



**Scottsdale Unified Schools
Gifted Education
Scope and Sequence**

Fall 2021



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Statement of Commitment

The Scottsdale Unified School District (SUSD) commits to supporting the learning needs of its gifted student population. The SUSD Gifted and Accelerated Learning Department is dedicated to providing appropriate services for gifted identified and accelerated learners who require differentiated educational programs and/or services beyond those provided in the general education program.

Philosophy and Purpose

The Scottsdale Unified School District recognizes that state law declares it to be in the public interest to provide and support students who are identified as gifted. SUSD strives to provide an inclusive, enriching environment that enables gifted students to learn at levels commensurate with their intellectual abilities and reflective of their needs. SUSD recognizes that students identified as gifted have unique and differing learning needs, and therefore, provides a continuum of services by teachers who participate in ongoing professional development.

These services reflect the specific needs of the District's diverse student population. The District's various gifted programs, services, and provisions incorporate differentiated curriculum and instruction, acceleration, and enrichment. SUSD supports these practices by employing a Director of Gifted and Accelerated Learning, Gifted Program Coaches, Gifted Education Specialists at the elementary level, Gifted Education Coaches at the middle school level, Gifted Cluster Teachers, Comprehensive Gifted Program Teachers, Middle School Honors Teachers, High School Honors and Advanced Placement™ (AP) Teachers, and an administrative assistant.



SUSD Mission Statements

District Mission Statement

We inspire, motivate, and empower all to think critically, act collaboratively, and embrace diversity for a life of intellectual exploration, community engagement, and personal growth.

Gifted and Accelerated Mission Statement

SUSD supports the philosophy that giftedness denotes the possession and use of untrained natural abilities (Gagne). We believe that gifted students' natural abilities translate to educational needs that require differentiated instructional programming as an integrated part of their regular school day. Enriched, extended, and accelerated learning opportunities are provided to meet the cognitive and affective needs of gifted learners.



Definitions and Descriptions

Definition of Gifted Students

SUSD defines gifted students as those children of lawful school age who show, or have the potential for showing, an exceptional level of performance in one or more areas of expression (National Association for Gifted Children). In accordance with the AZ State Mandate for Gifted Education, gifted education services are offered to all students who score at or above the 97th percentile on a verbal, quantitative, and/or nonverbal battery of a test included on the Arizona State-Approved Gifted Test List.

Local Norming at our Title 1 sites is utilized to ensure students from diverse backgrounds are represented. While not recognized as gifted by the state definition these students require differentiated instruction based on their abilities.

Definition of Gifted Education

SUSD defines gifted education as services and coursework that provide extended learning opportunities focused on the cognitive and affective needs of gifted students. Gifted Education services in SUSD are inclusive of all school populations and student demographics, and consist of integrated, differentiated learning experiences provided during the regular school day.

The array of gifted education services in SUSD incorporates and addresses:

- extended curriculum
- flexible grouping and pacing
- creativity and problem solving
- differentiated instruction
- acceleration
- continuity and continual progress
- interaction with like-minded peers
- social and emotional needs of gifted students



General Population Description

SUSD serves approximately 21,500 students in fifteen Elementary schools K-5, four K-8 schools, five 6-8 Middle Schools, and five high schools. School boundaries include parts of Scottsdale, Paradise Valley, Phoenix, and Tempe. More information about SUSD can be found at www.susd.org

District		Within Gifted	
African American	949	African American	44
Asian	1142	Asian	206
Caucasian	13809	Caucasian	2072
Hispanic	5237	Hispanic	270
Native American	516	Native American	20
Native Hawaiian/Pacific Islander	53	Native Hawaiian/Pacific Islander	1
Two or more	1226	Two or more	141



Gifted Identification Process

Testing Nominations

SUSD Director of Gifted and Accelerated Learning, District Gifted Coaches, the Gifted Specialists at each elementary school and the Gifted Coaches at the middle schools are available to guide staff members and parents through the gifted testing nomination process at staff meetings and parent meetings. Parents, students, teachers, school administrators, Special Education staff members, and Language Acquisition staff members may nominate students for gifted testing. Parent permission is required for individuals nominated for gifted testing.

Registration for testing is done through the online registration site. Information regarding the registration window can be found on the district website. The information is also shared out at each site. Paper nomination forms are available at each school.

Teacher nominations are a valuable part of the process. The gifted specialist/coach takes staff members through a nomination process at a staff meeting in the fall and in the spring. This process focuses attention on the characteristics of gifted learners vs. the characteristics of high achieving students. Several tools are used to further this process.

- The Difference Between a Bright Child & a Gifted Learner
- Traits & Behaviors that May Prevent Identification
- Teacher's Class Screening Form for Nominating Students for Gifted Services
- District assessment data using:
 - mathematics and literacy assessments
 - State Assessment results
- Gifted Characteristics Checklist for Underrepresented Populations
- Key Identification Considerations for Culturally, Linguistically, and Socioeconomically Diverse Gifted Learners
- Other screening tools that consider behaviors typical of gifted students regardless of linguistic abilities

Identification Process

SUSD gifted assessments ensure fairness to the District's ethnically and culturally diverse population. The assessment battery includes tools that are language-free and culturally unbiased to provide equal opportunities for identification of the District's English language learners and culturally diverse students:

- The Cognitive Abilities Test (CogAt), Form 6
- Naglieri Nonverbal Ability Test (NNAT2)
- Naglieri General Ability Test (NGAT)



Testing is offered three times each year as follows:

- Fall- students in grades 1, 3-8
- Winter- 2nd grade blanket testing
- Spring- Any student, K – 8.

Testing for high schools can be arranged throughout the school year. All gifted testing takes place during the school day by trained teachers. Testing accommodations are made for students with disabilities according to the students' IEPs, and Section 504 Accommodation Plans.

Testing periods include:

- Regularly scheduled testing periods take place during the Fall, Winter, and Spring.
- Gifted testing schedules are created in conjunction with the Gifted Ed. Dept. and the Gifted Specialist and/or Gifted Coach at each school.
- For those students who have an Individualized Educational Plan (IEP) or 504 Accommodation Plan testing will be provided in June.

Parent Notification of Testing

SUSD provides notification of test results to parents and guardians within four weeks of test administration through the Parent Vue portal. Parent notification is provided in English and in Spanish upon request. Translation services are available for families who speak other languages.

Parent notification of testing results includes:

- Record of the gifted testing results
- A link to the SUSD Gifted Services website that describes the District's gifted education services, state law, identification and records information, school programs, parent resources, student resources, and contact information

Identification

The SUSD definition of a gifted student includes the areas of verbal, quantitative, and nonverbal.

Students scoring at the 97th percentile or higher, in any of the three areas, on state approved ability tests are identified as gifted students within SUSD.

Talent Pool Eligibility is available to students scoring in 94th-96th percentile with additional consideration of achievement scores and teacher input. Talent Pool services are provided when space is available at the given site.

Local Norming criteria is utilized at all Title 1 sites. The process supports learners from diverse backgrounds and seeks to ensure that these students have appropriate access to



needed gifted learning opportunities. Students qualify with scores in the 90th-96th percentile with teacher input.

Programming

Gifted Education Opportunities in SUSD

Scottsdale Unified School District offers a full range of gifted services to students enrolled in SUSD schools who reside both inside and outside of district boundaries. Gifted services are provided at all District schools. Programs and services offered within the district include:

- The Schoolwide Cluster Grouping Model in the PreK program
- The Schoolwide Cluster Grouping Model (K-5)
- Accelerated Math (Grades 3-7)
- Content replacement: Integrated Reading (Grades 4 and 5)
- Comprehensive Gifted Program (K-8)
- Honors classes (6-12) *
- Pre-Advanced Placement and Advanced Placement™ classes (High School) *
- Math and Science Academy (High School) *
- International Baccalaureate Program (K-5, 6-8, 9-12) *

*Gifted identification is not required for these courses. Teachers in these areas are trained in gifted pedagogy, characteristics, and strategies.

Description of Gifted Services

Gifted Cluster PreK Program

Scottsdale Unified Schools features a Gifted Cluster PreK Program for 4-year-old students identified at the 90th percentile that will be ready for kindergarten the following year. The unique tuition-based program is open to gifted and talented students throughout the Phoenix Metropolitan area. The program is offered at three elementary schools: Kiva, Redfield, and Tavan. Teachers are Early Childhood certified and hold a gifted endorsement. Maximum class size is 20 students with one teacher and one paraprofessional. The PreK program follows the SUSD school district calendar. Transportation is not provided for PreK students.

Program features:

- Emphasis on critical and creative thinking
- Accelerated curriculum
- Integrated technology
- Individualization
- Enrichment



The Schoolwide Cluster Grouping Model

Gifted identified students are clustered into gifted cluster classrooms with teachers who have been designated as such by their school principals. Gifted Cluster Teachers receive training provided by the district in gifted pedagogy, characteristics, learning needs and strategies for differentiation. The district Gifted Cluster Coach and Gifted Specialists assist Gifted Cluster Teachers with scheduling, provide professional development in gifted education, and facilitate the planning and implementation of differentiated curriculum and instruction through scheduled monthly Gifted Cluster Teacher meetings. In this model gifted students receive differentiated curriculum and instruction in all content areas daily.

Suggested Classroom Composition for Gifted Cluster Classrooms

30 Students in 3 Classes	Gifted Identified Students	High Average	Average	Low Average	Below Average
A	6	0	12	12	0
B	0	6	12	6	6
C	0	6	12	6	6

Program for Academically and Cognitively Talented (PACT): Content Replacement Services

Gifted Ed. Specialists provide content replacement to gifted students in each elementary school for grades 3-5. Students receive accelerated math in grades 3-5 and Integrated Reading in grades 4-5, depending on their area(s) of need. Students receive content replacement in lieu of the regular grade level curriculum provided in their homeroom classes. Curriculum in these content areas is accelerated and enriched to an appropriately challenging level. In Accelerated Math, students accelerate through grade level content apply the concepts learned and have the opportunity to engage with above level content. In Reading (ELA), students receive instruction through grammar, vocabulary, and literature. Students move beyond the regular classroom ELA curriculum using advanced levels of analysis and critical thinking.

Comprehension Gifted Program

The Comprehensive Gifted Program (CGP) (K-8) is designed for highly gifted students who are also demonstrating medium to high academic achievement. Students in this program work 1½ to 2½ years beyond the grade level with intellectual peers. The program in grades K-5 offers a multiage continuum-based learning environment. Classroom instruction expands and accelerates traditional curriculum to accommodate the unique learning needs and interests of the highly gifted students. Students have a rigorous interdisciplinary curriculum in the core content areas. CGP students participate in special area classes with the other grade-level classes and are included in non-academic grade-level activities. This district program is housed at three locations: Kiva Elementary School, Redfield Elementary School, and Tavan Elementary.



Students qualifying for this program must have:

- Scores (on a state-approved gifted test) of 97%ile+ in two of the three areas: Verbal, Quantitative, and/or Nonverbal area(s), with the third score being 90%ile or higher

OR

- IQ of 135+

OR

- a sum of the Verbal, Quantitative, and Nonverbal scores totaling 284

PLUS

- Demonstrate accelerated learning needs that are at minimum of one year beyond grade level
- State standardized test results that meet or exceed grade level standards (for grades 3 – 5)

Criteria for students at a Title I site:

- Score of 97%ile+ on a state-approved ability test and a sum of three scores of 277.

PLUS

- Demonstrate accelerated learning needs that are a minimum of one year beyond grade level
- State standardized test results that meet or exceed grade level standards (grades 3 – 5)

Sample Curriculum includes:

Shared Inquiry/Socratic questioning
Latin Bases Vocabulary
College of William & Mary Curriculum
Technology based integration

Project-based/Problem-based learning
Elements of Reasoning
Junior Great Books
Acceleration in the content areas



Middle School Honors and Elective classes

At each middle school gifted students have academic and elective classes, as well as extra-curricular options from which to choose. Honors courses provide enriching, rigorous curriculum that engages high ability and high achieving students. Honors students must have the potential to accelerate through content standards and commit to more in-depth study. Curriculum in Honors courses is more sophisticated and complex. Instruction incorporates creative and productive thinking, problem solving, critical thinking skills, research, personal development, and communication. Honors courses prepare students for high school-level Honors, Pre-Advanced Placement and Advanced Placement courses. All middle schools offer Honors or Cluster English and advanced math for gifted students.

Some middle schools also offer Honors Science and Social Studies. Honors English, Science and Social Studies are enriched and/or advanced at grade level. Students qualify for placement in an Honors course by meeting district requirements for placement in the gifted program or by meeting the criteria established on the district matrix. A teacher recommendation is also required.

All Middle Schools offer electives designed specifically for gifted students. These electives are project-based and focus on Architecture, Visual Images, and Engineering. Additionally, an Independent Investigations course is offered that allows the gifted learner to select a topic for exploration.

International Baccalaureate Programs

Gifted identification is not a requirement for the IB program. Many gifted students enjoy the approach and rigor of the program.

The Primary Years Program (PYP) provides an international curriculum that aims to meet the full range of needs of young learners. The PYP presents a balanced curriculum, emphasizing the development of concepts, knowledge, skills, attitudes, and self-initiated action in students. Gifted students in the PYP are placed into gifted cluster classrooms. The cluster teachers have had training in gifted education and IB curriculum and instructional strategies.

The Middle Years Program (MYP) in 6th-8th grades at Mountainside Middle School, and at Desert Mountain High School in 9th & 10th grades. This program helps students develop the knowledge, attitudes, and skills they need to participate actively and responsibly in a changing and interrelated world. Evaluating information critically and “learning how to learn” are fundamentals of the program. The MYP stresses holistic learning, intercultural awareness, communication, inquiry, and critical thinking. The curriculum of the Middle Years Program encompasses eight subjects: English, a world



language, humanities (social studies), sciences, mathematics, arts, physical education, and technology.

The Diploma Years (DP) offers the IB Diploma Program for 11th and 12th grade students who have successfully completed the Middle Years Program. IB has the strengths of a traditional liberal arts curriculum, along with: Theory of Knowledge, an Extended Essay, and community action and service. Students study six academic subjects in both humanities and science— three (English, biology, and history) at higher level (HL) and three others (world language, math, and an elective) at standard level (SL).

High School Honors Classes, Pre-Advanced Placement & Advanced Placement™

Honors, Pre-Advanced Placement (PreAP) & Advanced Placement™ (AP) classes are provided at each high school. Some dual enrollment college-level classes may also be an Honors option. A full complement of AP™ courses and a number of PreAP courses are available at each of the district's high schools. Honors and AP courses provide enriching, rigorous curriculum that engages high ability and high achieving students. Honors students must have the potential to accelerate through content standards and commit to more in-depth study. Curriculum in Honors, PreAP and AP courses is more sophisticated and complex.

Honors teachers hold, or are working toward, a gifted endorsement by participating in professional development in gifted education provided by the district. District workshops designed for Honors teachers provide an understanding of the characteristics and learning needs of gifted students. In these workshops, Honors teachers learn instructional strategies that effectively challenge gifted students.

Math and Science Academy at Saguaro High School

The Scottsdale Math and Science Academy (SMSA) is a specialized program offering students who have an aptitude for math and science the opportunity to excel in a unique learning environment suited to the STEM track. The program designers reached out to outstanding STEM colleges and Universities to determine the academic requirements, activities, and skills necessary for students to compete in top college STEM programs nationally. Using the entrance requirement and selection rubric information provided by several outstanding STEM universities, a robust program of study was developed to maximize students' high school academic coursework and provide them with a superlative educational experience in the STEM fields. The concepts of Cohort Classes for freshman and sophomore students, in which students are grouped into class communities for their first two years, as well as the Distinction Program for upperclassmen, mirrors the Pre-IB and International Baccalaureate (IB) Diploma Programs' well-established template for successful support and natural community for students.



The primary mission of the MSA is to provide opportunities and visibility in the area of STEM education for the students of the Scottsdale Unified School District. Thus, while the program is designed to support students who choose to enter the MSA, the program's open forum provides many of the same academic opportunities to any Saguaro student who wishes to take advantage of the academics and enrichment opportunities inherent in the initiative - conceptually, an 'open village', in which all Saguaro students stand to benefit from the MSA's successes. This inclusivity is one of the hallmarks of the program and is one of its greatest strengths. Students within the program retain a sense of connectivity and responsibility for their peers outside the program; and all students, whether in or out of the program, are invited to participate in MSA community enrichment events.

Professional Learning and Preparation

Teachers of gifted students in SUSD must hold a gifted endorsement or be working toward obtaining a gifted endorsement. SUSD encourages and assists in this goal by promoting graduate level gifted coursework, offering gifted endorsement opportunities through the Gifted Cohort, and providing numerous ongoing staff development opportunities throughout the school year and summer.

Professional learning opportunities highlight differentiated instruction for high-ability learners and allow for valuable exchange of ideas. Topics are differentiated to address teachers' specific grade levels, their subject areas, and their familiarity with differentiated instructional strategies.

Sample Workshop Topics:

- The Schoolwide Cluster Grouping Model: An Introduction
- Teaching in the Cluster Grouping Model
- Understanding Giftedness: How the Identification Relates to Teaching and Learning
- Interactive and Fun: Vocabulary Activities that Engage
- Using Socratic Questioning & Critical Thinking Skills in ELA
- Advancing Differentiation: Thinking and Learning in the 21st Century
- Divergent Thinking through Junior Great Books
- It's Not About More, It's About Different! Teaching MS Honors Classes
- Grammar in Minutes A Day, Taking the Next Step!
- Developing Tiered Assignments & Extensions Menus to Increase Challenge Levels Through Depth and Complexity
- If Albert Only Tried Harder... Understanding the Twice Exceptional Student
- Unlock the Strategies to teaching the Nonverbal Identified Gifted Student
- Let's Talk Assessment: The "How" and "Why" of Formative and Summative Assessment in a Differentiated Classroom
- Nonverbal Identification of Giftedness: Using the Test Results to Guide Instruction



- Reaching All Learners: Making Differentiation Work for Gifted Students
- Project Based Learning: The What and the How To
- Nonfiction Here We Come: Higher Order Thinking through Document Based Questions
- Arts Integration in the Content Areas Understanding Your Twice-exceptional Student

Gifted Endorsement Cohort

SUSD offers a Gifted Endorsement Cohort for educators in the district seeking to obtain their gifted endorsement through the Arizona Department of Education. The three-year cohort includes workshops, book studies, discussion forums, and a capstone project. Upon completion of the program, the participant is provided documentation to apply for the gifted endorsement.

Gifted Resources

Gifted Specialists, Middle School Coaches, Comprehensive Gifted Program Teachers, and Cluster teachers participate in regularly scheduled meetings designed to provide information and provide training on gifted strategies.

A Google site designed for use by the gifted educators provides:

- curriculum maps
- pacing guides
- lessons
- enrichment and extension activities

A district gifted website is maintained by the gifted department. This site provides vital information to SUSD families and others seeking to gain an understanding of the programming options offered in the district for gifted learners. Testing dates, registration information, Parent Seminar information, as well as programming details are provided.



Curriculum and Instruction

SUSD gifted education curriculum aligns with district curriculum guides and with state standards mandated by the Arizona State Board of Education. Gifted Education educators use the following guidelines for instruction of gifted students.

Academic objectives targeted in the gifted programs:

- Promote critical thinking and reasoning abilities
- Develop and expand thinking skills
- Utilize differentiated strategies for learning
- Build / extend cognitive language skills
- Facilitate opportunities for learning

Differentiated Instruction: Includes curriculum and instruction that is differentiated in:

- Content
- Process
- Product
- Learning Environment
- Assessment

Resources utilized include but are not limited to:

- Michael Clay Thompson's Caesar's English (Latin and Greek Stems)
- College of William and Mary ELA and Mathematics units
- Junior Great Books
- Novel studies – approved by district committee
- District approved websites: IE. Khan Academy

Gifted Education Services Curriculum Objectives and Services By Grade Levels

CREATIVE AND PRODUCTIVE THINKING

Goal: Students will study techniques that help in the search for innovative solutions. They will develop unique and refined conceptualized ideas.

	Introduce	Develop	Apply
Demonstrate the ability to use fluency, flexibility, originality, and elaboration in idea production	K-2	3-5	6-12
Demonstrate the use of the brainstorming process in creative problem solving.	K-2	3-5	6-12
Show knowledge of various creative thinking strategies by using	2-3	4-8	9-12



convergent and divergent thinking processes to complete an original product.			
Show knowledge of various creative processes, including 7-I's (Imagery, Incite, Inspiration, Improvisation, Incubation, Imagination, and Intuition)	2-3	4-8	9-12
Produce ideas and solutions for real challenges using creativity techniques.	K-3	4-8	9-12
Apply the creative process to invent a new product.	K-3	4-8	9-12

PROBLEM SOLVING

Goal: Students will learn strategies for rational decision making and apply them to problems and issues in today's world.

	Introduce	Develop	Apply
Demonstrate understanding of creative problem-solving skills (CPS, Scamper, and Brainstorming)	K-2	3-6	7-12
Develop problem solving techniques and group generated solutions.	K-2	3-6	7-12
Apply problem solving strategies to class-based situations, such as math word problems and conflict resolution.	K-2	3-6	7-12
Apply problem solving strategies to real life situations	K-2	3-6	7-12

THINKING SKILLS

Goal: Students will make connections between present knowledge and new information derived from varied materials, media, and environments. They will identify premises, analyze relationships, and validate conclusions.

	Introduce	Develop	Apply
Implement techniques for convergent and divergent thinking, such as deductive and analogous reasoning.	K-2	3-5	6-12
Develop strategies for critical thinking through abstract concepts, connections, and generalizations.	K-2	3-5	6-12
Develop techniques for inductive inquiry.	3-4	5-8	6-12
Develop skills of visualization and spatial perception.	K-2	3-5	6-12



Understand the nature of thinking and apply metacognition.	K-2	3-5	6-12
Develop reflection and self-evaluation skills	K-2	3-5	6-12

COMMUNICATION

Goal: Students will use communication to construct knowledge through a variety of interactions.

	Introduce	Develop	Apply
Participate effectively in a group discussion.	K-2	3-5	6-12
Communicate verbally, recognizing and practicing techniques of public speaking, appropriate to a specific audience.	K-2	3-5	6-12
Create, develop, and deliver presentations in a variety of formats using various multimedia tools.	K-2	3-5	6-12
Develop skills for delivery of constructive criticism, peer review, and self-evaluation.	K-2	3-5	6-12
Identify and solve problems using persuasion techniques.	3-4	5-8	9-12

RESEARCH

Goal: Students will make effective decisions about the identification, implementation, and presentation of ideas.

	Introduce	Develop	Apply
Develop advanced investigative and inquiry skills for self directed learning.	2-4	5-8	9-12
Conduct and plan independent studies and research projects, using: ▪ action plans ▪ time management skills ▪ study skills ▪ appropriate documentation	2-4	5-8	9-12
Evaluate research sources for relevancy and accuracy.	2-4	5-8	9-12
Understand intellectual property issues, such as copyright and patent.	2-4	5-8	9-12
Analyze information to create a meaningful format/product.	2-4	5-8	9-12



Reflect upon and personally interpret research results.	K-2	3-5	6-12
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PERSONAL DEVELOPMENT

Goal: Students will recognize their strengths, needs, and individuality, and develop skills to achieve their potential while making meaningful contributions to society.

	Introduce	Develop	Apply
Analyze and clarify student's feelings on giftedness, and explore related social and emotional issues	K-2	3-5	6-12
Gain an understanding and respect for each person's abilities, and recognize the similarities and differences between themselves and others	K-2	3-5	6-12
Explore feelings about a variety of ethical, moral and cultural issues.	K-2	3-5	6-12
Develop respect for self and empathy for others.	K-2	3-6	7-12
Develop awareness of student's individual learning profile and individual area(s) of giftedness.	K-2	3-6	7-12
Develop self-monitoring skills for personal interactions.	K-2	3-6	7-12
Demonstrate leadership and self-advocacy skills.	K-2	3-6	7-12
Explore a variety of career opportunities	3-5	6-8	9-12
Develop, pursue, and adjust short and long term personal goals.	3-5	6-8	9-12



Addressing Social & Emotional Needs

Social & emotional objectives targeted in the gifted programs:

- Honor students' cultures and the influence on learning
- Afford students a safe, non-judgmental learning environment
- Provide a network of mutual support and encouragement
- Support diversity and multicultural beliefs aligned with gifted abilities
- Enhance students' self-understanding and self-esteem

Parent Collaboration & Community Involvement

The SUSD Gifted Education Department collaborates with parents and the community on an ongoing basis.

Newsletters highlighting the happenings in our gifted classrooms, as well as articles of interest are provided on a bi-monthly basis.

A Scottsdale Parent Council (SPC) subgroup for parents of gifted learners provides parents with meeting opportunities on topics of interest. Guest speakers are scheduled each semester. Pertinent information is available for families new to gifted education.

Gifted Parent Seminars are provided three times a year with a yearly *Gifted Parent Institute* offered in the Spring. A showcase of student learning is provided as a part of the Institute.

Parents are invited to serve on the Gifted Task Force as well as the Gifted Supplemental Book Committee to support gifted education in the District

Funding

SUSD Gifted Education Services are funded by the District's Maintenance & Operation (M&O) funds and through the Desegregation funding provided by the federal government. The district annual financial report includes reporting of monies spent on programs for gifted students and the number of students enrolled or receiving services by grade level.

M&O and Desegregation Funds provide:

- Staffing
 - Gifted Specialist assigned to each elementary school serving students in the intermediate grades and supporting cluster teachers
 - Gifted Coaches – one coach at each middle school
 - Director of Gifted and Accelerated Learning
 - 2 District Gifted Coaches
 - Administrative Coordinator



- Resources:
 - Mathematics and ELA curriculum provided at accelerated levels for all teachers of gifted students
 - Accelerated curriculum and instructional materials provided to teachers in the Comprehensive Gifted Program
 - Materials for classroom instruction provided to gifted teachers at each elementary, middle, and high school.
- Testing: Purchase of gifted testing materials (CogAT and NGAT)
- Professional Development:
 - Conference registration for gifted teachers
 - Compensation for District teachers to provide professional development (Title IIA supported.)

Program Evaluation

SUSD provides for an annual review of gifted student achievement based on the Arizona State Standards. An analysis of student achievement incorporates standardized state testing results and district assessments.

The Gifted Task Force meets to review programming and establish action plans to support the achievement of all learners and advance the program opportunities.

SUSD provides for an annual program evaluation and review of relevant data that is objective, represents and seeks input from all stakeholders (students, teachers, parents, administrators, counselors, and school psychologists), coordinates with program goals, is documented in writing, and is reviewed with staff to ensure implementation of necessary changes.

Components of gifted program evaluation include:

- Use of the [SART](#) Self Evaluation Tool Maintaining a district gifted student database
- Providing updated gifted student rosters to each school (rosters include areas of identification and scores)
- Tracking numbers of students tested and identified at each school
- Ensuring ethnic representation of the District's student population
- Monitoring gifted students' academic achievement
- Documenting professional development opportunities for teachers of gifted students
- Surveys: parents, teachers, administrators