



Scope and Sequence for Gifted Education

The Governing Board of each school district shall develop a scope and sequence for the identification process of and curriculum modification for gifted pupils to ensure that gifted pupils receive gifted education commensurate with their academic abilities and potential.

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Approved by the Governing Board on January 10, 2018

Definition and Purpose

A Gifted learner is one who uses higher level thinking skills and has a wider range of abilities. A gifted learner has unique academic and social-emotional needs. They are intellectually advanced in one or more areas yet may have difficulties or be very average in other areas. Gifted education provides a variety of instructional techniques that allows learners to reach their full potential. Gifted programs are student centered and provide an environment that fosters intellectual growth and learning beyond the regular classroom. The purpose is to provide programs that are varied and flexible and offer challenging experiences for advanced learning with the appropriate resources.

In the Fort Huachuca Accommodation School District (FHASD), students are identified as qualifying for gifted through a procedure that includes an assessment with a state approved test Cognitive Abilities Test (Cog AT). The CogAT measures three (03) different cognitive abilities, which include the following:

- Verbal Abilities.
- Quantitative Abilities.
- Non-Verbal Abilities.

To be eligible for the Gifted and Talented Program, the Arizona Department of Education (ADE) requires the student to score at the 97th percentile or better in any one of the three skill areas, Verbal Abilities, Quantitative Abilities, or Non-Verbal Abilities.

Philosophy and Goals

The philosophy of the FHASD is one that encourages and nurtures complex thinking and creativity within an inclusive environment that allows for optimal development. The FHASD supports a multi-dimensional teaching approach that provides an appropriate academic curriculum.

The goals are to provide opportunities to:

- Learn with commensurate academic ability and potential.
- Increase student's self-confidence, self-image, and self-direction.
- Provide students with collaborative peer opportunities that promote a drive for excellence.
- Encourage students to think outside the box and work on 21st Century Skills that solve problems and foster creativity.
- Sustain dynamic implementation of a gifted program that involves administrative, teaching staff, parents and students working in a positive and collaborative effort.

Services and Model

The State of Arizona requires that services for gifted learners are offered as an integral part of the student's regular school day and that it is "commensurate with the child's intellect, ability and creativity." The FHASD also recognizes that a gifted learner is gifted all day long, every day. Therefore, the following services not only address the needs of all students, but for the purposes of this document,

descriptions are focused on the unique needs of the gifted learners. A **Gifted Academic Plan (GAP)** will be developed for students who qualify for gifted services. The GAP allows for the curriculum to be modified in one or more of the three areas:

- Expanded academic course offerings.
- Differentiated Instruction.
- Supplemental Services.

Transfer students previously identified as gifted by another district or charter school will be placed into the FHASD Gifted and Talented Program if they meet the Arizona Department of Education (ADE) requirement score of 97th percentile or better in any one of three skill areas, Verbal Abilities, Quantitative Abilities, or Non -Verbal Abilities. If the Transfer student does not meet ADE requirements, they will be placed into the FHASD Gifted and Talented Program under the Interstate Compact on Educational Opportunities for Military Children (ICEOM), until the student is retested with the CogAt to determine eligibility for gifted services.

Students enrolled in the FHASD may be recommended for gifted screening by parents, guardians, or school personnel for placement in a regular classroom using existing curriculum, inquiry, differentiated instruction, project-based learning, and/or increased depth of knowledge, as defined by the Arizona English Language Arts (ELA) and Mathematics Standards. Teachers will receive professional development in strategies to deliver instruction that is differentiated from the general population to meet the needs of the gifted learners. Specific instructional strategies are tailored to meet the needs of each gifted student, including open-ended questioning, projects, and activities that focus on high order thinking skills.

Time Allocation for services: Gifted learners do not have a mandatory number of minutes of service, although best practice suggests that their intellect should be challenged throughout their academic day through differentiated instruction, supplemental services, and expanded academic course offerings.



Colonel Johnston Elementary School (CJES) – Kindergarten through Second (02nd) Grade Students

The CJES Gifted learners may participate through differentiated instruction, adjusted curriculum, and supplemental services in the regular classroom under the guidance of the building level administrator. Thematic, inquiry, project based lessons are appropriate and utilized at CJES.



General Myer Elementary School (GMES) – Third (03rd) through Fifth (05th) Grade Students

The GMES Gifted learners will work on inquiry based projects in a small group pull-out model as well as in their regular class. These inquiry based projects require some independent as well as collaborative work (See Sample project). The GMES Gifted learners can participate in cluster grouping for subject delivery.



Colonel Smith Middle School (CSMS) – Sixth (06th) through Eighth (08th) Grade Students

The CSMS Gifted learners may be placed in honors courses and have the opportunity to participate in extra-curricular activities. In addition, the vision of CSMS is that all students participate in *Real World, authentic project based learning, stem driven, integrated group instruction supported by integrated technology, student center and teacher facilitated*, which is an outstanding platform to truly meet the needs of the CSMS Gifted learners.

Integration of Standards

The FHASD works cooperatively to vertically and horizontally align the state standards. The district teams work with the curriculum coordinator to review state standards for content areas. Classroom teachers who work with gifted learners ensure that content, process, or product is differentiated within their classroom.

Identification/Results/Placement Process

The FHASD has adopted a multifaceted approach to screening and identification of gifted learners. In alignment with Arizona State Gifted Education Guidelines, testing referrals may be made by any of the following persons who are familiar with the students' abilities, potential performance, and past records:

- Student's teacher.
- Student's parent or legal guardian.
- Students themselves.
- Administrators, student advisors, or other support personnel.

Formal evaluation may begin only after the following information is gathered:

- Teacher, parent, or student Referral Form.
- Written approval from the student's parent or guardian.

Students who are identified by the screening process as qualifying for evaluation will be assessed using the CogAT or other state approved test. Students will be tested in verbal (reading), quantitative (math), and non-verbal (spatial/reasoning) areas. When the results are obtained parents/legal guardians will be notified, in writing, of their child's testing results. The results can be explained to parents or legal guardians upon request and in accordance with the state statute. The testing results will also be kept in the student's cumulative file for future reference. Students qualify as gifted learners whom score at or above the 97th percentile on the state approved assessment. Parents do have the right to deny gifted services and can exit their child from those services.

Testing Timeline

The FHSAD will establish and provide the testing dates and timelines to occur no less than three (03) times per school year. Notification of these dates will be available through newsletters and the district website. Testing will be administered by the school district at arranged times. Flexibility will be afforded to students who move into the district after testing has been completed. Students who do not qualify when tested within the district must wait twelve months before a retest opportunity will be given.

Parental Involvement/Information

Parent and community involvement are important to the FHASD. Parents and classroom teachers are encouraged to communicate regularly through the use of face-to-face meetings, daily agendas/journals that list daily activities, e-mail questions, or comments.

The FHASD has resources available on the district website that will include links to gifted education articles, educational opportunities, organizational contacts, and electronic copies of district newsletters.

Curriculum and Differentiated Instruction Guidelines

- The content of the curriculum for gifted students should focus on and be organized to include complex and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
- Curriculum for gifted student should allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.
- Curriculum for gifted students should encourage exposure to, selection, and use of appropriate resources.
- Curriculum for gifted students should promote self-initiated and self-directed learning and growth.
- Evaluations of curriculum for gifted students should stress high level thinking skills and creativity.
- **Expanded Course Offerings** may include, for example, one or more of the following: acceleration, enrichment, flexible pacing, interdisciplinary curriculum, and/or seminars.
- **Differentiated instruction**, which emphasizes the development of higher order thinking, may include critical thinking, creative thinking, and problem solving skills.
- **Supplemental services**, which may be offered to meet the individual needs of each gifted student, may include, for example, guidance and counseling, mentorship, independent study, and/or correspondence courses.
- Honors courses available to middle school students.

- Cluster Grouping for subject delivery.
- For highly gifted or profoundly gifted students, the district administrator will work with parents to determine advanced alternatives. Alternatives may include a hybrid approach that combines grade or subject acceleration, on-line studies, and/or independent studies.

Social and Emotional Development

The FHASD is committed to providing programs and services through gifted education that recognize and nurture the unique social-emotional development of gifted learners. The Fort Huachuca district will provide on an as needed basis counseling services. These services may include:

- Personal/social awareness and adjustment counseling.
- Gifted learners with pre-career guidance consistent with their unique strengths.
- Support for instructional transition.
- Specific guidance and counseling services to underachieving gifted learners that address the related issues and problems.

Orientation for Parents, Students and Teachers

At the beginning of every school year, each school site will provide, at parent night, information on services, including guidance and counseling. This information will also be included on the website. Teachers will receive articles and information on the unique social and emotional needs of students and communicate with parents on finding the most appropriate approach for their students.

Professional Development

The FHASD allocates strategic professional development time every Thursday through Early Release. The FHASD Administrators, Technology Integration Specialist (TIS), Academic Coaches, and the FHASD Gifted Teacher are trained in the delivery of professional development.

Some of the specific topics may include:

- Arizona English Language Arts (ELA) and Mathematics Standards.
- Differentiated Instruction, assessment.
- Technology Integration.
- Strategies in lesson delivery and acceleration, tiered lesson plans.
- 21st Century Skills.
- Project Based Design.
- Problem solving, creative thinking, higher order thinking skills.
- Response to Intervention to include Gifted learners.
- Identification of Gifted learners.
- Needs of the Gifted learners.

FHASD staff members may attend conferences such as the *Arizona Association for Gifted and Talented Annual Conference* to learn about the latest trends and best practices for our gifted students. Web based resources, articles and webinars are available to staff.

Teachers are also encouraged to pursue endorsement in the area of the Gifted and Talented through the Arizona Department of Education.

Program Assessment

To assess the program's effectiveness the FHASD will use a systematic study of the value and impact of services provided. The FHASD will provide various opportunities for the gifted program's effectiveness of service, instruction, and professional development to be evaluated.

These opportunities may include:

- Surveys/Questionnaires.
- Standardized and state assessments.
- Involvement/Participation.
- Student portfolios.
- Student projects.

Budgeting

The budget for gifted education is determined by the needs of each site. It is documented in the Annual Financial Report of the school district. Funding historically came from state grant money, but that funding source is no longer available. Therefore, all expenses for gifted education must be absorbed through the FHASD's M&O budget.

Sample Third (03rd) Grade Project

Project: Ecosystems

Subject: Science, Language Arts

Project Summary: Students will explore and report on an ecosystem.

Driving Question: Why do we need each other?

Content Questions: What is an ecosystem? How do members of an ecosystem depend on one another? What role do natural resources play in an organism's ability to survive?

Content Standards: Sci3S2C2PO1-2; Sci3S4C3PO1-4; 3.RI.3; 3.RF.4; s.W.2; 3.SL.4

Student work:

1. Pick an ecosystem: Desert, Grassland, Salt-water, Freshwater, Forest, Arctic.
2. Research the characteristics of the ecosystem and write a paragraph describing the ecosystem.
3. Make a list of 3-5 plants that grow there.
4. Make a list of 3-5 animals that grow there.
5. Research the effects of these plants and animals on one another and write a paragraph describing those interactions.
6. Make a 5-slide PowerPoint with the information.
 - a. Slide 1- title of ecosystem and picture.
 - b. Characteristics and paragraph with picture.
 - c. Plants and list of plants with, at least one plant pictured.
 - d. Animals and list of animals with at least one animal pictured.
 - e. Interactions and paragraph with picture.