

# Kyrene School District

## Scope and Sequence Criteria

Governing Board Review: 10/27/20  
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<b>Program Design</b>		
Question	Indicators	District Description
<p>What is your district's definition of a gifted student and gifted education?</p>	<ul style="list-style-type: none"> <li>• Multiple criteria, non-verbal, verbal and quantitative</li> <li>• 97% on state approved tests or services for students with borderline scores</li> <li>• Read the state definition and incorporate it into your local district</li> </ul>	<p>Students with exceptional abilities and talents are found in all cultural and linguistic groups, in all economic levels, in all geographic areas of the state, in all domains of intelligence, and in groups of individuals who also have disabilities. The official definition of "gifted child" is found in Arizona Revised Statute § 15-779. In this article, unless the context otherwise requires:</p> <ol style="list-style-type: none"> <li>1. "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 pupil.</li> <li>2. "Gifted pupil" means a child who is of lawful school age, who due to superior intellect or advanced learning ability, or both, is not afforded an opportunity for otherwise attainable progress and development in regular classroom instruction and who needs appropriate gifted education services, to achieve at levels commensurate with the child's intellect and ability.</li> </ol> <p>Kyrene School Board Policy outlines provisions for gifted education and identification of gifted students in the district.</p> <p><b>KYRENE SCHOOL BOARD POLICY</b>  <b>I-2450 © IHBB GIFTED AND TALENTED EDUCATION</b></p> <p>The Board requires that appropriate and instructional programs be conducted to meet the needs of exceptionally gifted students of school age, in keeping with the District's goal of developing the special abilities of each student.</p> <p>The framework for said programs shall encompass the following objectives:</p> <ul style="list-style-type: none"> <li>• Expansion of academic attainments and intellectual skills</li> <li>• Stimulation of intellectual curiosity, independence, and responsibility</li> <li>• Development of originality and creativity</li> <li>• Development of positive attitude toward self and others</li> <li>• Development of desirable social and leadership skills</li> <li>• Career exploration and awareness</li> </ul> <p>Ability of candidates for this program shall be evidenced by:</p> <ul style="list-style-type: none"> <li>• Achievement in schoolwork</li> </ul>

		<ul style="list-style-type: none"> <li>• Scores on tests measuring intellectual ability and aptitude</li> <li>• The judgments of teachers, psychologists, administrators, and supervisors familiar with the demonstrated abilities of the students</li> </ul> <p>Procedures shall be established by the Superintendent for identifying students of demonstrated achievement or potential ability.</p> <p><i>Adopted:</i> date of manual adoption LEGAL REF.: A.R.S. 15-203,15-761,15-764,15-769,15-770,15-722; A.A.C. R7-2-406</p> <p>Early identification is essential for the intellectual and emotional health of gifted children because it enables early intervention. Consequently, the Governing Board of the Kyrene School District has adopted a multifaceted approach to the screening and identification of gifted learners.</p> <p>Students currently enrolled in Kyrene schools may be nominated for gifted assessment by parents, guardians, teachers, or administrators. Teachers utilize a variety of tools such as achievement data, classroom performance and observation, and checklists to develop a list of candidates. Students may nominate themselves. Our district utilizes a parent survey and teacher survey to gather background information on a student’s performance at home and school as part of the identification process.</p> <p>Nominated students are assessed with one or more tests from the Arizona State Board of Education Approved Test List. (<a href="https://www.azed.gov/sites/default/files/2017/01/STATE%20BOARD%20APPROVED%20TEST%20LIST%20FOR%20THE%20IDENTIFICATION%20OF%20GIFTED%20STUDENTS%20IN%20ARIZONA%204232021_0.pdf">https://www.azed.gov/sites/default/files/2017/01/STATE%20BOARD%20APPROVED%20TEST%20LIST%20FOR%20THE%20IDENTIFICATION%20OF%20GIFTED%20STUDENTS%20IN%20ARIZONA%204232021_0.pdf</a>) Kyrene currently uses the CogAT Cognitive Abilities test in grades K through 8 and provides testing at each school site three times per year. Students are tested in verbal, quantitative, and nonverbal areas.<sup>1</sup> Students who score at or above the 97<sup>th</sup> percentile on any of these three sections of the test, or have a full composite score above the 97<sup>th</sup> percentile, will be identified as gifted. Alternative assessment measures, portfolio data, and other formal and informal evaluation data may be used to augment the assessment process and are considered during Child Study Team review.</p> <p>In compliance with R7-2-406 A.1b, the Kyrene School District accepts current scores at or above the 97<sup>th</sup> percentile on any State Board approved test submitted by other local education agencies or by qualified professionals, and per R7-2-406.a.1.c. The Kyrene School District will place transfer students as soon as assessment results are provided to</p>
Describe the Philosophy and Goals for your gifted program.	<ul style="list-style-type: none"> <li>• Incorporates a K-8</li> <li>• Modify instruction/curriculum to meet student needs</li> <li>• Describes differentiation in process, content and product</li> <li>• “Gifted students are gifted all day, not just for a small segment of that day”</li> <li>• Goal: start with where the student is academically and accelerate the pace of</li> </ul>	<p>to verify eligibility and prescribe services. gifted students do have some characteristics in common. They usually are swift and efficient learners, may make intuitive leaps, quickly sense patterns in information, ask themselves questions about perceived patterns in order to understand them, and form connections among stored concepts and related bits of new information to modify their existing knowledge base. In their area of interest, they are able to construct clear mental maps that organize concepts efficiently; they are able to think flexibly about new possibilities, and they thrive on questions and problems that have a wide range of possible answers instead of those that have one correct answer.</p> <p>Gifted students develop asynchronously. This means that they are intellectually advanced in one or more areas yet may have difficulties or be average in other areas. Their motor skills may or may not match those of other same age children. The same is true for social skills. In</p>

	<p>instruction</p> <ul style="list-style-type: none"> <li>• Goal: train as many teachers as possible about the unique needs of gifted students</li> <li>• Goal: develop a program that represents the diversity of the school and district</li> </ul>	<p>addition, social skills may be advanced. Young gifted children progress through developmental milestones more rapidly, and sometimes prefer to associate with older children or adults who are more likely to understand their vocabulary and the complexity of their ideas.</p> <p>Gifted students of the same age are not alike. There are differences between moderately gifted, highly gifted, and profoundly gifted students that may require as much curriculum differentiation within the group as is necessary between moderately gifted students and their non-gifted peers. Pre and post-tests, formal and informal observations, and portfolios provide teachers with information to design challenging and enriching instruction that is above their current functioning level.</p> <p>It is our goal to provide high quality gifted programming at all schools in the Kyrene School District and to support Kyrene teachers in obtaining the knowledge and skills needed through professional development and gifted endorsement in order that they are able to differentiate process, product, and content to meet the needs of gifted learners. We are also exploring additional strategies to ensure the gifted program provides equitable access and represents the diversity of the school district.</p>
<p>How do you group and deliver services to your K-2 students?</p>	<ul style="list-style-type: none"> <li>• Self-contained, cluster, pull out or differentiated instruction within the regular classroom</li> <li>• Specific instructional strategies tailored to the needs of the gifted learner, open ended questioning, projects, activities that focus on higher order thinking skills</li> </ul>	<p>Services are delivered using one of three models: self-contained, resource, or cluster class.</p> <p><b>Self-Contained Gifted Classrooms Model:</b> Self-contained gifted classrooms are available at two Kyrene elementary schools starting in 2<sup>nd</sup> grade. In the self-contained classes, gifted students are grouped together all day, every day. Students who qualify for this program benefit from the support and challenge provided by a peer group of students with similar academic interests and abilities. Self-contained gifted classes follow regular class size guidelines and students participate in the school's regular art, music and physical education curriculum. Structures such as orientation activities, social events, buddy classes and lunches with the principal are in place to promote student and parent interaction with the rest of the school community.</p> <p>Gifted Resource Model: Gifted teachers provide direct resource services to students for 60 to 90 minutes a week in pull out or push in model. The focus of this resource support is development of thinking skills as well as support in a student's particular area(s) of giftedness.</p> <p><b>Gifted Cluster Classroom Model:</b> At each elementary school, it is recommended that students in grades 1 or 2 who are identified as gifted are clustered, or grouped together, in a mixed-ability classroom. Research shows there are positive student outcomes with this approach. This model allows for focused pacing, a greater depth of understanding, and differentiation in all subjects. The goal is to provide challenging curriculum and instruction throughout the school day, rather than in one isolated period. The cluster teachers are supported by a gifted specialist at each school who assists with planning and implementing differentiated curriculum and instruction. The cluster teachers have ongoing training in how to teach exceptionally capable students.</p>
<p>How do you group and deliver services to your 3-5 students?</p>	<ul style="list-style-type: none"> <li>• Self-contained, cluster, pull out or differentiated instruction within the regular classroom</li> <li>• Specific instructional strategies tailored to the needs of the</li> </ul>	<p>Services are delivered in several models depending upon student need: self-contained, academic enrichment, academic math replacement, or cluster class.</p> <p><b>Self-Contained Gifted Classroom:</b> Self-contained gifted classrooms are available at two Kyrene elementary schools in grades 3 through 5. In the self-contained classes, gifted</p>

	<p>gifted learner, open ended questioning, projects, activities that focus on higher order thinking skills</p>	<p>students are grouped together all day, every day. Students who qualify for this program benefit from the support and challenge provided by a peer group of students with similar academic interests and abilities. Self-contained gifted classes follow regular class size guidelines and students participate in the school's regular art, music and physical education curriculum. Structures such as orientation activities, social events, buddy classes and lunches with the principal are in place to promote student and parent interaction with the rest of the school community.</p> <p>Gifted Academic Enrichment Model (Grade 3, 4, and 5). Students identified as gifted receive 120 to 180 minutes of academic enrichment a week delivered by a gifted teacher specialist. Students are grouped by grade level and receive instruction aligned with grade level content standards and themes with a STEM/STEAM or Humanities focus. The academic enrichment modules are interdisciplinary, problem or project-based, aligned to NAGC standards, and embed social emotional supports.</p> <p>Academic Replacement Model (Math Grades 4 and 5). Students identified in the area of quantitative reasoning participate in a mathematics academic replacement model along with academically talented students. This opportunity is a general education initiative; the advanced math course is taught by classroom teachers with specialized training in mathematics content and strategies for meeting the needs of gifted and advanced learners. These classes occur during the math block for a grade level.</p> <p><b>Gifted Cluster Classroom Model:</b> At each elementary school, it is recommended that students who are identified as gifted in grades 3 through 5 are clustered, or grouped together, in a mixed-ability classroom. Research shows there are positive student outcomes with this approach. This model allows for focused pacing, a greater depth of understanding, and differentiation in all subjects. The goal is to provide challenging curriculum and instruction throughout the school day, rather than in one isolated period. The cluster teachers are supported by a gifted specialist at each school who assists with planning and implementing differentiated curriculum and instruction. The cluster teachers have ongoing training in how to teach exceptionally capable students.</p>
<p>How do you group and deliver services to your 6-8 students?</p>	<ul style="list-style-type: none"> <li>• Specific instructional strategies tailored to the needs of the gifted learner, open ended questioning, projects, activities that focus on higher order thinking skills</li> <li>• Content driven, accelerated learning, honors classes, flexible grouping</li> </ul>	<p>The Middle School Gifted and Talented Education (GATE) Pathways provide for advanced learning in all four core content areas at every middle schools. GATE courses are designed to meet the needs of gifted learners in four domains: challenge, complexity, choice and control. Specially trained caring teachers understand differentiation and provide social emotional supports. GATE teachers will employ advanced instructional strategies, higher depth of knowledge, differentiation in product and process, and flexible grouping as well as interest surveys, independent projects, and learning menus.</p> <p>Initial placement of students into GATE courses is determined during the latter part of the 5th grade year. Criteria include identification in one or more areas of giftedness and/or multiple measures of high ability. Subsequent course placements are defined by the course of study and informed by student progress.</p> <p>GATE coursework is available in all four core areas (ELA, Science, Social Studies, and Math) and there are opportunities for HS credit in mathematics. Student also have two electives of choice. GATE courses are taught by a content specialist in the area of study who has received specialized training to address the needs of gifted learners. Over the next few years, Kyrene is working toward gifted endorsement for all teachers of GATE courses.</p>

<p>How do you group and deliver services to your 9-12 students?</p>	<ul style="list-style-type: none"> <li>• Specific instructional strategies tailored to the needs of the gifted learner, open ended questioning, projects, activities that focus on higher order thinking skills</li> <li>• Content driven, accelerated learning, honors classes, AP/IB classes, flexible grouping and/or scheduling</li> </ul>	<p>Kyrene is a K-8 district.</p>
<p>Describe how you integrate your program standards with the Arizona State Standards at each grade level.</p>	<ul style="list-style-type: none"> <li>• Use a curriculum mapping approach</li> <li>• Testing for competency before teaching content</li> <li>• Use Vertical alignment strategies</li> </ul>	<p>Educational services for the gifted differ from regular education in challenge, complexity, choice, and control. Content incorporates the Arizona Academic standards but is more abstract, complex, varied, and frequently accelerated. Gifted students typically advance into greater depth of study as well as acceleration. The pacing in elementary self-contained classes, elementary advanced math courses, and middle school GATE courses is more brisk than pacing in the regular classroom. In addition, teachers employ compacting of instructional content to provide time for in-depth learning through application of content and on student projects.</p> <p>The Academic Enrichment Model, Academic Math Replacement Model, and GATE Courses are based upon differentiated curriculum guides that are tailored to address challenge, complexity, choice and control and provide extension and enrichment. Each course or unit has a syllabus showing expectations, learning outcomes, and instructional strategies. Backwards design methodology is used to create curriculum guides. We start with the end in mind, we first define target learning goals and assessment outcomes and then learning experiences. Targeted preassessment allows teachers to determine what students already know and further tailor learning experiences.</p> <p>Consistent with Kyrene's beliefs about the gifted children, the learning environments for gifted students offer an opportunity for gifted children to interact with each other—that is, to interact in academic environments with students that are functioning at the same (relatively speaking) level of cognition. Students of high ability need to work cooperatively in small groups to observe the thinking processes of other gifted children and to challenge each other while they apply the skills they are learning. Guidance, through socioemotional objectives in the differentiated curriculum, is embedded into course work.</p>
<p>How do you involve parents in your program?</p>	<ul style="list-style-type: none"> <li>• Periodic orientation/communication meetings</li> <li>• Provide information about summer programs like Johns Hopkins, ASU and U of A.</li> <li>• Newsletters, parent support groups</li> </ul>	<p>Open communication between parents and school exists via email, phone calls, conferences, and opportunities for classroom volunteering and visits</p> <p>Kyrene School District has a gifted website for sharing information.</p> <p>School and classroom newsletters share information on gifted programming and events such as District presentations, state conferences and workshops, and opportunities for summer enrichment</p> <p>Open houses are held as an opportunity for schools and teachers to share information. One of the primary responsibilities for the district Gifted Specialists is to serve as a contact for parent inquiries.</p> <p>District family nights are scheduled four times per year to provide professional development and strategies in supporting gifted learners.</p> <p>Kyrene collects feedback and data from family surveys of gifted students at least</p>

		<p>once per year. Kyrene established a Gifted Advisory Committee to engage stakeholders including parents and students in regular review of gifted program implementation and inform recommendations for improvements.</p>
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# Curriculum and Instruction

Question	Indicators	District Description
<p>How do you differentiate instruction (pace and pedagogy) to K-2 students? Please list several sample activities to illustrate your description.</p>	<ul style="list-style-type: none"> <li>• Training for teachers in flexible instructional groups</li> <li>• Provide for acceleration through extended literature, novels, math word problems, graph interpretation etc.</li> <li>• Establish a rubric for the pedagogy to be appropriately applied for this level</li> </ul>	<p>Gifted teachers provide direct resource services to K-2 students for 60 to 90 minutes a week in pull out or push in model. The focus of this resource support is development of thinking skills as well as support in a student’s particular area(s) of giftedness.</p> <p>Kyrene offers a self-contained program for eligible 2nd graders at two district schools. The core curriculum consists of Kyrene’s grade-level curriculum in all subjects. Kyrene’s gifted language arts curriculum provides the basis for more challenging learning in reading, writing and vocabulary for students advanced in those areas. The grade-level science, social studies and health curriculums are supplemented by enrichment experiences and by the in-depth learning to which this unique grouping arrangement lends itself. Student workload is designed to be in the same amount as other students in these grades, but it will differ in content and complexity. Teachers will provide opportunities for students to learn and practice critical interpersonal skills, with an emphasis on presentation and public speaking proficiency and participation in polite, intelligent discussion. Issues related to differences and giftedness will be explored in a safe setting.</p> <p>Schools with identified first and/or second grade gifted populations are recommended to implement the cluster model. Cluster teachers receive support from a gifted specialist at each school who provides professional development and assists with planning and implementing differentiated curriculum and instruction. When consulting with the general education teachers, possible suggested strategies are flexible ability/skill grouping (e.g., within regular classroom or by movement to neighboring classrooms), advanced instructional strategies, or enrichment opportunities (e.g., classroom learning centers, literature studies, library studies, guided research, advanced computer usage). Instructional strategies may include:</p> <ul style="list-style-type: none"> <li>○ Instructional focus groups (e.g., within regular classroom or by movement to neighboring classrooms)</li> <li>○ Variation of product options</li> <li>○ Adjusted outcome expectations</li> <li>○ Individualized projects</li> <li>○ Project-based learning</li> <li>○ Provision of enrichment opportunities (e.g., classroom learning centers, literature studies, library studies, guided research, advanced computer usage, problembased learning)</li> </ul>
<p>How do you differentiate instruction (pace and pedagogy) to 3-5 students? Please list several sample activities to illustrate your description.</p>	<ul style="list-style-type: none"> <li>• Training for teachers in flexible instructional groups</li> <li>• Provide for acceleration through extended literature, novels, math word problems, graph interpretation etc.</li> <li>• Establish a rubric for the pedagogy to be appropriately applied for this level</li> </ul>	<p>Gifted teachers provide direct resource services to 3-5 students in a pull out academic enrichment model. Students identified as gifted receive 120 to 180 minutes of academic enrichment a week delivered by a gifted teacher specialist. Students are grouped by grade level and receive instruction aligned with grade level content standards and themes with a STEM/STEAM or Humanities focus. The academic enrichment modules are interdisciplinary, problem or project-based, aligned to NAGC standards, and embed social emotional supports.</p> <p>Students identified in the area of quantitative reasoning in grades 4 and 5 participate in a mathematics academic replacement model along with academically talented students. This opportunity is a general education initiative; the advanced math course is taught by classroom teachers with specialized training in mathematics content and strategies for</p>

		<p>meeting the needs of gifted and advanced learners. These classes occur during the math block for a grade level.</p> <p>Kyrene offers a self-contained program for eligible 3<sup>rd</sup> through 5<sup>th</sup> graders at two district schools. The core curriculum consists of Kyrene's grade-level curriculum in all subjects. Kyrene's gifted language arts curriculum provides the basis for more challenging learning in reading, writing and vocabulary for students advanced in those areas. The grade-level science, social studies and health curriculums are supplemented by enrichment experiences and by the in-depth learning to which this unique grouping arrangement lends itself. Student workload is designed to be in the same amount as other students in these grades, but it will differ in content and complexity. Teachers will provide opportunities for students to learn and practice critical interpersonal skills, with an emphasis on presentation and public speaking proficiency and participation in polite, intelligent discussion. Issues related to differences and giftedness will be explored in a safe setting.</p> <p>Schools with identified third through fifth grade gifted populations are recommended to implement the cluster model. Cluster teachers receive support from a gifted specialist at each school who provides professional development and assists with planning and implementing differentiated curriculum and instruction. When consulting with the general education teachers, possible suggested strategies are flexible ability/skill grouping (e.g., within regular classroom or by movement to neighboring classrooms), advanced instructional strategies, or enrichment opportunities (e.g., classroom learning centers, literature studies, library studies, guided research, advanced computer usage). Instructional strategies may include:</p> <ul style="list-style-type: none"> <li>○ Instructional focus groups (e.g., within regular classroom or by movement to neighboring classrooms)</li> <li>○ Variation of product options</li> <li>○ Adjusted outcome expectations</li> <li>○ Individualized projects</li> <li>○ Project-based learning</li> <li>○ Provision of enrichment opportunities (e.g., classroom learning centers, literature studies, library studies, guided research, advanced computer usage, problembased learning)</li> </ul>
<p>How do you differentiate instruction (pace and pedagogy) to 6-8 students? Please list several sample activities to illustrate your description.</p>	<ul style="list-style-type: none"> <li>• Training for teachers in flexible instructional groups</li> <li>• Provide for acceleration through extended literature, novels, math word problems, graph interpretation etc.</li> <li>• Develop an honors curriculum for gifted students Establish a rubric for the pedagogy to be appropriately applied for this level</li> <li>• Use real world connections, simulations, Mock Trial, etc.</li> </ul>	<p>GATE coursework is available in all four core areas (ELA, Science, Social Studies, and Math) and there are opportunities for HS credit in mathematics. Student also have two electives of choice. GATE courses are taught by a content specialist in the area of study who has received specialized training to address the needs of gifted learners. Over the next few years, Kyrene is working toward gifted endorsement for all teachers of GATE courses.</p> <p>GATE Courses are based upon differentiated curriculum guides that are tailored to address challenge, complexity, choice and control and provide extension and enrichment. The goal of this work is to provide appropriate and challenging educational experiences for gifted and advanced students that include opportunities for acceleration of instruction, in-depth study, problem/project-based learning, and a high degree of complexity in content. Each course has a syllabus showing expectations, learning outcomes, and instructional strategies. Additionally, learning compacts are in place for participation in GATE courses to ensure courses maintain rigorous expectations.</p>
<p>How do you differentiate instruction (pace and pedagogy) to 9-12 students?</p>	<ul style="list-style-type: none"> <li>• Training for teachers in flexible instructional groups</li> <li>• Provide for acceleration</li> </ul>	<p>Kyrene is a K-8 district</p>



Please list several sample activities to illustrate your description.	<p>through extended literature, novels, math word problems, graph interpretation etc.</p> <ul style="list-style-type: none"> <li>• Provide AP/IB coursework for student Establish a rubric for the pedagogy to be appropriately applied for this levels</li> </ul>	
What curricular materials do you use for grades K-2?	Be specific.	The Kyrene Governing Board adopted the new Arizona standards. For grades K through 2, English Language Arts materials are Core Knowledge Language Arts. Math materials are <i>Investigations</i> by Pearson-Scott Foresman and open source materials like Engage New York and Georgia Mathematics Units. The gifted self-contained and resource teachers provide accommodations and/or acceleration of content and strategies within these programs. Supplemental materials, such as, Primary Education Thinking Skills, will be used to provide enrichment and extension.
What curricular materials do you use for grades 3-5?	Be specific.	The Kyrene Governing Board adopted the new Arizona standards. For grades 3 through 5, English Language Arts materials are Core Knowledge Language Arts, Expeditionary Learning, and Junior Great Books. Math materials are <i>Investigations</i> by Pearson-Scott Foresman and open source materials like Engage New York and Georgia Mathematics Units. For advanced mathematics, sixth grade Connected Mathematics 2 materials are used. The gifted self-contained, resource teachers, and classroom teachers provide accommodations and/or acceleration of content and strategies within these programs. Supplemental materials may be used to provide enrichment and extension.
What curricular materials do you use for grades 6-8?	Be specific.	<p>The Kyrene Governing Board adopted the new Arizona standards. For grades 6 through 8, English Language Arts materials are MyPerspectives by Pearson and Expeditionary Learning. Anchor texts are identified for each unit of study and are differentiated for GATE courses. Math materials are Carnegie Middle School Mathematics, Algebra 1, and Geometry. Social studies teachers are utilizing McDougall Littel texts, nextext supplemental titles, and Document Based Questions. Science teachers are utilizing science kits from SEPUP and Smithsonian's STC series as well as associated texts. With the update of science and social studies standards, resource review will be conducted in the next three years.</p> <p>The GATE teachers provide accommodations and/or acceleration of content and strategies within these programs. Supplemental materials may be used to provide enrichment and extension.</p>
What curricular materials do you use for grades 9-12?	Be specific.	Kyrene is a K-8 district

# Identification

Question	Indicators	District Description
<p>Describe how your referral process for identification involves parents and staff.</p>	<ul style="list-style-type: none"> <li>• Recommendations from parents/staff</li> <li>• Review of records and answers on transfer forms</li> <li>• Announcements/newsletters to parents</li> <li>• Referrals from counselors, administrators or support staff</li> <li>• In-service training for all staff and parents</li> <li>• Program description provided to all stakeholders</li> </ul>	<p>Students currently enrolled in Kyrene schools may be nominated for gifted assessment by parents, guardians, teachers, or administrators. Teachers utilize a variety of tools such as achievement data, classroom performance and observation, and checklists to develop a list of candidates. Students may nominate themselves. Our District utilizes a parent survey and teacher survey to gather background information on a student's performance at home and school as part of the identification process.</p> <p>Testing is offered at least three times a year at each school site. Parents and other stakeholders are informed of testing opportunities through announcements in school newsletters, via the Kyrene School District web site, through parent-teacher conferences, or extending an invitation for students to participate in eligibility testing based data review.</p> <p>Parents receive the following information through communication with classroom teachers, gifted resource teachers, gifted coordinator, and via website when testing is requested:</p> <ul style="list-style-type: none"> <li>• Explanation of program options</li> <li>• Information PowerPoint</li> <li>• Description of gifted versus bright learner</li> <li>• Online Application for Testing</li> <li>• Online Parent Information Survey</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>• Use a matrix for underrepresented students including at risk, ELL and equity compared to school population</li> <li>• Aims Scores</li> <li>• Use of non verbal tests</li> <li>• Multiple measures</li> <li>• Personal interviews</li> <li>• Performance in honors/AP/IB classes</li> <li>• Service 97%, but what about 96,95, 94 and others</li> </ul>	<p>Teachers can refer students for testing throughout the year. To help teachers understand the referral process, they receive:</p> <ul style="list-style-type: none"> <li>• In-service training regarding characteristics, identification, and servicemodels</li> <li>• Teacher survey</li> <li>• Comparison chart of bright vs. gifted learners</li> </ul> <p>There is involvement of the appropriate professionals to consider the unique needs of English Language Learners and children who are twice exceptional when considering gifted eligibility. Testing on an individual basis, alternate assessment, or the use of appropriate universal accommodations might be utilized. Members of the Exceptional Students Services department work together to address the combined needs of this dual population in respect to identification and service delivery. We are also exploring additional strategies to ensure the gifted program provides equitable access and represents the diversity of the school district.</p> <p>In the elementary schools, the Child Study Team (CST) is typically comprised of the gifted resource teacher, the classroom teacher, school psychologist, school principal, and any other person (e.g., previous year's teacher) who may have something to contribute to the process of identification and service recommendation. The CST will analyze results of the testing process and will ascertain whether students meet the criteria for gifted identification. Students are identified as gifted with a score at or above the 97<sup>th</sup> percentile, based on national norms, on a test adopted by the state board of education in the areas of verbal, quantitative, and/or nonverbal. The CST also makes</p>

		<p>recommendations for services for each identified student.</p> <p>The CST team may take into consideration other relevant information or data to determine eligibility and services. The Child Study Team considers gifted services for students who also fall within the Standard Error of Measurement by considering a variety of feedback and data, alternative standardized assessment measures, portfolio data, interviews, and other formal and informal evaluation data may be used to augment the assessment process by the Child Study Team. For transfer students, the Kyrene School District will place students as soon as the Child Study Team verifies eligibility and prescribes services.</p> <p>In the middle schools, testing results are shared with administrators to aid in appropriate placement of the student into GATE courses. Results are shared with the team of teachers working with the student on an ongoing basis and as needed a Child Study Team would be convened to determine additional services.</p>
<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, Raven, Naglieri</li> <li>• Students grades</li> <li>• Gifted Characteristics Checklists</li> <li>• Student, teacher, parent input</li> <li>• State approved testing list</li> <li>• Standardized Testing results</li> </ul>	<p>Testing is scheduled and conducted at least three times per school year in the fall, winter, and spring at each school site. The Cognitive Abilities Test (CogAT) or the Naglieri is administered by the gifted specialist.</p> <p>In addition, the school psychologist administers other State Board approved tests for gifted identification as needed. These tests were chosen because they are State approved gifted tests, and they offer alternative formats for various student populations. All testing is administered by a gifted teacher, school psychologist, site test coordinator, or Curriculum and Assessment staff.</p> <p>The CST teams may take into consideration other relevant information or data to determine eligibility and services.</p>
<p>How do you inform parents and staff of your referral and identification process?</p>	<ul style="list-style-type: none"> <li>• Formal letters to parents</li> <li>• Parent informational meetings, conferences</li> <li>• School newsletters/website</li> </ul>	<p>The referral and identification process is outlined on the Kyrene district website under gifted services. The Gifted Child Find notice is also published in school newsletters, as well as the district website. Gifted Resource teachers are the site coordinators for testing referral and identification questions. District gifted specialists communicate with parents and staff to answer questions.</p>
<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>• Formal letters</li> <li>• Focus on data</li> <li>• Parent meetings</li> <li>• Meeting with teacher. Principal and Gifted Director</li> </ul>	<p>K-5. The gifted resource teacher sends testing results and notification letter to families within three weeks of testing. An explanation of the results is provided in the primary home language of the parent upon request. Gifted resource teachers at the schools follow up with a phone call or meeting to explain services for gifted students.</p> <p>6-8. Site test coordinators send testing results and notification letter to families within three weeks of testing. School administrators and gifted facilitators who work with student and parents to make any necessary schedule changes.</p> <p>Appeals are made directly to the school. A team typically consisting of classroom teacher(s), administrator, school psychologist, and GATE teachers are brought together to review all data. Determination of subsequent actions is made at the site.</p>

# Social and Emotional Development

Question	Indicators	District Description
<p>How do you provide for the unique affective needs of your gifted students K-5?</p>	<ul style="list-style-type: none"> <li>• Grade level seminars to train teachers</li> <li>• Coordination of affective activities</li> <li>• Experiential learning approach</li> <li>• Provide common learning seminars for gifted students by grade level using pull out, cluster or self contained configurations</li> <li>• Use peer tutoring, cooperative leaning strategies</li> <li>• Establish a parent support group</li> </ul>	<ul style="list-style-type: none"> <li>• Provide workshops at the District (e.g. Social &amp; Emotional Needs of Gifted Learners, Kyrene Autism specialist)</li> <li>• Provide professional materials to teachers</li> <li>• Share and distribute information from SENG to the gifted resource and self-contained teachers</li> <li>• Share new learning at ongoing gifted meetings</li> <li>• Collaborate with special education teachers, behavior intervention teachers, psychologists and gifted teachers</li> </ul> <p>Gifted students in kindergarten through grade five can have various grouping configurations including cluster grouping, direct service from the gifted resource teacher, or a self-contained model.</p> <p>Consistent with Kyrene’s beliefs about the gifted children, the learning environments for gifted students offer an opportunity for gifted children to interact with each other—that is, to interact in academic environments with students that are functioning at the same (relatively speaking) level of cognition. Students of high ability need to work cooperatively in small groups to observe the thinking processes of other gifted children and to challenge each other while they apply the skills they are learning.</p> <p>Guidance, through socioemotional objectives in the differentiated curriculum, is embedded into course work. This may include exploration of giftedness, self-understanding, social interaction, personal responsibilities, and individual development through such techniques as goal setting. At the same time, and also in keeping with Kyrene’s beliefs about gifted children, students at all grade levels are afforded the opportunity to interact with their age/grade peers in school settings outside their gifted resource, honors, or accelerated classes.</p>
<p>How do you provide for the unique affective needs of your gifted students 6-8?</p>	<ul style="list-style-type: none"> <li>• Incorporate specific activities into an honors program</li> <li>• Experiential learning approach</li> <li>• Provide common learning seminars for gifted students by grade level such as a humanities class</li> <li>• Establish a parent support group</li> </ul>	<ul style="list-style-type: none"> <li>• Support from school psychologists, behavior intervention teachers, and special education staff</li> <li>• The gifted coordinator and GATE teacher facilitators provide support and professional development to teachers about the gifted learner as determined by the mentor, district specialists, and site leadership</li> <li>• Site-based middle school programs to address the needs of gifted students</li> <li>• Second step SEL program will be implemented in all middle schools during advisory period starting next year.</li> </ul> <p>GATE coursework is available in all four core areas (ELA, Science, Social Studies, and Math) and there are opportunities for HS credit in mathematics. Student also have two electives of choice. GATE courses are taught by a content specialist in the area of study who has received specialized training to address the needs of gifted learners. Over the next few years, Kyrene is working toward gifted endorsement for all teachers of GATE courses.</p>
<p>How do you provide for the unique</p>	<ul style="list-style-type: none"> <li>• Develop gifted student learning groups to share experiences</li> </ul>	<p>Kyrene is a K-8 district</p>

<p>affective needs of your gifted students 9-12?</p>	<ul style="list-style-type: none"> <li>• Assign a counselor to work with gifted students</li> <li>• Seminars to train teachers, counselors and administrators</li> <li>• Concurrent/dual enrollment possibilities tied to AP and IB</li> <li>• Establish a parent support group</li> </ul>	
<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>• Grade level seminars to train teachers</li> <li>• Provide literature about the unique needs of gifted students to teachers/parents</li> <li>• Conduct locally developed gifted parent nights</li> </ul>	<ul style="list-style-type: none"> <li>• The Kyrene School District gifted website provides information</li> <li>• Parent/Teacher conferences</li> <li>• Collaboration with school psychologists and special education staff</li> <li>• Open house events at schools</li> <li>• Newsletters</li> <li>• District family nights are scheduled four times per year to provide professional development and strategies in supporting gifted learners.</li> </ul>
<p>How do you monitor, identify and provide assistance to "at risk" gifted students?</p>	<ul style="list-style-type: none"> <li>• Create an open ended referral process for parents, students and teachers</li> <li>• Provide counseling services on an as needed basis</li> <li>• Develop alternate approaches for students in high school to earn credit</li> <li>• Competency testing in core subjects to allow students to "move-on"</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration between gifted staff, behavior intervention teachers, psychologists, English Language Learner program, resource and self-contained teachers</li> <li>• Support from Assistive Technology or the Kyrene Autism Specialist</li> <li>• Collaboration with the technology department</li> <li>• Provide awareness and information for the unique needs of twice exceptional students</li> <li>• Child Study Teams</li> <li>• IEP team and team of professionals recommend counseling services as appropriate</li> </ul>

# Professional Development

Question	Indicators	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>• In-service training, staff development, professional learning communities</li> <li>• Fund attendance at conferences, workshops and training in gifted education</li> <li>• Provide instructional materials for gifted learners</li> <li>• Join the Arizona Association for Gifted and Talented (AAGT)</li> <li>• Teachers develop personal professional growth plans</li> </ul>	<ul style="list-style-type: none"> <li>• Elementary gifted resource teachers meet regularly to share and discuss instructional strategies and implementation techniques.</li> <li>• Middle School GATE teachers meet regularly to share and discuss instructional strategies and implementation techniques.</li> <li>• Self-contained teachers meet regularly to share and discuss instructional strategies and implementation techniques.</li> <li>• Cluster teachers and GATE teachers are offered trainings throughout the year addressing the unique needs of the gifted students within the regular classroom.</li> <li>• Gifted Teachers attend the Arizona Association for Gifted and Talented conference.</li> <li>• Kyrene staff attends the National Association for Gifted Children Conference.</li> <li>• New Kyrene gifted teachers are mentored by the district gifted coordinator.</li> </ul>
<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"> <li>• Characteristics of the gifted learner</li> <li>• Instructional needs of the gifted learner</li> <li>• How to differentiate instruction to meet gifted learners needs</li> <li>• Identifying the gifted learner</li> <li>• The meaning of gifted testing results</li> </ul>	<p>It is our goal to provide high quality gifted programming at all schools in the Kyrene School District and to support Kyrene teachers in obtaining the knowledge and skills needed through professional development and gifted endorsement in order that they are able to differentiate process, product, and content to meet the needs of gifted learners. Over the next few years, Kyrene is working toward gifted endorsement for all teachers of GATE courses. The scope and sequence for 90 hours of PD are being developed.</p>
<p>How have your training events targeted the needs of administrators, counselors, psychologists and support staff?</p>	<ul style="list-style-type: none"> <li>• Specific training events that illustrated for administrators how to support gifted education in their schools</li> <li>• Training for counselors in the social and emotional needs of the gifted learner</li> <li>• ADE sponsored training on school improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Administrators receive information through meetings and newsletters concerning how to support gifted education in their schools.</li> <li>• Administrators and other staff members are also invited to attend gifted workshops and conferences.</li> <li>• Ongoing sharing of information to administrators on clustering, gifted initiatives, and self-contained model</li> <li>• The gifted coordinator is working with school leaders to better understand the characteristics of gifted learners, gifted support needs, and models of gifted education. The gifted coordinator will establish classroom look fors based upon NAGC standards and will conduct classroom visits with site leaders.</li> </ul>
<p>Do teachers who have primary responsibility of teaching gifted learners have, or are working towards earning, an Arizona Gifted Education K-12 Endorsement?</p>	<ul style="list-style-type: none"> <li>• For more information, please see Gifted Teacher Resources at <a href="https://www.azed.gov">https://www.azed.gov</a></li> </ul>	<p>Gifted resource, cluster, self-contained, and GATE teachers have, or are working towards earning, an Arizona Gifted Education K-12 Endorsement or Provisional Endorsement.</p>

Describe the feedback received from post training evaluations. What did		Teachers are providing positive feedback from curriculum development and professional development opportunities. They are requesting more training and are excited to share their learning with colleagues. The elementary gifted resource teachers have a unique opportunity to build units for the academic enrichment model and are doing so in
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the participants say about the effectiveness?		collaboration with gifted self-contained teachers.
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# Parent and Community Involvement

Question	Indicators	District Description
How do you make your program philosophy, goals and recruitment procedures available to all parents?	<ul style="list-style-type: none"> <li>• Provide parents with a gifted handbook for working with the district</li> <li>• Open house for gifted parents</li> <li>• Web site for gifted students and parents</li> <li>• Parent – teacher conferences</li> </ul>	<ul style="list-style-type: none"> <li>• District web site</li> <li>• Gifted web site</li> <li>• Teacher web sites</li> <li>• Open houses</li> <li>• Tours at the self-contained schools</li> <li>• Newsletters</li> <li>• Parent-teacher conferences</li> <li>• Emails</li> <li>• Articulation with TUHSD and Tempe Elementary School District</li> </ul>
How do you provide access to your scope and sequence for all parents?	<ul style="list-style-type: none"> <li>• Gifted scope and sequence distributed to all gifted parents, available in all school offices and website</li> </ul>	<ul style="list-style-type: none"> <li>• Placed on Kyrene Gifted website</li> </ul>
Describe how you incorporate parents into a support or advisory group.	<ul style="list-style-type: none"> <li>• Write letters of invitation to all gifted parents to join our group</li> <li>• Develop a regular schedule of meetings, posted on website or in newsletter</li> <li>• Provide opportunities to hear and converse with gifted guest speakers</li> </ul>	<ul style="list-style-type: none"> <li>• Use of District Listserv to share Gifted trainings and program offerings across the state</li> <li>• Work in collaboration with the East Valley parent group to host and disseminate information</li> <li>• Invite parents and interested community members to presentations focused on key aspects of a gifted learner</li> <li>• Ensure parent representation on Gifted Advisory committee from different programs and grade levels.</li> </ul>
How do you involve parents and the gifted community in the evaluation of your program?	<ul style="list-style-type: none"> <li>• Surveys, personal interviews, town hall type meetings</li> <li>• Site council agenda item</li> <li>• End of year presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Parent surveys</li> <li>• Student surveys</li> <li>• On-going feedback</li> <li>• Data analysis</li> <li>• The gifted advisory committee provides input on key data to collect from stakeholders. The gifted advisory committee will participate in quarterly review of gifted program implementation.</li> </ul>

# Program Assessment

Question	Indicators	District Description
<p>What data sources do you use to assess your programs effectiveness?</p>	<ul style="list-style-type: none"> <li>• Surveys from parents, students and teachers</li> <li>• Standardized test scores</li> <li>• AIMS performance scores</li> <li>• AzMERIT performance scores</li> <li>• AP/IB scores</li> </ul>	<ul style="list-style-type: none"> <li>• Surveys from parents, students, and teachers</li> <li>• Standardized test scores</li> <li>• District Benchmark testing</li> <li>• State performance scores</li> <li>• Gifted testing data</li> <li>• Gifted program enrollment</li> <li>• Staff feedback</li> <li>• Administrative feedback</li> <li>• Classroom walkthroughs</li> </ul>
<p>Describe how you use test data, both norm referenced and criterion referenced in your evaluation process.</p>	<ul style="list-style-type: none"> <li>• Track progress of gifted students year to year individually</li> <li>• Compare scores of gifted students with the rest of the population to assess differences</li> <li>• Students class grades compared to identification scores</li> </ul>	<p>Gifted test scores are available in the district student data system. This allows facilitated accessibility of results from state, district, and gifted assessments. Sorting based on different demographic or evaluative criteria assist with our program evaluation and equity access. Additionally, reports are generated for Gifted Teachers to expedite and accurately identify possible students for gifted eligibility.</p> <p>The data is used to assist with placing gifted students in GATE courses as appropriate at the middle school level.</p>
<p>How do you use informal measures like surveys, open forums and teacher interviews to gather data?</p>	<ul style="list-style-type: none"> <li>• Look for trends, common strengths, weaknesses, areas for improvement in parent surveys</li> <li>• Direct observation of the program in action</li> </ul>	<p>The data that is reviewed is gifted enrollment by school, grade level, area of identification, state assessment data and district assessment data. Surveys are conducted by the District at least annually and reviewed for any areas of improvements. In addition, the gifted coordinator visits classrooms and provides feedback to teachers on an ongoing basis.</p>
<p>What are your keys indicators that your program is positively affecting students?</p>	<ul style="list-style-type: none"> <li>• Student interest, excitement with the program</li> <li>• Parental positive feedback</li> <li>• Students test score analysis</li> <li>• Stays with the program, no dropouts</li> <li>• Regular attendance in class</li> </ul>	<ul style="list-style-type: none"> <li>• Student academic growth</li> <li>• Eligibility for GATE courses</li> <li>• Placement into high school honor programs</li> <li>• Student excitement and involvement in their own learning</li> <li>• Positive parent feedback on course content, teacher communication, and instructional aptitude</li> <li>• Referral for testing and testing identification rates</li> <li>• Open enrollment of students from other districts or from within the district to Kyrene school or the gifted self-contained program</li> </ul>
<p>Describe the performance standards you have for all gifted students.</p>	<ul style="list-style-type: none"> <li>• Meets or exceeds on annual AIMS assessment</li> <li>• Meets the individual learning goals established for the students</li> <li>• The gifted population demographics must reflect the same picture as the total school population</li> </ul>	<ul style="list-style-type: none"> <li>• Proficiency on state and district standards on assessments commensurate with student ability</li> <li>• Student progress on growth measures or common district assessments</li> <li>• Reflective evaluation by the students</li> <li>• Self, peer, and teacher evaluation of project work</li> </ul>

		<ul style="list-style-type: none"><li>• Parent/teacher/student conferences</li><li>• Survey results</li><li>• Success in coursework</li><li>• Self-advocacy and self-management strategies</li></ul>
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# Budgeting

Question	Indicators	District Description
<p>What percentage of your supplemental allocation is used in the following categories: capitol expenditures, direct student services, professional development and district coordination?</p>	<ul style="list-style-type: none"> <li>If supplemental funding from the Arizona state legislature is not currently available, please describe funding resources used to support your gifted education program.</li> </ul>	<p>The district does not receive any supplementation allocation at this time but hope that will be updated in the 2018-19 school year.</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>Type of program: pull out, cluster, self contained or differentiated instruction within the classroom</li> <li>Ratio within the structure you chose 1 to how many students?</li> </ul>	<p>There are 1164 identified gifted students in K – 8.</p> <p>In our 19 elementary schools, there are 556 students that are provided gifted services through consultation, clustering, pull-out and self-contained program models. Services to our elementary gifted learners are provided by 16.5 FTE. The number of staff is dictated by the implementation of the model, 8 FTE for the gifted self-contained program and either a 0.6 or 0.4 teacher at each of the other 17 schools to implement the academic enrichment model for 3-5 and resource support for K-2. Schools without self contained classrooms range from 0 to 12 students at any given grade level.</p> <p>In our middle schools, there are 608 students that are gifted identified. In our 6 middle schools, there are a minimum of 12 GATE teachers. There is at least one teacher in each core subject area from each grade level teaches GATE courses. Our K-8 school currently has two teachers that teach GATE courses and this will expand as the cohorts grow larger.</p>
<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"> <li>Teacher salaries?</li> <li>Rooms, appropriately equipped?</li> <li>Professional development</li> <li>Funding for a Director?</li> <li>Testing supplies?</li> <li>Administrative support?</li> </ul>	<p>The District funds the Gifted Program out of the Maintenance and Operations Budget. The approximate cost for the delivery of Gifted Services is \$1,1M. Gifted coordinator, teacher salaries and benefits, substitutes, testing, curriculum development, professional development and instructional resources are paid out of this budget. The oversight of the program falls under the Director of Curriculum and Assessment. The Curriculum and Assessment department provides administrative support for the gifted program.</p>