or above 130 on the WISC is selected for gifted services.
- The Administrative Review process has been created as an additional instrument to determine student eligibility for gifted education. By request, the process is available for any student who scores at the 96th, 95th, or 94th percentile on any sub-test of the Cognitive Abilities Test or 127, 128, or 129 on the WISC.
- With parent permission on the petition, the student will be further evaluated using the Torrance Test of Creative Thinking, and/or other gifted evaluation scales such as the HOPE Rating Scale.
- The administrative review committee, made up of gifted teachers, teachers, and administrators meets once a month to evaluate each of the students using a standard rubric and matrix which may include, but is not limited to, interviews, further testing, and personal student responses.

Transfer students are placed as soon as they have verified eligibility.

Question: Please list all the testing instruments and data points you use for gifted student identification and explain why you chose these instruments.

- CogAT (Standardized, cost effective, general overview of gifted areas)
- WISC (Accepted through special education testing)
- Administrative Review Process/Rubric (Uses multiple criteria to find students who do not test well)

Question: How do you inform parents and staff of your referral and identification process?

Teachers and staff receive information about testing early in the fall. They receive gifted checklists as well as referral forms to assist in identifying potential referrals. Information is available on the district's gifted services website <https://www.peoriaunified.org/domain/75>. Individual schools send information to parents in their monthly newsletters.

Question: Once eligibility is determined, how do you inform parents of the decision and then handle an appeal of that decision?

Parents of all students tested receive a formal letter stating the results of the assessment. Frequently, parents of students who are and who are not identified as gifted meet with the principal, gifted services coordinator, and teacher to discuss how the curriculum can be differentiated to challenge their individual child's needs.

Curriculum and Instruction

Question: How do you differentiate instruction (pace and pedagogy) to K-2 students? Please list several sample activities to illustrate your description.

- Instructional strategies that are used most frequently within differentiated K-2 classrooms include: centers (learning and interest centers), flexible grouping in math and reading, hands-on projects/problem-based learning in math, science, social studies, reading, and the use of portfolios in writing.
- Differentiation is based in response to student readiness (knowledge, understanding and skill level), interest (areas of passion), and learning profiles (multiple intelligence, IQ and EQ).
- Classrooms which are differentiated for gifted learners are characterized by an even flow between whole class instruction, review and sharing, followed by planned opportunities for individuals and clusters to conduct explorations, pursue authentic learning projects/problems, conversations, and select from a compendium of high level products to demonstrate competency. (Tomlinson)
- Acceleration of content especially in math and skill areas occurs within the classroom as well as across grade levels.
- Enrichment activities for gifted students are typically thematic and include student choice.
- Students who attend the Copperwood Center of Differentiated Instruction (CCDI) and the Apache Gifted Academy, receive gifted instruction throughout the entire day. The content is rigorous, highly

relevant to the interests and gifts of the students, and authentic. Progress monitoring occurs on a regular basis enabling content to be compacted and allowing students to move ahead as appropriate.

- Strategies that are most prevalent at CCDI and AGA include acceleration, elaboration and sophistication of content, flexible skills grouping, interest and learning centers, curriculum compacting; formalized independent study, and varied, appropriate, and complex products collaboratively developed by students and teacher
- Infusion of problem-based learning and creative thinking skills is offered at all schools.

Question: How do you differentiate instruction (pace and pedagogy) to 3-6 students? Please list several sample activities to illustrate your description.

- Instructional strategies that are used most frequently within differentiated 3rd through 6th grade classrooms include compacting especially in math, open-ended assignments focusing on problem solving in math, science and social studies, emphasis on thinking skills in inquiry based science curriculum, social studies, and literature, flexible groupings in math and reading, and high level questioning strategies across all content areas.
- Classrooms which are differentiated for gifted learners are characterized by an even flow between whole class instruction, review and sharing, followed by planned opportunities for individuals and clusters to conduct explorations, pursue authentic learning projects/problems, conversations, and select from a compendium of high level products to demonstrate competency. (Tomlinson)
- Acceleration of content especially in math and skill areas occurs within the classroom as well as across grade levels.
- Students who attend the Copperwood Center of Differentiated Instruction (CCDI) and the Apache Gifted Academy receive gifted instruction throughout the entire day. The content is rigorous, highly relevant to the interests and gifts of the students, and authentic. Progress monitoring occurs on a regular basis enabling content to be compacted and allowing students to move ahead as appropriate.
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- Infusion of problem-based learning and creative thinking skills is offered at all schools.

Question: How do you differentiate instruction (pace and pedagogy) to 7-8 students? Please list several sample activities to illustrate your description.

- At the seventh and eighth grades instruction is differentiated in pace and pedagogy by the acceleration of content and skill areas occurs within the classroom as well as across grade levels.
- The 7th/8th Grade Language Arts flexible grouping classrooms are designed for highly proficient, verbally gifted students. The curriculum involves reading, reflecting on, and responding to challenging quality literature and authentic documents, that commensurate with students' intellectual abilities. Students participate in shared inquiry discussion of a wide variety of written information, to include, editorials, technical journals, and workplace documents. Students demonstrate contextual thinking through debates, dramatic interpretations, and oral presentations, interpretive and evaluative essays, and a wide variety of creative products.
- Quantitatively gifted students are placed at appropriate math levels through the regular education courses at each site. Students who can work successfully at a higher-grade level in math are placed at the appropriate level. The goal is for all mathematically gifted students to have an opportunity to complete Integrated Algebra in the eighth grade so that they can successfully take Integrated Intermediate Algebra during their freshman year of high school.
- Strategies that are most prevalent at CCDI and AGA include acceleration, elaboration and sophistication of content, flexible skills grouping, interest and learning centers, curriculum compacting; formalized independent study, and varied, appropriate, and complex products collaboratively developed by students and teacher.
- Infusion of problem-based learning and creative thinking skills is offered at all schools.

Question: How do you differentiate instruction (pace and pedagogy) to 9-12 students? Please list several sample activities to illustrate your description.

- A.I.M. Humanities is an interdisciplinary component that integrates literature, history, geography, culture study, music and art appreciation. The individual courses are set up in two-hour blocks enabling students to engage in authentic debate and dialogue along with collaborative team projects.
- Content is rigorous with an emphasis placed on the historical development of the cultural aspects of society and on the dynamics of change.

- Writing academic research papers and literary essays is required, along with significant outside reading of supplemental and primary source materials.
- Gifted students have a compendium of choice in the area of mathematics at the high school depending on their interest, skill-level, and expertise.
- Advance/honors math course are designed for the motivated student who desires a fast-paced instruction and a rigorous curriculum. Students are required to demonstrate a higher level of performance on established inductive and deductive reasoning problems.
- A.I.M. Science is a differentiated curriculum designed to meet the unique needs of the gifted student by enabling students to apply knowledge of scientific principles to analyze situations, demonstrate inter-relatedness within and outside of science disciplines and proposes solutions, both negative and positive.
- Students are actively involved with experimentation, analysis, and evaluation of major concepts related to chemistry and biochemistry. Scientific investigation and research skills are a major component of these courses.
- Advanced placement (AP) courses in all content areas are rigorous in content and require students to work extensively in study groups in order to be successful on the AP exams.
- AP Capstone is a College Board diploma program based on two yearlong AP courses: AP Seminar and AP Research. Rather than teaching subject-specific content, these courses develop students' skills in research, analysis, evidence-based arguments, collaboration, writing, and presenting. Students who complete the two-year program can earn one of two different AP Capstone awards, valued by colleges across the United States and around the world.

Question: What curricular materials do you use for grades K-12? Be specific.

[Problem Based Learning Project Resources K-12](http://pblproject.com/Toolbox/StarterPages.aspx)
<http://pblproject.com/Toolbox/StarterPages.aspx>

Social and Emotional Development

Question: How do you provide for the unique affective needs of your gifted students K-8?

The affective needs of gifted students can be met through our district-wide social emotional initiative. This is an inclusive, comprehensive multi-tiered system of support. MTSS is designed to be proactive in response to the social emotional needs of all students in the Peoria Unified School District, Pre-K-12th grade. Additionally, the affective needs of gifted students are discussed during the 90 minutes of enrichment a week, as well as during the regular education classroom throughout the day. Teachers are available before school, during lunch, prep time, and after school to address the individual affective needs of gifted students. Programs used at some schools include Capturing Kids Hearts, Boys Town, Zones of Regulation, HOUSE program, etc.

Tier I

As with our vision, Every Student, Every Day will have access to a safe and welcoming environment, behavioral expectations, a caring adult, family involvement, restorative practices, and social emotional training.

Tier II

Students who are in need of additional support will be provided access to intensive services and support by school psychologists and other support staff.

Tier III

Our district has a system of support for students provided by our Special Education Department as well as a group of community partners to recommend additional resources for the family.

Question: How do you provide for the unique affective needs of your gifted students 9-12?

Each High School has a teacher assigned to be the gifted advocate on campus. High School counselors also address the unique needs of gifted children.

As with the elementary schools, the affective needs of gifted high school students can be met through our district-wide social emotional initiative. This is an inclusive, comprehensive multi-tiered system of support. MTSS is designed to be proactive in response to the social emotional needs of all students in the Peoria Unified School District, Pre-K-12th grade. Tiers I, II and III level support are provided. Programs used at some schools include Capturing Kids Hearts, Boys Town, Zones of Regulation, etc.

Question: What specific orientation activities do you provide for parents and teachers regarding gifted students affective needs?

- The gifted lead teacher on-site at Copperwood Elementary and Apache Elementary is available for individual counseling of gifted K-12 students and their parents.
- Training and workshops to help meet the affective needs of gifted students is provided to staff and parents.
- A parent support group will meet quarterly. Guest speakers, group discussions, individual concerns, and the overall emotional development of all gifted students are topics for discussion.

Question: How do you monitor, identify and provide assistance to “at risk” gifted students?

Quarterly monitoring occurs for all gifted students. Interventions are provided for academically “at risk” students routinely at all schools during RTI time or after school tutoring. Students who are “at risk” socially and emotionally receive support within the classrooms in small group settings or individual conversations with teachers or other school support staff that include the school psychologist and social worker when available.

Professional Development

Question: How do you regularly provide opportunities for regular classroom teachers and gifted teachers to receive specialized training about working with gifted students?

Specific sessions are offered for teachers of gifted students during monthly district professional development. The Gifted Coordinator provides follow-up visits to support and reinforce strategies learned in the gifted professional development sessions. Instructional materials are provided for teachers to use with their gifted students.

Title II and the Gifted Education Grant provide funding for teachers to attend conferences to extend training opportunities in gifted education.

Resources are available for teachers of gifted students to use to enhance their instructional effectiveness:

Primary Education Thinking Skills
(Pieces of learning) K-3

Analogies for Beginners
(Dandy Lion Publications)

Critical Thinking Activities in Patterns, Imagery, Logic (Dale Seymour Publications)

Differentiation and the Brain by David Sousa and Carol Ann Tomlinson

Project-Based Learning for Gifted Students by Todd Stanley

Multiple Intelligences in the Classroom 4th ed. by Thomas Armstrong

Best Practices in Gifted Education by Ann Robinson, Bruce Shore, and Donna Enerson

Now That's a Good Question by Erik Francis

Teaching Young Gifted Children in the Regular Classroom by Joan Smutny, Sally Walker, and Elizabeth Meckstroth

101 Success Secrets for Gifted Kids by Christine Fonseca

Differentiated Instruction-Different Strategies for Different Learners K-8 by Char Forsten, Jim Grant, and Betty Hollas

Teaching Gifted Kids in the Regular Classroom by Susan Winebrenner

Cluster Grouping Handbook by Susan Winebrenner and Dr. Dina Brulles

Question: Please list the titles of the training you conducted last year and those planned for the current year.

2018-2019

Brain Friendly Classroom SEL & Gifted
10/29/2018

The Verbally Gifted Child
12/17/2018

Gifted Summer Institute
6/20/2018; 6/21/2018

2019-2020

Project-Based Learning for the Gifted Learner

Three series dates 2019-2020: (8/26, 9/23, 10,21), (12/2, 1/6, 2/24), and (3/23, 4/20, 5/4)

Gifted Cluster Classroom-Characteristics and Focus Strategies

Three series dates 2019-2020: (8/26, 9/23, 10,21), (12/2, 1/6, 2/24), and (3/23, 4/20, 5/4)

Differentiation for the Gifted Learner

Three series dates 2019-2020: (8/26, 9/23, 10,21), (12/2, 1/6, 2/24), and (3/23, 4/20, 5/4)

Problem- Based Learning Project

11/4/19, 6/8/20, 6/09/20

Question: How have your training events targeted the needs of administrators, counselors, psychologists and support staff?

The district Director of Federal Programs and Student Support Services is in constant communication with site administrators with regards to the district's gifted education vision, service delivery models, and protocol and procedures for servicing gifted students across the district. The Director also works closely with the Director of Special Education concerning dual diagnosis of gifted students.

Question: Describe the feedback received from post training evaluations. What did the participants say about the effectiveness?

Opportunity is provided after each professional development session for teachers to give feedback on the content and process shared. Feedback reveals participants feel the trainings are relevant, applicable and helpful in designing and implementing lessons within their classrooms. Participants report trainings give strategies that can be used immediately in their classrooms and share with their teammates.

The series of professional development sessions promotes follow up and extension of the learning opportunity.

Parent and Community Involvement

Question: How do you make your program philosophy, goals and recruitment procedures available to all parents?

The gifted website highlights the gifted program and informs parents about qualification procedures. <https://www.peoriaunified.org/domain/75>

Question: How do you provide access to your scope and sequence for all parents?

The Scope and Sequence is available on the gifted website. <https://www.peoriaunified.org/domain/75>

Question: Describe how you incorporate parents into a support or advisory group.

A Gifted Task Force was established to review and revise program goals and delivery. A parent support group will meet quarterly to discuss relevant topics and share ideas that support working with gifted children. A schedule of meetings will be developed and posted on the gifted website.

Question: How do you involve parents and the gifted community in the evaluation of your program?

As a result of the Gifted Task Force, parents, administrators, students, and teachers were asked to review and share ideas to strengthen gifted programming and services. Surveys will be distributed to elicit feedback to help evaluate program effectiveness.

Program Assessment

Question: What data sources do you use to assess your programs effectiveness?

PUSD uses the following data sources:

- Parent surveys
- Student questionnaires
- AZ MERIT performance scores
- AP/IB scores
- Student attendance

- Student participation

Question: Describe how you use test data, both norm referenced, and criterion referenced in your evaluation process.

In addition to monitoring quarterly benchmark data, we use test data to:

- determine proficiency and growth of gifted students on state assessments
- compare students' grades to identification scores
- track enrollment in AP, Honors, IB classes and associated success on AP exams and end of course assessments

Question: How do you use informal measures like surveys, open forums and teacher interviews to gather data?

Informal measures can determine strengths, weaknesses and areas of improvement. The District distributes a climate survey to the general parent community annually. Surveys specific to gifted programming also give information that is used to gather data. The Gifted Task Force provides a forum for teachers, parents and community members to discuss strengths and needs of the program.

Question: What are your key indicators that your program is positively affecting students?

Key indicators include:

- Gifted students will score at the proficient or highly proficient levels on state assessments
- Gifted students will increase participation in advanced courses or dual enrollment courses at the high school level over the next three years
- Survey data from students, staff, and parents will positively support the weekly 90- minute, multi-grade pull-out program focused on problem-based learning

Question: Describe the performance standards you have for all gifted students.

The expectation for gifted students is the vision we have for all students: "Every student, every day prepared to meet tomorrow." It is the expectation that all students:

- Meet and/or exceed standards on AZ MERIT assessment
- Exceed growth percentiles of the norm population
- Meet the standards within the student agreement

- Have a four-year high school plan as well as post-secondary plans that are education related, high stretch, and achievable based on past success

Budgeting

Question: What percentage of your supplemental allocation is used in the following categories: capital expenditures, direct student services, professional development and district coordination?

Gifted Education Grant distribution

0% - Capital

25% - Direct Student Services

70% - Professional Development

5% - District Coordination

Question: Describe the structure of your gifted education staffing including the ratio of teaching staff to the number of identified gifted students.

K-8 General Education Classroom; 1 teacher per 24-35 students

K-8 Self-contained Gifted Classroom: 1 teacher per 20-32 students

HS Honors/AP classes: 1 teacher per 20-35 students

IB courses: 1 teacher per 20 -28 students

Question: To what extent does the district support the funding of your gifted program? Please elaborate: be specific as to staff and financial resources.

M&O Funding:

1 Gifted Services Coordinator

17 gifted teachers in the Copperwood and Apache programs

Grant Funding:

CogAT Form 7 online licenses intellect screener

Torrance Test for Creative Thinking

PBL Professional development and resources