

GATE



SCOPE AND SEQUENCE

GIFTED PROGRAM

Special Education and Gifted Department
Dysart Unified School District
15802 N. Parkview Place
Surprise, AZ. 85374

Governing Board approved
June 24, 2009





GATE Scope and Sequence

2009 Updates:

Work Group:

Ms. Shelley Isai, VVHS Instructional Coach
Ms. Kathy Schooler, Gifted Specialist
Ms. Jo Marie Russo, Gifted Specialist
Mr. Michael Hawkins, WCHS Asst Principal
Dr. Teddy Irvine, DHS Principal
Ms. Rose Ann Wastjer, Asst Director, SPED/Gifted
Ms. Kathy Hill, ELL Coordinator
Ms. Marilyn Babyar, DHS Counselor
Dr. Juliann McCarthy, Director, SPED/ Gifted

Review Team:

Ms. Kelli Heaston, Gifted Specialist
Ms. Jo Marie Russo, Gifted Specialist
Ms. Lori Robertson, Parent
Mr. Steven Robertson, Parent
Ms. Florence Speight, Gifted Teacher
Ms. Julie Spindler, Gifted Teacher
Ms. Karen Atkinson, Teacher/Parent
Ms. Vicky Rodriguez, Gifted Specialist
Ms. Maria Silva, Parent
Ms. Rose Ann Wastjer, Asst. Director
Dr. Juliann McCarthy, Director

*2009 Updates are underlined

2007 GATE Work Group Members

Ms. Florence Speight, GATE Self-contained Teacher
Ms. Shelagh Colledge, GATE Self-contained Teacher
Ms. Vicky Rodriguez, GATE Specialist
Ms. Julie Spindler, GATE Self-Contained Teacher
Ms. Jennifer Auch, 4th Grade Teacher
Ms. Angela Fountain, Title One Coordinator
Dr. Juliann McCarthy, Assistant Director of Special Education and Gifted
Ms. Sheila Argeris, Director of Student Services and Fine Arts
Dr. Cyndi Miller, Director of Curriculum

Parent Participants:

Ms. Justina Reilly
Ms. Natalie Hays
Ms. Jennifer Butler
Ms. Jessica Yates
Ms. Lori Robertson
Ms. Vera Cruz (parent and district employee)
Mr. David Pope
Mr. Randy Oakman

Scope and Sequence Criteria

Program Design	
QUESTION:	What is your district's definition of a gifted student and gifted education?
	<p>Gifted refers to a student who is of lawful school age, and who, due to superior intellect or advanced learning ability or both, needs special instruction, special ancillary services, or both, to achieve at levels commensurate with his/her intellect.</p> <p>Students who score at or above the 97th percentile on national norms in any one of three areas-verbal, nonverbal, or quantitative reasoning on any test from the State Board-approved list are eligible for gifted services in DUSD.</p> <p>An alternative process that incorporates a matrix is also utilized to determine eligibility. The matrix combines point values for cognitive ability scores and standardized achievement test scores to determine eligibility. It is most effective when cognitive ability scores fall between the 90th and 96th percentile.</p>

Program Design	
QUESTION:	Describe the philosophy and goals for your gifted program.
	<p>Statement of Purpose: Based on the unique needs and characteristics of students identified as gifted, the mission of the DUSD is to provide an array of services to meet the academic, social, and emotional needs of these students in our community</p> <p>Mission: To deliver educational programs designed to assist gifted individuals to achieve their full potential in intellectual pursuits, community leadership, and creativity. This mission is achieved through the use of sound differentiated instructional strategies that include but are not limited to: complexity, depth, novelty, pacing, independent study, and acceleration. Professional expertise is fostered and exemplary resources are utilized to develop intellectual rigor, humane values, and creativity. The program recognizes and responds to the diverse gifts and talents in children and youth from all cultures, racial and ethnic backgrounds, and socioeconomic groups.</p>

Program Design	
QUESTION:	How do you group and deliver services to your K-2 students?
	<p>Children in K and 1 are provided services that are identified in an Individual Learning Plan (ILP). Children in grade 2 may continue to receive services through an ILP or they may attend a self-contained gifted classroom if they meet the eligibility requirements in all three areas <u>(verbal, quantitative, nonverbal) on an appropriate state-approved test.</u></p> <p>The Individual Learning Plan addresses the individual student's strengths, weaknesses and interest areas, and the <u>differentiated process, products , content, and environment</u> that will be utilized and developed for each student. <u>Cluster grouping is utilized to enable gifted students the opportunity to work with other gifted students.</u></p> <p>The self-contained program has its own curriculum guide that includes the process, product and content for second grade.</p>

QUESTION:	How do you group and deliver services to your 3-6 students?
	<p>Children in grades 3-6 are serviced through an Individual Learning Plan if they meet the qualifying score in one or two areas. Students who achieve the qualifying score in all three areas (<u>verbal, quantitative, nonverbal</u>) on an appropriate state-approved test are offered the option of attending a self-contained gifted classroom.</p> <p>The Individual Learning Plan addresses the individual student's strengths, weaknesses and interest areas,, and the <u>differentiated process, products , content, and environment</u> that will be utilized and developed for each student. <u>Cluster grouping is utilized to enable gifted students the opportunity to work with other gifted students.</u></p> <p>The self-contained program has its own curriculum guide that includes the process, product and content for grades 3-6.</p>

Program Design	
QUESTION	How do you group and deliver services to your 7-8 students?
	<p>Children in grades 7-8 are serviced through an Individual Learning Plan if they meet the qualifying score in one or two areas. Students who achieve the qualifying score in all three areas (<u>verbal, quantitative, nonverbal</u>) on an appropriate state-approved test are offered the option of attending a self-contained gifted classroom</p> <p>The Individual Learning Plan addresses the individual student's strengths, weaknesses and interest areas, and the <u>differentiated process, products, content, and environment</u> that will be utilized and developed for each student. <u>Cluster grouping is utilized to enable gifted students the opportunity to work with other gifted students</u></p> <p>The self-contained program has its own curriculum guide that includes the process, product and content for grades 7-8.</p>
QUESTION	How do you group and deliver services to your 9-12 students?
	<p>Advanced Placement, Honors and the International Baccalaureate Program are available to students in grades 9-12.</p>

Program Design	
QUESTION:	Describe how you integrate your program standards with the Arizona State Standards at each grade level.
	<p>Self-contained gifted curriculum guide is aligned with state standards at each grade level, assuring that the content of the standards is covered and providing for enriched content to meet the needs of gifted students.</p> <p>Individual Learning Plans include tiering and compacting to assure that state standards have been met and allowing for content, process and products to be adapted to the individual needs of the student.</p>
QUESTION:	How do you involve parents in your program?
	<ul style="list-style-type: none"> • GATE Brochure • News Releases • GATE link on district web site • Newsletter • Periodic meetings with the GATE community of parents • <u>Parent representation on committees</u>

Curriculum and Instruction	
QUESTION	How do you differentiate instruction (pace and pedagogy) to K-2 students? Please list several sample activities
	<ul style="list-style-type: none"> • Professional development provided to all teachers with a focus on differentiated instruction, including the use of flexible grouping. • Self-contained curriculum guide outlines the content, process and product for grade 2. • Individual Learning Plans <u>identify the differentiated process, product, content, and environment for each student. Teachers are provided assistance and resources needed to meet the needs of the student as identified on the ILP.</u> These are designed and implemented for each gifted student K-2. • Use of DRA/DIBELS assessment information to form appropriate instructional groups.
QUESTION	How do you differentiate instruction (pace and pedagogy) to 3-6 students? Please list several sample activities
	<ul style="list-style-type: none"> • Professional development provided to all teachers with a focus on differentiated instruction, including the use of flexible grouping. • Self-contained curriculum guide outlines the content, process and product for grade 3-6. • Individual Learning Plans <u>identify the differentiated process, product, content, and environment for each student. Teachers are provided assistance and resources needed to meet the needs of the student as identified on the ILP.</u> These are designed and implemented for each gifted student 3-6. • Use of DRA/DIBELS <u>and district benchmarks</u> assessment information to form appropriate instructional groups.

Curriculum and Instruction	
QUESTION	How do you differentiate instruction (pace and pedagogy) to 7-8 students? Please list several samples activities to illustrate your description.
	<ul style="list-style-type: none">• Professional development provided to all teachers with a focus on differentiated instruction, including the use of flexible grouping.• Self-contained curriculum guide outlines the content, process and product for grade 7-8.• Individual Learning Plans <u>identify the differentiated process, product, content, and environment for each student. Teachers are provided assistance and resources needed to meet the needs of the student as identified on the ILP.</u> These are designed and implemented for each gifted student 7-8.• <u>Use of district benchmarks for</u> 7-8 grade students, in order to identify instructional groupings.

Curriculum and Instruction	
QUESTION	How do you differentiate instruction (pace and pedagogy) to 9-12 students? Please list several samples activities to illustrate your description.
	<ul style="list-style-type: none">• Professional development provided to all teachers with a focus on differentiated instruction, including the use of flexible grouping.• Honors, Advanced Placement, and International Baccalaureate Programs. <u>Teachers assigned to teach these courses attend training specific to the implementation of expectations within them.</u>• <u>Each high school assigns a counselor to oversee the unique needs of 9-12 gifted students. Each student receives an Education and Career Action Plan (e-CAP) that incorporates the students' strengths and interests into an individual four year course guide. The e-CAP is reviewed and updated annually. The counselor meets regularly with the students to assure that the plan continues to meet the gifted student's unique needs. Counselors are provided training in the characteristics and needs of gifted students and advocating for their needs to teachers. Counselors work with gifted specialists/teachers to provide a smooth matriculation from 8th grade to high school for gifted students. The gifted student's Individual Learning Plan from K-8, is used as a base for building the first e-CAP.</u>

QUESTION:	What curricular materials do you use for grades K-2? Be specific
	DUSD K-2 curriculum Houghton Mifflin Math and Reading, DUSD adopted text books for science and social studies DUSD Governing Board adopted supplemental instructional materials: list attached
QUESTION:	What curricular materials do you use for grades 3-6? Be specific
	Houghton Mifflin Math and Reading, DUSD adopted text books for science and social studies DUSD Governing Board adopted supplemental instructional materials: list attached
QUESTION:	What curricular materials do you use for grades 7-8? Be specific
	DUSD adopted text books DUSD K-12 curriculum DUSD Governing Board adopted supplemental instructional materials: list attached
QUESTION:	What curricular materials do you use for grades 9-12? Be specific
	DUSD adopted text books DUSD K-12 curriculum DUSD Governing Board adopted supplemental instructional materials: list attached

Identification	
QUESTION	Describe how your referral process for identification involves parents and staff
	<ul style="list-style-type: none"> • Referral form is available at each school site and on-line. • Transferring -in parents are provided a form at time of registration that allows them to indicate whether their student had previous gifted services. Those forms are forwarded to the District Department of Special Education and Gifted where the documents are requested and reviewed upon receipt. Parents are notified in writing of the student’s eligibility and given referral for testing information if appropriate.
QUESTION	Describe your process for the identification of K-12 students, including how your process addresses the variety of student environmental backgrounds.
	<ul style="list-style-type: none"> • <u>Referrals for testing are accepted from parents, teachers, administrators and the students. All referred students are tested. Testing is conducted four times each year. One testing date is set aside specifically for Kindergarten students. Testing dates are set in advance and published on the district web site and other district publications. Parents are notified as soon as possible, once the testing window has closed, of the results of the testing.</u> • Use of matrix that assigns points value to scores on cognitive measure and scores on standardized achievement tests. • Matrix also allows for discretionary points to be added when student is a member of an at-risk group • Nonverbal tests are used for ELL students.

Identification	
QUESTION	Please list all the testing instruments and data points you use for gifted student identification and explain why you use those instruments
	<ul style="list-style-type: none"> • CogAt-normed for the population under examination, group administered, addresses all three areas of service: verbal, nonverbal, quantitative • Universal Nonverbal Intelligence Test: culturally sensitive, completely nonverbal, individually administered • State approved test list: compliance with the law, flexibility in accepting results from other locations • Matrix: allows for consideration of additional factors for those students who nearly met the 97 percentile or who represent a special population
QUESTION	How do you inform parents and staff of your referral and identification process?
	<ul style="list-style-type: none"> • Web site • Brochure • Parent meetings • Governing board presentations • Newsletters: gifted and school

QUESTION:	Once eligibility is determined, how do you inform parents of the decision and then handle an appeal of that decision.
	<ul style="list-style-type: none">• Parents are notified of test results and eligibility through a formal letter• A consent for placement form is included and signature required for all eligible students• Parent appeals are handled on an individual basis beginning with the Asst. Director of Special Education and Gifted• Consultation with gifted teacher/specialist, principal, classroom teacher, and parent.

Social and Emotional Development	
QUESTION	How do you provide for the unique affective needs of your gifted students K-6?
	<ul style="list-style-type: none">• <u>Social Emotional Needs of the Gifted</u> (SENG) conference for social workers• Training for school counselors specifically addressing the needs of gifted• Social-emotional issues addressed through newsletter• Self-contained classrooms• Clustering• School Psychologists training and conference attendance

Social and Emotional Development	
QUESTION:	How do you provide for the unique affective needs of your gifted students 7-8?
	<ul style="list-style-type: none"> • <u>Social Emotional Needs of the Gifted</u> (SENG) conference for social workers • Training for school counselors specifically addressing the needs of gifted • Social-emotional issues addressed through newsletter • Self-contained • Clustering • School Psychologists training and conference attendance • Self-contained classrooms and cluster grouping
QUESTION:	How do you provide for the unique affective needs of your gifted students 9-12?
	<ul style="list-style-type: none"> • <u>Social Emotional Needs of the Gifted</u> (SENG) conference for social workers • Training for school counselors specifically addressing the needs of gifted • Social-emotional issues addressed through newsletter • Self-contained • Clustering • School Psychologists training and conference attendance • Honors, AP and IB programs

Social and Emotional Development	
QUESTION	What specific orientation activities do you provide for parents and teachers regarding students affective needs?
	<ul style="list-style-type: none">• <u>Social Emotional Needs of the Gifted</u> (SENG) conference for social workers• Training for school counselors specifically addressing the needs of gifted• Social-emotional issues addressed through newsletter• Self-contained• Clustering• School Psychologists training and conference attendance

QUESTION:	How do you monitor, identify and provide assistance to “at-risk” gifted students?
	<ul style="list-style-type: none"> • Referral process established for all students for counseling and/or social worker services • <u>Implement 504 referral/assessment/accommodation plans as needed.</u> • Counseling provided on an as-needed basis <u>(individual, small group: focusing on social skills, conflict resolution, family issues</u> • <u>Partnerships with community organizations for intervention: Jewish Family Services for classroom prevention lessons and small groups at elementary and high school; Teen OutReach Pregnancy, City of Surprise Victim Advocacy, FAST program (elementary) with Southwest Behavioral Health, Maricopa County Mobile Crisis Team, referral sources for local mental health agencies and social services provided to parents, referrals to Child Help, Child Protective Services.</u> • Credit recovery, <u>A+ program at the high school level</u> • dual enrollment offered to high school students <u>through local community colleges.</u> • Competency testing offered at the high school level • <u>Next Step Program</u> • <u>Academic contracts</u> • <u>Behavior contracts</u> • <u>Functional Assessments</u> • <u>Behavior Intervention Plans</u> • <u>Interpretation of cognitive, aptitude, and achievement tests</u> • <u>Threat Assessments</u> • <u>Chronic Illness plans</u> • <u>Advancement through Individual Determination (AVID)</u>

	<ul style="list-style-type: none">• <u>Homebound services</u>• <u>Universal Prevention: K-8 classroom prevention lessons facilitated by counselors; Career exploration at 7th and 8th grade using AzCIS; Educational Career Action Plan (e-CAP) at the high school; Graduation checks; honors testing; college applications and letters of recommendation</u>
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Professional Development	
QUESTION:	How do you regularly provide opportunities for regular classroom teachers and gifted teachers to receive specialized training about working with gifted students?
	<ul style="list-style-type: none">• Inservice provided by gifted specialist• Teacher designed workshops provided to and by gifted self-contained teachers• Fund attendance at state AAGT conference• Fund attendance at workshops with a gifted focus• Provide necessary instructional materials. Identification of needed resources is embedded in the ILP process. Self-contained teachers identify needed resources through the Self-Contained Curriculum Guide.

QUESTION:	Please list the titles of the training you conducted last year those planned for the current year.
	<ul style="list-style-type: none"> • AAGT Conference (2006 and 2007, 2008) • National Association for Gifted Children Conference-2006, 2008 • Social and Emotional Needs of Gifted Students Conference-SENG2006 • Counselor Training for the Gifted and Talented 2006 • AAGT Southern Regional Conference 2006 • Book study • Middle Level Learner Academy for both teachers and administrators • Knowing the Learner • Assessment for Learning • Content/Process/Product • Building Academic Vocabulary • Summarizing and Note-Taking • Identifying Similarities and Differences • Non Linguistic Representations • Individualized Learning Plans • Instructional Strategies for Gifted Students • Writing Strategies for Gifted Students • Math Strategies for Gifted Students • Reading Strategies for Gifted Students • Portfolios • Geometer Sketch Pad • Learn to Use 3-D Modeling Software to Create Engaging Lessons

Professional Development	
QUESTION	Have your training events targeted the needs of administrators, counselors, psychologist and support staff?
	<ul style="list-style-type: none"> • Administrators and psychologists funded to attend the AAGT conference. • Counselors funded to attend Counselor Training for the Gifted and Talented. • Social workers funded to attend Social Emotional Needs of the Gifted (SENG) conference • Professional Development specifically geared to counselors: How to Communicate with Difficult People Bully-Free Classroom • In-service provided to building administrators and instructional coaches on the cluster model.
QUESTION	Describe the feedback received from post training evaluations. What did the participants say about the effectiveness?
	<ul style="list-style-type: none"> • Teachers reported that the ILP training was helpful. They specifically commented on using an example of an ILP from which to learn. • On a rating scale of 1-5, with five being excellent, the average rating was a 4 regarding Instructional Strategies for Gifted Students. Similarly high ratings were received from the Identifying Similarities and Differences training. • Teachers commented that they liked working with Inspiration and KidSpiration. • Found the use of their time purposeful and the information useful.

QUESTION	How do you make your program philosophy, goals and recruitment procedures available to all parents?
	<ul style="list-style-type: none">• Web site (www.dysart.org)• Brochure• Newsletters• Parent meetings• Governing board presentations• Parent/teacher conferences• News releases• Parental participation in the development of the ILP

Professional Development	
QUESTION	How do you provide access to your scope and sequence for all parents?
	Parents will be provided access through our internet links. www.dyart.org
QUESTION	Describe how you incorporate parents into a support or advisory group.
	<ul style="list-style-type: none"> • Periodic meetings with gifted parents • Notification of parental input sent through news releases, posted on web site. • DUSD support of the development of a parent support group. • <u>Parental participation on committees</u>
QUESTION	How do you involve parents and the gifted community in the evaluation of your program?
	<ul style="list-style-type: none"> • Governing Board presentations • Site Councils • Parent Surveys <u>have been</u> developed as part of a comprehensive program evaluation process. <u>Parents survey will first be utilized in the Spring 2009.</u> • Teacher Surveys <u>have been</u> developed as part of a comprehensive program evaluation process. <u>Teacher survey will first be utilized in the Spring 2009.</u>

Program Assessment	
QUESTION	What data sources to you use to assess your program's effectiveness?
	<ul style="list-style-type: none"> • Disaggregate AIMS and Terra Nova data for individual gifted students and as a group. • Compare outcomes of gifted students between self-contained and ILP and compare to non-identified population • Progress data mined from the results of DRA and DIBELS assessment data. • Use and review of benchmark assessments • <u>Enrollment in Advanced Placement and International Baccalaureate programs</u> • <u>Scores on college entrance examinations such as the Scholastic Aptitude Test (SAT) or American College Testing Program (ACT)</u> • <u>Participation in academic competitions</u> • <u>Scholarship awards</u>
QUESTION	How do you use informal measure like surveys, open forums and teacher interviews to gather data?
	<p>Program Assessment <u>is an ongoing process. Gifted specialists work with classroom teachers to develop portfolios for each ILP student. Surveys of parents and teachers provide input into the strengths of the program and needed improvement areas. Gifted Specialists meet regularly to align services throughout the district. Parents and teachers are partners in the development of the ILP.</u></p>

Program Assessment	
QUESTION	What are your key indicators that your program is positively affecting students?
	<ul style="list-style-type: none"> • Informal parental input • Principals review grades • Retention of gifted students • Enrollment in AP and IB classes • Scholarships • Merit scholarships
QUESTION	Describe performance standards you have for all gifted students.
	<ul style="list-style-type: none"> • Gifted students will exceed the standard in their area of qualification. • Students ILPs will be fully implemented and portfolios will reflect student progress. • Gifted students will demonstrate leadership qualities within their school communities demonstrated through involvement in student government, clubs, mentoring, and social service organizations. • Gifted students will participate in various academic competitions throughout the district, community and state. • Gifted students will receive numerous academic awards and scholarships.

Budgeting	
QUESTION	What percentage of your supplemental allocation is used in the following categories: capitol expenditures, direct student services, professional development, and district coordination?
	88% of supplemental allocation is spent on direct services to students including materials and testing supplies. 12% is spent on professional development
QUESTION	Describe the structure of your gifted education staffing including the ratio of teaching staff to the number of identified gifted students
	<p>Self-Contained 1:16 Individual Learning Plan students: 1:24 ILP Services specify special accommodations and differentiated instruction within the students' regular classroom based on the student's strengths, interests, and needs. Clustering of these students within the grade level regular education classrooms is the preferred method of service delivery</p> <p>Self-contained classrooms are provided at grade levels 2-8. A separate curriculum guide has been developed for this program which addresses the differentiated approach to instruction utilized in these classrooms.</p>

QUESTION	To what extent does the district support the funding of our gifted program: Please elaborate: be specific as to staff and financial resources
	<ul style="list-style-type: none">• District fully funds self-contained classrooms, equitably equipped• District fully funds the salaries for self-contained classroom teachers and gifted specialists• District fully funds the administrative position in charge of GATE• The district provides the funding for all in-district professional development