

Washington Elementary School District Gifted Scope and Sequence

	Program Design
QUESTION	District Description
What is your district's definition of a gifted student and gifted education?	<ul style="list-style-type: none"> • Gifted student 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 special instruction or special ancillary services, or both, to achieve at levels commensurate with the child's intellect and ability. • Gifted education means appropriate academic course offerings and services that are required to provide an educational program that is an integral part of the regular school day and that is commensurate with the academic abilities and potential of a gifted student. • Washington Elementary School District (WESD) administers state approved tests to students who are recommended by teachers, parents, and students. Students who score in the 97th percentile in verbal, quantitative, and/or nonverbal are eligible for services. • WESD developed the MIGS (Matrix Identification for Gifted Services), a comprehensive review team approach to gifted services identification for English Language Learners.
Describe the Philosophy and Goals for your gifted program.	<ul style="list-style-type: none"> • The WESD Gifted Services mission statement states: "We believe that gifted students require special services in their area of exceptional potential. These services include the adjustment of environmental factors; modification of the course of study; and adaptation of teaching methods, materials, and techniques to maximize student potential. We believe modifications should be made to accommodate gifted students with special needs. In doing so, we believe that these students will have a greater opportunity to become contributing, productive

members of society and to lead fulfilling lives.”

- WESD believes that gifted students are gifted all day, every day and that every teacher is a teacher of gifted students. Services are provided in addition to the student’s regular education program. Opportunities are provided to gifted students that accelerate and expand the curriculum.
- WESD offers a continuum of gifted services for K-8 that includes academic acceleration and expansion. In WESD that includes differentiation in the classroom, resource classrooms – academic and expansion models, academic replacement classes and self contained classroom for the highly gifted. Every identified gifted student in grades K-6 receives direct services from a teacher of gifted in a group setting with other identified gifted students on a regular basis. Students in grades 7-8 are serviced by highly qualified teachers in their subject area with other identified gifted students in accelerated classes in mathematics, language arts and science.
- Desired outcomes for students participating in WESD gifted program include:
 - Self directed learners
 - Contributing, collaborative workers
 - Complex thinkers
 - Problem solvers
 - Quality producers
 - Community contributors
- Differentiation is addressed in:
 - Content – accelerated curriculum and use of interdisciplinary themes
 - Process – use of higher level thinking skills
 - Products – that vary in complexity level
 - Environment – in the regular classroom, in pullout programs both academic and interdisciplinary (expansion model) and in the self-contained gifted program
- To assist WESD in developing a program that represents the diversity of the school district, the District developed the MIGS Process (Matrix Identification for Gifted Students). This process assists in identifying underrepresented populations in the gifted program, including English language learners.

	<ul style="list-style-type: none"> • WESD participated in two federal grant projects, Project Regalos and Project Bright Horizons, which were designed to provide a mechanism for identifying underrepresented populations. These grants also included training for teachers in identification and strategies for teaching gifted students.
<p>How do you group and deliver services to your K-2 students?</p>	<ul style="list-style-type: none"> • In WESD, every identified K-2 gifted student receives direct services from an endorsed teacher of gifted in a group setting with other identified gifted students. While not mandated district-wide, many school campuses choose to cluster gifted students to allow students even more opportunities to interact with other identified gifted students throughout the school day. • The continuum of services offered in WESD for students in grades K - 2 include: <ul style="list-style-type: none"> ○ Resource Services: Students leave the regular classroom at a scheduled time and are taught by the teacher of gifted. Services focus on one or more curricular areas and are an extension of the regular classroom. <ul style="list-style-type: none"> ✓ Expansion Resource: Students participate in an interdisciplinary curriculum based on the gifted services curriculum guide. Students identified in verbal, quantitative and non-verbal areas all participate in this program. This is an expansion of the regular classroom. ✓ Academic Resource (Targeted Resource) Students are instructed at an accelerated pace in an academic curriculum using the district curriculum – based on state standards. The gifted services curriculum guide is integrated into the discipline (content area). ○ Center-Based Services: Self-contained, multi-age program for students highly gifted in all reasoning areas. Students are instructed in flexible groups according to academic need. District curricula – based on state standards - are expanded and accelerated through interdisciplinary units. Strategies include higher order thinking skills, cooperative learning, student research, problem based learning and projects focused on open-ended questions. Program is staffed by teachers that are highly qualified in their subject area and hold their gifted endorsement. ○ Consult Services: Provided by endorsed teacher of gifted. Consult time is provided by endorsed teachers of gifted to the homeroom teacher to support differentiation of the curriculum in the regular classroom. Content is expanded within the parameters of the

	district curricula – based on state standards being taught.
How do you group and deliver services to your 3-6 students?	<ul style="list-style-type: none"> • In WESD, every identified 3rd – 6th grade gifted student receives direct services from an endorsed teacher of gifted in a group setting with other identified gifted students. While not mandated district-wide, many school campuses choose to cluster gifted students to allow students even more opportunities to interact with other identified gifted students throughout the school day. • The continuum of services offered in WESD for students in grades 3-6 include: <ul style="list-style-type: none"> ○ Resource Services: Students leave the regular classroom at a scheduled time and are taught by the teacher of gifted. Services focus on one or more curricular areas and are an extension of the regular classroom. <ul style="list-style-type: none"> ✓ Expansion Resource: Students participate in an interdisciplinary curriculum based on the gifted services curriculum guide. Students identified in verbal, quantitative and non-verbal areas all participate in this program. This is an expansion of the regular classroom. ✓ Academic Resource (Targeted Resource) Students are instructed at an accelerated pace in an academic curriculum using the district curriculum – based on state standards. The gifted services curriculum guide is integrated into the discipline (content area). ○ Academic Replacement: Students leave the regular classroom at the same time as the same subject is being taught in the regular classroom for that subject in a class that offers advanced/accelerated concepts at a higher grade level than the child is currently placed. This class takes the place of instruction provided in the regular classroom. Students move through curriculum at a faster pace and are afforded opportunities to expand and go more in depth with topics related to this curricular area based on student interest and need. ○ MAP Center (Center-Based Services): Self-contained, multi-age program for students highly gifted in all three reasoning areas. Students are instructed in flexible groups according to academic need. District curricula – based on state standards - are expanded and accelerated through interdisciplinary units. Strategies include higher order thinking skills, cooperative learning, student research, problem based learning

	<p>and projects focused on open-ended questions. Program is staffed by teachers that are highly qualified in their subject area and hold their gifted endorsement.</p> <ul style="list-style-type: none"> ○ Consult Services: Provided by endorsed teacher of gifted. Consult time is provided by endorsed teachers of gifted to the homeroom teacher to support differentiation of the curriculum in the regular classroom. Content is expanded within the parameters of the district curricula – based on state standards being taught.
<p>How do you group and deliver services to your 7-8 students?</p>	<p>In WESD students in grades 7 and 8 are serviced through advanced academic coursework. Verbally identified students are serviced in Seminar Reading (advanced reading). Quantitatively identified students are serviced in Advanced Math. Non-verbally gifted students are serviced in Advanced Science. Additionally many identified gifted students are serviced in more than one advanced class based on criteria that includes gifted identification, teacher recommendation, and district and state testing results.</p> <ul style="list-style-type: none"> • Seminar Reading <ul style="list-style-type: none"> ○ Class meets daily ○ Coursework includes integrated advanced language arts and literature studies ○ Content is above level and pace is accelerated ○ Coursework allows the students to apply their knowledge and study topics more in depth ○ Class is taught by highly qualified teachers in language arts content area • Advanced Math <ul style="list-style-type: none"> ○ Class meets daily ○ Coursework is above level and pace is accelerated to meet the needs of the students ○ Coursework allows the students to apply their knowledge and study topics more in depth ○ Students are placed in appropriate advanced math course based on their scores on the district math test and math state-mandated assessment scores ○ Math courses are taught by highly qualified teachers in math content area ○ Math coursework is planned in coordination with GUHSD (feeder high school district) • Advanced Science <ul style="list-style-type: none"> ○ Class meets daily

	<ul style="list-style-type: none"> ○ Coursework is above level and pace is accelerated to meet the needs of the students ○ Coursework allows the students to apply their knowledge and study topics more in depth ○ Non-verbally gifted are serviced in the advanced science courses ○ Science courses are taught by highly qualified teachers in science content area ○ Science coursework is planned in coordination with GUHSD (feeder high school district) <p>FLEX Program: Highly gifted students who qualify in all three cognitive areas are serviced at the FLEX Center Program. The FLEX Program is a center-based program. Coursework includes</p> <ul style="list-style-type: none"> ○ FLEX Core (an advanced interdisciplinary language arts/social studies course) and an independent study component, allowing for individual expansion and research-oriented activities, including career-based inquiry and critical-creative thinking skills. ○ FLEX Core is a two-year course based on high school level curricula that prepare the student for advanced placement in high school ○ The FLEX Core teacher is highly qualified in language arts, social studies and holds a gifted endorsement ○ FLEX Science is an accelerated curriculum based on high school curriculum that prepares the student for advanced placement in high school ○ The FLEX Science teacher is highly qualified in science content area ○ FLEX students are able to take advanced math courses based on their specific math skill levels, as demonstrated on district and state assessments. Advanced math courses (Algebra 1-2, and Geometry) are taught by highly qualified teachers in math content area
<p>How do you group and deliver services to your 9-12 students?</p>	<p>WESD does not have students in grades 9-12.</p>
<p>Describe how you integrate your program standards with the Arizona State Standards at each grade level.</p>	<p>All WESD curricula in all grade levels are aligned with Arizona Academic Standards. For gifted students District curricula are accelerated and expanded to include critical, logical, and creative thinking skills, abstract reasoning and problem solving strategies. Expansion of the district curricula emphasizes the complexity, transfer, novelty, depth, and relevance of concepts in the curricula. Students are given opportunities to apply content knowledge both in and across</p>

	content areas.
How do you involve parents in your program?	<ul style="list-style-type: none"> • WESD has developed a parent handbook, <i>Parental Pieces of the Puzzle</i>, which is distributed to parents. • Information about gifted programs is published each year in each school's parent/student handbook. • Information is available to parents regarding gifted programs on the District website, accessed from the District homepage. • Each teacher of gifted has a web page that shares information about the gifted program at their school site. Web pages can be accessed from each school's home page. • Information regarding gifted programs and opportunities for testing are published a minimum of three times per year in each school newsletter. • Parents have the option to request testing for gifted services throughout the school year. • Parents are kept informed about the gifted program on each campus through back to school events, open houses, school newsletters and school web pages. • Parents are kept informed about their student's progress and activities in gifted programs through quarterly report cards, open houses, parent-teacher conferences and school newsletters and web pages. • Information related to speakers and presentations related to gifted students is sent home periodically when available. • Teachers of gifted and the Administrator for Gifted Services have lending libraries to provide parents with resources to assist them in their role as parents of gifted children. • Parents have the opportunity to tour the self-contained programs, meet the teachers, and observe the program by making an appointment with the Administrator of Gifted Services. • WESD offers a three-week Project Potential summer school program. Brochures are mailed each year to homes of identified students. • Information is provided about the SAT/ACT testing/academic talent search programs such as the Johns Hopkins Center for Talented Youth.

Curriculum and Instruction

Question

District Description

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

- All teachers in WESD receive training in Best First Instruction, differentiated instruction, rigor and flexible grouping.
- Once students have mastered the standards at their grade level, curriculum is accelerated for students through differentiation in the regular classroom through use of instructional materials that extend and expand the curriculum.
- A gifted curriculum has been developed as part of the INFOGUIDE – the WESD handbook for gifted services. This document provides teachers with age and grade level appropriate ideas to use with students. This document is for use by teachers of gifted and regular classroom teachers, as well as administrators.
- Students who have mastered grade level standards are moved through the curriculum at a faster pace based on student’s readiness and skills as appropriate.
- Teachers of the gifted work with classroom teachers to determine areas that students are ready for acceleration and expansion. Acceleration and expansion occurs in regular classroom and during class time with the teacher of gifted.

EXAMPLES:

- Students study geometric shapes and symmetry found in paintings by great masters and graph the frequency of shapes, paint a picture using the most frequently used shapes, and discuss the patterns found.
- Class researches with teacher reading books/picture books, teacher writes facts with student input on charts. Students use facts to write about chosen community worker and illustrates.
- Mental Mini Voyage: trace a hypothetical drop of water through the steps of the water cycle mentally. Design a product to illustrate the voyage.
- Elaborate an opinion/relate to similar experience or book.
- State opinion by creating a flip book illustrating their supporting reasons.
- Illustrate a caption using various materials.
- Complete steps of a How-To piece with a small group. Individuals will create a comic book strip depicting one step of the process.
- Present a biography of a famous person of a selected time period using personal perspectives of events in the order in which they occurred.

	<ul style="list-style-type: none"> ○ Develop role-play situations about the dangers of talking with strangers or traffic safety. ○ Take a common object such as a pencil, salt shaker, or earmuffs and brainstorm improvements. Make a working model. ○ Involve students with the creation of a portfolio of their work through all subject areas – portfolios should contain not only their best work, but also examples that demonstrate effort and developing skills from rough draft through finished product. ○ Invention kits – keep boxes or bags of unrelated trash/treasure items, which individuals or teams use to build new inventions. Students develop a product that can be used that matches criteria. Students develop an advertisement to promote the product. ○ In a given curriculum area, provide choices of study and product. The student becomes an expert in a topic related to a course of study and shares with the class through a variety of presentation methods.
<p>How do you differentiate instruction (pace and pedagogy) to 3-6 students? Please list several sample activities to illustrate your description.</p>	<ul style="list-style-type: none"> • All teachers in WESD receive training in Best First Instruction, differentiated instruction, rigor and flexible grouping. • Once students have mastered the standards at their grade level, curriculum is accelerated for students through differentiation in the regular classroom through use of instructional materials that extend and expand the curriculum. • Academic replacement classes in reading and/or math are either provided by the teacher of gifted (depending on gifted staffing at the school site) or by classroom teachers often through grade level flexible skill groupings. These classes accelerate the curriculum for the students as appropriate. • A gifted curriculum has been developed as part of the INFOGUIDE – the WESD handbook for gifted services. This document provides teachers with age and grade level appropriate ideas to use with students. This document is for use by teachers of gifted and regular classroom teachers, as well as administrators. • Students who have mastered grade level standards are moved through the curriculum at a faster pace based on student’s readiness and skills as appropriate.

	<ul style="list-style-type: none"> • Teachers of the gifted work with classroom teachers to determine areas that students are ready for acceleration and expansion. Acceleration and expansion occurs in regular classroom and during class time with the teacher of gifted in identified area of giftedness. <p>EXAMPLES:</p> <ul style="list-style-type: none"> ○ Research and develop a scenario of a future undersea or space station society that includes lifestyle, recreation, habitats, education and customs. Write a history of the society. Present the information to classmates. ○ Become an expert: Students select a topic or area of study within the parameters of the curriculum and research in depth, including interviews with practitioners. A product is developed and students present the information through a variety of formats. ○ Organize information from various print or digital sources to formulate a campaign speech for a chosen historical figure relating his/her position on civil rights. ○ Using primary sources, develop a secondary source depicting Cesar Chavez’s fight for farm workers’ rights. ○ Devise arguments supporting the ‘Guilt’ or ‘Innocence’ of the wolf from the <i>Three Little Pigs</i> at a mock trial. ○ Build a wildlife hotel that houses three to five Arizona animals and highlights their adaptations. ○ Have students name examples of conflicts in early and modern history that have been caused by cultural differences. Discuss how those conflicts influence and/or affect our life today. ○ Study of short stories with no obvious resolution (open-ended conclusion). Group can develop, discuss or partner write original conclusions and justifications. ○ Create a Rube Goldberg or variations on a theme. Design a piece of space furniture that will support a human being in a seated position. Give it a descriptive name and make drawings showing the various features. Make a model. ○ Use global themes such as Structures, Economics, or Environment. Connect global themes to real world problem/issue. Students work together to develop solutions, invent new products. Units are interdisciplinary by nature and are developed to pique student interest.
<p>How do you differentiate instruction (pace and pedagogy) to 7-8 students? Please list several sample activities to illustrate your</p>	<ul style="list-style-type: none"> • All teachers in WESD receive training in Best First Instruction, differentiated instruction, rigor and flexible grouping. • Once students have mastered the standards at their grade level, curriculum is accelerated for students in advanced classes. The coursework is accelerated and expanded in areas of

description.	<p>reading/language arts, math and science. Students are placed in these advanced classes based on area of identified giftedness, teacher recommendation and student performance.</p> <ul style="list-style-type: none"> • WESD has worked with GUHSD (feeder high school district) to provide appropriate instruction for students showing mastery in 8th grade curriculum in order to continue to challenge the students. High school coursework in math, science and reading is available on our campuses for those students. • A gifted curriculum has been developed as part of the INFOGUIDE – the WESD handbook for gifted services. This document provides teachers with age and grade level appropriate ideas to use with students. This document is for use by teachers of gifted and regular classroom teachers, as well as administrators. <p>EXAMPLES:</p> <ul style="list-style-type: none"> ○ Students self select a topic for independent study, use webbing to expand the study to cover related multiple disciplines (social studies related to art, music, literature, science and/or economics). ○ In a literature study, write a persuasive speech or monologue from the perspective of one of the characters, or write an editorial as one of the characters in the book. ○ Encourage students to read biographies of great scientists. Guide them in drawing parallels among these people and their work and how each has impacted society today and/or the future. ○ Originate a bill to be introduced to the House of Representatives to protect the pigs (from the story <i>The Three Little Pigs</i>). ○ Use divergent questions such as “In what ways would the U.S. be different if it were settled from the North rather than the East?” “Would World War I have happened if Archduke Ferdinand had not been assassinated?” Discuss how these have impacted society today. ○ Break down the actions of the Little Pigs (in the story <i>The Three Little Pigs</i>) and argue if their actions apply to the “Stand Your Ground Law”. ○ Design a student council campaign using various mediums and evaluate the advantages and disadvantages of each medium. ○ Have student develop rubric for projects/activities. Students evaluate their own work using the rubric. ○ Research a chosen occupation determining what this profession does to contribute to the world. Create a presentation as an expert in the chosen field. Presentations can be
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	<p>performed live or video-taped.</p> <ul style="list-style-type: none"> ○ Have students identify current events, trends, and/or forecasts from local and national news. Classify each trend or forecast as positive or negative. Discuss how these impact current society and/of future society.
How do you differentiate instruction (pace and pedagogy) to 9-12 students? Please list several sample activities to illustrate your description.	WESD does not have students in grades 9-12.
What curricular materials do you use for grades K-2? Be specific.	Each teacher of gifted chooses materials that meet the needs of the gifted students and program model at the school site. In addition to District-adopted textbooks for students in grades K-2, this could include pattern blocks, tangrams, materials for doing small group research, Perceptual Puzzles, math manipulatives, literature books.
What curricular materials do you use for grades 3-6? Be specific.	Each teacher of gifted chooses materials that meet the needs of the gifted students and program model at the school site. In addition to District-adopted textbooks for students in grades 3-6, this could include Junior Great Books, Pentominoes, Perceptual Puzzles, Hands-on Equations, Stock Market Game, Think Lab, materials for doing small group and individual projects including research.
What curricular materials do you use for grades 7-8? Be specific.	Each teacher of gifted chooses materials that meet the needs of the gifted students and program model at the school site. In addition to District-adopted textbooks for students in grades 7-8 this could include Twenty Great American Short Stories, Plays, Judge for Yourself: Courtroom Drama Kit, American Trivia Board Game, Myths and Legends From Ancient Greece and Around the World, 75 Short Masterpieces: Stories from Around the World.
What curricular materials do you use for grades 9-12? Be specific.	WESD does not have students in grades 9-12.

Identification	
Question	District Description
Describe how your referral process for identification involves parents and staff.	<ul style="list-style-type: none"> • Any parent, teacher, staff member or student may refer a student and request evaluation for gifted services. • Information regarding referral procedures and testing procedures is published in each school's newsletter a minimum of three times each school year. • Teachers of gifted review records and transfer forms of incoming students. • District and state test results are reviewed yearly by the teacher of gifted to identify students that should be referred for testing. • Teachers of gifted request names of students to be referred for testing from classroom teachers a minimum of three times each school year. • Each year the teacher of gifted reviews the referral process with teachers including screening forms. • Screening forms are available in each school's teacher work area so that teachers can refer students throughout the school year. • Description of gifted services in WESD is included in each school's parent/student handbook and is available on the District website. • Each teacher of gifted maintains and updates a gifted web page that includes information about the gifted program and projects and work samples of gifted students.
Describe your process for the identification of K-12 gifted students, including how your process addresses the variety of student environmental backgrounds.	<ul style="list-style-type: none"> • Screening forms are available for teachers and parents. Separate screening forms are available for grades K-2 and 3-8. (WESD does not have students in grades 9-12.) • Screening forms are completed for each child that is referred by both the classroom teacher and the parent. • Screening forms are available in English and Spanish. • WESD developed the MIGS (Matrix Identification for Gifted Services), a comprehensive review team approach to gifted services identification for English language learners. This is a team approach that looks at the strengths of English language learners to determine need for gifted services. • NNAT (Naglieri Non-Verbal Abilities Test) is available for use by all schools.

	<ul style="list-style-type: none"> • Test scores are examined yearly from both District and state testing to identify students to refer for gifted testing. • Students scoring 97% or above in one or more area are serviced in the gifted program in WESD. Students scoring in the 90-96% range are screened each year for future testing. Teachers of gifted serve as a resource for the regular classroom teacher to assist in servicing these students in the regular classroom through differentiation practices.
<p>Please list all the testing instruments and data points you use for gifted student identification and explain why you chose these instruments.</p>	<ul style="list-style-type: none"> • CogAT (Cognitive Abilities Test) - This test provides a verbal, quantitative and non-verbal score at all grade levels beginning at age 5. It allows us to test students in all grade levels K-8. The test has norms for both an age and grade score. Students are not penalized for being very young or older for their particular grade level. The CogAT can be administered individually or in a group setting and does not require a psychologist to test students. Teachers of gifted test students throughout the year. All schools have a minimum of three testing times a year. Many schools offer testing on an on-going basis throughout the school year. • Naglieri – This is a non-verbal test. It does not require English language skills to perform well on this non-verbal test of giftedness. It may be administered by teacher of gifted. • Students can be tested once a year on one or both of these tests. Once a student has been tested, a student must wait a year before being tested again. • MIGS: WESD developed the MIGS (Matrix Identification for Gifted Services). This is a process, not a test. The process includes testing and collection of a portfolio of student work. The MIGS process is a comprehensive review team approach that looks at multiple criteria to determine need for placement in a gifted program for English language learners. • WESD accepts scores from all tests on the state-approved list. • District and state testing results are reviewed yearly to identify students for testing. • A screening form (list of characteristics) is filled out by the classroom teacher and the parent of each child referred for gifted testing. • Because parents are a child’s first teacher and the classroom teacher spends many hours each day with the students, any student that is referred for testing by a parent or teacher is given the opportunity to be tested for gifted services in WESD.
<p>How do you inform parents and staff of your referral and identification process?</p>	<ul style="list-style-type: none"> • Every school’s parent/teacher handbook printed each school year includes information for parents on how to refer their child for gifted testing and how to find out additional information about the gifted program at that school campus and gifted programs throughout the district including the district self-contained programs.

	<ul style="list-style-type: none"> • Each school includes information about gifted testing and gifted services in the school newsletter a minimum of three times per year. • Teachers of gifted at each school review the referral process with teachers where the screening forms and process are explained each year. • Screening forms are available on each school campus in the school’s teacher workroom and from the teacher of gifted. • Once a child has been referred for testing, a permission to test letter is sent to parents explaining the testing procedure, the date of testing, a screening form, and permission to test form that must be returned with parent signature prior to the start of any testing.
<p>Once eligibility is determined, how do you inform parents of the decision and then handle an appeal of that decision?</p>	<ul style="list-style-type: none"> • After testing is completed, parents are notified of scores regardless of qualification through an official letter sent by the teacher of gifted. The letter explains the test used and the range of scores and what those scores mean. The scores the child received are included in the letter. The name and phone number of the teacher of gifted is included in the letter so the parent has a contact if they have additional questions or would like additional information. • Students that score in the 97th percentile or above are eligible for gifted services in WESD. • If the student qualified for services with a 97% or higher in one or more areas, a placement statement will also be included in the letter. The placement statement explains the services that the child will receive. Parents must sign and return letter before services can begin. • A placement statement is sent to parent each year for continuation in the gifted program. The parent must return the signed placement statement before students can begin services. • If a student scores in the 97th percentile in all three areas, they are eligible for self-contained gifted services at the MAP (Multi-Age Program) Center for K-6 students or FLEX (Flexible Learning Experiences) Center for 7-8th graders. • Parents may also seek outside testing at their own expense. As long as a test from the state approved list is used, the results will be accepted for placement in the gifted program.

Social and Emotional Development	
Question	District Description
<p>How do you provide for the unique affective needs of your gifted students K-6?</p>	<ul style="list-style-type: none"> • All gifted students in WESD have an opportunity to interact with other identified gifted students with a teacher of gifted as part of the gifted programming at each school site. • Schools with an identified gifted population of less than 20 students cluster the students at each grade level. Students are bused for one day per week for 4 hours to the APEX Center. At the APEX Center the students interact in a multidisciplinary program model with gifted students from other school campuses. Teachers of gifted for the APEX Center work with the classroom teachers to assist the teachers in meeting the needs of the gifted students. • Highly gifted students, those students that score at or above the 97th percentile in all three areas, are eligible for gifted services at the MAP (Multi-Age Program) Center for K-6 students. This is a self-contained gifted program that is a full day, every day program. • Teachers of the gifted receive ongoing training through the gifted department during each school year that relates to gifted students and gifted education. Training includes book studies and speakers/presenters from the gifted education field. Books and materials that are kept at each school site as a resource for teachers and parents of gifted students are an integral part of each training session. Teachers of the gifted share their knowledge from these professional development opportunities with the regular classroom staff at their school sites through a variety of ways throughout the school year. • Many teachers of gifted attend the state gifted conference. Information from the conference is shared with other teachers of gifted, regular education staff and parents.
<p>How do you provide for the unique affective needs of your gifted students 7-8?</p>	<ul style="list-style-type: none"> • 7-8th grade schools provide accelerated classes for Math, Language Arts and Science. • K-8 schools provide flexible grouping for 7th and 8th grades in their schedules to allow students to work with other students who are at the same level in advanced academic classes. • Highly gifted students, scoring at or above the 97th percentile in all three areas, are eligible for self-contained gifted services at the FLEX (Flexible Learning Experiences) Center for 7-8th graders. The FLEX Center offers an interdisciplinary language arts and social studies curriculum, including one year of America Studies, and one year of World Cultures Studies, also offering a semester each year of Independent Study activities. Students are also serviced in advanced math and advanced science classes

	<ul style="list-style-type: none"> • National Junior Honor Society is offered as a program at middle schools and K-8 schools (7th and 8th grade levels) • Teachers of the gifted/advanced classes receive ongoing training through the gifted department during each school year that relates to gifted students and gifted education. Training includes book studies and speakers/presenters from the gifted education field. Books and materials that are kept at each school site as a resource for teachers and parents of gifted students are an integral part of each training session. Teachers of the gifted share their knowledge from these professional development opportunities with the regular classroom staff at their school sites through a variety of ways throughout the school year. • Many teachers of gifted/advanced classes attend the state gifted conference. Information from the conference is shared with other teachers of gifted, regular education staff and parents.
<p>How do you provide for the unique affective needs of your gifted students 9-12?</p>	<p>WESD does not have students in grades 9-12.</p>
<p>What specific orientation activities do you provide for parents and teachers regarding gifted students affective needs?</p>	<ul style="list-style-type: none"> • WESD develops programs and utilizes grants to help parents, students and teachers for at-risk populations in identifying gifted students. The District participated in two grants focused on gifted students: Project Regalos and a JAVITS Grant – Project Bright Horizon. Both grants focused on the identification of underrepresented populations and provided professional development for teachers and parents related to gifted education. • Teachers of gifted on each campus have a resource library that serves as a lending library for teachers and parents. • Administrator for Gifted Services has a resource library that serves as a lending library for teachers, parents and administrators related to gifted education. • A parent handbook, <i>Parental Pieces of the Puzzle</i>, was developed by the gifted staff for parents. The handbook serves as a resource for parents that includes activities that parents can do with their gifted students, suggested reading material, and organizations for parents related to gifted children/education. • Information is shared with parents when speakers/presentations related to gifted education are held throughout the Phoenix area including the state gifted conference that has a strand specifically for parents.

How do you monitor, identify and provide assistance to "at risk" gifted students?

- Gifted students are monitored on a quarterly basis throughout the school year. Assistance is provided for gifted students that are "at risk" academically and socially. Students that need assistance academically are addressed as the teacher of gifted collaborates with classroom teachers and parents. Gifted students that need additional academic assistance participate in intervention groups with the teacher of gifted and the regular classroom teacher during, before and after the school day in a variety of groups/programs based on the student needs and the programs available on each school campus. Gifted students that are "at risk" socially and emotionally receive assistance in small group settings as part of the gifted program developing and practicing social skills and study habits that will help the students develop as independent learners. Students that need additional assistance work with a variety of school staff that include the school psychologist and school social worker as available.
- WESD publicizes through school newsletters a minimum of three times each school year the availability of testing at each of our school sites.
- Parents, students and teachers can all refer students for gifted testing.
- A screening form is available for all parents and teachers to complete for any student that is referred for gifted testing.
- WESD has developed the MIGS (Matrix Identification for Gifted Services), a comprehensive review team approach to identify gifted English Language Learners.
- WESD participated in two federal grants, Project Regalos and Project Bright Horizon, which focused on gifted English Language Learners. These grants provided training for teachers and parents related to gifted students and gifted education issues.

Professional Development	
Question	District Description
<p>How do you regularly provide opportunities for regular classroom teachers and gifted teachers to receive specialized training about working with gifted students?</p>	<ul style="list-style-type: none"> • WESD conducts full/partial day gifted in-service trainings for teachers of gifted/advanced classes multiple times throughout the school year. Teachers of gifted attending these sessions share information and materials from these professional learning opportunities with the staff at their school site. • Many teachers of gifted attend the state gifted conference; attendees share learning strategies with colleagues at their school sites and at teacher of gifted meetings. • Regular classroom teachers were offered professional development in gifted strategies at their school sites and through two federal grants – Project Regalos and Project Bright Horizon. • Each school site has a resource library related to gifted students/gifted education that is housed in the teacher of gifted classroom. • Each school site has resources and materials available for regular classroom teacher to assist in servicing the gifted students in their classroom. • The Administrator for Gifted Services has a resource library available to teachers, administrators and parents related to gifted students/gifted education. • Gifted coursework has been developed by teachers of gifted and the administrator for gifted services for classroom teachers to learn more about gifted students and strategies that can be used to challenge gifted students in the regular classroom. These classes count towards earning a gifted endorsement for those teachers interested in a gifted endorsement.
<p>Please list the titles of the training you conducted last year and those planned for the current year.</p>	<ul style="list-style-type: none"> • During the 2013-14 school year, the focus for professional development for the teachers of gifted is Rigor and Engagement. Trainings provide teachers of gifted an opportunity to work together to develop learning opportunities that increase rigor and provide a challenge for gifted students. Arizona College and Career Ready Standards are an integral part of these trainings. Teachers of gifted use the standards as a starting point, and then take the standards to a higher level of challenge by incorporating real world applications of the skills that students are learning. Teachers of gifted have spent the last few years focusing on Rigor, Rigorous Instruction and Rigorous Assessments in gifted trainings. Best First Practices has also been integrated into trainings. While trainings focus on ways to raise the rigor for our gifted students, time is also spent on learning and developing ways to assist the regular classroom teacher in providing an appropriate level of rigor for gifted students while in the

	<p>regular classroom. Teachers of gifted are a support for our regular classroom teachers in reaching our goal - to provide our gifted students with the opportunity to learn something new each and every day.</p> <ul style="list-style-type: none"> • Focus for previous trainings include extensive book studies related to these topics: 2012-13 How to Plan Rigorous Instruction 2011-12 Advancing Differentiation 2010-11 Rigor, What Rigor Is and Is Not
<p>How have your training events targeted the needs of administrators, counselors, psychologists and support staff?</p>	<ul style="list-style-type: none"> • Teachers of gifted have opportunities to share with their administrators and teaching colleagues information from our professional development opportunities. • WESD administrators and staff are trained in Best First Instruction, student engagement strategies, and differentiation.
<p>Describe the feedback received from post training evaluations. What did the participants say about the effectiveness?</p>	<ul style="list-style-type: none"> • Each WESD gifted professional development opportunity includes a session evaluation. • Overall, participants have found the training to be relevant, applicable and enlightening. Each evaluation asks participants what they will share with colleagues and what they will take back to their classroom and use the next day. Consistently teachers describe how the workshops were practical and provided them with ideas and activities that they can take back to their classroom and use the next day and/or share with their colleagues. • Throughout the training, teachers of gifted have an opportunity to journal their learning. This provides them time to “chunk and chew” the information and think about ways to apply specifically to their group of gifted students. • Follow up trainings provide teachers of gifted the opportunity to share with colleagues ways that they have applied learning from previous trainings.

Parent and Community Involvement	
Question	District Description
How do you make your program philosophy, goals and recruitment procedures available to all parents?	<ul style="list-style-type: none"> • Parents are given a handbook developed by the gifted department, <i>Parental Pieces of the Puzzle</i>. This document is available on the District Gifted webpage. Each teacher of gifted also has a webpage on their school website. The document is also available on the teacher of gifted webpage. • Each teacher of gifted has a webpage found on their school's website. The gifted web page provides information about the program specifically at that school site. Student projects and work samples are also available on teacher of gifted webpage. • Each school offers opportunities for parents to visit and observe student programs. • Links from the District Web Site are available to find information about the gifted programs in the District. • Parent-Teacher conferences are available throughout the year to provide support and communication as needed.
How do you provide access to your scope and sequence for all parents?	<ul style="list-style-type: none"> • A copy of the Scope and Sequence is available for all parents to review upon request. • A copy of the Scope and Sequence is also in the INFOGUIDE. The INFOGUIDE is a notebook that contains information about gifted services in WESD. It also contains all forms used as part of the gifted program. Multiple copies of the INFOGUIDE are available on each school campus including in the principal's office, the classroom of the teacher of gifted and in the school library. • The Scope and Sequence is also available on the district website.
Describe how you incorporate parents into a support or advisory group.	<ul style="list-style-type: none"> • Parents are encouraged to participate in school and district support and advisory groups including site councils and district planning and steering councils. • Parents are informed of opportunities to attend presentations relevant to their gifted student's education through fliers and email messages.

<p>How do you involve parents and the gifted community in the evaluation of your program?</p>	<ul style="list-style-type: none">• Each year the gifted program at each school site is reviewed by the teachers of gifted and site administrators with input from parents and community.• The yearly review is shared at a site council meeting prior to be submitted to the district gifted department. During the meeting modifications are made as needed and approved.• Each school's annual review is reviewed by the Gifted Administrator to ensure compliance with state and district requirements.• Parents and students are surveyed yearly to measure satisfaction and effectiveness of WESD self-contained gifted programs, MAP Center and FLEX Center, the APEX Center and Project Potential Summer School. Many individual schools also survey parents on an annual basis.
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Program Assessment	
Question	District Description
What data sources do you use to assess your programs effectiveness?	<ul style="list-style-type: none"> • A program review is completed each year by the teacher of gifted and administrators with input from parents and community. The review includes projected changes the school for the program for the next school year. The review is shared with the Administrator for Gifted Services. • The teachers of gifted review formal assessments given to the gifted students to help design curriculum to meet the gifted child’s needs. This includes scores from district and state assessments. • A survey of the gifted programs is given to parents, students and teachers to assess the effectiveness of the current program. (Self-contained programs-MAP and FLEX, APEX, individual school gifted programs and Project Potential Summer School.)
Describe how you use test data, both norm referenced and criterion referenced in your evaluation process.	<ul style="list-style-type: none"> • Test data are used to design daily lessons to meet both state standards and the needs of the gifted student. • Test data (district and state assessments) are utilized to monitor the progress of the gifted learner. Students are expected to show a year’s growth based on their individual learning abilities.
How do you use informal measures like surveys, open forums and teacher interviews to gather data?	The school’s annual gifted review report, including proposed changes for the next school year, is reviewed from each site. The information gathered from district gifted programs (MAP, FLEX, APEX and Project Potential Summer School) is reviewed and modifications are made to programs to meet the students’ needs asneeded.
What are your keys indicators that your program is positively affecting students?	<ul style="list-style-type: none"> • One indicator that gifted programs are positively affecting students is regular attendance in programs. • District and state test data showing student’s progress in student’s area of giftedness, indicates that the gifted programs are positively affecting students. • Parental involvement in the program and positive feedback indicates that students are being positively affected.

	<ul style="list-style-type: none"> • Parent and student surveys indicate parent and student satisfaction in district self contained gifted program, APEX Program, individual school programs and Gifted Summer School Program.
<p>Describe the performance standards you have for all gifted students.</p>	<ul style="list-style-type: none"> • Gifted students are expected to achieve commensurate with their level of ability in their area of giftedness. • Students are expected to meet or exceed the standards based on state assessment in their area of giftedness. • Students are expected to meet or exceed the standards as evidenced on standards based report card. • Students are expected to meet or exceed the standards as evidenced on gifted program report card. • Each site reviews the gifted demographics and compares it to the school demographics.

Budgeting	
Question	District Description
<p>What percentage of your supplemental allocation is used in the following categories: capital expenditures, direct student services, professional development and district coordination?</p>	<p>The State does not provide a supplemental allocation for gifted programming. This funding was eliminated FY2010-2011.</p>
<p>Describe the structure of your gifted education staffing including the ratio of teaching staff to the number of identified gifted students.</p>	<ul style="list-style-type: none"> • WESD offers a continuum of services. • Every school provides gifted services. • Schools with less than 20 identified gifted students are serviced at the APEX Center. Once a week students are bused to the center for four hours. Students interact with other gifted students in a multiage/grade setting. Students in the program are clustered at their grade level at their home school. Differentiation occurs in regular classroom. Teacher of gifted for the APEX model works in consult with the regular classroom teacher. • Schools with 20 – 50 identified gifted students are serviced with a .5 teacher of gifted. Most often this model is a pull-out program complemented by classroom teacher providing differentiation in the classroom. Teacher of gifted works in consult with the regular classroom teacher. All identified gifted students receive direct services from the teacher of gifted on a regular basis. • Schools with 50 – 100 identified gifted students are serviced with a 1.0 teacher of gifted. This model includes some academic replacement classes, most often in grades 3-6 in reading and/or math. Resource classes are also part of this model. All identified gifted students receive direct service from the teacher of the gifted on a regular basis. Differentiation occurs in the regular classroom. The teacher of gifted works in consult with the regular classroom teacher. • Schools with more than 100 identified gifted students are serviced with a 1.5 teacher of gifted. This model includes some academic replacement classes, most often in grades 3-6 in reading and/or math. Resource classes are also part of this model. All identified gifted students receive direct service from the teacher of the gifted on a regular basis.

	<p>Differentiation occurs in the regular classroom. The teacher of gifted works in consult with the regular classroom teacher.</p> <ul style="list-style-type: none"> • A district-wide K-8 self-contained program is available for gifted students identified in all three areas. Classes are multi-aged and interdisciplinary in nature. Curriculum is accelerated and expanded. Students' academic needs are met while being in a classroom environment with their same age peers. Program has a maximum enrollment of 20 students per teacher.
<p>To what extent does the district support the funding of your gifted program? Please elaborate: be specific as to staff and financial resources</p>	<ul style="list-style-type: none"> • District M&O budget supports a full-time gifted administrator. • District M&O budget supports teachers of gifted for each school campus as determined through the staffing model described above. This includes teacher positions. • Each teacher of gifted has a designated classroom for providing services to students. Each is appropriately equipped including teacher and student furniture and technology. • District funds a percentage of the cost of Spanish instruction as part of the self-contained gifted program. • District funds within each school's \$ allocation for instructional materials and supplies includes funds to purchase instructional materials and supplies for gifted students/teachers/programs. • Testing supplies are purchased at the District level for all testing for gifted services grade K-8. • District provides funds to purchase professional development materials and supplies for use teachers and administrators and for a professional lending library for teachers, administrators and parents.