

# *Paradise Valley Unified School District*

## **Gifted Education Scope and Sequence**

[www.pvschools.net/gifted](http://www.pvschools.net/gifted)

Dr. James Lee, Superintendent

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## Acknowledgements

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## *Statement of Commitment*

The Paradise Valley Unified School District (PVUSD) commits to supporting the learning needs of its gifted student population. The PVUSD Gifted Education Department is dedicated to providing appropriate services for gifted identified students who require differentiated educational programs and/or services beyond those provided by the regular school program.

## *Philosophy & Purpose*

The Paradise Valley Unified School District recognizes that state law declares it to be in the public interest to provide and support students who are identified as gifted. PVUSD strives to provide an inclusive, enriching environment that enables gifted students to learn at levels commensurate with their intellectual abilities and reflective of their needs. PVUSD recognizes that students identified as gifted have differing learning needs, and therefore, provides a continuum of services by teachers who participate in ongoing professional development. These services reflect the specific needs of the District's diverse student population. The District's various gifted programs, services, and provisions incorporate differentiated curriculum and instruction, acceleration, and enrichment. PVUSD supports these practices by employing a Director of Gifted Education, Gifted Program Mentor, Gifted Education Specialists, Gifted Education Liaisons, Gifted Cluster Teachers, Self-Contained Program Teachers, Middle School Honors Teachers, High School Honors and Advanced Placement™ (AP) Teachers, International Baccalaureate (IB) Teachers, testing personnel, an administrative assistant and clerk.

## *PVUSD ~ Mission Statements*

### District Mission Statement

The mission of the Paradise Valley Unified School District is to cultivate, lead and inspire world-class, innovative thinkers and expert communicators through a focus on the relationship between educator and student built around challenging, meaningful and engaging curriculum.

### Gifted Education Mission Statement

PVUSD supports the philosophy that giftedness denotes the possession and use of untrained natural abilities (Gagne). We believe that gifted students' natural abilities translate to educational needs that require differentiated instructional programming as an integrated part of their regular school day.

## *PVUSD ~ Definitions & Descriptions*

### Definition of Gifted Students

PVUSD defines gifted students as those children of lawful school age who show, or have the potential for showing, an exceptional level of performance in one or more areas of expression (National Association for Gifted Children). In accordance with the AZ State Mandate for Gifted Education, gifted education services are offered to all students who score at or above the 97<sup>th</sup> percentile on a verbal, quantitative, and/or nonverbal battery of a test included on the Arizona State-Approved Gifted Test List.

### Definition of Gifted Education

PVUSD defines gifted education as services and coursework that provide extended learning opportunities focused on the cognitive and affective needs of gifted students. Gifted Education services in PVUSD are inclusive of all school populations and student demographics, and consist of integrated, differentiated learning experiences provided during the regular school day. The array of gifted education services in PVUSD incorporates and addresses:

- extended curriculum
- flexible grouping and pacing
- creativity and problem solving
- differentiated instruction
- acceleration
- continuity and continual progress
- interaction with other gifted students
- social and emotional needs of gifted students

### General Population Description

Ethnic breakdown:	Native American	1 %
	African American	4 %
	Hispanic	24 %
	Caucasian	67 %
	Asian	4 %

## *Gifted Identification Process*

### Routine Screening & Testing Nominations

PVUSD Director of Gifted Education, Gifted Program Mentor, and the Gifted Specialists at each school are available to guide staff members and parents through the gifted testing nomination process at staff meetings and parent meetings. Parents, students, teachers, school administrators, Special Education staff members, and Language Acquisition staff members may nominate students for gifted testing. Parent permission is required for individuals nominated for gifted testing. Nomination forms are available at each school and on the Gifted Ed. website. Parents and school personnel can obtain a thorough description of the District's gifted identification process at website: [www.pvschools.net/gifted](http://www.pvschools.net/gifted)

A "Parent's Gifted Testing Nomination Packet" is available in English and in Spanish on the District Gifted Ed. website. This packet includes the following resources:

- The Difference Between a Bright Child & a Gifted Learner checklist
- Elementary Parent Information Form for PVUSD Gifted Education Services
- Parental Permission to Test Form

A separate "Teacher's Gifted Testing Nomination Packet" includes the following resources:

- The Difference Between a Bright Child & a Gifted Learner
- Traits & Behaviors that May Prevent Identification
- Teacher's Class Screening Form for Nominating Students for Gifted Services
- PVUSD Rating Scale for Gifted Services

In addition to the parent and classroom screening tools noted above, Gifted Specialists and classroom teachers utilize the following instruments to screen students for testing:

- Kingore Observation Inventory (KOI)
- District assessment data using: a) mathematics and literacy assessments; b) State Assessment results (AIMS, TerraNova)
- Gifted Characteristics Checklist for Underrepresented Populations
- Key Identification Considerations for Culturally, Linguistically, and Socioeconomically Diverse Gifted Learners
- Other screening tools that consider behaviors typical of gifted students regardless of linguistic abilities

## Identification Process

PVUSD gifted assessments ensure fairness to the District's ethnically diverse population. The assessment battery includes tools that are language-free and culturally unbiased to provide equal opportunities for identification of the District's English language learners and culturally diverse students:

- The Cognitive Abilities Test (CogAt), Form 6
- Naglieri Nonverbal Ability Test (NNAT2)

Testing is offered three times each year as follows: Fall- grades 4 – 6 (students who may qualify for Honors classes); Winter- English Language Learners (or former ELL's); Spring- Any student, K – 6. Testing for students in the middle and high schools can be arranged at specific times throughout the school year. All gifted testing takes place during the school day by trained testing technicians. Testing accommodations are made for students with disabilities according to the students' IEPs, and Section 504 Accommodation Plans.

Testing periods include:

- Regularly scheduled testing periods for each school take place during the Fall, Winter and Spring. Gifted testing schedules are created in conjunction with the Gifted Ed. Dept. and the Gifted Specialist at each school.
- Make-up testing in June is provided for students who were unable to complete testing during their school's regularly scheduled test period due to illness and for those students who have an Individualized Educational Plan (IEP) or 504 Accommodation Plan.

## Parent Notification of Testing

PVUSD mails written notification of test results to parents and guardians within three weeks of test administration. Parent notification is provided in English and in Spanish on the NNAT. Test results are available in Spanish for the CogAT upon request. Translation services are available for families who speak other languages.

Parent notification of testing results includes:

- Record of the gifted testing results
- A link to the PVUSD Gifted Services website that describes the District gifted education services, state law, identification and records information, school programs, parent resources, student resources, and contact information
- A Program Placement Permission Statement

## *Programming*

### Listing of Gifted Ed. Services in PVUSD

The Paradise Valley Unified School District offers a full range of gifted education services to students enrolled in PVUSD schools who reside both inside and outside of district boundaries. Gifted services are provided at all District schools. Programs and services offered in the district include:

- Gifted Preschool Program
- The Schoolwide Cluster Grouping Model (Grades K-4 at all schools; K-6 at some)
- Content Replacement / Content Enrichment (daily with Gifted Specialist, grades 4-6)
- Self-Contained Gifted Program (Grades 1-6)
- Uniquely Gifted Program (Grades 1-8)
- International Baccalaureate Program (Grades K-12)
- Digital Learning Center for MS Gifted (Grades 7 & 8)
- Nonverbal Core (Grades 7 & 8)
- Honors Academies: Foreign Language and Pre-Engineering (Grades 7 & 8)
- Honors Classes (Middle and High Schools)
- Advanced Placement™ Classes (High Schools)
- Digital Academy for Advanced Placement Studies (High School)
- Enrichment provided within these service models emphasize: logical thinking, reasoning skills, critical and creative thinking, problem solving.
- Digital Learning Experience

### Description of Gifted Services

#### **Gifted Preschool Program**

Paradise Valley Unified School District features a Gifted Preschool Program for 4-year old children who are identified as gifted.

This unique, tuition-based program is open to gifted and talented preschool students throughout the Valley. The program is offered at three elementary schools: Desert Cove, Fireside, and North Ranch. Parents have the option of half day or full day attendance. The teachers are Early Childhood Certified and hold a Gifted Endorsement. Maximum class size of 20 students to one teacher and one teacher's aide. The Gifted Preschool follows the PV Schools district calendar. Transportation is not provided for preschool students.



Program features:

- Emphasis on critical and creative thinking
- Accelerated curriculum
- Integrated technology
- Individualization
- Core content
- Enrichment

### **The Schoolwide Cluster Grouping Model**

Gifted identified students are clustered into gifted cluster classrooms with teachers who have been designated as such by their school principals. Gifted Cluster Teachers hold a gifted endorsement issued by the State of Arizona, or are working toward acquiring one. Gifted Specialists assist Gifted Cluster Teachers with scheduling, provide professional development in gifted education, and facilitate with the planning and implementation of differentiated curriculum and instruction through scheduled monthly Gifted Cluster Teacher meetings. In this model gifted students receive differentiated curriculum and instruction in all content areas on a daily basis.

*Suggested Classroom Composition for Gifted Cluster Classrooms*

30 Students in 3 Classes	Gifted Identified Students	High Average	Average	Low Average	Below Average
<b>A</b>	6	0	12	12	0
<b>B</b>	0	6	12	6	6
<b>C</b>	0	6	12	6	6

### **Content Replacement / Content Enrichment Services**

Gifted Ed. Specialists provide content replacement and/or content enrichment to gifted students in each elementary school for grades 4-6. Students receive accelerated and enriched instruction in mathematics and/or language arts, depending upon their area(s) of identification and needs. Students receive content replacement in lieu of the regular grade level curriculum provided in their homeroom classes, and content enrichment in addition to instruction provided in the homeroom class. Curriculum in these content areas is accelerated to an appropriately challenging level. In language arts, students receive instruction through grammar and literature. Students move beyond the regular language arts curriculum using advanced levels of analysis and critical thinking. In math, students pursue topics such as probability, logic, statistics, algebra, and geometry at advanced levels.

## Self-Contained Gifted Program

The Self-Contained Gifted Program (grades 1- 6) is designed for highly and profoundly gifted students who are also high-achieving. Students in this program work two or more years beyond grade level with intellectual peers. Classroom instruction expands and accelerates traditional curriculum to accommodate the unique needs and interests of highly gifted students. Students have a rigorous interdisciplinary core curriculum of Language Arts, Social Studies, Science, and Math. Self-contained gifted students participate in special area classes with the other grade-level classes and are included in non-academic grade-level activities. This district program is housed at four locations: Sonoran Sky Elementary School, Desert Cove Elementary School, North Ranch Elementary School, and Fireside Elementary School.

Students qualifying for this program must have:

- Scores (on a state-approved gifted test) of 97%+ in two of the three areas: Verbal, Quantitative, and/or Nonverbal area(s), with the third score being 90 or higher\*
- OR*
- IQ of 140+
- PLUS*
- Demonstrate accelerated learning needs that are two years beyond grade level
- AIMS results that meet or exceed grade level standards (for grades 3 – 6)

Criteria for current ELL students:

- Score of 97%+ on a state-approved nonverbal ability test (preferred NNAT2), plus a score of 97% in Reading and Mathematics on the Woodcock Johnson Achievement Test administered one grade level ahead of the student's current grade level.
- OR*
- IQ of 140+
- PLUS*
- Demonstrate accelerated learning needs that are two years beyond grade level
- AIMS results that meet or exceed grade level standards (for grades 3 – 6)

\*To ensure success in this academically rigorous and accelerated program, students should have 97%+ in the verbal and quantitative areas.

### Sample Curriculum and Instructional methods include:

Shared inquiry/Socratic questioning	Project-based / problem-based learning
Latin-based vocabulary	Elements of reasoning
Junior Great Books	College of William and Mary curriculum
Continental Math and Math Olympiad	Acceleration in the content areas
Technology integration	

## **The Uniquely Gifted Program**

The Uniquely Gifted Program is a self-contained gifted program for twice-exceptional students at North Ranch Elementary School, grades 1-6, and grades 7 & 8 at Vista Verde Middle School. Students qualifying for this program have been identified as gifted and also qualify for special education under federally determined criteria. Using the students' strengths as a springboard, a non-traditional curriculum provides each student with a successful learning environment. State and district standards are used in a student-directed format.

The primary goal of the program is to facilitate academic and social / emotional growth. With small class sizes, instructional emphasis is directed toward the students' strengths. By addressing students' abilities, skills that require intensive assistance in other areas can also be developed. The learning environment in the Uniquely Gifted Program is designed to be a safe place for students to pursue their strengths and increase their confidence and abilities to address areas of challenges.

## **Middle School Honors and Exploratory Classes**

At each middle school gifted students have academic, exploratory, and enrichment classes, as well as extra-curricular options from which to choose. Honors courses provide enriching, rigorous curriculum that engages high ability and high achieving students. Honors students must have the potential to accelerate through content standards and commit to more in-depth study. Curriculum in Honors courses is more sophisticated and complex. Instruction incorporates creative and productive thinking, problem solving, critical thinking skills, research, personal development, and communication. Honors courses prepare students for high school-level Honors and Advanced Placement courses.

All middle schools offer Honors English and advanced math for gifted students. Some middle schools also offer Honors Science and Social Studies. Honors English, Science and Social Studies are enriched and/or advanced at grade level. Students qualify for placement in an Honors course by meeting district requirements for placement in the gifted program or by a combination of previous success in the subject area, superior performance on related achievement tests, and/or recommendation by previous teachers of the subject.

## **Middle School Nonverbal Core**

The Nonverbal Honors Core at Greenway Middle School targets instruction toward gifted students identified on a Nonverbal ability test. This program is tailored to meet the needs of gifted students, particularly those from culturally diverse backgrounds. Teachers specializing in English, social studies, science and math provide a team approach to project-based learning. Each of the teachers has an ESL or Bilingual endorsement, as well as a gifted endorsement. The team incorporates varied instructional strategies that respond to students' levels of readiness, interests, and learning needs. An integrated thematic approach is used in designing the units of study. Field trips, student produced plays and other hands-on experiences are a vital part of this program.

## **Digital Learning Center – MS Gifted Program**

The Digital Learning Center (DLC) is a PVUSD semi-self-contained program for highly gifted middle school students in the 7<sup>th</sup> and 8<sup>th</sup> grades. Located at Sunrise Middle School, this technology-infused program features ubiquitous technology and involves innovative instructional practices for authentic learning. Course content is based on major thematic elements found in the Arizona State Standards for seventh grade and eighth grades. Seventh grade emphasizes humanities and language arts, while eighth grade focuses on the sciences and language arts. By featuring thematic elements, the content encompasses multiple subjects simultaneously.

Students qualifying for this program must have gifted test scores of:

- 97% or higher in two areas: verbal, quantitative, or nonverbal (e.g., 97V; 99Q; 86NV)  
*OR*
- 97% or higher in one area, PLUS 90% or higher in the other two areas (e.g., 97V; 95Q; 96NV)  
*OR*
- IQ of 135 or higher  
*PLUS*
- Meets or Exceeds on AIMS in Reading, Writing and Math, in 2008-09

Students will be expected to:

- Be self-directed and self-motivated learners
- Have a desire to investigate social and educational dimensions of information technology
- Be interested in information technology and digital learning processes

## **The Honors Academies at Desert Shadows Middle School**

The Honors Academy of Pre-Engineering and the Honors Academy of World Languages are designed for gifted and high achieving students in grades 7 & 8. Students in this program participate in Honors classes in: English, science, and social studies, and in advanced math courses. The Academy of Visual Arts and the Academy of Music are designed for musically and artistically talented students and are offered along side the Gifted Core classes. Gifted students in the Academies experience an interactive, challenging educational experience fostered by teachers with training in gifted education. Students must be formally identified as gifted, scoring 97% or higher in at least one area: verbal, quantitative, or nonverbal of a cognitive ability test.

## **International Baccalaureate Primary Years Program (PYP)**

The Primary Years Program provides an international curriculum that aims to meet the full range of needs of young learners. The PYP presents a balanced curriculum, emphasizing the development of concepts, knowledge, skills, attitudes, and self-initiated action in students. Gifted students in the PYP are placed into gifted cluster classrooms. The cluster teachers have had training in gifted education and IB curriculum and instructional strategies.

### **International Baccalaureate Middle Years Program (MYP)**

PVUSD offers the IB Middle Years Program in 7<sup>th</sup> & 8<sup>th</sup> grades at Vista Verde Middle School, and at North Canyon High School in 9<sup>th</sup> & 10<sup>th</sup> grades. This program helps students develop the knowledge, attitudes, and skills they need to participate actively and responsibly in a changing and interrelated world. Evaluating information critically and “learning how to learn” are fundamentals of the program. The MYP stresses holistic learning, intercultural awareness, communication, inquiry and critical thinking. The curriculum of the Middle Years Program encompasses eight subjects: English, a world language, humanities (social studies), sciences, mathematics, arts, physical education and technology. Teachers in the IB programs participate in training held by the IB Organization. The PVUSD MYP Program goes through a comprehensive evaluation process to ensure the program offered adheres to the international standards.

### **The International Baccalaureate Diploma Years (DP)**

North Canyon High School offers the IB Diploma Program for 11<sup>th</sup> and 12<sup>th</sup> grade students who have successfully completed the Middle Years Program at North Canyon. IB has the strengths of a traditional liberal arts curriculum, along with: Theory of Knowledge, an Extended Essay, and community action and service. Students study six academic subjects in both humanities and science— three (English, biology, and history) at higher level (HL) and three others (world language, math, and an elective) at standard level (SL).

### **High School Honors Classes & Advanced Placement™**

Honors and Advanced Placement™ (AP) classes are provided at each high school. Some dual enrollment college-level classes may also be an Honors option. A full complement of AP™ courses is available at each of the district’s high schools. A complete listing of AP™ courses at each school is listed on the high schools’ websites. Honors and AP courses provide enriching, rigorous curriculum that engages high ability and high achieving students. Honors students must have the potential to accelerate through content standards and commit to more in-depth study. Curriculum in Honors and AP courses is more sophisticated and complex.

\* Honors teachers hold, or are working toward, a gifted endorsement by participating in professional development in gifted education provided by the district. District workshops designed for Honors teachers provide an understanding of the characteristics and learning needs of gifted students. In these workshops, Honors teachers learn instructional strategies that effectively challenge gifted students.

### **Digital Academy for Advanced Placement Studies**

Located at Shadow Mountain High School, the DAAPS Program offers integrated AP curriculum with the extra challenge of a gifted curriculum with a digital focus. The program involves cutting edge technology, project-based learning and the ability for students to work with like-minded peers who are also preparing for the rigor of college.

The DAAPS program, with its focus on information technology, is based on innovative instructional practices. It features:

- Student-centered teaching where the instructor acts as a resource and guide for students willing to challenge themselves
- Study that integrates course work in core subjects, showing relationships and dichotomies in major fields of study
- Inquiry and project-based learning
- Extensive student collaboration
- A global perspective crucial to preparing students for the 21st century
- Three- or four-year options course of study.
- The opportunity to earn 30+ college credits.

### **Application Requirements**

Students qualifying for this program must have gifted test scores of:

- Gifted identification
- Exceeds on AIMS in at least two areas from the previous year
- 3.5 GPA
- Teacher recommendation
- Student statement

### **CREST**

The Center for Research in Engineering, Science and Technology (CREST) is a small, specialty school located on the campus of Paradise Valley High School, providing students with three specialized programs: Biotechnology, Sustainability, and Engineering. The specialized courses in the program are STEM-focused (science, technology, engineering, and math).

### **pvONLINE Honors Courses**

Online Honors courses offered at the high school level include, but are not limited to: AP™ English 7/8 Literature, AP™ Government and Politics, and AP™ World History. These courses have been developed by PVUSD teachers and education consultants, and are instructed by highly qualified, appropriately certified teachers. With pvONLINE, students can accelerate high school credits. Classes begin each semester, and are also offered in the summer.

## **Digital Learning Experience**

The Digital Learning Experience (DLE) provides a free, digital learning experience for gifted and talented students who attend charter schools, private schools, other school districts, and PVUSD. This hybrid program utilizes pvLearners (PVUSD's intranet), pvONLINE, and face-to-face meetings where students engage in 21st century digital, project-based learning experiences.

Students integrate language arts, global studies, sustainability, and technology through project-based learning. Digital presentations of learning encompass themes such as:

- Global sustainability
- Civic responsibility
- Democratic debate
- STEM (Science, Technology Engineering and Mathematics)
- GenYES curriculum

Class meetings will be held after school on Mondays, Tuesdays and Wednesdays from 3:30 - 5:30 p.m. at the Digital Learning Center located at Sunrise Middle School. 4960 E. Acoma Dr., Scottsdale. Students can select the days they attend.\*

Students accumulate a minimum of 225 face-to-face and online hours in any combination during the following time period.

### ***PVUSD Staffing for Gifted Education Services***

PVUSD employs the following personnel to support Gifted Education Services in the District:

- Director of Gifted Education
- Gifted Program Mentor
- Gifted Education Specialists
- Gifted Education Liaisons
- Gifted Cluster Teachers
- Self-Contained Gifted Teachers
- Honors, Advanced Placement™ Teachers, & International Baccalaureate Teachers

- Administrative Assistant
  - Clerk
- Testing Technicians

#### Responsibilities of the Director of Gifted Education

- Hold a gifted endorsement issued through the State of Arizona
- Oversee all aspects of gifted education services offered in the Paradise Valley Unified School District
- Assist principals in the selection and evaluation of Gifted Cluster Teachers, Gifted Education Specialists, Honors Teachers, & Gifted Education Liaisons
- Train Gifted Education Specialists, Gifted Cluster Teachers, Honors Teachers, and Gifted Education Liaisons in areas that support the District's gifted education services.
- Maintain a comprehensive identification procedure that addresses the diverse needs of the District
- Oversee gifted testing administration, evaluation and reporting procedures
- Direct administration in the implementation and operation of the gifted service models
- Organize and provide teacher training in gifted education and differentiated instruction for all District teachers, and schedule specialized professional development opportunities for teachers of gifted students
- Ensure adherence of District gifted services to Arizona Department of Education mandates and District policy
- Oversee fiscal responsibilities
- Be responsible for district parent calls and other communication related to gifted education
- Assist counselors and school psychologists in addressing the academic, social and emotional needs of gifted pupils
- Represent District with the Arizona gifted community and the Arizona Department of Education

#### Responsibilities of Gifted Program Mentor

- Hold a gifted endorsement issued through the State of Arizona
- Provide professional development in gifted education, differentiated instructional strategies and curriculum development
- Model instructional strategies in the classrooms
- Mentor Gifted Specialists and Gifted Cluster Teachers
- Coach teachers in the development of appropriate and authentic assessment to support accelerated learning
- Create curriculum for the various gifted programs

#### Responsibilities of the Gifted Education Specialists:

- Hold a gifted endorsement issued through the State of Arizona
- Provide daily content replacement in math and language arts to gifted students, grades 4-6
- Coordinate gifted testing with Gifted Testing Technicians at school site



- Preside over monthly Gifted Cluster Teacher meetings at school site
- Attend Gifted Specialist meetings
- Participate in on-going professional development
- Model and assist Gifted Cluster Teachers in differentiated instruction for gifted students
- Complete a yearly summary report

#### Responsibilities of Gifted Cluster Teachers

- Hold or be working toward obtaining a gifted endorsement issued through the State of Arizona
- Differentiate curriculum for gifted identified students
- Participate in professional development opportunities in gifted education and differentiated instruction through school and district offerings
- Participate in monthly gifted cluster teacher meetings at school site
- Invite testing nominations from grade level teachers
- Provide information about gifted education to other teachers in the grade level

#### Responsibilities of Gifted Honors Teachers

- Hold or be working toward a gifted endorsement issued through the State of Arizona
- Provide accelerated and differentiated learning opportunities for gifted identified students
- Share information on needs of gifted learners with colleagues at school site

#### Responsibilities of Gifted Education Liaisons (Middle school and High School)

- Hold or be working toward a gifted endorsement issued through the State of Arizona
- Provide and facilitate staff development in gifted education to Honors, AP™, and IB teachers at the site
- Assist Honors, AP™, and IB teachers in differentiated instruction for gifted students
- Serve as a resource to teachers of gifted students
- Share gifted student roster information with appropriate staff members
- Assist Gifted Ed. Dept. in tracking achievement of gifted students at school site
- Attend Gifted Liaison meetings

#### Responsibilities of Gifted Testing Technicians

- Work with Gifted Specialists to create testing schedules at assigned schools
- Administer and score gifted tests for designated students
- Record and interpret test scores as needed

### Responsibilities of Gifted Education Administrative Assistant

- Assist in the adherence of District gifted education services to state mandates and District policy
- Communicate effectively with principals, parents, and school staff as related to Gifted Ed. Services
- Integrate and track gifted students' achievement
- Schedule and maintain records of the District's gifted teachers' participation in gifted education professional development
- Assist in the management of the Gifted Services budget
- Oversee gifted testing administration procedures

### Responsibilities of Gifted Department Clerk

- Perform receptionist and telephone communication duties
- Perform general office tasks
- Involve computer inputting
- Assist with maintaining office records and files

### Responsibilities of the Gifted Focus Group (PVUSD Principals K-12)

This District committee consists of one principal from each elementary feeder system, plus one middle school representative and one high school representative. The goal of the committee is to strengthen gifted services throughout the district. The Gifted Focus Group meets monthly with the Director of Gifted Education. Ideas and plans are shared with the principals at these meetings. Principals provide suggestions, branch out to their feeders, and offer feedback so that plans can be adjusted as needed.

### Responsibilities of the Governing Board, Administrators, Teachers, Counselors, and School Psychologists

The PVUSD Governing Board ensures that gifted education is provided to gifted students in accordance with the state mandate. The Governing Board also ensures that appropriate modifications are included for special populations pursuant to the state mandate. The Governing Board has developed and will keep current this Scope and Sequence in accordance with state law to ensure that gifted pupils receive gifted education commensurate with their academic ability and potential. PVUSD administrators, teachers, counselors, and school psychologists support the state mandate through implementation of the board-approved scope and sequence.

Teachers of gifted students in PVUSD must hold a gifted endorsement issued by the State of Arizona, or be working toward obtaining a gifted endorsement. PVUSD encourages and assists in this goal by promoting graduate level gifted coursework, offering gifted endorsement coursework and Masters Cohorts in the District, and providing numerous ongoing staff development opportunities (fall, spring, and summer).

PVUSD professional development opportunities include the following:

- District Gifted Teacher Workshops highlight differentiated instruction for high-ability learners and allow for valuable exchange of ideas. Topics are differentiated to address teachers' specific grade levels, their subject areas, and their familiarity with differentiated instructional strategies. Gifted Cluster Teachers, Gifted Education Specialists, Gifted Education Liaisons, Honors teachers, and all PVUSD teachers are offered numerous gifted education workshops throughout each year.

Sample Workshop Topics:

The Schoolwide Cluster Grouping Model: An Introduction

Teaching in the Cluster Grouping Model

Understanding Giftedness: How the Identification Relates to Teaching and Learning

Interactive and Fun: Vocabulary Activities that Engage

Using Socratic Questioning & Critical Thinking Skills in Language Arts

Advancing Differentiation: Thinking and Learning in the 21st Century

Divergent Thinking through Junior Great Books

It's Not About More, It's About Different! Teaching MS Honors Classes

Pop Culture in the Classroom? Absolutely (ES/MS/HS)

Grammar in Minutes A Day, Taking the Next Step!

Developing Tiered Assignments & Extensions Menus to Increase Challenge Levels Through Depth and Complexity

If Albert Only Tried Harder... Understanding the Twice Exceptional Student

Unlock the Strategies to teaching the Nonverbal Identified Gifted Student

Let's Talk Assessment: The "How" and "Why" of Formative and Summative Assessment in a Differentiated Classroom

Nonverbal Identification of Giftedness: Using the Test Results to Guide Instruction

Reaching All Learners: Making Differentiation Work for Gifted Students

Using Khan Academy to Differentiate Math

Are You Ready for Some Football?

Project Based Learning: The What and the How To

Nonfiction Here We Come: Higher Order Thinking through Document Based Questions

Understanding Giftedness: How the Identification Relates to Teaching and Learning

Where's the Rigor in Social Studies and Science?

Arts Integration in the Content Areas Understanding Your Twice-exceptional Student

- Gifted Ed. Specialists Meetings- A minimum of six half-day inservices provides administrative support, district direction, and professional development to each of the elementary school's Gifted Specialists.
- Gifted Ed. Liaison Meetings – Meetings provide administrative support, district direction, and professional development to each of the middle school and high school's Gifted Liaisons.
- Monthly Gifted Cluster Teacher Meetings - These monthly meetings, led by Gifted Specialists at each elementary school, provide professional development and program management direction.
- Gifted Resource Site – Online workshops, blogs, training videos, lesson banks that teachers can access at anytime for training purposes with the ability to receive professional development credit.
- Additional staff development opportunities include presentations and workshops by national and local experts in gifted education. These presentations target a variety of topics, including: nomination procedures and identification of gifted students; under-recognized populations such as gifted English language learners and twice-exceptional gifted learners; understanding how gifted students learn; and differentiated curriculum and instruction for gifted students.
- Staff development is offered to all PVUSD schools. These offerings include presentations at full staff meetings, small groups, cluster teacher meetings, parent meetings, District committees, and special site councils.
- Professional development is available to school administrators, counselors, school psychologists, all teachers K12, including high school teachers of the gifted (Honors, AP, IB).

### ***Curriculum & Instruction***

PVUSD gifted education curriculum complies with District curriculum guides and with state standards mandated by the Arizona State Board of Education. Gifted Education Services staff members use the following guidelines for instruction of gifted students.

#### Academic objectives targeted in the gifted programs:

- Promote critical thinking and reasoning abilities
- Develop and expand thinking skills
- Utilize differentiated strategies for learning
- Build / extend cognitive language skills
- Facilitate opportunities for learning

### Differentiated Instruction

Includes curriculum and instruction that is differentiated in:

- Content
- Process
- Product
- Learning Environment
- Assessment

### Gifted Resource Site on pvLearners

The Gifted Resource Site is a comprehensive repository of instructional plans, materials, communication areas, data collection, testing procedures, and training opportunities developed to support the District’s teachers who instruct gifted students. Gifted education curriculum has been mapped out by content area, grade level, and 21<sup>st</sup> Century thinking skills, and is aligned with the Arizona State Standards. All PVUSD teachers have access to this intranet (internal) website. Teachers use the Gifted Resource Site to access curriculum schedules, formative and summative assessment guidelines, lesson plans, sample lessons, video clips, and differentiated instructional materials. Materials posted to the site are supplemented by additional district adopted resources and teacher developed plans.

### Gifted Education Services Curriculum Objectives and Services By Grade Levels

#### **CREATIVE AND PRODUCTIVE THINKING**

Goal: Students will study techniques that help in the search for innovative solutions. They will develop unique and refined conceptualized ideas.

	<u>Introduce</u>	<u>Develop</u>	<u>Apply</u>
1. Demonstrate the ability to use fluency, flexibility, originality, and elaboration in idea production	Grades K-2	Grades 3-5	Grades 6-12
2. Demonstrate the use of the brainstorming process in creative problem solving.	Grades K-2	Grades 3-5	Grades 6-12
3. Show knowledge of various creative thinking strategies by using convergent and divergent thinking processes to complete an original product.	Grades 2-3	Grades 4-8	Grades 9-12

4. Show knowledge of various creative processes, including 7-I's (Imagery, Incite, Inspiration, Improvisation, Incubation, Imagination, and Intuition)	Grades 2-3	Grades 4-8	Grades 9-12
5. Produce ideas and solutions for real challenges using creativity techniques.	Grades K-3	Grades 4-8	Grades 9-12
6. Apply the creative process to invent a new product.	Grades K-3	Grades 4-8	Grades 9-12

## PROBLEM SOLVING

Goal: Students will learn strategies for rational decision making and apply them to problems and issues in today's world.

	<u>Introduce</u>	<u>Develop</u>	<u>Apply</u>
1. Demonstrate understanding of creative problem solving skills (CPS, Scamper, and Brainstorming)	Grades K-2	Grades 3-6	Grades 7-12
2. Develop problem solving techniques and group generated solutions.	Grades K-2	Grades 3-6	Grades 7-12
3. Apply problem solving strategies to class-based situations, such as math word problems and conflict resolution.	Grades K-2	Grades 3-6	Grades 7-12
4. Apply problem solving strategies to real life situations	Grades K-2	Grades 3-6	Grades 7-12

## THINKING SKILLS

Goal: Students will make connections between present knowledge and new information derived from varied materials, media, and environments. They will identify premises, analyze relationships, and validate conclusions.

	<u>Introduce</u>	<u>Develop</u>	<u>Apply</u>
1. Implement techniques for convergent and divergent thinking, such as deductive and analogous reasoning.	Grades K-2	Grades 3-5	Grades 6-12
2. Develop strategies for critical thinking through abstract concepts, connections, and generalizations.	Grades K-2	Grades 3-5	Grades 6-12
3. Develop techniques for inductive inquiry.	Grades 3-4	Grades 5-8	Grades 6-12

4. Develop skills of visualization and spatial perception.	Grades K-2	Grades 3-5	Grades 6-12
5. Understand the nature of thinking and apply metacognition.	Grades K-2	Grades 3-5	Grades 6-12
6. Develop reflection and self evaluation skills	Grades K-2	Grades 3-5	Grades 6-12

## COMMUNICATION

Goal: Students will use communication to construct knowledge through a variety of interactions.

	<u>Introduce</u>	<u>Develop</u>	<u>Apply</u>
1. Participate effectively in a group discussion.	Grades K-2	Grades 3-5	Grades 6-12
2. Communicate verbally, recognizing and practicing techniques of public speaking, appropriate to a specific audience.	Grades K-2	Grades 3-5	Grades 6-12
3. Create, develop, and deliver presentations in a variety of formats using various multimedia tools.	Grades K-2	Grades 3-5	Grades 6-12
4. Develop skills for delivery of constructive criticism, peer review, and self-evaluation.	Grades K-2	Grades 3-5	Grades 6-12
5. Identify and solve problems using persuasion techniques.	Grades 3-4	Grades 5-8	Grades 9-12

## RESEARCH

Goal: Students will make effective decisions about the identification, implementation, and presentation of ideas.

	<u>Introduce</u>	<u>Develop</u>	<u>Apply</u>
1. Develop advanced investigative and inquiry skills for self directed learning.	Grades 2-4	Grades 5-8	Grades 9-12
2. Conduct and plan independent studies and research projects, using: <ul style="list-style-type: none"> <li>▪ action plans</li> <li>▪ time management skills</li> <li>▪ study skills</li> <li>▪ appropriate documentation</li> </ul>	Grades 2-4	Grades 5-8	Grades 9-12
3. Evaluate research sources for relevancy and accuracy.	Grades 2-4	Grades 5-8	Grades 9-12
4. Understand intellectual property issues, such as copyright	Grades 2-4	Grades 5-8	Grades 9-12

and patent.

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|---|------------|------------|-------------|
| 5. Analyze information to create a meaningful format/product. | Grades 2-4 | Grades 5-8 | Grades 9-12 |
| 6. Reflect upon and personally interpret research results.    | Grades K-2 | Grades 3-5 | Grades 6-12 |

### **PERSONAL DEVELOPMENT**

Goal: Students will recognize their strengths, needs, and individuality, and develop skills to achieve their potential while making meaningful contributions to society.

- |  | <u>Introduce</u> | <u>Develop</u> | <u>Apply</u> |
|--|------------------|----------------|--------------|
| 1. Analyze and clarify student’s feelings on giftedness, and explore related social and emotional issues                                       | Grades K-2       | Grades 3-5     | Grades 6-12  |
| 2. Gain an understanding and respect for each person’s abilities, and recognize the similarities and differences between themselves and others | Grades K-2       | Grades 3-5     | Grades 6-12  |
| 3. Explore feelings about a variety of ethical, moral and cultural issues.   | Grades K-2       | Grades 3-5     | Grades 6-12  |
| 4. Develop respect for self and empathy for others.  | Grades K-2       | Grades 3-6     | Grades 7-12  |
| 5. Develop awareness of student’s individual learning profile and individual area(s) of giftedness.  | Grades K-2       | Grades 3-6     | Grades 7-12  |
| 6. Develop self-monitoring skills for personal interactions.   | Grades K-2       | Grades 3-6     | Grades 7-12  |
| 7. Demonstrate leadership and self-advocacy skills.  | Grades K-2       | Grades 3-6     | Grades 7-12  |
| 8. Explore a variety of career opportunities   | Grades 3-5       | Grades 6-8     | Grades 9-12  |
| 9. Develop, pursue, and adjust short and long term personal goals.   | Grades 3-5       | Grades 6-8     | Grades 9-12  |

### Instructional Resources Incorporated

- District adopted curriculum – Specialized training for compacting, enriching, and accelerating district adopted curriculum and materials for gifted students
- Multiple grade levels of textbooks for teachers of gifted students
- Vertical alignment of instruction in mathematics, reading, and use of technology



Supplemental Language Arts materials-

Junior Great Books  
Michael Clay Thompson's resources: Grammar and Greek & Latin stems  
Curriculum from College of William & Mary  
Word Masters  
Honors reading lists

Supplemental Mathematics materials-

Hands-On Equations

Technology resources-

pTunes  
pvLearners  
pTV

Other supplemental resources-

Thinking Maps  
Guest speakers  
Community experts

Sample Competitions-

Academic Decathlon  
Continental Math League  
Kangaroo Math Competition  
Math Olympiad  
Stock Market Exchange

***Addressing Social & Emotional Needs***

Social & emotional objectives targeted in the gifted programs:

- Honor students' cultures and the influence on learning
- Afford students a safe, non-judgmental learning environment
- Provide a network of mutual support and encouragement
- Enhance students' self-understanding and self-esteem

### ***Program Evaluation***

PVUSD provides for an annual review of gifted student achievement based on the Arizona State Standards. An analysis of student achievement incorporates AIMS results and PVUSD assessments.

PVUSD provides for an annual program evaluation and review of relevant data that is objective, represents and seeks input from all stakeholders (students, teachers, parents, administrators, counselors, and school psychologists), coordinates with program goals, is documented in writing, and is reviewed with staff to ensure implementation of necessary changes.

Components of gifted program evaluation include:

- Maintaining a district gifted student database
- Providing updated gifted student rosters to each school (rosters include areas of identification and scores)
- Tracking numbers of students tested and identified at each school
- Ensuring ethnic representation of the District's student population
- Monitoring gifted students' academic achievement
- Documenting professional development opportunities for teachers of gifted students
- Keeping record of numbers of gifted students enrolling in the District (who had previously attended schools outside the District)
- Surveys: parents, teachers, administrators

### ***Parent Collaboration & Community Involvement***

The PVUSD Gifted Education Services Department collaborates with parents and the community on an ongoing basis as indicated by the following examples:

- Interactions with members of the Paradise Valley Supporters of the Gifted (PVSG) Executive Board to discuss events, concerns, and initiatives
- Promoting extracurricular activities, family events, and parent meetings arranged by PVSG
- Collaborating on scheduling guest speakers to present to parents and the community
- District personnel presenting to parents and community for jointly scheduled informational meetings
- Sharing programming and instructional information in a timely manner
- Inviting parents to serve on committees that support gifted education in the District
- Distributing pertinent information to teachers related to news and school district events
- Providing newly identified students' parents with contact information and resources
- Encouraging involvement of parents of gifted students with District initiatives

## *Budget*

PVUSD Gifted Education Services are funded by the District's Maintenance & Operation (M&O) funds. The district annual financial report includes reporting of the amount of monies spent on programs for gifted students and the number of students enrolled or receiving services by grade level.

### PVUSD M&O funds

- Staffing: Gifted Specialist assigned to each elementary school serving students in the intermediate grades  
Gifted Liaison – one teacher stipend at each middle school and high school
- Resources: Mathematics and Language Arts curriculum provided at accelerated levels for all teachers of gifted students  
Accelerated curriculum and instructional materials provided to teachers in the self-contained programs  
Materials for classroom instruction provided to gifted teachers at each elementary, middle, and high school
- Testing: Purchase of gifted testing materials  
Salary for Gifted Testing Technicians
- Professional Development:  
Conference registration for gifted teachers  
Compensation for District teachers to provide professional development (Title IIA supported.)
- Student resources:  
Registration fees for contests and competitions