

# Washington Elementary School District Gifted Scope and Sequence (2018/19)

	<b>Program Design</b>
QUESTION	District Description
What is your district's definition of a gifted student and gifted education?	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Washington Elementary School District (WESD) administers state approved tests to students who are recommended by teachers, parents, and students. Students who score in the 97<sup>th</sup> percentile in verbal, quantitative, and/or nonverbal are eligible for services.</li> <li>• WESD developed the MIGS (Matrix Identification for Gifted Services), a comprehensive review team approach to gifted services identification for English Learners. In addition, a pathway for high-achievers (i.e. those close to a qualifying score who are performing well in class) to receive services has been implemented as well.</li> </ul>
Describe the Philosophy and Goals for your gifted program.	<ul style="list-style-type: none"> <li>• 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</li> </ul>

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 and in response to students’ interests
  - Environment – in the regular classroom, in pullout programs both academic and interdisciplinary (expansion model) and in the self-contained gifted program
- A current major goal of the gifted program is to identify underserved populations of students (i.e. African American, Hispanic, Native American, students from poverty) in order to achieve an equitable program. The five schools in the district that have the largest achievement gaps

	<p>are participating in a pilot project to create local norms using the HOPE Scale, a research-based screener developed at Purdue University.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
<p>How do you group and deliver services to your K-2 students?</p>	<ul style="list-style-type: none"> <li>• 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, several school campuses choose to cluster gifted students to allow students even more opportunities to interact with other identified gifted students throughout the school day.</li> <li>• The continuum of services offered in WESD for students in grades K - 2 include: <ul style="list-style-type: none"> <li>○ 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"> <li>✓ 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.</li> <li>✓ 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).</li> </ul> </li> <li>○ Center-Based Services (i.e. Gifted Learning Center): 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. The program is staffed by teachers that currently hold or working towards earning their gifted endorsement.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Consult Services: Provided by endorsed teacher of gifted to regular classroom teachers upon request. Consulting is provided in an effort 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.</li> </ul>
<p>How do you group and deliver services to your 3-6 students?</p>	<ul style="list-style-type: none"> <li>• In WESD, every identified 3<sup>rd</sup> – 6<sup>th</sup> 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, several school campuses choose to cluster gifted students to allow students even more opportunities to interact with other identified gifted students throughout the school day.</li> <li>• The continuum of services offered in WESD for students in grades 3-6 include: <ul style="list-style-type: none"> <li>○ 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"> <li>✓ 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.</li> <li>✓ 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).</li> </ul> </li> <li>○ 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.</li> <li>○ Center-Based Services (i.e. Gifted Learning Center): Self-contained, multi-age program</li> </ul> </li> </ul>

	<p>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 and projects focused on open-ended questions. The program is staffed by teachers that currently hold or are working towards earning a gifted endorsement.</p> <ul style="list-style-type: none"> <li>○ Consult Services: Provided by endorsed teacher of gifted to regular classroom teachers upon request. Consulting is provided in an effort 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.</li> </ul>
<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"> <li>• Seminar Reading <ul style="list-style-type: none"> <li>○ Class meets daily</li> <li>○ Coursework includes integrated advanced language arts and literature studies</li> <li>○ Content is above level and pace is accelerated</li> <li>○ Coursework allows the students to apply their knowledge and study topics more in depth</li> <li>○ Class is taught by highly qualified teachers in language arts content area</li> </ul> </li> <li>• Advanced Math <ul style="list-style-type: none"> <li>○ Class meets daily</li> <li>○ Coursework is above level and pace is accelerated to meet the needs of the students</li> <li>○ Coursework allows the students to apply their knowledge and study topics more in depth</li> <li>○ Students are placed in appropriate advanced math course based on their scores on the district math test and math state-mandated assessment scores</li> <li>○ Math courses are taught by highly qualified teachers in math content area</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Math coursework is planned in coordination with GUHSD (feeder high school district)</li> <li>• Advanced Science <ul style="list-style-type: none"> <li>○ Class meets daily</li> <li>○ Coursework is above level and pace is accelerated to meet the needs of the students</li> <li>○ Coursework allows the students to apply their knowledge and study topics more in depth</li> <li>○ Non-verbally gifted are serviced in the advanced science courses</li> <li>○ Science courses are taught by highly qualified teachers in science content area</li> <li>○ Science coursework is planned in coordination with GUHSD (feeder high school district)</li> </ul> </li> <li>• Center-Based Services (i.e. FLEX Program): Highly gifted students who qualify in all three cognitive areas are serviced at the FLEX Center Program. Coursework includes: <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ FLEX Core is a two-year course based on high school level curricula that prepare the student for advanced placement in high school</li> <li>○ 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.</li> <li>○</li> <li>○ 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</li> </ul> </li> </ul>
How do you group and deliver services to your 9-12 students?	WESD does not have students in grades 9-12.
Describe how you integrate	All WESD curricula in all grade levels are aligned with Arizona Academic Standards. For gifted

<p>your program standards with the Arizona State Standards at each grade level.</p>	<p>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 content areas.</p>
<p>How do you involve parents in your program?</p>	<ul style="list-style-type: none"> <li>• Four quarterly district-wide parent meetings are held at the district office.</li> <li>• A district level newsletter entitled the "Gifted Gazette" goes home every quarter.</li> <li>• WESD has developed a parent handbook, <i>Parental Pieces of the Puzzle</i>, which is distributed to parents.</li> <li>• Information about gifted programs is published each year in each school's parent/student handbook.</li> <li>• Information is available to parents regarding gifted programs on the District website, accessed from the District homepage.</li> <li>• Each teacher of gifted shares information about the gifted program at their school site at meetings, through their own newsletters, online communication tools, etc.</li> <li>• Information regarding gifted programs and opportunities for testing are published a minimum of three times per year in each school newsletter.</li> <li>• Parents have the option to request testing for gifted services throughout the school year.</li> <li>• Parents are kept informed about the gifted program on each campus through back to school events, open houses, school newsletters and school web pages.</li> <li>• Parents are kept informed about their student's progress and activities in gifted programs through quarterly report cards and parent-teacher conferences.</li> <li>• Teachers of gifted and the Gifted Services Coordinator have a lending library to provide parents with resources to assist them in their role as parents of gifted children.</li> <li>• Parents have the opportunity to tour the self-contained programs, meet the teachers, and observe the program by making an appointment with the Gifted Services Coordinator.</li> <li>• WESD offers a two-week Project Potential summer school program. Brochures are mailed each year to homes of identified students.</li> </ul>

# 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.

- WESD has adopted the philosophy of Best First Instruction. This includes providing training on 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 committee came together to develop interdisciplinary units of study based on VanTassel-Baska's well-researched I.C.M. model. These units, as well as many other resources, are housed on the Gifted Services SharePoint site for use by teachers of gifted..
- 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.
- Four after-school gifted courses are available for any teachers in the district.

**EXAMPLES:**

- The unit entitled "Astronaut Academy" created for K-2 students takes them on a journey into outer space. Students learn to use the scientific method, participate in a simulation in which they fly to the moon and build their own space station, conduct research, and practice thinking like a scientist. A variety of resources, activities, and products are included, as well as suggestions for adjusting the rigor up or down based on the needs and interests of the students.
- The unit entitled "Animal Adventures" created for K-2 students facilitates students learning content knowledge about various animals and their habitats, and then asks them to apply what they have learned to create their own innovative zoo exhibit and enrichment toy for an animal of their choosing.

The Primary Education Thinking Skills (PETS) Program is a comprehensive tool for teaching students to think convergently, divergently, deductively, and creatively. A typical lesson involves the reading of a story that takes place in Crystal Pond Woods in which the animal characters solve a problem. The students are then asked to solve a similar problem on their own or with a partner.



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

- WESD has adopted the philosophy of Best First Instruction. This includes providing training in 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 committee came together to develop interdisciplinary units of study based on VanTassel-Baska's well-researched I.C.M. model. These units, as well as many other resources, are housed on the Gifted Services SharePoint site for use by teachers of gifted.
- 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.
- Four after-school gifted courses are available for any teachers in the district.

EXAMPLES:

- In the unit "Dinosaurs to Drones: Investigating the Connections Between Change Over Time and Grit" students (a) learn how to think like a paleontologist, (b) investigate the physics of drone flight, and (c) explore the connections between change over time and grit. A variety of learning experiences makes this possible (e.g. daily choice menus, problem-based learning activities, Socratic seminars, a breaker space, etc.).
- In the Unit "Feats and Flops: Innovating Solutions to Real-World Problems" students use the engineering design process, SCAMPER, and a new tool called "My Maker's Map" to innovate solutions to both hypothetical and personal situations in their own lives. By the conclusion of the unit, students have created a prototype for an invention of their own, participated in a simulated "Shark Tank Junior Edition" television show, completed a patent application for their idea, and planned a Maker's Faire for their school.
- In the Unit "Quests and Quandaries: Exploring Intellectual Interests in Depth" students' personal interests serve as a gateway to learning how to problem solve, conduct research, and develop expertise. During the first half of the unit, the students use the Kaplan Depth and Complexity Model to conduct research on a topic of their choosing. The second half of the unit the students create a product to teach others what they have learned.

<p>How do you differentiate instruction (pace and pedagogy) to 7-8 students? Please list several sample activities to illustrate your description.</p>	<ul style="list-style-type: none"> <li>• WESD has adopted the philosophy of Best First Instruction. This includes providing training on differentiated instruction, rigor, and flexible grouping.</li> <li>• 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.</li> <li>• A gifted curriculum committee came together to develop interdisciplinary units of study based on VanTassel-Baska’s well-researched I.C.M. model. These units, as well as many other resources, are housed on the Gifted Services SharePoint site for use by teachers of gifted.</li> <li>• 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.</li> <li>• Four after-school gifted courses are available for any teachers in the district.</li> </ul> <p>EXAMPLES:</p> <ul style="list-style-type: none"> <li>○ Students create their own governments as they work their way through problem-based scenario titled “Shipwrecked.” In addition to making decisions regarding leadership, students conduct research on survival skills, as well on making decisions on how best to set up both economic and legal systems for their communities.</li> <li>○ 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), conduct research, and develop expertise.</li> <li>○ 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.</li> <li>○ Teacher asks 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.</li> <li>○ Have students develop their own rubrics for projects/activities.</li> </ul>
<p>How do you differentiate instruction (pace and pedagogy) to 9-12 students? Please list several</p>	<p>WESD does not have students in grades 9-12.</p>

sample activities to illustrate your description.	
What curricular materials do you use for grades K-2? Be specific.	In addition to the Primary Education Thinking Skills Program and the standard district-adopted materials, a committee of gifted teachers came together to create and/or approve units designed using VanTassel-Baska's Interdisciplinary Curriculum Model. The ICM Model is the most well researched curriculum model in all of gifted education. Each gifted teacher must submit a quarterly instructional plan to the Gifted Services Coordinator for approval.
What curricular materials do you use for grades 3-6? Be specific.	In addition to district adopted materials, a committee of gifted teachers came together to create and/or approve units designed using VanTassel-Baska's Interdisciplinary Curriculum Model, the most well-researched curriculum model in all of gifted education. Each gifted teacher must submit a quarterly instructional plan to the Gifted Services Coordinator for approval.
What curricular materials do you use for grades 7-8? Be specific.	Advanced language arts teachers use such resources as Junior Great Books and teacher-selected novels (e.g. Flowers for Algernon). At the Flex Center, language arts and social studies are integrated and not taught separately. Advanced math teachers use the next grade level's standards or curriculum designed by the Glendale Union High School District to teach advanced content. Advanced science teachers supplement the regular curriculum and adapt the pace and depth of instruction.
What curricular materials do you use for grades 9-12? Be specific.	WESD does not have students in grades 9-12.

	<b>Identification</b>
<b>Question</b>	<b>District Description</b>
Describe how your referral	<ul style="list-style-type: none"> <li>Any parent, teacher, staff member or student may refer a student and request evaluation for</li> </ul>

<p>process for identification involves parents and staff.</p>	<p>gifted services.</p> <ul style="list-style-type: none"> <li>• Information regarding referral procedures and testing procedures is published in each school’s newsletter a minimum of three times each school year.</li> <li>• Teachers of gifted review records and transfer forms of incoming students.</li> <li>• District and state test results are reviewed yearly by the teacher of gifted to identify students that should be referred for testing.</li> <li>• Teachers of gifted request names of students to be referred for testing from classroom teachers a minimum of three times each school year.</li> <li>• Each year the teacher of gifted reviews the referral process with teachers including screening forms.</li> <li>• Screening forms are available in each school’s teacher work area so that teachers can refer students throughout the school year.</li> <li>• Description of gifted services in WESD is included in each school’s parent/student handbook and is available on the District website.</li> <li>• A video describing the characteristics of gifted students and how to refer suspected students was created and made mandatory viewing at the beginning of 2018-19.</li> </ul>
<p>Describe your process for the identification of K-12 gifted students, including how your process addresses the variety of student environmental backgrounds.</p>	<ul style="list-style-type: none"> <li>• The five lower-socioeconomic schools in the district are piloting a process by which every student in the school is assessed using the HOPE Scale (Gentry, Pereira, Peters, McIntosh, and Fugate, 2015). Local norms will be developed using this scale and past testing results.</li> <li>• 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.)</li> <li>• Screening forms are completed for each child that is referred by both the classroom teacher and the parent.</li> <li>• Screening forms are available in English and Spanish.</li> <li>• WESD developed the MIGS (Matrix Identification for Gifted Services), a comprehensive review team approach to gifted services identification for English learners. This is a team approach that looks at the strengths of English language learners to determine need for gifted services.</li> <li>• NNAT (Naglieri Non-Verbal Abilities Test) is available for use by all schools.</li> <li>• Test scores are examined yearly from both District and state testing to identify students to refer for gifted testing.</li> <li>• 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. These students are also considered for temporary placement into the gifted program using a</li> </ul>

	<p>district-developed process.</p> <ul style="list-style-type: none"> <li>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.</li> </ul>
<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"> <li>CogAT Form 7 (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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>The HOPE Scale (Gentry, Pereira, Peters, McIntosh, and Fugate, 2015): A research-based screener developed at Purdue University</li> <li>WESD accepts scores from all tests on the state-approved list.</li> <li>District and state testing results are reviewed yearly to identify students for testing.</li> <li>A screening form (list of characteristics) is filled out by the classroom teacher and the parent of each child referred for gifted testing.</li> </ul>
<p>How do you inform parents and staff of your referral and identification process?</p>	<ul style="list-style-type: none"> <li>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.</li> <li>Each school includes information about gifted testing and gifted services in the school newsletter a minimum of three times per year.</li> <li>A district wide newsletter entitled "The Gifted Gazette" is published four times a year</li> </ul>

	<ul style="list-style-type: none"> <li>• Teachers of gifted at each school review the referral process with teachers at the beginning of each school year.</li> <li>• Screening forms are available on each school campus in the school’s teacher workroom and from the teacher of gifted.</li> <li>• 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.</li> <li>• The screening process and forms are on the WESD website</li> <li>• A brochure was created and distributed</li> <li>• Gifted Services holds four in-person evening parent meetings a year (one each quarter)</li> </ul>
<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"> <li>• 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.</li> <li>• Students that score in the 97<sup>th</sup> percentile or above are eligible for gifted services in WESD.</li> <li>• 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.</li> <li>• 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.</li> <li>• If a student scores in the 97<sup>th</sup> percentile in all three areas, they are eligible for self-contained gifted services at the Gifted Learning Center for K-6 students or FLEX (<b>F</b>lexible <b>L</b>earning <b>E</b>xperiences) Center for 7-8<sup>th</sup> graders.</li> <li>• 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.</li> </ul>

<b>Social and Emotional Development</b>	
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"> <li>• 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.</li> <li>• All gifted teachers were trained in techniques for meeting the affective needs of the gifted and the book "The Essential Guide for Talking to Gifted Teens" by Dr. Peterson was provided. One PD session a year will be dedicated to this topic going forward.</li> <li>• Highly gifted students, those students that score at or above the 97<sup>th</sup> percentile in all three areas, are eligible for gifted services at the Gifted Learning Center for K-6 students. The teachers at the GLC meet every week to discuss the academic, social-emotional, and behavior needs of the students.</li> <li>• 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.</li> <li>• School counselors are consulted if a serious need is identified (e.g. self-harm, severe depression, bullying, etc.)</li> </ul>
<p>How do you provide for the unique affective needs of your gifted students 7-8?</p>	<ul style="list-style-type: none"> <li>• 7-8<sup>th</sup> grade schools provide accelerated classes for Math, Language Arts and Science.</li> <li>• K-8 schools provide flexible grouping for 7<sup>th</sup> and 8<sup>th</sup> grades in their schedules to allow students to work with other students who are at the same level in advanced academic classes.</li> <li>• Highly gifted students, scoring at or above the 97<sup>th</sup> percentile in all three areas, are eligible for self-contained gifted services at the FLEX (Flexible Learning Experiences) Center for 7-8<sup>th</sup> 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</li> <li>• National Junior Honor Society is offered as a program at middle schools and K-8 schools (7<sup>th</sup> and 8<sup>th</sup> grade levels). This program incorporates leadership training, service learning, etc.</li> <li>• 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</li> </ul>

	<p>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.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
<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"> <li>• Teachers of gifted on each campus have a resource library that serves as a lending library for teachers and parents.</li> <li>• The Gifted Services Coordinator has a resource library that serves as a lending library for teachers, parents and administrators related to gifted education.</li> <li>• 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.</li> <li>• 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.</li> <li>• The district wide gifted newsletter regularly includes articles like, "How to Motivate Your Gifted Child", etc.</li> <li>• Four parent meetings are offered at the district-level each year. The social-emotional needs of the gifted is regularly discussed.</li> <li>• All teachers must watch a video discussing the characteristics of the gifted learner (e.g., this includes being prone to being perfectionistic, overly sensitive, etc.)</li> </ul>
<p>How do you monitor, identify and provide assistance to "at risk" gifted students?</p>	<ul style="list-style-type: none"> <li>• 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</li> </ul>



	<p>intervention groups with the teacher of gifted and/or the regular classroom teacher during the intervention block built into every schools' schedule. Gifted students that are "at risk" socially and emotionally work with a variety of school staff (e.g. the school psychologist school social worker, counselor) as needed.</p> <ul style="list-style-type: none"> <li>• WESD publicizes through school newsletters a minimum of three times each school year the availability of testing at each of our school sites.</li> <li>• Parents, students and teachers can all refer students for gifted testing.</li> <li>• A screening form is available for all parents and teachers to complete for any student that is referred for gifted testing.</li> <li>• WESD has developed the MIGS (Matrix Identification for Gifted Services), a comprehensive review team approach to identify gifted English Language Learners.</li> </ul>
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<b>Professional Development</b>	
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"> <li>• WESD conducts full day gifted in-service trainings for teachers of gifted/advanced classes four 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.</li> <li>• 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.</li> <li>• Regular classroom teachers and gifted teachers alike are offered four after school courses (five class periods each) throughout the year free of charge (i.e. Gifted 101 – 104).</li> <li>• The Gifted Services Coordinator provides professional development upon request to any school in the district on topics including differentiation strategies, critical thinking, what it means to be gifted, problem-based learning, etc.</li> <li>• Each school site has a resource library related to gifted students/gifted education that is housed in the teacher of gifted's classroom.</li> <li>• Each school site has resources and materials available for regular classroom teacher to assist in servicing the gifted students in their classroom.</li> <li>• The Gifted Services Coordinator has a resource library available to teachers, administrators and parents related to gifted students/gifted education.</li> </ul>

<p>Please list the titles of the training you conducted last year and those planned for the current year.</p>	<p>2017/18</p> <ul style="list-style-type: none"> <li>• Formula for a Differentiated Classroom</li> <li>• Writing Units Using the Integrated Curriculum Model</li> <li>• How to Use the Kaplan Depth and Complexity Model</li> <li>• Problem-Based Learning in the Gifted Classroom</li> <li>• Shared Inquiry</li> <li>• Meeting the Social and Emotional Needs of the Gifted Learner</li> <li>• Strategies for Encouraging Grit in a Growth Mindset in Gifted Learners</li> </ul> <p>2018/19</p> <ul style="list-style-type: none"> <li>• Advanced Differentiation Strategies</li> <li>• Using Google Classroom in the Gifted Classroom</li> <li>• Ideas for Helping WESD Students Better Meet WESD Gifted Services Outcomes</li> <li>• Teaching Advanced Math Using Hands-On Equations</li> <li>• The Schoolwide Enrichment Model Reading Framework</li> <li>• Shared Inquiry Part II</li> <li>• Adapting WESD Curriculum Documents to Meet the Needs of Gifted Learners</li> </ul>
<p>How have your training events targeted the needs of administrators, counselors, psychologists and support staff?</p>	<ul style="list-style-type: none"> <li>• Teachers of gifted have opportunities to share with their administrators and teaching colleagues information from our professional development opportunities.</li> <li>• WESD administrators were given an opportunity to attend a session for administrators regarding how to incorporate enrichment into the intervention block</li> <li>• The Gifted Services Coordinator meets with the district Administrator for Social Services throughout the year</li> <li>• All after school gifted trainings are open to anyone in the district</li> </ul>
<p>Describe the feedback received from post training evaluations. What did the participants say about the effectiveness?</p>	<ul style="list-style-type: none"> <li>• Each WESD gifted professional development opportunity includes a session evaluation.</li> <li>• The end of the year Gifted Services survey showed that 83.9% of gifted teachers <i>strongly</i> agree the trainings were beneficial, 12.9% agree, and only 3.2% disagree.</li> <li>• Teachers describe the workshops as being practical and full of ideas and activities that they can take back to their classrooms and use the next day and/or share with their colleagues.</li> </ul>

<b>Parent and Community Involvement</b>	
Question	District Description
How do you make your program philosophy, goals and recruitment procedures available to all parents?	<ul style="list-style-type: none"> <li>• 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. The gifted web page provides information about the gifted services offered throughout the district..</li> <li>• Each school offers opportunities for parents to visit and observe student programs.</li> <li>• Four parent meetings are held by Gifted Services at the district office each year.</li> <li>• Inquiries about the program are answered promptly (emails, phone calls, etc.)</li> <li>• Parent-Teacher conferences are available throughout the year to provide support and communication as needed.</li> <li>• The gifted report card lists the student-outcomes the program is modeled on the degree to which each student is progressing towards meeting them</li> <li>• A brochure is available</li> <li>• Social media is leveraged (Facebook, Twitter, etc.)</li> </ul>
How do you provide access to your scope and sequence for all parents?	<ul style="list-style-type: none"> <li>• A copy of the Scope and Sequence is available for all parents to review upon request.</li> <li>• 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.</li> <li>• The Scope and Sequence is also available on the district website.</li> </ul>
Describe how you incorporate parents into a support or advisory group.	<ul style="list-style-type: none"> <li>• All parents were invited to be a part of the Gifted Services program evaluation team that meet throughout last year.</li> <li>• Gifted parents were invited to participate on the district Family and Community Engagement Committee</li> <li>• Parents are invited to attend the four meetings a year held at the district office and given a survey to complete in order to gather feedback</li> <li>• Parents are informed of opportunities to attend presentations relevant to their gifted student's education through fliers, the Gifted Gazette, and email messages.</li> </ul>

<p>How do you involve parents and the gifted community in the evaluation of your program?</p>	<ul style="list-style-type: none"><li>• All parents of the gifted were invited to be a part of the Gifted Services program evaluation team that meet throughout last year. This team of parents, teachers, and administrators used a research-based tool to develop evaluation questions, collect data, and then analyze the data to develop recommendations for change.</li><li>• 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.</li><li>• Parents and students are surveyed yearly to measure satisfaction and effectiveness of WESD self-contained gifted programs, GLC and FLEX Center, Project Potential, and the Project Potential Summer School. Many individual schools also survey parents on an annual basis.</li></ul>
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<b>Program Assessment</b>	
Question	District Description
What data sources do you use to assess your programs effectiveness?	<ul style="list-style-type: none"> <li>• A formal Gifted Services Program Evaluation Team uses surveys, interviews, focus groups, student achievement data, and literature reviews to evaluate the degree to which WESD's gifted program aligns with the National Association of Gifted Children's standards and meets state requirements.</li> <li>• All gifted teachers develop professional growth goals and work towards completing them by the end of the year. A reflection tool and reporting form has been developed.</li> </ul>
Describe how you use test data, both norm referenced and criterion referenced in your evaluation process.	<ul style="list-style-type: none"> <li>• Preassessment data are used to design daily lessons to meet both state standards and the needs of the gifted student.</li> <li>• 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.</li> <li>• Test data are used to refer potentially gifted students for testing</li> <li>• Every gifted unit begins with a pretest and ends with a posttest. The percentage of growth over the course of the unit is reported on the report cards to parents.</li> </ul>
How do you use informal measures like surveys, open forums and teacher interviews to gather data?	Each of these methods were used as a part of the Gifted Services Program Evaluation team. All data are reviewed and modifications are made to programs based on the results. Gifted teachers, principals, regular classroom teachers, parents, students, and community partners are all included in the data collection process.
What are your keys indicators that your program is positively affecting students?	<ul style="list-style-type: none"> <li>• Regular attendance in gifted programs is strong Families from outside the district are beginning to select WESD based on the programs we offer.</li> <li>• District and state test data showing student's progress in student's areas of giftedness indicate that gifted services are positively affecting students.</li> <li>• Parental involvement in the program is high.</li> <li>• Parent and student surveys indicate satisfaction with WESD gifted services is high.</li> </ul>

<p>Describe the performance standards you have for all gifted students.</p>	<ul style="list-style-type: none"><li>• Gifted students are expected to achieve commensurate with their level of ability in their area of giftedness.</li><li>• Students are expected to meet or exceed the standards based on state assessment in their area of giftedness.</li><li>• Students are expected to demonstrate the habits of a scholar and the six district gifted program outcomes routinely</li><li>• Each site reviews the gifted demographics and compares it to the school demographics.</li></ul>
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<b>Budgeting</b>	
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"> <li>• WESD offers a continuum of services.</li> <li>• Every school provides gifted services.</li> <li>• Schools with 1 – 50 identified gifted students are serviced with a .5 teacher of gifted. Most often, this model is a pullout program complemented by classroom teacher providing differentiation in the classroom. Teachers of the gifted consult with the regular classroom teacher. All identified gifted students receive direct services from the teacher of gifted on a regular basis.</li> <li>• Schools with 51 – 100 identified gifted students are serviced with a 1.0 teacher of gifted. This model includes academic replacement classes, most often in grades 3-6 in reading and/or math, resource classes, etc.. All identified gifted students receive direct service from the teacher of the gifted on a regular basis. Differentiation occurs in the regular classroom. Teachers of the gifted 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. Differentiation occurs in the regular classroom. Teachers of the gifted consult with the regular classroom teacher. 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.</li> </ul>

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

- District M&O budget supports a full-time Gifted Services Coordinator.
- 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 with teacher and student furniture and technology.
- District funds within each school money for instructional materials and supplies includes to purchase instructional materials, etc..
- Testing supplies are purchased at the District level for all schools.
- District provides funds to purchase professional development materials and supplies for teachers and administrators, as well as a professional lending library for parents.