

Phoenix Union High School District



Gifted Guide

PXU Mission Statement:

Preparing every student for success in college, career, and life.

PXU Gifted Vision and Mission:

Identify gifted learners and provide an environment that nurtures and develops their potential.

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Title IX Coordinator
Ms. Bridget Lopez, Paralegal, Talent
4502 N. Central Ave
Phoenix, AZ 85012
(602) 764-1509
Blopez@phoenixunion.org

Section 504 Coordinator
Ms. Wendy Collison, Director, ESS
4502 N. Central Ave
Phoenix, AZ 85012
(602) 764-1025
Collison@phoenixunion.org

For further information on notice of non-discrimination, visit <https://wdcrobcolp01.ed.gov/cfapps/OCR/contactus.cfm> for the address and phone number of the office that serves Arizona, or call 1-800-421-3481

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Para más información sobre el aviso contra la discriminación, visite <https://wdcrobcolp01.ed.gov/cfapps/OCR/contactus.cfm> para la dirección y el número de teléfono de la oficina que da servicio a Arizona o llame al 1-800-421-3481

Superintendent

Dr. Chad E. Gestson

Governing Board

Lela Alston, President
Stanford Prescott, Clerk
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Stephanie Parra, Member
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INTRODUCTION

The Phoenix Union High School District Gifted Guide (PXU) is designed to be a living document that changes to meet the needs of the gifted learner. PXU provides a rigorous curriculum and learning experience for the gifted learner through the Arizona Academic Standards, National Association for Gifted Children K-12 Standards, Arizona's College and Career Ready Standards, and the PXU Standards. This guide responds to changes in legislation, rules, and allows for easy accessibility and revision.

PXU honors the legislative requirements to support gifted education, found in the Arizona Revised Statutes Title 15, and included methods from the Project Bright Horizon: Jacob K. Javits Gifted & Talented Education Grant Program, as well as other state and national resources.

The purpose of the PXU Gifted Guide (Scope and Sequence) is to provide consistent, reliable information for the Gifted Facilitators. This information can be shared with teachers, counselors, administrators, parents, and legal guardians.

Review, revision, and research for the PXU Gifted Guide has been a collaborative effort. The following people have contributed to the project for the revisions:

Thomas Santilli	Alhambra High School
Ryan Ussery	Betty Fairfax High School
Sharon Anderson	Bioscience High School
Nancy Erenberg	Camelback High School
Bonnie G. Rojas	Carl Hayden Community High School
Susan Banta	Central High School
William Kibler	Cesar Chavez High School
Dr. Renu Singh	Maryvale Gifted & Talented Academy
Joshua Baker	Maryvale High School
Andrew Chapman	Metro Tech High School
Erin Thiry	North High School
Gina Vullo	Phoenix Coding Academy
Mallory Siddiqui	The Academies at South Mountain
Stephanie Burke	Trevor Browne High School

2 THE HOLISTIC VIEW OF SUPPORTING THE GIFTED LEARNER

In Phoenix Union, learners with exceptional abilities and talents are found in all cultural and linguistic groups, economic levels, geographic areas, domains of intelligence, and groups of individuals who also have disabilities. The official definition of gifted education and the gifted pupil is found in Appendix A.

Why are definitions of giftedness important?

There is no universally accepted definition of giftedness. Definitions provide the framework for gifted education programs and services. They guide key decisions such as which learners will qualify for services, the areas of giftedness to be addressed in programming (e.g., intellectual giftedness generally, specific abilities in math), when the services will be offered, and even why they will be offered.

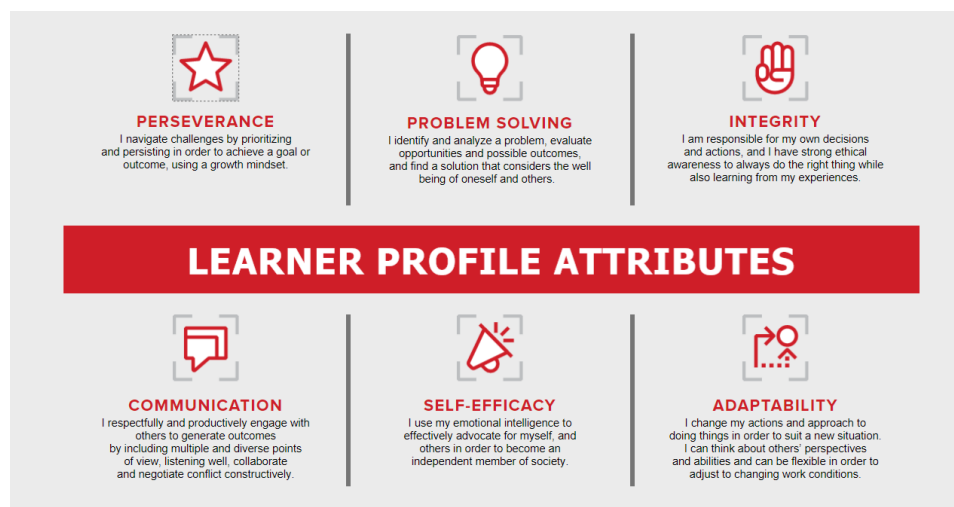
Implications for Gifted Learners

Each gifted student is unique. Yet, gifted learners may share certain characteristics: they learn swiftly and efficiently, make intuitive leaps, recognize patterns in information, and/or form connections among bits of information to modify existing knowledge. Gifted learners think creatively about new possibilities and thrive on open-ended problems that invite discovery.

Gifted learners are intellectually advanced in one or more areas yet may have difficulties or may be on-level in other areas. Differences among moderately gifted, highly gifted, and profoundly gifted learners require differentiation within an identified group. Motor skills, social skills, and affective development may or may not match those of other children of the same age. Gifted adolescents may prefer to associate with adults and like-minded peers. Further, gifted learners who were never identified nor received services prior to high school may need intensive remediation in reading, writing, math, or other basic skills to equip them with the necessary tools for success at higher levels. Program modifications must be varied and flexible to provide these learners with challenging learning experiences and appropriate resources, including grouping with their intellectual peers.

We strive to ensure that our gifted learners:

- a. are increasingly aware and reflective of their gifts and talents to develop a strong self-image
 - b. pursue areas of personal interest and build on strengths
 - c. experiment with ideas or concepts in all academic areas not limited to a specific content area
 - d. develop problem-solving and decision-making skills, which enable them to deal with social and personal problems, cope with complexities, and influence change
 - e. explore their range of potential in the cognitive, affective, physical, and intuitive domains
 - f. work with recognized experts to encourage a desire for a high level of achievement
 - g. prepare for post-secondary education and career options
 - h. receive special assistance, instruction, and motivation
 - i. take intellectual risks
 - j. are original, imaginative, and creative as individuals and as part of a group
 - k. develop PXU Learner Profile attributes
-



Implications for Educators

Exceptionally capable learners are children who progress in learning at a significantly faster pace than do other children of the same age, often resulting in high levels of achievement. Such children are found in all segments of society. Beginning in early childhood, their optimal development requires differentiated educational experiences, both of a general nature and, increasingly over time, targeting those domains in which they demonstrate the capacity for high levels of performance. Differentiation consists of adjustments in the level, depth, and pacing of curriculum and offering outside-of-school programs to match their current levels of achievement and learning rates. Marked differences among gifted learners sometimes require additional and innovative interventions. Additional support services include more comprehensive assessment, counseling, parent education, and specially designed programs, including those typically afforded to older learners.

Due to their rapid learning abilities, and the fact that they often spend large amounts of time waiting for other children to catch up, gifted children are at great risk for underachievement. If they do not find acceptance for their own style and pace of learning, or their own interests, or are repeatedly asked to “slow down,” they may start to hide their giftedness from peers and teachers and thus underachieve. Pressure from other children who tease them may also cause them to hide their abilities. They may lose the spark for learning that they had as younger children, become angry, or feel depressed.

Social and emotional needs of gifted children are related to their advanced intellectual traits. For example, a child with advanced comprehension may criticize other children whose ideas seem silly to him/her. Gifted children are not trying to be difficult or elitist; they do know that all children do not think the way they do. Their differences from others may make it difficult to “fit in.” They need teachers to help them understand how they learn differently from others. For example, others need more time to practice skills, while gifted learners can use that time to learn new things. Understanding teachers help them understand that they might lose friends if they continually criticize others.

Gifted Facilitators are readily accessible to train teachers about the unique needs of gifted learners. Gifted Facilitators develop a program that represents the diversity of the school and district while focusing on the unique needs of the learners they serve. Under their direct support and supervision, the Gifted Facilitator

provides learning interventions that meet the needs of our gifted learners. The Gifted Facilitator also collaborates and consults with teachers who may not have direct experience and extensive knowledge of supporting the gifted learner, but who have gifted learners in their classes.

PXU provides an array of services that shall include:

- a. A Gifted Facilitator on each campus to articulate services for gifted learners and serve as a resource for teachers of gifted learners
- b. A counselor to work with Gifted Facilitators to ensure appropriate placement in gifted services
- c. A setting and atmosphere conducive to critical evaluation, original, independent, and divergent thinking, and creative production
- d. Mentoring, special assistance, instruction, and motivation
- e. Cultural experiences, field trips, explorations of human potential
- f. Acceleration through self-directed learning and analogical work
- g. Curriculum appropriate to the gifted learner
- h. Differentiated, intellectually stimulating, rigorous curriculum, which is challenging and accelerated
- i. Social emotional support to encourage excellence and optimal talent development for each gifted learner
- j. High level of cognitive and affective concepts and processes beyond those provided in the regular classroom

Barriers to Attainment

Some gifted learners with exceptional aptitude may not demonstrate outstanding levels of achievement due to environmental circumstances such as limited opportunities to learn because of poverty, discrimination, or physical/learning disabilities. PXU provides a multifaceted approach to identification so that there is a balance of aptitude as well as demonstrated achievement.

Adulthood

As gifted learners transition to appropriate higher education, specialized training, and independence, they will benefit from targeted guidance and support. Continuing high levels of exceptional adult performance will require high levels of motivation, perseverance, and creative problem solving, in addition to advanced knowledge and skills. Exceptionally capable adults are among those most likely to contribute to the advancement of a society and its scientific, humanistic, and social goals.

Resources available for parents and teachers to review if they feel a student should be referred for gifted identification may be found in Appendix E of this guide.

3 PXU SUPPORT STRUCTURE FOR GIFTED SERVICES

A variety of stakeholders throughout PXU provides structure and support for learners who are gifted.

Site administrators should work closely with the teachers of gifted learners and the Gifted Facilitator to provide the required services. Ideally, a gifted team should be formed, consisting of the Gifted Facilitator, the Principal, the Assistant Principal of Registration (APR), the Assistant Principal of Instruction (API), the Lead Guidance Counselor, and the Testing Coordinator. The gifted team is responsible for ensuring the following:

- a. Gifted services are offered during the regular school day. See Appendix K on page 54 for a list of gifted services by campus
- b. Gifted Facilitators are given a release period or are financially compensated, per the Professional Agreement (Proc 5-18: Schedule F Index Schedule)
- c. Gifted learners are placed in appropriate courses including but not limited to Honors, AP, IB, Dual Enrollment, and Gifted Seminar
- d. Honors, AP, IB, Dual Enrollment, and Gifted Seminar teachers should possess the capability to develop and implement a differentiated curriculum based on current evidence-based practice to support the growth of advanced learners
- e. Procedures for identifying, evaluating, and placing gifted learners in courses that meet their individual needs are understood and implemented by a variety of stakeholders on the local campus

The following provides an overview of the roles and responsibilities throughout the district:

District Level Personnel (Director of Exceptional Student Services, Director of Curriculum & Assessment)

- a. Meet regularly with Gifted Facilitators
- b. Gather and disseminate information from journals, resources and conferences related to Gifted/Talented
- c. Coordinate State Scope and Sequence Revisions on an annual basis
- d. Collect and disseminate data on incoming gifted learners from the feeder campuses
- e. Compile a list of gifted learners and input data into Synergy
- f. Identify resources for professional development opportunities to support Gifted Facilitators
- g. Provide annual training for testing coordinators
- h. Provide state approved tests for gifted identification to campuses

Campus Personnel Coordination

- a. Interview qualified candidates and appoint a Gifted Facilitator
 - b. Ensure that teachers whose primary responsibility is teaching gifted learners have a gifted endorsement or are working towards a gifted endorsement
 - c. Maintain that Gifted Facilitators be provided with .2 release time or an approved schedule F
 - d. Provide learning space on each campus where gifted learners can meet and work on school projects. This space shall be conveniently located and of sufficient size to accommodate the display and use of gifted materials by learners and staff. Ideally, there will be a Center for Gifted learners to accomplish these purposes. At a minimum, a full-time classroom shall be provided on each campus for the provision of instruction, materials, and equipment to gifted learners.
 - e. Provide learning environments that support the implementation of differentiated honors curriculum, including special equipment, technology, or materials necessary to facilitate differentiated honors curriculum.
-

- f. APR, in collaboration with the Gifted Facilitator and counselor, is responsible for registering, scheduling, and placing gifted learners
- g. A counselor, in collaboration with the Gifted Facilitator, will schedule the identified learners appropriately
- h. The Testing Coordinator on each campus will administer the district gifted test at the beginning of the school year based upon the test window established by the district
- i. The Testing Coordinator will provide test results to the PXU Exceptional Student Services office and the campus Gifted Facilitator.

Gifted Facilitator

- a. Hold an Arizona Gifted Education K-12 Gifted Endorsement or be working toward one
 - b. Work with the counselor(s) to ensure appropriate placement of gifted learners. When appropriate, meet with the parents of Gifted identified learners to discuss scheduling, post-high school plans, and questions or concerns
 - c. Maintain a list of gifted learners on campus and provide a letter informing families of supports and services to newly identified and returning learners
 - d. Design, implement, and conduct ongoing progress monitoring of the curriculum for gifted learners in the Gifted Seminar to ensure the needs of the diverse learner are met
 - e. Provide support and resources for gifted learners
 - f. Attend monthly district meetings for Gifted Facilitators
 - g. Confer with and advise gifted learners as needed
 - h. Participate and be an active member of the campus Instructional Cabinet
 - i. Act as a liaison and resource person to the Integrated Action Plan as it addresses the needs of gifted learners
 - j. Stay current on gifted issues, research, and best practices in gifted education
 - k. Network with other Gifted Facilitators and teachers as needed
 - l. Develop and implement procedures for identifying, evaluating, and placing gifted learners into appropriate courses, including but not limited to AP, IB, Honors, Dual Enrollment, and Gifted Seminar
 - m. Report to the Principal on the operation and progress of the gifted program
 - n. Collaborate with Instructional Leaders regarding the implementation of best practices for gifted teaching and learning
 - o. Provide consult services and/or professional development to teachers of identified gifted learners on differentiation, enrichment, and other instructional strategies for the gifted learner
 - p. Actively engage and participate in Gifted PLC opportunities with other Gifted Facilitators, teachers, and appropriate administrators
 - q. Conduct review of Gifted Seminar with learners and other Gifted Facilitators to continually improve supports for learners
 - r. Provide support to the Testing Coordinator as needed
 - s. Perform other duties as assigned by the principal as pertains to gifted supports and services
-

4 RECOGNITION AND PATHWAYS

Because it is in the public interest to support unique opportunities for high-achieving and underachieving learners who are identified as gifted, PXU provides a variety of supports and services to learners who are identified as gifted. (A.R.S.15-779.01-A)

PXU's identification process ensures that gifted learners receive gifted education commensurate with their academic abilities and potential. (A.R.S. 15-779.02-A) Identification of gifted learners are based on tests or subtests that are demonstrated to be effective with special populations including those with disability or difficulty with the English language. (A.R.S.15-779.01-B)

Learners who score at or above the 97th percentile on a test adopted by the State Board of Education shall be eligible to receive gifted education services if they choose. They are also eligible to apply to the Gifted and Talented Academy. Learners who score at or above the 90th percentile or have an Ability Profile stanine score of 7 or higher on a test adopted by the State Board of Education shall receive a letter sent home identifying them as gifted. They will begin to work with the Gifted Facilitator and school counselor to determine the most effective supports, services, and courses based upon their identification. Learners who score below the 90th percentile may also be served through a referral and nomination process. (A.R.S. 15-779.02-1)

PXU Practice for Identifying Gifted Learners Based on CogAT

Part A Identify Learners: learners qualify through Step 1 or Step 2	
Step 1	Identify learners scoring at or above the 90th percentile on any of the following Age Score Percentiles (V, Q, N, VQN).
Step 2	Identify learners scoring at or above the 7th stanine in the Ability Profile .
Part B Identify Their Area of Giftedness	
For learners identified by Steps 1 or 2, select the Age Score Percentile that is the highest out of the following: V, Q, N, VQN. In case of a tie select the code with the with the most letters. However, if multiple Age Score Percentiles (V, Q, N) are at or above 90, select the code that includes all scores at or above 90 out of the following: VQ, VN, QN, VQN.	

Incoming learners who have been identified as receiving gifted services from other districts qualify for gifted services in PXU, pending review of transfer records. PXU will begin to work with transfer learners based upon the documentation supporting their academic abilities and potentials as soon as the District has verified eligibility with the former school of attendance. (A.R.S.15-779.01.C)

At the beginning of every school year, all incoming freshmen entering PXU will be assessed with a PXU Governing Board approved instrument, a test approved by Arizona's State Board of Education. This instrument encompasses multiple criteria of verbal, nonverbal, and quantitative indicators, as well as takes into consideration the needs of learners who come from diverse backgrounds including those who are culturally, linguistically, socioeconomically diverse, and under-represented gifted learners.

Bright Learners	Gifted Learners
<p> Knows the answers Is interested Is attentive Has good ideas Works hard Answers the questions Top group Listens with interest Learns with ease 6-8 repetitions Understands ideas Enjoys peers Grasps the meaning Completes assignments Is receptive Copies accurately Enjoys school Absorbs information Technician Good memorizer Enjoys straightforward, sequential presentation Is alert Is pleased with own learning </p>	<p> Asks the questions Is highly curious Is mentally and physically involved Has wild, silly ideas Plays around, yet tests well Discusses in detail, elaborates Beyond the group Shows strong feelings and opinions Already knows 1-2 repetitions for mastery Constructs abstractions Prefers adults Draws inferences Initiates projects Is intense Creates a new design Enjoys learning Manipulates information Inventor Good guesser Thrives on complexity Is keenly observant Is highly self-critical </p> <p style="text-align: right;">by Janice Szabos</p>

Multifaceted Approach for Identification

Learners may be nominated for consideration of gifted services by parents, community persons, teachers, peers, or themselves. Data points for student nominations will include criteria such as student chosen coursework, grades, standardized assessments, letters of endorsement from teachers, and completion of the Gifted Characteristics checklist by current teachers of record (See Appendix E).

Guidelines

- Identification should include multiple criteria for documenting a student's potential for exceptional performance.
- Assessment of student's strengths and talents should be an ongoing process.
- Information should be obtained from parents, guardians, teachers, community members, peers, learners themselves, or other testing and documentation.
- The process should include procedures for alternative means of assessment for learners who have disabilities, cultural differences, differences due to isolation or poverty, or conditions that may mask intellectual strengths.
- Assessment can be used as diagnostic information for the provision of appropriate services (See Appendix B).
- Placement in gifted services should be recognized as an educational intervention necessitated by exceptional needs, not as a reward for good performance or as a privilege that can be withdrawn.

Identification Process

Nomination

Nomination forms or referrals can be filled in by a teacher, parent, guardian, peer, or learners themselves. Forms can include checklists of characteristics that are ascribed to highly intelligent or able learners. These can correspond to normed scores or scales. The reliability of the checklist may be influenced by the rater's personal schema and/or contain bias in favor of or against a candidate thus multiple methods should be used.

Nomination forms may include open-ended questions, (e.g. What have you observed that led to your decision to nominate student name?) which allow a nominator to provide anecdotal evidence of the nominee's intellectual development or personal qualities. Responses may supply rich contextual information. Responses may be affected by the educational level, linguistic ability, and/or values of the nominator.

Screening

Student grades, performances, and products can be reviewed by the Gifted Facilitator. Other information may be gathered through classroom observations, interviews with learners, parents, or teachers who have knowledge of the student's abilities.

Together these tools can be used as a source of anecdotal data for inclusion as part of the documentation collected for review by the Gifted Facilitator and/or counselor.

Formal Testing

Because no single test is suitable for all learners, other standardized achievement test scores should be reviewed to ensure that learners' strengths in verbal and quantitative reasoning will be identified.

Evaluation of data for placement

To support the individual needs of the gifted identified student, it is imperative that placement decisions be made on a case-by-case basis.

Appeals of identification results may be accomplished by contacting the campus Gifted Facilitator or counselor for a review of data and/or recommendation materials.

PATHWAYS

Gifted Facilitators and counselors will confer to ensure appropriate placement for each gifted identified student. PXU provides to gifted learners gifted education commensurate with their academic abilities and potentials. (A.R.S.15-779.02-B)

PXU modifies the course of study and adapts teaching methods, materials, and techniques to provide educationally for those learners who are gifted and possess superior intellect or advanced learning ability, or both, but may have an educational disadvantage resulting from a disability or a difficulty in writing, speaking, or understanding the English language due to an environmental background wherein a language other than English is primarily or exclusively spoken. Programs and services provided for gifted learners may not be separate from programs provided for other gifted learners and may not be provided in facilities separate from the facilities used for other gifted learners. (A.R.S.15-779.01-B)

PXU's curriculum modifications for gifted learners ensure that they receive gifted education commensurate with the academic abilities and potential. Gifted support courses and services shall be provided as an integrated differentiated learning experience during the regular school day. (A.R.S. 15-779.02-A)

Gifted Curriculum

Arizona's Career and College Readiness Standards are the foundations of PXU instruction and

assessment. Giftedness is multifaceted. Learners' exceptionalities manifest themselves in unique ways and learners will discover their gifts as they realize their potential. As learners become increasingly self-aware, they will be placed into courses that recognize, nurture, and celebrate their specific talents. Student schedules will differ upon the needs of the individual student and may be revisited throughout the student's academic career. In addition to academics, a student will be encouraged to participate in extracurricular activities that might better highlight talents and latent abilities such as performing arts, visual arts, or athletic programs.

PXU provides the following rigorous coursework for gifted learners (please check Appendix K to view which offerings exist at your school):

I. Gifted Seminar

This course offers enrichment and flexible pacing. It provides a series of opportunities for gifted and talented learners to pursue independent studies in already-existing disciplines. These studies allow learning across interdisciplinary lines and/or in greater depth in existing disciplines, and/or in slightly different formats than the existing formats allow. Essays, performances, presentations, and other student artifacts such as visual projects result from investigation focusing on one or a combination of disciplines. The Seminar covers a series of experiences including, but not limited to, whole class studies, participation in group discussion, research projects, guest speaker presentations, internships, field trips, development of leadership skills, career and vocational exploration, counseling, and dissemination of college and scholarship information. Community resources and the use of school facilities will be involved to assist learners to explore their academic and creative potential in order that gifted/talented learners have an opportunity to reach their expectancy level for a total educational experience. Successful completion of this course will fulfill graduation requirements for a Humanities course. Seminar for Gifted may be repeated for additional credit. (PXU Course Catalog)

II. Advanced Placement (AP)

Through college-level AP courses, learners enter a universe of knowledge that might otherwise remain unexplored in high school. Through AP exams, learners have the opportunity to earn credit or advanced standing at most of the nation's colleges and universities. AP offers something for everyone, and the only requirements are a strong curiosity about the subject they plan to study and the willingness to work hard. Advanced Placement courses are in the disciplines of English, mathematics, science, social studies, art, and foreign languages. Learners enrolled in an AP class are required to take the AP examination. Financial assistance is available to cover the cost of the exam.

III. International Baccalaureate Program (IB)

The International Baccalaureate at North High School and Betty Fairfax High School offers the serious, college-bound student an opportunity to earn a special high school diploma that virtually assures success in any college endeavor. The program demands a high level of proficiency in all academic areas and requires a minimum of four years of one foreign language. Challenging classes that meet IB standards assure learners the opportunity to achieve at levels set by and tested by the International Baccalaureate organization based in Geneva, Switzerland.

IV. Montessori Program

The Montessori Program at Camelback High School focuses on rigorous college readiness skills, formal academic disciplines through an Honors curriculum and community-based learning. The shift in the

teacher-student dynamic in a Montessori education allows the student to have more independence and choice in self-directing their learning. Learners have the opportunity for a highly technical experience through one-to-one electronic device usage to encourage collaboration skills for the 21st Century.

V. Gifted & Talented Academy

The Gifted and Talented Academy (G & T Academy) at Maryvale High School provides gifted learners a cohort experience with strength-based course work for the unfolding of their unique potentials. The G & T Academy curriculum is accelerated, project-based with embedded social-emotional learning to fit a wide spectrum of gifted learners. The community of gifted learners, parents, educators, and other education stakeholders regularly connect, collaborate, and engage in the college, career, and life readiness skills of every child through 21st century and beyond. The G & T Academy focus is providing a platform for transformational giftedness.

VI. Honors (H)

Learners identified as gifted and other high-achieving learners are eligible to enroll in Honors courses available in subject areas such as English, mathematics, science, social studies, and foreign language. A comprehensive list of courses may be found in our course catalog, located on our district website at <http://phoenixunion.org/Page/8286>. Only learners earning grades of A, B, or C will earn Honors credit, awarding an additional weight on a student's GPA. Parent request and counselor and teacher recommendations should be key factors in placement. Honors coursework provides learners with an opportunity for exposure to advanced concepts, interdisciplinary connections, scholarly and creative processes, critical analysis, real-world application, extensive classroom discourse, collaboration, and reflective (metacognitive) thinking. Curriculum will align to AZ State Standards and current evidence-based practices that challenge students beyond on-level courses.

Honors coursework includes but are not limited to:

- content and the path to mastery must be differentiated to include options and supports for gifted learner needs,
- part of a differentiated program of study based upon evidence-based practices providing an array of opportunities for all learners aligned to learner aptitude, achievement, and interests,
- distinguished by the depth and scope of work required; prepares students to meet the demands of university curriculum and the global job market,
- designed to develop students' commitment to learning through opportunities for inquiry, problem-solving, collaborative thinking, application, and reflection,
- designed to provide opportunities for students to be active participants in their learning
- designed to encourage creativity, intellectual risk taking, exploration, and metacognition
- culturally responsive and relevant,
- aligned to AZRS 15-779.02. Gifted education for gifted pupils differs from regular education in such areas as: (a) Content, including a broad-based interdisciplinary curriculum. (b) Process, including higher level thinking skills. (c) Product, including variety and complexity. (d) Learning environment, including flexibility.

VII. Dual Enrollment and Financial Aid

Learners may receive both high school and college credit while enrolled in PXU high school courses that are approved to offer dual enrollment credit. All courses are taught by PXU teachers who are college

certified. Some dual enrolled courses require that learners take and pass a placement test prior to enrolling. Tuition fee payments will be made directly to the college. Financial aid is available to those who meet all qualifications. In-state enrollees pay a discounted rate compared to current college tuition rates. Courses include, but are not limited to, pre-calculus, calculus, statistics, sciences, and English.

VII. Independent Study and Accelerated High School Placement

Learners can work with the Gifted Facilitator and their counselor to determine if independent studies and accelerated placement towards courses of study are appropriate and aligned with their individual student plans for college, career, and life.

VIII. Gifted Advisory

Gifted advisory allows for the grouping of gifted learners into specialized advisory classrooms, providing these learners with the opportunity to be with their intellectual and cognitive peers in a deliberately flexible setting, allowing for differentiation and larger scale projects which may span multiple subjects. Learners in these advisories may have the opportunity to work with the same advisory teacher for multiple years, providing a stable and more enriching interaction between these learners and their instructor.

IX. Gifted Course Clustering

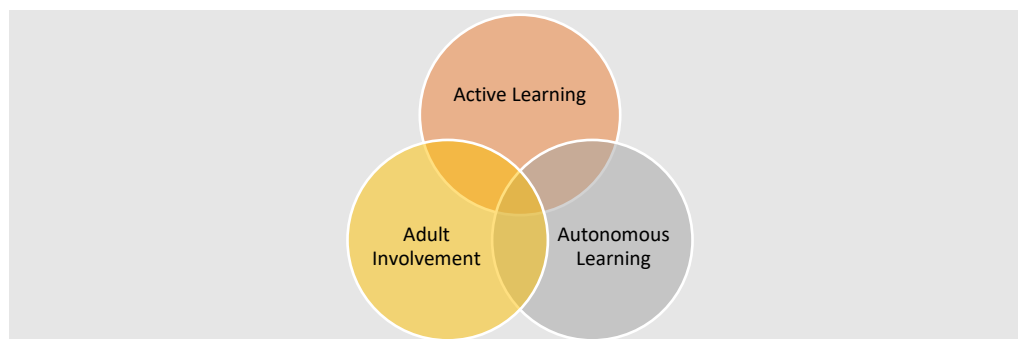
As gifted learners can greatly benefit from interactions with their intellectual and cognitive peers, some campuses have arranged for common courses to have a clustering of gifted learners. This arrangement allows for highly customized and differentiated curriculum as learners may work with other gifted peers, take unique field trips, and have varied learning experiences.

X. Academic Decathlon

This Honors elective course provides the gifted student with a truly interdisciplinary experience. Each year, Academic Decathlon has a new theme, so learners can take the course multiple times to study diverse subjects. Under each year's theme, learners study ten academic subjects/disciplines: Art History and Theory, Music History and Theory, Literature, Science, Social Studies, Economics, Mathematics, Essay, Speech, and Interview. The class is also a competitive team and competes multiple times per school year against other schools in the district, region, and state. The competition provides opportunities for team members to demonstrate what they have learned, meet like-minded learners from other schools, and work collaboratively as a team towards a common goal.

5 INSTRUCTIONAL FRAMEWORK AND DIFFERENTIATION

Educators must bridge the unique characteristics and learning needs of gifted learners to a dynamic pattern of teaching. Three principles (Porter, 1999) that support gifted curriculum implementation and design include active learning, autonomous learning, and adult involvement.



Tips for classroom teachers to aid their gifted learners and promote their achievement (Davidson Institute, 2003):

- a. Familiarize yourself with the characteristics of intellectually gifted learners.
- b. Base your curriculum on the development and ability of the student.
- c. Conduct informal assessment of whole class on a regular basis.
- d. Familiarize yourself with Piaget & Bloom.
- e. Involve parents as resources.
- f. Provide distance learning opportunities to substitute more challenging curriculum.
- g. Allow learners to attend classes with other learners who are at the same development level.
- h. Utilize outside resources.
- i. Learn from the experience of others:
 - i. Do not assume your gifted learners want to be a tutor
 - ii. Do not give more work if they finish early
 - iii. Do not wait to move a gifted student ahead

Gifted education differs from general education in such areas as:

- a. Content, including a broad-based interdisciplinary curriculum
- b. Process, including higher level thinking skills
- c. Product, including variety and complexity
- d. Learning environment, including flexibility A.R.S.15-779.02.2

Learning environments will incorporate activities to help learners develop traits and skills: independence, openness, innovation, exploration, self-monitoring, creativity, planning, decision-making, and other thinking processes. Learning environments will be sufficiently flexible so learning activities such as research, field trips, seminars, conferences, internships, and work with mentors can take place in and out of school.

Provisions through course offerings will be made for gifted learners to successfully interact with gifted peers and achieve individual goals.

Evidence of student learning (artifacts, products, presentation) must be tied to District program learning objectives and values. Criteria should consider standards of excellence. Products will be evaluated by a teacher, mentor, and/or authentic audience selected for the purpose.

Flexible grouping of learners must be developed to facilitate differentiated instruction and curriculum. Policies specific to adapting and adding to the nature and operations of the regular education program are necessary for gifted education.

Why are differentiation and varied options important?

Varied options within a program for gifted learners are necessary to accommodate individual differences. Some gifted learners may have exceptional abilities in one or a few domains, others may have exceptional abilities in many domains. Some have a physical or learning disability and require support services for both giftedness and disability while others have been diagnosed as having Attention-Deficit Hyperactivity Disorder (ADHD). Some have been diagnosed with emotional or behavioral disabilities, and some learners may need help with social skills in a regular classroom.

Some learners may thrive in a program with an emphasis on logical, sequential reasoning in mathematical and language-based activities. Others require options with an emphasis on visual-spatial materials and processes. Cultural and linguistic diversity also must be honored. Although these differences among gifted learners increase the complexity of planning appropriate educational programs, their special needs must be served.

Differentiation as an Instructional Strategy for Gifted

Differentiation in environment, instructional methods, course content, process, and product expectations will provide appropriate educational experiences for the academically gifted student.

Environment

- a. Evidence of appropriate educational differentiation
- b. Ongoing teacher assessment at instruction levels commensurate with ability
- c. Psychologically supportive of gifted learners' characteristics
- d. Academically challenging, complex, and intriguing
- e. Discovery/exploration oriented
- f. Student self-direction encouraged
- g. Student work displayed
- h. May be multi-age

Content

- a. Accelerated mastery of basic structures of the academic disciplines
 - b. Integration of higher-level thinking skills into all areas of curriculum
 - c. Integration of multiple disciplines into courses of study, (e.g. global themes)
 - d. Transfer of learning into a broader context, real life, and/or other subject matter
 - e. Development of organizational skills and research techniques
 - f. Introduction of more advanced, abstract, and complex concepts
 - g. Opportunities for student selection of in-depth study within given parameters
-

Process

- a. Applies analysis, synthesis, higher-level thinking skills, and evaluation (Bloom's)
- b. Gathers, organizes, and shares research
- c. Applies logical reasoning skills in the appropriate circumstances
- d. Uses critical thinking skills and creative problem-solving strategies
- e. Works cooperatively and independently to achieve desired outcome(s)

Product

- a. Evidence of student achievement commensurate with ability
- b. Expectation of more complex products displaying higher level thinking
- c. Exemplary quality in student product(s) required
- d. Development of positive critique techniques of own and others' work
- e. High achievement on formal and informal assessment(s)
- f. Increased self-control, coping skills, self-reliance in learning
- g. Realistic student evaluation of assignment, process, and product

Instructional Methods

- a. Resource-based curricula
- b. Flexible pacing appropriate to student learning ability and styles
- c. Interactive work with peers
- d. Student acceptance and seeking appropriate academic rigor
- e. Mentoring
- f. Appropriate academic rigor stressed, encouraged, and expected
- g. Collaborative decision making about process and product
- h. Emphasis on critical, reasonable self-evaluation in process/product
- i. Self-directed learning and task communication development

I. Why use differentiated instruction?

- a. If teachers want to maximize their learners' individual potential, they will have to attend to their differences.
- b. Learners are more successful in school and find it more satisfying if they are taught in ways that are responsive to their readiness levels and learning profiles.
- c. Expert teachers are attentive to learners' varied learning needs; therefore, to differentiate instruction is to become a more competent, creative, and professional educator.

II. What makes differentiation successful?

- a. Curriculum is clearly focused on the information and understandings that are most valued by an expert in a particular discipline.
- b. Lessons, activities, and products are designed to ensure that learners grapple with, use, and come to understand those essentials.
- c. Materials and tasks are interesting to learners and seem relevant to them.
- d. Learning is active.
- e. There is joy and satisfaction in learning for each student.

III. The following principles and characteristics are useful in establishing a differentiated classroom:

- a. Assessment is ongoing and aligns with instruction.
 - i. There is evidence that assessment practices align with the curriculum and teaching and learning evidence-based practices to include pre-assessment, formative and summative assessment.
 - ii. There is evidence of authentic assessments and ongoing self and peer assessment and reflection to guide and improve learning.
 - iii. Artifacts include evidence of student learning over a quarter or semester, encourage a growth mindset, utilize several modalities (visual, oral, etc.), and
 - iv. Appropriate artifacts are not a single, cumulative product. Artifacts are integrated and ongoing throughout the course, not a course-ending additional assignment.
- b. Rigorous curriculum supports learners' unique gifts and interests.
 - i. There is evidence that the artifacts represent extension, acceleration, enrichment, and learning experiences based on current evidence-based practice.
 - ii. Curriculum should include opportunities for depth, breadth, and intellectual rigor.
- c. Methods and materials are appropriately differentiated for advanced learners. This includes but is not limited to:
 - a. Multiple texts and supplementary materials,
 - b. Interest options and learning centers,
 - c. Curriculum compacting,
 - d. Tiered sense-making and decision-making experiences and products,
 - e. Group and/or individual investigations.
 - f. Flexible grouping is a hallmark of the class such as:
 - i. Homogenous grouping by skills and/or interests
 - ii. Heterogeneous grouping by skills and/or interests
 - iii. Random grouping
 - iv. Whole class
 - v. Teacher assigned groups
 - vi. Student-selected groups

IV. What is the best way to begin differentiation?

- a. Frequently reflect on the alignment between your classroom and the philosophy of teaching and learning you want to practice. Look for matches and mismatches and use both to guide you.
 - b. Create a mental image of what you want your classroom to look like and use it to help plan and assess changes.
 - c. Prepare learners and parents for a differentiated classroom so that they are your partners in making it a good fit for everyone. Be sure to talk often with learners about the classroom – why it is the way it is, how it is working, and what everyone can do to help.
 - d. Begin to change at a pace that pushes you a little bit beyond your comfort zone – neither totally duplicating past practice nor trying to change everything overnight. You might begin with just one subject, just one time of the day, or just one curricular element.
-

- e. Think carefully about management routines – for example, giving directions, making sure learners know how to move about the room, and making sure learners know where to put work when they finish it.
- f. Teach the routines to learners carefully, monitor the effectiveness, discuss results with learners, and fine tune together.
- g. Take time off from change to regain your energy and to assess how things are going.
- h. Build a support system with other educators. Let administrators know how they can support you. Ask specialists (e.g., in gifted education, special education, second language instruction) to co-teach with you from time to time so you have a second pair of hands and eyes. Form study groups on differentiation with like-minded peers. Plan and share differentiated materials with colleagues.
- i. Enjoy your own growth. One of the great joys of teaching is learning.

Curriculum Differential On-level vs. Gifted

Curriculum	On-level Education	Gifted Education
Learning tasks	<ul style="list-style-type: none"> Teacher and/or curriculum defined and driven Discrete; often context free Text based, reading intensive Problem solving = finding predetermined or right answers Individually performed, product oriented Memory intensive Same for all learners few learner choices Teacher sets time and format for learning and assessment Some project-based learning 	<ul style="list-style-type: none"> Open-ended problems elicit critical and divergent thinking, invite collaboration and a variety of clarifying and problem-solving strategies. Varied, high-interest, complex activities from which to choose; either abstract or contextually embedded Broad range of high quality, challenging, and stimulating resources available Collaboration with a mentor outside the school Process and/or discovery-oriented Engages with challenging, meaningful content in new ways Projects based on careful planning, design, research, and learning of necessary skills
View of learner	<ul style="list-style-type: none"> Recipient of on-level education instruction Questions for clarification Responder Constructs knowledge based on selected objectives Forming sense of self 	<ul style="list-style-type: none"> Observes, articulates, and solves problems Questions and reflects Thinks abstractly, organizes, categorizes, creates Constructs knowledge individually and collaboratively Revises sense of self Devises new tools, cross-curricular connections, alternate pathways, and original products
Role of learner	<ul style="list-style-type: none"> Attends to classroom presentations and communications from adults and experts Responds to teacher questions 	<ul style="list-style-type: none"> Collaborates in the identification of goals and objectives of curriculum Proposes content to be studied Sets and administers evaluation criteria as necessary to meet co-determined goals Determines materials and products to meet learning goals

	<ul style="list-style-type: none"> • Practices skills and completes activities prescribed by teacher • Can work individually or collaboratively • Demonstrates mastery of objectives on teacher-made tests, criterion, or norm-referenced tests, using memory resources • Restudies prescribed objectives to attain mastery 	<ul style="list-style-type: none"> • Develops attitudes and skills to self-monitor thinking, progress, and learning behaviors • Decides, articulates, and solves problems; reflects and questions; constructs new knowledge individually and collaboratively • Acts as a co-presenter of new knowledge
Evaluation	<ul style="list-style-type: none"> • Most often objective and summative; frequently through testing with teacher-made instruments, norm-referenced achievement test or other measures with right answers. • Teacher provides formative feedback • Often focuses on recall of discrete bits of information from the text • Is teacher or system driven and controlled 	<ul style="list-style-type: none"> • Includes self-assessment based on jointly developed individual goals and objectives • Includes shared decision making about the test content with peers, teacher or both. • Includes responses and critiques from real audiences of experts using standards of a specific domain • Uses few one right answer questions: more emphasis on critical and/or creative thinking, analysis, synthesis reasoning, and evaluation • Includes formative feedback to enhance development and facilitate autonomous learning
View of teacher	<ul style="list-style-type: none"> • Skilled individual who transmits culturally valued information; conducts training; reinforces desired student behaviors • Monitors areas of mastery and need • Prescribes learning activities based on publicly-adopted curriculum tests and texts 	<ul style="list-style-type: none"> • Facilitates activities which meet individual, group, and societal needs/interests • Creates learning environments designed to encourage interaction, cognitive growth, and learner autonomy • Guides learners in the acquisition of skills and use of tools needed to process information, solve problems, and create products • Acts as a consultant, collaborator, and mentor • Holds a gifted endorsement
Role of teacher	<ul style="list-style-type: none"> • Determines goals and objectives based on state, district, or text-based curriculum • Determines content to be studied • Teacher-led instruction • Selects materials and activities • Determines acceptable products • Prepares and administers tests • Evaluates learning 	<ul style="list-style-type: none"> • Engages with learners about ideas, observations, and opinions • Works toward abstract concepts, connections, and generalizations • Offers a variety of choices for meeting goals and objectives for a learning cycle • Structures classroom interactions by posing real or realistic problems that require high-level thinking • Asks open-ended questions to clarify or extend ideas rather than for known information • Supports intellectual and creative risk-taking • Collaborates in planning, decision-making, construction of norms, and other practices to

On-Level Instruction <-----> Gifted Instruction
Concrete <-----> Abstract
Simple <-----> Complex
More Structures <-----> More Open
Less Independence <-----> Greater Independence
Lower Text Level <-----> Higher Text Level
Clearly Defined Problem/Task <-----> Fuzzy Problem/Task

Source: "The Equalizer." *The Differentiated Classroom: Responding to the Needs of All Learners*, Carol Ann Tomlinson, ASCD, 1999.

6 SOCIAL & EMOTIONAL DEVELOPMENT

In accordance with A.R.S. 15-779.02, PXU will provide social and emotional development support pertaining to supporting gifted learners through educating learners, teachers, and parents. The Arizona Department of Education Gifted Education mandates that social development and emotional development be addressed as part of a school district's program criteria (Scope and Sequence).

PXU is committed to serving the whole student and recognizes that learners not only have cognitive needs but also social and emotional needs. It is important that learners are able to interact meaningfully with the world around them, make valuable contributions to family, friends and communities, develop close relationships and consider ongoing possibilities of renewal, growth, learning and contribution. In order for learners to learn and make these contributions, their social and emotional needs have to be addressed, in addition to their cognitive needs.

Traditionally instructional programs have focused on content instruction and learning, but research has shown that schools also need to focus on "Affective Development", which includes learners being able to process, manage and express their emotions. Research shows that feelings drive thinking; and without focusing on emotions, the full potential of our gifted learners is neglected.

Gifted learners often experience asynchronous development, where their cognitive, emotional, creative and physical development often do not align with those of their peers. According to the National Association for the Gifted, "This asynchrony increases with higher intellectual capacity. The uniqueness of the gifted renders them particularly vulnerable and requires modifications in parenting, teaching, and counseling in order for them to develop optimally." Gifted learners need to develop sufficient social-emotional competence to develop academic talents, build strong friends and be able to work with others.

Gifted learners often experience "overexcitabilities" (OEs), also called "intensities" which means that they have a greater neural reaction to stimuli. The 5 OEs identified by Dabrowski are areas that the gifted are extremely sensitive: 1) psychomotor (moves a lot, talks fast, physical energy), 2) sensual (sensory overload), 3) imaginal (daydream, create their own worlds/ fantasy), 4) intellectual (enjoy puzzles and logical, complex thinking) and 5) emotional (intensity of emotion, need to connect to people/animals, central to OE). Through explicit education of the OE, gifted learners, families, and teachers can begin to recognize these intensities and provide gifted learners with the support and acceptance needed to be healthy and happy learners.

Our goal is for learners, families, and teachers to learn how to accept, appreciate and celebrate the gifted individual and for them to acquire the tools to experience positive affect and happiness and thrive as a gifted student and gifted adult. For gifted learners to be successful in school, career, and life, PXU offers:

- Counseling
 - Book studies
 - Discussion groups
 - Online groups
 - Targeted/Travelling advisory
 - Gifted advisory
 - Bibliotherapy
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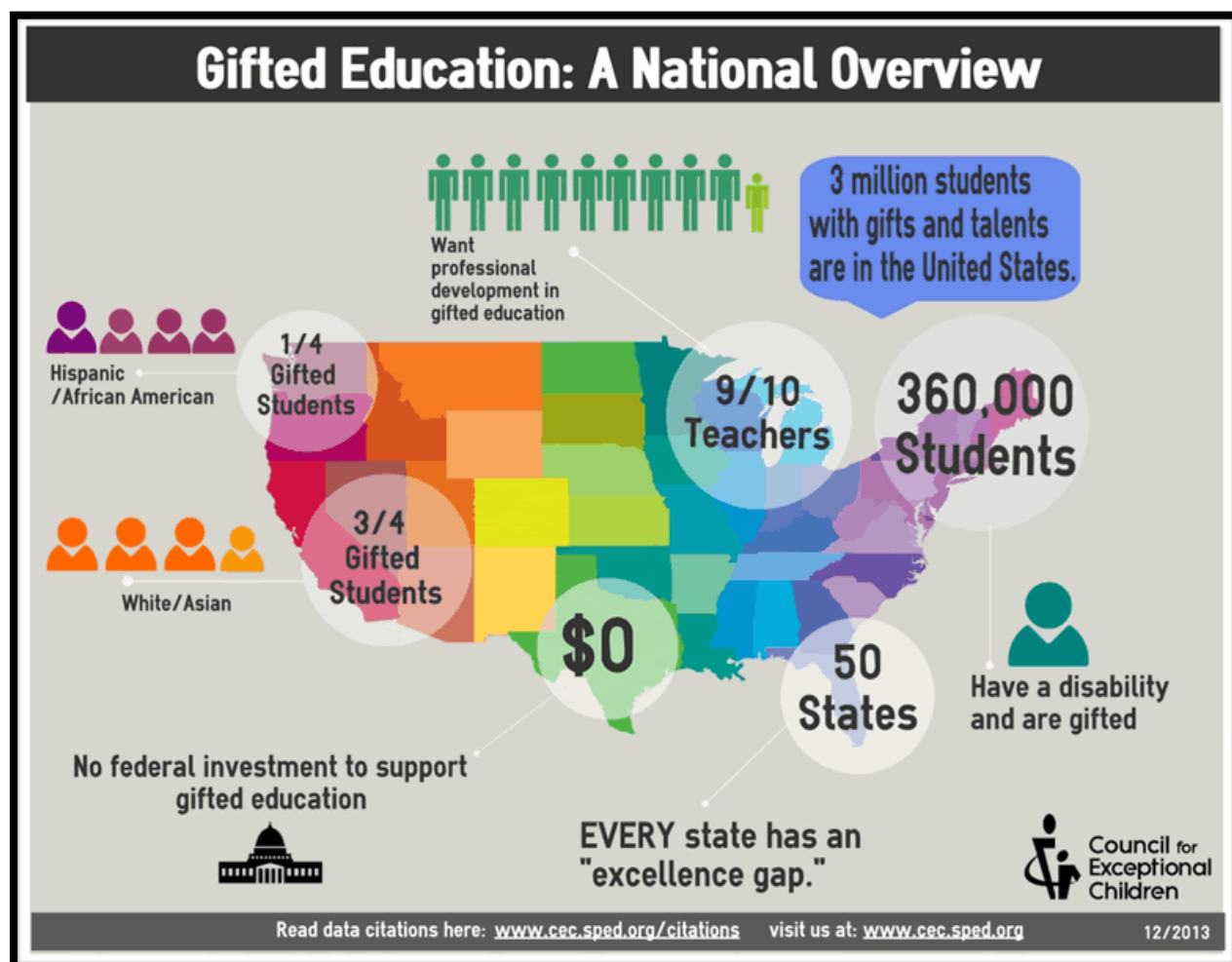
7 PROFESSIONAL DEVELOPMENT

In accordance with A.R.S. 15-779.02, PXU will provide professional development pertaining to supporting gifted learners for administrators, school psychologists, professional development specialists, teachers, and counselors. The school district will provide, to staff who work with gifted learners, professional development as outlined by the district's scope and sequence to ensure that gifted pupils receive gifted education commensurate with their academic abilities and potentials. Teachers whose primary responsibility is teaching gifted learners must have, or be working towards earning, an Arizona Gifted Education K-12 Endorsement.

PXU is invested in offering ongoing job-embedded professional learning to teachers, counselors, administrators, and other interested staff members for specialized training in differentiated instruction to meet the needs of gifted learners. Professional learning will also include, but not be limited to, content specific best practices, implementation support, observation and feedback, and collaborative sharing.

Opportunity	Stakeholder(s)	Description	Timeframe
Gifted Professional Learning Planning Meeting	<ul style="list-style-type: none"> Administrators Counselors Gifted Facilitators Educator Mentor / Adult Learning Coordinator 	The campus Gifted Facilitator will meet with administrators, the Educator Mentor, and counselors to discuss and coordinate needed professional learning to support gifted education on their campus. Using a campus-provided annual budget, Gifted Facilitators will procure materials necessary to support staff training.	July (Initial) August-May (As Needed)
District Certified Induction Experience	<ul style="list-style-type: none"> Administrators Classroom Teachers Counselors Director of Gifted Education Gifted Facilitators Educator Mentor / Adult Learning Coordinator 	New and returning teachers and staff will be introduced to the variety of gifted support systems and services in PXU. Characteristics of gifted learners, their instructional needs, differentiation requirements, and the meaning of gifted testing results will be addressed.	July
Sharing Gifted Best Practices	<ul style="list-style-type: none"> Administrators Classroom Teachers Counselors Gifted Facilitators Educator Mentor / Adult Learning Coordinator 	The district will develop opportunities for administrators, counselors, and teachers of gifted learners to share best practices including but not limited to methods for differentiation of content, process, product, and environment. Campuses are encouraged to provide opportunities for teachers to observe teachers of gifted learners.	August-May
Professional Growth Courses	<ul style="list-style-type: none"> Administrators Classroom Teachers Counselors Gifted Facilitators 	Professional growth courses including but not limited to: Introduction to the Gifted Learner (12690) and Increasing Novelty and Complexity for the Gifted Learner (13187).	August-May (Courses offered once per semester)

	<ul style="list-style-type: none"> • Educator Mentor / Adult Learning Coordinator 		
Conference Attendance and Implementing Learned Practices	<ul style="list-style-type: none"> • Administrators • Classroom Teachers • Counselors • Gifted Facilitators • Educator Mentor / Adult Learning Coordinator 	The district will prioritize resources for Gifted Facilitators to attend professional development offerings. Campuses are encouraged to send additional teachers, counselors, and administrators. Offerings will include but not be limited to the Arizona Association for Gifted and Talented (AAGT) conference, the National Association for Gifted Children (NAGC) conference, or professional development focused on gifted learning, research, and best practices.	August - May
Acquisition of Gifted Endorsement <i>Appendix C</i>	<ul style="list-style-type: none"> • Classroom Teachers • Gifted Facilitators 	Classroom teachers working primarily with gifted learners must work toward earning their gifted endorsement. All staff are encouraged to further their expertise in gifted education through professional learning.	August - May



8 PARENT AND COMMUNITY INVOLVEMENT

PXU publishes its Gifted Guide including curriculum, philosophy, and identification procedures on the district website and is committed to learners who are exploring their gifts and talents to maximize their potential. Parents may request a copy during a conference or phone call with a teacher, counselor, Assistant Principal of Instruction (API), or the Gifted Facilitator. Throughout the school year, there may be many opportunities for parents to increase their knowledge of giftedness to support their child.

The following is an overview of opportunities for parents of gifted children:

General Timeframe	Activity	General Description
1 st Quarter	Letter of Gifted Status Appendix L – English Appendix N – Spanish	An English/Spanish letter will be sent to parents and guardians that discusses gifted status. Additional mailed information can include the following: <ul style="list-style-type: none"> • A campus-specific pamphlet highlighting gifted student opportunities • A link for the PXU Gifted Guide • Directory of Gifted Facilitator's contact information
1 st or 2 nd Quarter	Parent Information Session	An invitation to attend a Campus-Wide Information Session to provide information on the following: <ul style="list-style-type: none"> • Gifted Facilitator contact information • Access to Gifted Guide • Campus Specific offerings
1 st and 2 nd Semester	Parent Newsletter	A semester newsletter will be made available online. Information in the newsletter can include: <ul style="list-style-type: none"> • Current short articles • Campus-specific updates • Contact information
1 st and 2 nd Semester	Parent Night	A parent meeting each semester allows parents to learn more about how giftedness affects the family and community. Meetings can be in a centralized location in Phoenix as a district event or campus specific. Parent meeting programs can include any of the following: <ul style="list-style-type: none"> • Discussion groups • Panel forum • Interactive games • Guest speakers

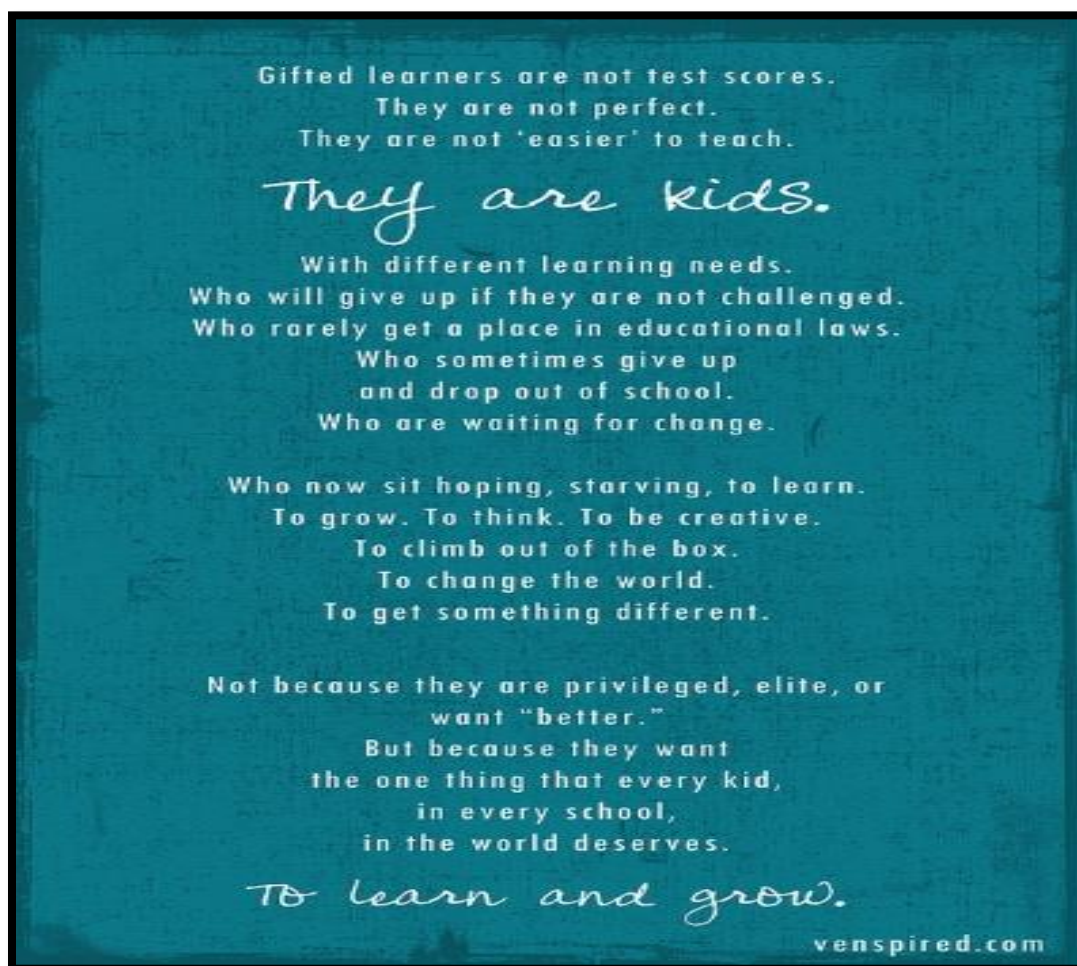
More information on each activity can be found with the Campus Gifted Facilitator. In addition to campus specific opportunities, useful gifted education links are available on the PXU website featuring [Exceptional Student Services](#) and in the Gifted Guide ([Appendix J](#)). Both the website and Gifted Guide are intended to promote gifted education resources for learners and their parents. They include literature, conferences, and web resources.

Understanding the variety of services and options available on a campus is important to fostering student learning. Together, the student, parent and school should communicate annually, at a minimum, within the student's Education Career Action Plan to align course opportunities with learning interest, ability and desire to be an active participant in one's learning. Students must possess a willingness to engage in the challenges of the rigorous course offerings to grow and to aspire to high level learning through

demonstration of high-quality work. Family awareness and involvement in decision making surrounding course requirements and expectations for Honors, IB, AP, Dual and other Gifted educational opportunities is essential.

At the request of a parent or guardian, an appointment can be set with the Gifted Facilitator or a counselor to provide further gifted information to address additional student and parent needs. During individual meetings, a description of the services recommended will be provided. Parents or guardians may withhold permission for placement in the recommended program by completing the Request for Exclusion from the Gifted Program Form ([Appendix N](#)).

The PXU has launched a Parent Engagement Council. This Council will be a resource for families across PXU. The Council is intended to help the district hear from parents directly on how we are providing services and supports to our Gifted young adults as well as engage us in areas of enhancements as seen by families and members of our community. If you have a question regarding Gifted services or wish to learn more ways to get involved, contact the ESS Director at 602-764-1025.



9 PROGRAM ASSESSMENT

To continually improve our district offerings for gifted learners, PXU conducts ongoing program evaluation and assessments of our supports and services designed to provide gifted learners with an education commensurate with their academic abilities and potentials. Listed below are various criteria critical to the success of PXU offerings to gifted learners.

All incoming PXU learners are given the opportunity to be tested in a timely manner for giftedness via a state-approved method (Appendix B) and PXU works with partner districts to honor prior identification for learners entering our district. Learners not initially identified as gifted may be recommended for inclusion in appropriate gifted programming via alternative identification methods (Appendices D, E, and F).

The district updates and maintains a database of gifted learners and areas of giftedness. This data is made available to stakeholders as appropriate to assist in instruction (e.g., rosters with scores and areas of identification), selection of matriculation pathways, to assist in the development and/or discovery of untapped potential, and to meet all reporting and evaluation requirements of the Arizona Department of Education (Appendix A).

Individual campuses tailor their gifted offerings to match their academic missions and the needs of their learners and can select from a wide number of gifted educational programs modeled across the district, including a gifted academy, small, specialized schools, gifted seminars, clustering, acceleration, and high rigor programs such as Honors, AP, and IB courses (Appendix K).

The district is supportive of professional development for any teachers of gifted learners, particularly those who have primary responsibility for teaching gifted pupils. Differentiation, clustering, acceleration, compacting, and other high impact strategies are implemented throughout the curriculum (Appendices G, H, and I).

Academic performance of gifted learners is monitored annually, in real-time, using a variety of measures, including district, state, and national assessments, course grades, and participation in activities such as Academic Decathlon, Dual Enrollment, IB/AP courses, Gifted Seminar, and others.

Parent, student, and staff surveys are used to provide informative feedback geared towards meeting the diverse needs of all gifted learners and their families, as the district also provides for parent/family support through family-friendly gifted events outside of the regular school day.

Each campus has a designated Gifted Facilitator to assist in the implementation, improvement, and accessibility of gifted programming to gifted learners, who meet regularly as a group to coordinate and develop gifted activities that are continuously adapted to reflect the findings of collected data, and to incorporate current research and best practices.

10 BUDGET

PXU values the enrichment that is required for learners who are gifted. Therefore, we make an investment in personnel who are specifically trained to meet the needs of learners by providing a stipend to a Gifted Facilitator at every campus. The Gifted Facilitator supports learners through Seminar for Gifted, Advisory, as well as in classes they teach within their specific content focus.

Currently, the state provides no funding for capital items, direct student services, professional development, administrative support, or testing materials, even with the A.R.S. 15-779 statutory requirement to deliver gifted services. PXU understands the critical impact of supporting gifted learners and therefore finds ways to ensure services are provided.

PXU has a district-level administrator assigned to work with and support the Gifted Facilitators during monthly meetings. Each comprehensive high school can provide additional resources to a teacher with the Gifted Endorsement to teach Gifted Seminar and serve as an advisor to learners eligible as gifted. Our specialty schools (Bioscience High, Camelback Montessori, Phoenix Coding Academy, and the Gifted and Talented Academy) have coursework that is specifically tailored to learners who are high achievers and gifted, with all coursework being academically at Honors level and higher. Personnel that support these four schools and programs extend well beyond the teachers and include support staff and administrators so that learners can explore, investigate, and think in critical and creative ways surpassing what takes place in the general curriculum. We also provide a variety of courses that are at the Honors, AP and IB level so that learners who are gifted can have access to rigorous and robust learning opportunities for teaching and learning. Appendix K of this guide includes a list of the services and support available at each individual school or program.

We have also committed resources so that the district can provide to every incoming 9th grader a state-approved assessment for identification of gifted services. Testing materials, as well as the time it takes to administer the computer-based assessment, review the data, and make placement decisions accordingly is extensive when we anticipate approximately 7,000 learners entering PXU as 9th graders each school year.

As professional development, networking, and collaboration for personnel is essential to quality programming for learners, the PXU supports financially the registration of the Gifted Facilitators to conferences, workshops, and seminars pertaining to gifted education.

APPENDIX A

STATE AND FEDERAL GUIDELINES ON GIFTED EDUCATION

Arizona Revised State Statutes Definition as of January 7, 2007:

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. 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.

15-203. Powers and duties

15. Adopt a list of approved tests for determining special education assistance to gifted students as defined in and as provided in chapter 7, article 4.1 of this title. The adopted tests shall provide separate scores for quantitative reasoning, verbal reasoning and nonverbal reasoning and shall be capable of providing reliable and valid scores at the highest ranges of the score distribution.

33. Adopt guidelines that school district governing boards shall use in identifying students who are eligible for gifted programs and in providing gifted education programs and services. The state board of education shall adopt any other guidelines and rules that it deems necessary in order to carry out the purposes of chapter 7, article 4.1 of this title.

15-779.01. Powers and duties of the school district governing board

A. Because it is in the public interest to support unique opportunities for high-achieving and underachieving students who are identified as gifted, the governing board of each school district shall provide gifted education to gifted students identified as provided in this article.

B. The governing board shall modify the course of study and adapt teaching methods, materials and techniques to provide educationally for those students who are gifted and possess superior intellect or advanced learning ability, or both, but may have an educational disadvantage resulting from a disability or a difficulty in writing, speaking or understanding the English language due to an environmental background in which a language other than English is primarily or exclusively spoken. Identification of gifted students as provided in this subsection shall be based on tests or subtests that are demonstrated to be effective with special populations including those with a disability or difficulty with the English language.

C. If a pupil who was previously identified as a gifted pupil by a school district or charter school transfers into another school district, the school district into which the pupil transferred shall determine in a timely manner whether the pupil shall be identified as a gifted pupil in that school district. The school district into

which the pupil transferred shall provide gifted education to transfer students who are identified as gifted without unreasonable delay.

15-779.02. Gifted students; scope and sequence; annual financial report

A. The governing board of each school district shall develop a scope and sequence for the identification process of and curriculum modifications for gifted students to ensure that gifted students receive gifted education commensurate with their academic abilities and potentials. Programs and services for gifted students shall be provided as an integrated, differentiated learning experience during the regular school day. The scope and sequence shall:

1. Provide for routine screening for gifted students using one or more tests adopted by the state board as prescribed in section 15-203, subsection A, paragraph 15 and section 15-779.01. School districts may identify any number of students as gifted but shall identify as gifted at least those students who score at or above the ninety-seventh percentile, based on national norms, on a test adopted by the State Board of Education.

2. Include an explanation of how gifted education for gifted students differs from regular education in such areas as:

- (a) Content, including a broad-based interdisciplinary curriculum.
- (b) Process, including higher level thinking skills.
- (c) Product, including variety and complexity.
- (d) Learning environment, including flexibility.

3. Include criteria, which shall be reviewed by the state board of education and the department of education at least once every four years, that address the elements of program design, identification, curriculum, instruction, social development, emotional development, professional development of administrators, teachers, school psychologists and counselors, parent involvement, community involvement, program assessment and budgeting. The budget information shall include separate data on identification and program costs and any other data required by the Superintendent of public instruction to administer and evaluate the program effectively.

B. The governing board shall submit the scope and sequence to the department of education for approval on or before July 1 if any changes were made during the previous fiscal year. The governing board shall submit the scope and the sequence to the department of education for approval on or before July 1 every five years if no changes were made during the previous five years. All school districts shall provide to gifted students gifted education commensurate with their academic abilities and potentials.

C. If the governing board fails to submit the scope and sequence for gifted students as prescribed in subsection B of this section or if the scope and sequence submitted by the governing board fails to receive full approval by the Superintendent of public instruction, the school district is not eligible to receive state aid for the group A weight for seven per cent of the student count and shall compute the weighted student count for students in

group A as provided in section 15-943 by adjustment of the student count accordingly. On or before December 1 of each year, the department of education shall notify those school districts that appear to be in noncompliance and note the specific areas of deficiencies that must be corrected on or before April 1 of the following year to be eligible to use the actual student count rather than an adjusted student count. On or before April 15 of each year, the department shall notify those districts that must use an adjusted student count for the next fiscal year's state aid as provided in chapter 9 of this title.

D. The annual financial report of a school district as prescribed in section 15-904 shall include the amount of monies spent on programs for gifted students and the number of students enrolled in programs or receiving services by grade level.

15-779.03. Additional assistance for gifted programs

A. School districts that comply with section 15-779.01 and that submit evidence that all district teachers who have primary responsibility for teaching gifted students have obtained or are working toward obtaining the appropriate certification endorsement as required by the state board of education may apply to the department of education for additional funding for gifted programs equal to seventy-five dollars per pupil for four per cent of the district's student count, or two thousand dollars, whichever is more. As an alternate to the individual district application process, a governing board may request that a county school superintendent apply on its behalf as part of an educational consortium. The consortium may include school districts in more than one county. If additional monies are available after funding all eligible school districts or educational consortia, the additional monies shall be used to increase the per pupil amount for each district or educational consortium funded. If sufficient monies are not available to meet all requests, the state board of education shall determine the allocation of monies based on the comprehensiveness across grade levels, appropriateness to the population being served, utility and demonstrated effectiveness of the scope and sequence and the likelihood of the school district's or educational consortium's proposed program successfully meeting the needs of the gifted students. A school district shall include the monies it receives for gifted programs and services under this section in the special projects section of the budget.

B. School districts shall conduct evaluation studies of their programs for the gifted and submit information to the department of education regarding the results of their studies. The department shall develop evaluation guidelines, reporting forms, procedures and timelines.

C. Monies distributed pursuant to this section shall supplement and not supplant monies from other sources.

15-779.04. Powers and duties of the superintendent of public instruction

The Superintendent of public instruction shall:

1. Apportion monies to each school district for which an application to offer programs for gifted students has been approved by the department of education pursuant to rules adopted by the state board of education.

2. On request, assist school district governing boards to design, implement and evaluate programs for gifted students.
3. Ensure that the expenditure of monies authorized for programs for gifted students is consistent with this article.
4. Encourage the development of locally designed, innovative programs for gifted students.
5. Assist school districts in the development and implementation of staff development programs for administrators, teachers and counselors related to gifted students.
6. Encourage the development of procedures that assure the ongoing participation of parents of gifted students in the planning and evaluation of gifted education programs and services.

Federal Definition of Gifted and Talented

"The term 'gifted and talented,' when used with respect to students, children, or youth, means students, children, or youth who give evidence of high achievement capability in such areas as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services or activities not ordinarily provided by the school in order to fully develop those capabilities." (No Child Left Behind Act, P.L. 107-110 (Title IX, Part A, Definition 22) (2002); 20 USC 7801(22) (2004))

National Association for Gifted Children – "Redefining Giftedness for a New Century: Shifting the Paradigm"

"Gifted individuals are those who demonstrate outstanding levels of aptitude (defined as an exceptional ability to reason and learn) or competence (documented performance or achievement in top 10% or rarer) in one or more domains. Domains include any structured area of activity with its own symbol system (e.g., mathematics, music, language) and/or set of sensorimotor skills (e.g., painting, dance, and sports). The development of ability or talent is a lifelong process. It can be evident in young children as exceptional performance on tests and/or other measures of ability or as a rapid rate of learning, compared to other students of the same age, or in actual achievement in a domain. As individuals mature through childhood to adolescence, however, achievement and high levels of motivation in the domain become the primary characteristics of their giftedness. Various factors can either enhance or inhibit the development and expression of abilities."

APPENDIX B

STATE APPROVED TESTS FOR IDENTIFYING THE GIFTED LEARNER

State Board Approved Test List for the Identification of Gifted Students in Arizona

ARS15-779.02 A. 1. "1. Provide for routine screening for gifted pupils using one or more tests adopted by the state board as prescribed in section 15-203, subsection A, paragraph 15 and section 15-779.01"

ARS15-203 A. 15. "15. Adopt a list of approved tests for determining special education assistance to gifted pupils as defined in and as provided in chapter 7, article 4.1 of this title. The adopted tests shall provide separate scores for quantitative reasoning, verbal reasoning and nonverbal reasoning and shall be capable of providing reliable and valid scores at the highest ranges of the score distribution."

ARS15-779.01 B. "B. The governing board shall modify the course of study and adapt teaching methods, materials and techniques to provide educationally for those pupils who are gifted and possess superior intellect or advanced learning ability, or both, but may have an educational disadvantage resulting from a disability or a difficulty in writing, speaking or understanding the English language due to an environmental background in which a language other than English is primarily or exclusively spoken. Identification of gifted pupils as provided in this subsection shall be based on tests or subtests that are demonstrated to be effective with special populations including those with a disability or difficulty with the English language."

The most recent, or next most recent, version of a listed test and applicable norms shall be used for identification and placement of gifted students.

TEST	AGE RANGE	GRADES	VERBAL REASONING	QUANTITATIVE REASONING	NONVERBAL REASONING	COMPOSITE SCORE AVAILABLE	GROUP (G) or INDIVIDUALLY (I) ADMINISTERED
Bateria III Woodcock-Munoz Pruebas de Habilidades Cognitivas	2-90+	PK-12	Y	Y	Y	Y	G
Bilingual Verbal Ability Tests, Normative Update (BVAT-NU)	5-90+	K-20	Y	N	N	Y	I
Cognitive Abilities Test (CogAT)	4.11-18+	K-12	Y	Y	Y	Y	G
Cognitive Assessment System (CAS)	5-18	K-12	N	N	Y	Y	I
Comprehensive Testing Program (CTP)	-	1-11	Y	Y	N	N	G/I
Differential Abilities Scale (DAS)	2.6-17.11	PK-12	Y	Y	Y	Y	I
DISCOVER	3-Adult	PK-12	Y	Y	Y	Y	G
Kaufman Assessment Battery for Children (KABC)	3-18	PK-12	Y	Y	Y	Y	I
Naglieri Nonverbal Abilities Test (NNAT)	4-18	PK-12	N	N	Y	N	G
Naglieri Nonverbal Abilities Test, Individual (NNAT-Individual)	5.0-17.11	PK-12	N	N	Y	N	I
Otis-Lennon School Abilities Test (OLSAT)	6-17	K-12	Y	Y	Y	Y	G
Stanford Binet Intelligence Scales	2-85+	PK-12	Y	Y	Y	Y	I
Universal Nonverbal Intelligence Test (UNIT)	5-21.11	K-12	N	N	Y	Y	G
Wechsler Adult Intelligence Scale (WAIS)	16-90.11	-	Y	N	Y	Y	I
Wechsler Intelligence Scale for Children (WISC)	6-16.11	1-12	Y	N	Y	Y	I
Wechsler Preschool and Primary Scale of Intelligence (WPPSI)	2.6-7.3	PK-12	Y	N	Y	Y	I
Wechsler Nonverbal Scale of Ability (WNV)	4-21.11	K-12	N	N	Y	Y	I
Wechsler Intelligence Scale for Children (WISC, SPANISH)	6-16.11	1-12	Y	N	Y	Y	I
Woodcock-Johnson Test of Cognitive Abilities	2-90+	PK-12	Y	Y	Y	Y	I

IDENTIFICATION TESTS ASSOCIATED WITH NATIONAL TALENT SEARCH PROGRAMS							
ACT	-	11-12	Y	Y	N	Y	G
ACT/EXPLORE	-	10	Y	Y	N	Y	G
ACT/PLAN	-	8	Y	Y	N	Y	G
Preliminary Scholastic Aptitude Test / National Merit Scholarship Qualifying Test (PSAT/NMSQT)	-	10-11	Y	Y	N	Y	G
Scholastic Aptitude Test (SAT)	-	7-12	Y	Y	N	Y	G
School and College Abilities Test (SCAT)	-	3.5-12	Y	Y	N	N	G

RATING SCALES AND SCREENING INSTRUMENTS

The following rating scales and/or screening instruments, in addition to other local measures of ability and potential, could also be used to provide supplemental information in support of the gifted learner screening, identification and placement process.

Please note: This is not intended to be a comprehensive listing.

Cognitive Assessment System, Brief (CAS-Brief)	Profile of Creative Abilities (PCA)
Gifted and Talented Evaluation Scales (GATES)	RAVEN Advanced, Coloured and Standard Progressive Matrices
Gifted Rating Scales	Spatial Test Battery (STB)
Iowa Acceleration Scales	Screening Assessment for Gifted Elementary and Middle School Students (SAGES)
Kaufman Brief Intelligence Test (KBIT)	Torrance Test of Creative Thinking
Kingore Observation Inventory	Wechsler Abbreviated Scale of Intelligence (WASI)

Adopted as of June 22, 2015

APPENDIX C

REQUIREMENTS FOR OBTAINING A GIFTED ENDORSEMENT, ADE

[Requirements for Gifted Education, PreK-12 Endorsement Application for Endorsement](#)

WWW.AZED.GOV/EDUCATOR-CERTIFICATION

Full Gifted Education Endorsement

The endorsement shall be automatically renewed with the certificate on which it is posted.

Requirements for the Gifted Education endorsement are:

1. Completed [Application for Endorsement](#).
 2. Appropriate fee (see Application for Endorsement).
 3. A photocopy of your valid Arizona Department of Public Safety Identity Verified Prints (IVP) fingerprint card (plastic). A photocopy of your valid Arizona Department of Public Safety Identity Verified Prints (IVP) fingerprint card.
 4. A valid Arizona Elementary, Secondary or Special Education certificate.
 5. Option A or B
 - A. Coursework and Subject Knowledge. (All requirements A-1 through A-2 must be met):**
 - A.1: Official transcripts showing completion of 9 semester hours of upper division or graduate level courses in an academic discipline such as science, mathematics, language arts, foreign language, social studies, psychology, fine arts, or computer science.
 - A-2: **TWO** from Option A, B, C, or D:
 - A.** Three years of verified full-time teaching experience in gifted education as a teacher, resource teacher, specialist, or similar position verified by the district. Submit a [Verification of Teaching Experience](#) form signed by the District Superintendent or Personnel Director to verify teaching experience.
 - B.** A minimum of 135 clock hours of verified in-service training in gifted education. Submit a letter on official letterhead from District Superintendent or Personnel Director to verify in-service training.
 - C.** Official Transcripts showing completion of 12 semester hours of courses in gifted education. District in-service programs in gifted education may be substituted for up to 6 semester hours of gifted education courses. 15 clock hours of in-service is equivalent to 1 semester hour. Practicum courses shall not be accepted towards this requirement. Submit a letter on official letterhead from District Superintendent or Personnel Director to verify in-service training.
 - D.** Completion of 6 semester hours of practicum or **two years** of verified full-time teaching experience in which most students were gifted. Submit a [Verification of](#)
-

[Teaching Experience form](#) signed by the District Superintendent or Personnel Director to verify teaching experience.

B. Out-of-State Certificate or Endorsement:

B-1: The applicant holds a valid, comparable Gifted Education, PreK-12 certificate or endorsement from another state and is in good standing with that other state. Submit a photocopy of your out-of-state certificate or endorsement.

APPENDIX D

TRAITS, CHARACTERISTICS, AND IDENTIFIERS FOR LINGUISTICALLY, CULTURALLY, SOCIOECONOMICALLY DIVERSE LEARNERS

Depending on perspective, a given behavior may be interpreted as positive or negative. Behaviors which, at times, seem less than desirable, are a vital part of the gifted learner's personality. We can help them maintain the strength of their individuality while teaching them to function within society. Here are some possible supports for behaviors that teachers notice in their gifted learners.

The gifted teen may exhibit one or more of the following traits:	These traits frequently appear as the following behaviors:	The gifted teen with this behavior usually needs:	These needs may be addressed by the following teacher and/or parent support:
Good self-concept	respects self and others	leadership training	group activities
Sensitive	worries about world/family/local concerns	reassurance	problem-solving discussions in class and local volunteerism
Responsible	knows cause and effect	to know it is okay to still be a teenager and not an adult	age-appropriate responsibilities
Motivated	high productivity	guidance and strategies for pacing themselves	focusing on a few selected activities
Fair	expects even-handedness	to understand that life is not always fair	discuss realities that bother you and share strategies about how to cope constructively
Independent	self-reliant	to understand limits	establish guidelines
Bored	distracted/agitated/disruptive	intellectual challenge and specific guidance	provide a range of opportunities and activities (esp. focusing on novelty) with clearly defined limits and expectations
Impatient	frustration	to be taught tolerance and patience strategies	teach by example, and design scenarios that allow learners to practice the strategies

Stressed	emotional	free time structured into each day, calming strategies	teach by example, provide opportunities for learners to practice the strategies
Headstrong	argumentative	structured discipline and leadership training	be tolerant, understanding, teach cooperation
Self-critical	perfectionism	learn to set realistic expectations; try, try again	reminder that perfection is not possible yet excellence is; help them cope with failure in a constructive way
Arrogant	corrects others	to learn humility	see value and dignity in all people
Angry	aggressive	positive outlets	provide acceptable ways of expressing feelings

Thinking and Learning Styles

Auditory-Sequential	Visual-Spatial
Thinks primarily in words; learns phonics easily	Thinks primarily in images and prefers seeing tasks demonstrated
Prefers auditory explanations	Prefers visual explanations
Processes information and tasks sequentially	Processes information holistically; prefers seeing the overview prior to details
Prefers to learn facts and details; likes specific instructions	Prefers abstract-thinking tasks; likes general goals and directions
Deals with one task at a time in a linear, orderly process	Prefers handling several tasks at a time or multitasking
Prefers structure and is well-organized; prefers proper working materials and setting	Prefers open, fluid situations; creates own structure; often improvises; looks for patterns
Is an analytical thinker; logically deduces implications	Prefers synthesizing activities; produces ideas intuitively
Prefers solving existing problems	Prefers solving novel or self-generated problems
Prefers concrete tasks that have one correct answer	Prefers concepts; better at reasoning than at computation
Approaches most situations in a serious manner	Approaches problems playfully

What might be some problems for gifted children?

Dabrowski's concept (Appendix I) of the over excitabilities has added to our understanding of how strengths of gifted children can also cause difficulties. The very behaviors that are common traits of gifted children are also potential problems, particularly if these characteristics are not recognized or understood by parents and educators.

Problems Associated with Characteristic Strengths in Gifted Children

Strengths	Possible Problems
Acquires and retains information quickly	Impatient with slowness of others; dislikes routine and drill; may resist mastering foundation skill; may make concepts unduly complex
Inquisitive attitude; intellectual curiosity; intrinsic motivations; searches for significance	Asks embarrassing questions; strong-willed; excessive in interests; expects same of others
Able to conceptualize; abstract, synthesize; enjoys problem-solving and intellectual activity	Rejects or omits details; resists practice or drill; questions teaching procedures
Can see cause-effect relations	Difficulty accepting the illogical, such as feelings, traditions, matters to be taken on faith
Love of truth, equity, and fair play	Difficulty in being practical; worries about humanitarian concerns
Enjoys organizing things and people into structure and order; seeks to systematize	Constructs complicated rules or systems; may be seen as bossy, rude, or domineering
Large vocabulary and facile verbal proficiency; broad information in advanced areas	May use words to escape or avoid situations; becomes bored with school and age peers; seen by others as a “know-it-all”
Thinks critically; has high expectations; is self-critical and evaluates others	Critical or intolerant toward others; may become discouraged or depressed; perfectionistic
Keen observer; willing to consider the unusual; seeks new experiences	Overly intense focus; may be gullible
Creative and inventive; likes new ways of doing things	May disrupt plans or reject what is already known; seen by others as different and out-of-step
Intense concentration; long attention span in areas of interest; goal-directed behavior; persistent	Resists interruptions; neglect duties or people during periods of focused interest; seen as stubborn
Sensitivity, empathy for others; desire to be accepted by others	Sensitivity to criticism or peer rejection; expects others to have similar values; need for success and recognition; may feel different and alienated
High energy, alertness, eagerness; periods of intense efforts	Frustration with inactivity; eagerness may disrupt others' schedules; needs continual stimulation; may be seen as hyperactive
Independent; prefers individualized work; reliant on self	May reject parent or peer input; non-conformist; may be unconventional
Diverse interests and abilities; versatile	May appear scattered and disorganized; becomes frustrated over lack of time; others may expect continual competence
Strong sense of humor	Sees absurdities of situations; humor may not be understood by peers; may become “class clown” to gain attention

Webb, J., Gore, J., Amend, E., DeVries, A. (2007). *A parent's guide to gifted children*. Tucson, AZ: Great Potential Press, www.greatpotentialpress.com.



Project Bright Horizon

Jacob K. Javits Gifted & Talented Education Grant Program

Washington Elementary School District

4650 West Sweetwater

Glendale, AZ 85304

Phone: (602) 347-2644 Fax: (602) 347-2683

E-mail: plaing@wesd.k12.az.us

Supported through a research and demonstration grant by the:

U.S. Department of Education

Office of Innovation and Improvement

CHARACTERISTICS & BEHAVIORS OF CULTURALLY, LINGUISTICALLY & SOCIOECONOMICALLY DIVERSE GIFTED LEARNERS

Common Characteristics	Positive Classroom Behaviors	Challenging Classroom Behaviors
Learns More Rapidly; Retains Information Easily and Longer	<ul style="list-style-type: none"> • Masters basic skills early • Early reader • Precocious in math • Unusual academic achievement 	<ul style="list-style-type: none"> • Becomes bored • Resists rote or repetitive tasks • Disrupts class when work is finished
More Curious; has a Stronger Need to Know	<ul style="list-style-type: none"> • Has large stores of information • Prefers complexity 	<ul style="list-style-type: none"> • Asks many questions • Gets off topic frequently
Independent Thinker; has a Questioning Attitude	<ul style="list-style-type: none"> • Self-confident • Expresses original opinions • Good at independent projects 	<ul style="list-style-type: none"> • Rebellious; challenges authority • Resists conformity to social norms
Superior Abstract Thinking Ability	<ul style="list-style-type: none"> • Willing to consider unusual dress • Good at independent projects 	<ul style="list-style-type: none"> • Resists conventional approaches / answers • Presents arguments almost too well
Senses Discrepancies	<ul style="list-style-type: none"> • Interested in current events • Concerned with fairness, justice, "real" problems 	<ul style="list-style-type: none"> • A perfectionist • Critical of own and other's ideas
Intellectually Playful	<ul style="list-style-type: none"> • A good risk-taker (in areas of strength) • Appreciates play on words • Has a sophisticated sense of humor 	<ul style="list-style-type: none"> • Interrupts with humorous distractions • Gets carried away with jokes
Intense; More Sophisticated interests	<ul style="list-style-type: none"> • Shows high motivation / long attention span in interest area • Has a sophisticated sense of humor 	<ul style="list-style-type: none"> • May suffer from peer isolation • A daydreamer • Resists interruption when involved in interest area
Wide Range of Interests	<ul style="list-style-type: none"> • Easily motivated in new areas • Has many hobbies • Involved in many activities 	<ul style="list-style-type: none"> • Leaves projects unfinished • Overextends him/herself
Superior in Divergent Communication Ability	<ul style="list-style-type: none"> • Has large vocabulary and accurate usage • Shows flair for various means of expression (e.g., graphics, drama) 	<ul style="list-style-type: none"> • May be perceived as a "show-off" by peers and adults

"Outstanding talents are present in children from all cultural groups, across all economic strata, and in all areas of human endeavor"

Source:

National Excellence: A Case for Developing America's Talent,

U.S. Department of Education (1993)



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GIFTED CHARACTERISTICS CHECKLIST FOR UNDERREPRESENTED POPULATIONS

VERBAL ABILITIES

1. Has an expanded vocabulary
2. Asks unusual questions to find out more information
3. Expresses ideas well
4. Elaborates on questions for information

LEARNING CHARACTERISTICS

5. Exhibits quick mastery of skills
6. Has long-term recall of information
7. Has interest in how things work
8. Has the ability to see relationships and make connections
9. Is able to retain more information with less repetition
10. Displays creativeness, originality, putting things and ideas together in novel ways
11. Has a lot of information about one topic
12. Has a questioning attitude
13. Signals perfectionist tendencies
14. Likes to solve puzzles and trick questions
15. Has a wide range of interests
16. Performs well mathematically
17. Stays with a project until it is completed

MOTIVATIONAL CHARACTERISTICS

18. Sets high standards for self
19. Is inquisitive
20. Has a tendency to lose awareness of time/intense concentration
21. Becomes easily impatient with drill and routine procedures
22. Is persistent
23. Has keen powers of observation
24. Requires little direction

SOCIAL ABILITIES

25. Tends to dominate peers or situation
26. Has unusual, often highly developed sense of humor
27. Is independent
28. Often finds and corrects own or other's mistakes
29. Is anxious to complete tasks
30. Is often overly sensitive

LEADERSHIP

31. Adapts readily to new situations
32. Is well-liked by classmates and demonstrates leadership
33. Carries responsibility well
34. Is self-confident with own age group
35. Is cooperative with teacher and classmates

CREATIVITY

36. Makes up games and activities displaying imagination
37. Expresses original ideas in other ways
38. Demonstrates ability to express feelings and emotions
39. Is articulate in role playing and storytelling
40. Displays a richness in imagery and informal language
41. Demonstrates ability in fine or practical arts

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APPENDIX E

ALTERNATE IDENTIFICATION PROCESS

Gifted learners may be identified through their scores on the CogAT test and identification in middle or elementary school. They may also be identified through an **alternate identification process**.

A staff member, parent, and/or student may request initiation of the alternate identification process.

When a Gifted Facilitator receives a request,

1. Provide staff member, parent, and/or learner with a copy of “Gifted and Talented Education Indicators” and “Observation Rating Scale.”
 2. Provide learner’s teachers with “Gifted and Talented Education Indicators” and “Observation Rating Scale.”
 3. Research learner’s test scores (ACT, ACT Explore, ACT Plan, PSAT, SAT) and other data such as Lexile scores and grades for supplemental information. Note that a gifted learner is not necessarily a high-achieving learner.
 4. Collect completed observations.
 5. Analyze observations and data. Look for patterns.
 6. If there is enough evidence to indicate the learner may be gifted, observe the learner in one class.
 7. If there is enough evidence to indicate the learner may be gifted, meet with the learner and conduct an interview. Use “Teacher Screening Form for Gifted Education” from *The Gifted Kids’ Survival Guide* as a reference. Ask for examples from the learner.
 8. Use the rating scales, data, and your observations to conclude if the learner should be labeled “gifted.”
 9. If the learner should be labeled “gifted” for appropriate placement, mark “O: Other” in Synergy.
 10. Notify the learner, parents, and counselor.
 11. Examine the learner’s current class schedule and make suggestions as appropriate.
-

Gifted and Talented Education Indicators, adapted from *Brilliant Behavior* by J. A Rogers, 1994.

Traits of Giftedness, adapted from *Growing Up Gifted* (7th ed.), by B. Clark, 2008.

Humor <ul style="list-style-type: none"> Creates products that are funny (cartoons, stories) Uses concepts or vocabulary, appropriately or inappropriately, to make people laugh Uses sense of humor to ease tension in a group, entertain, or surprise others 	Motivation <ul style="list-style-type: none"> Works continuously after others have stopped (draws, writes, reads) Desires explanations, verbal and/or non-verbal Appreciates changes and demonstrates task commitment Puts best effort into self-selected tasks
Interests <ul style="list-style-type: none"> Demonstrates intense interest in tools or products or one or more intelligences (art supplies, books, instruments, puzzles, history, sciences, languages) Collects things Forms or joins groups to promote change or accomplish tasks 	Inquiry <ul style="list-style-type: none"> Want to create and experiment Questions (why, how) Observes intently Uses a variety of tools to access information (Internet, people, books, news)
Communication/Expressiveness <ul style="list-style-type: none"> Conveys meaning effectively through various means (photos, graphs structures, paintings, words, interactions) Creates moods in an environment Creates products that (speak) for themselves Shows steps used to solve a problem even though they might not be able to articulate them 	Problem Solving <ul style="list-style-type: none"> Creates complex, intricate products (stories, graphs, demonstrations, dances, plays) Organizes the group to accomplish the task Proposes unique solutions to simple or complex problems Excels at problem finding and problem naming Invents ways to achieve a goal
Sensitivity <ul style="list-style-type: none"> Notices similarities and differences in the world (math concepts, symbols, variations in color, light, tone) Recalls verbal/non-verbal details Senses discord and lack of harmony Knows the “right” thing to do/say in uncomfortable situations 	Intuition <ul style="list-style-type: none"> Notices connections in diverse ideas/objects Readily contributes abstract ideas Explains insights immediately and/or in understandable terms to others Interrupts others to share insights Sees the key problem in a fuzzy situation Experiences frequent “A-has”
Reasoning <ul style="list-style-type: none"> Gathers and organizes material before beginning a task 	Imagination/Creativity <ul style="list-style-type: none"> Poses unique solutions/creates unusual products Makes up games or invents new rules for existing games

<ul style="list-style-type: none"> Clearly knows how to progress from point A to point B in an efficient and effective manner Develops plans Indicates desire to attain a goal (learn how to swim, draw, write a story) and persists until the goal is met Makes predictions and inferences and connects cause and effect 	<ul style="list-style-type: none"> Adds interesting components to enhance products (subtle aspects of language to written/spoken works, interesting details to constructions, drawings, graphs; novel effects in plays, music, sports) Combines elements/materials in unusual ways
Memory/Knowledge <ul style="list-style-type: none"> Remembers and uses techniques introduced only once Recalls information, discussions, incidents, stories, movies Shares philosophical ideas Recreates music, dances, movements Imitates famous personalities, figures, actors 	Moral/Ethical Concerns <ul style="list-style-type: none"> Holds strong opinions about global issues (fairness, justice, war, climate, hunger) Seeks resolution of moral dilemmas May feel stuck if a dilemma cannot be resolved to their satisfaction Asks deep questions
Learning <ul style="list-style-type: none"> Grasps concepts introduced before others Creates products that are more advanced than age-mates Learns a 2nd language, musical piece or movement, mathematical or historical concepts with ease 	Emotional <ul style="list-style-type: none"> Heightened sense of awareness, accompanied by feelings of being different Easily wounded, need for emotional support Need for consistency between abstract value and personal actions Advanced levels of moral judgment Idealism and sense of justice Skepticism and self-criticism Volatile temper, especially related to perceptions of failure

Gifted Education Indicators of Student Behavior

Observation Rating Scale

Student Name _____ Age: Yrs. _____ Mo. _____ Grade _____

Person Initiating Referral _____ Title _____

	Very Rarely		Some- times		Very Frequ- ently
Humor: Exceptionally keen sense of the comical, bizarre, absurd	1	2	3	4	5
Motivation: Intense desire to know, do feel, create, or understand	1	2	3	4	5
Interests: Ardent, passionate, sometimes unusual, fleeting	1	2	3	4	5
Inquiry: Exploration, observation, or experimentation with events, objects, ideas, feelings, sounds, media	1	2	3	4	5
Communication/Expressiveness: Extraordinary ability to convey meaning/emotion through words, actions, symbols, sounds, media	1	2	3	4	5
Problem Solving: Outstanding ability to organize through the invention/ monitoring of paths to a goal; enjoyment of challenge	1	2	3	4	5
Sensitivity: Unusually open, perceptive, responsive to experiences, feelings, others	1	2	3	4	5
Intuition: Sudden recognition of connections or deeper meanings without conscious awareness of reasoning or thought	1	2	3	4	5
Reasoning: Outstanding ability to think things through, consider implications and alternatives; rich, goal-oriented thought	1	2	3	4	5
Imagination / Creativity: Extraordinary capacity for ingenious, flexible use of ideas, processes, materials	1	2	3	4	5
Memory / Knowledge: Unusual capacity to acquire integrate, retain, and retrieve information or skills	1	2	3	4	5
Moral / Ethical Concerns: Intense need for fairness; desire to resolve injustices; concern for consequences of their actions.	1	2	3	4	5
Learning: Ability to acquire sophisticated understandings with amazing speed and apparent ease	1	2	3	4	5
Total in column					

List talent or special ability:

What specific concerns do you have regarding this student?

Please give specific examples that indicate to you that this child is gifted.

Would you recommend this student for placement in Gifted Services? Please circle the appropriate response:

Without Reservation

Yes

Perhaps

Questionable

No

Please return this form to the Gifted Facilitator. Thank you for your participation.

Teacher's Signature: _____

Date _____

APPENDIX F

FURTHER INDICATORS OF GIFTED AND TALENTED: ART, CREATIVE WRITING, DANCE, DRAMA, AND MUSIC

Traditional education programs are often not suited to learners with exceptional abilities in the arts. Identifying talented learners and providing appropriate educational services to them is as important to our society as it is to them personally. They will be the future's artists, actors, poets, dancers, and musicians. Talented learners create and produce at a much higher level than their age-mates in one or more of the arts.

General Characteristics

1. Demonstrates quality participation or product in one or more of the arts.
2. Indicates prolonged interest in development of skills in one or more of the arts.
3. Shows willingness to take risks with new materials, media or experiences in the arts.
4. Demonstrates exceptional use of divergent, original, and elaborate ideas and/or imagery.
5. Shows willingness to express self.
6. Takes their work and that of others seriously.
7. Demonstrates ability to communicate ideas, feelings, and reactions effectively.
8. Indicates sensitivity to environment.
9. Exhibits self-motivation. Continues to practice or produce without constant direction.
10. Understands aesthetic elements and theories in one or more of the arts.
11. Exhibits enthusiasm in artistic endeavors.
12. Makes unconventional choices, creates unique products, responses, connections and relationships.
13. Solves problems in a unique and/or adept manner.
14. Exhibits extensive curiosity.
15. Demonstrates fluency, flexibility, and elaboration of ideas.
16. Demonstrates use of creative processes (exploration, incubation, decision making, performance)

Art

1. Demonstrates exceptional observational ability.
2. Expands or elaborates on art assignments. Willing to complete multiple drafts/attempts.
3. Prefers to work on art projects over other assignments.
4. Produces complex drawings.
5. Completes art assignments in a unique style or manner.
6. Incorporates design principles and elements effectively in most/all work.
7. Enthusiastically experiments with new media and materials.
8. Frequently reads about art.
9. Show interest and knowledge about artists.
10. Demonstrates mechanical aptitude and dexterity in use of tools and materials.
11. Analyzes and evaluates personal work and that of other artists.
12. Maintains and uses a sketchbook.
13. Uses art to express experiences, feelings, and concepts.

Creative Writing

1. Remembers experiences and reactions and incorporates them into writing.
2. Develops a story from beginning to end with a successful conclusion.
3. Shows interest in playing with words and word games.
4. Consistently writes with unusual descriptive ability.
5. Gives an original view on old ideas.
6. Enjoys writing.
7. Develops dynamic characters.
8. Becomes absorbed while writing to the exclusion of any distraction.
9. Makes unusual comparisons and contrasts in writing.
10. Writes with humor and insight.
11. Willing to rewrite until satisfied with the final product.

Dance

1. Exhibits coordination and grace of body movement.
2. Uses whole body to express feelings or relay experiences.
3. Responds to the mood of music.
4. Effectively communicates through pantomime.
5. Outstanding performance in one or more dance techniques or styles.
6. Willingly practices on a rigorous and time-consuming schedule.
7. Chooses movement sequences which show aesthetic relationships.
8. Constantly demonstrates imaginative use of movement.
9. Able to observe and replicate movement.
10. Performs for an audience whenever possible.
11. Studies the theory of dance.
12. Aware of the body and knowledge of how it moves.

Drama

1. Displays unusual imagination.
2. Plays roles of characters with ease.
3. Shows high interest in plays, film, television productions.
4. Can imitate animals, objects, or people.
5. Shows unusual dramatic interpretation.
6. Is confident on stage in front of an audience.
7. Uses voice and body to communicate feelings.
8. Enjoys evoking responses from listeners and viewers.
9. Is involved with dramatic productions at school and in the community.
10. Reads/writes plays, stories, novels, scripts to increase knowledge and for enjoyment.

Music

1. Plays one or more instruments and /or sings with exceptional ability.
 2. Talks knowledgeably about music, musicians and/or composers.
 3. Demonstrate ability to sight read.
 4. Understands and applies music fundamentals including rhythm, pitch, meter, and notation.
 5. Improvises with knowledge and sensitivity.
 6. Spends time practicing and composing.
 7. Composes music of high quality.
-

8. Consistently listens to music.
 9. Enjoys performing for others.
 10. Participates in band, orchestra, chorus, and/or music classes.
 11. Uses music to express feelings and experiences.
-

APPENDIX G

TEACHERS OF THE GIFTED: THE ROLE, THE INFLUENCE, THE NEED FOR SENSE OF SELF

Selection of Teachers for Gifted Learners

Perhaps the most important decision a local education agency can make to ensure the success of special education for gifted learners is selection of the teachers who will work with them. Training and disciplinary knowledge are important, but a critical factor is the teacher's own self-concept. A teacher's positive sense-of-self contributes to how the teacher acts, which in turn, contributes to student success.

Effective teachers will vary almost as much as the gifted learners they teach, but three characteristics seem to be critical:

- a. a strong self-concept—accepting one's own strengths and limitations, a "sense of self" that facilitates planning, decision-making, implementation, monitoring, and evaluation of problem solving
- b. interpersonal intelligence—the ability to recognize the feelings of others and to understand, act on, or shape others' feelings or attitudes
- c. the ability to create a learning context in which complex problem solving is supported and cognitive complexity can thrive

Teachers of gifted learners need not be gifted in the same ways their learners are gifted. Instead, they need personal attributes, and organizational skills that contribute to student development. Generalists should have a broad base of knowledge, awareness of the relationships among varied disciplines, and the abilities needed to sustain productive interaction among gifted learners. Specialists in an academic discipline should have in-depth knowledge of the subjects taught, ability to model methods that allow learners to expand knowledge within the discipline, enhance their abilities to make connections to other disciplines, and solve real world problems. Both generalists and specialists should genuinely like and respect gifted learners and be committed to their role as advocates.

Teacher as Facilitator of Learning

Gifted learners need teachers who can guide their intellectual and personal development. Teachers must plan activities that contribute to learners' self-respect, respect for others, and sense of competence, not dispense information that learners can easily acquire on their own—or already know. Opportunities for learners to learn executive processes such as planning, decision-making, evaluation, synthesis, and creative production are essential to the development of key mental self-management and executive processes, such as recognizing opportunities, finding problems, and directing a search for solutions.

Because most gifted learners learn rapidly and easily, they may not have developed strategies for dealing with difficult tasks. Teachers should aid learners in the acquisition of effective learning strategies and suggest alternative paths toward the learning goal. Helpful tips and encouragement promote cognitive growth and a sense of competence far more than explicit directions or criticism.

Effective teachers of gifted learners have broad knowledge of curriculum areas, enthusiasm for the subjects that will be studied and the ability to make the subjects come alive. They will pose complex questions and problems that encourage exploration of ideas, then encourage learners to discuss alternative answers. They involve learners in planning classroom projects, implementing the plans, and evaluating the outcomes. An effective teacher freely acknowledges the gaps in information, learns from learners who may have a greater knowledge of the topic, and models self-evaluation.

Guidance and Counseling Aspects

The effective teacher knows learners as individuals, respects their strengths, and helps them cope with limitations. The learners know that their teacher believes in their abilities and genuinely likes them. Teachers of gifted learners understand and accept their learners' gifted characteristics and assist them to understand and accept their giftedness. Activities designed to help learners develop affective strategies for working with others in the school and community must be an integral part of the gifted education program. Among the skills learners can learn are strategies for managing conflict, managing time, working through disappointments, improving communication with others, coping with stress, and being different. In a curriculum developed for gifted learners, teachers include and embed affective objectives in the curriculum. Learners will have frequent opportunities to openly discuss issues, listen to each other's ideas, and share differing points of view while they are working on an academic standard.

At times, individual gifted learners may ask the teacher for guidance with a personal problem. Sometimes, being a sensitive listener is sufficient; at other times, the student may need reassurance or help working toward a solution. In serious situations teachers may need to consult with a school counselor or psychologist.

Research Aspects

Sources of information about gifted learners, curriculum modifications, special programs, competitions, and related subjects are readily available on the Internet, in journals, books, and from corporate or nonprofit groups. Teachers, like their gifted learners, can conduct investigations in areas of interest and model methods for conducting research in a given discipline. Like their gifted learners, teachers will need to evaluate the quality of information and reliability of sources, analyze the data gathered, and synthesize data into a coherent form ready to be used and shared with others. A teacher who works with gifted learners must always be a learner—a highly able participant in the learning environment with skills that facilitate optimum cognitive and affective development of gifted learners.

Summary

The way a teacher behaves has a profound effect on classroom climate and on the ways that learners behave with others. Effective teachers model behaviors that promote growth among learners and encourage learners to practice similar behaviors. They plan opportunities to promote cognitive growth, self-respect, respect for others, self-esteem, self-efficacy, responsibility for one's own conduct, and a sense of commitment to one's own goals.

Teachers of gifted learners must be realistic about the amount of work it takes to provide rich learning opportunities. They must be willing to accept the workload that a gifted program entails. A teacher of gifted learners is also an informal in-service specialist to other teachers in the school, consultant to parents, part-time counselor, and full-time advocate for the learners. The role is cognitively challenging, physically and emotionally demanding, time-consuming, and constantly evolving. At the same time, it is extremely rewarding to see gifted learners rise to various challenges.

APPENDIX H

“THE DOS AND DON’TS OF INSTRUCTION: WHAT IT MEANS TO TEACH GIFTED LEARNERS WELL”

BY CAROL ANN TOMLINSON, Ed.D UNIVERSITY OF VIRGINIA

Some people suggest that gifted education is just sort of "fluffy" or enriching-gravy on the potatoes, perhaps, but not anything especially substantial or critical in the way of mental fare. Others propose that all gifted education is what's good for all students. Unfortunately, those two criticisms sometimes stem from observing classrooms where gifted learners are taught inappropriately.

So, what does it mean to teach a highly able student well? Of course, it will vary some with the age of the child, the subject, the learning style of the student-and possibly even the child's gender or culture. Certainly, appropriate instruction for such learners varies for a child who comes to school rich with experiences vs. a child who is equally able but lacks richness of experience. And it will vary with a child who has immense potential vs. a peer with somewhat less capacity. Nonetheless, there are general indicators of appropriate curriculum and instruction for highly able students (in their areas of strength)-and general indicators of inappropriate curriculum and instruction for such learners.

Good Instruction for Gifted Learners

1) Good curriculum and instruction for gifted learners begins with good curriculum and instruction.

Like all students, gifted learners need learning experiences that are rich. That is, they need learning experiences that are organized by key concepts and principles of a discipline rather than by facts. They need content that is relevant to their lives, activities that cause them to process important ideas at a high level, and products that cause them to grapple with meaningful problems and pose defensible solutions. They need classrooms that are respectful to them, provide both structure and choice, and help them achieve more than they thought they could. These are needs shared by all learners, not just those who are gifted, but good instruction for gifted learners must begin there.

2) Good teaching for gifted learners is paced in response to the student's individual needs. Often, highly able students learn more quickly than others their age. As a result, they typically need a more rapid instructional pace than do many of their peers. Educators sometimes call that "acceleration," which makes the pace sound risky. For many gifted learners, however, it's the comfortable pace-like walking "quickly" suits someone with long legs. It's only "fast" for someone with shorter legs. On the other hand, it's often the case that advanced learners need a slower pace of instruction than many other students their age, so they can achieve a depth or breadth of understanding needed to satisfy a big appetite for knowing.

3) Good teaching for gifted learners happens at a higher "degree of difficulty" than for many students their age. In the Olympics, the most accomplished divers perform dives that have a higher "degree of difficulty" than those performed by divers whose talents are not as advanced. A greater degree of difficulty calls on more skills-more refined skills-applied at a higher plane of sophistication. A high "degree of difficulty" for gifted learners in their talent areas implies that their content, processes and products should be more complex, more abstract, more open-ended, more multifaceted than would be appropriate for

many peers. They should work with fuzzier problems, will often need less teacher-imposed structure, and (in comparison to the norm) should have to make greater leaps of insight and transfer than would be appropriate for many their age. Gifted learners may be able to function with a greater degree of independence than their peers.

4) Good teaching for gifted learners requires an understanding of "supported risk." Highly able learners sometimes earn good grades with relative ease for a long time in school. They see themselves as expected to make "As," get right answers, and lead the way. In other words, they succeed without "normal" encounters with failure. Then, when a teacher presents a high-challenge task, students feel threatened. Not only has he or she likely not learned to study hard, take risks and strive, but the student's image is threatened as well. A good teacher of gifted students understands that dynamic, and thus invites, cajoles, and insists on risk-but in a way that supports success. When a good gymnastics coach asks a talented young gymnast to learn a risky new move, the coach ensures that the young person has the requisite skills, then practices the move in harness for a time. Then the coach "spots" for the young athlete. Effective teachers of gifted learners do likewise.

Inappropriate Instruction for Gifted Learners

1) Instruction for gifted learners is inappropriate when it asks them to do things they already know how to do, and then to wait for others to learn how. Many advanced learners regularly complete assignments calling on materials, ideas, and skills they have already mastered. Then they wait for peers to catch up, rather than being pre-assessed and assigned more advanced materials, ideas and skills when they demonstrate competency.

2) Instruction for gifted learners is inappropriate when it asks them to do "more of the same stuff faster." Reading more books that are too easy and doing more math problems that have ceased being a challenge are killers of motivation and interest.

3) Instruction for gifted learners is inappropriate when it cuts them loose from peers and the teacher for long periods of time. Asking a highly able student to sit at a desk in the back of the room and move through the math book alone ignores a child's need for affiliation, and overlooks the fact that a teacher should be a crucial factor in all children's learning. It also violates the importance of meaningful peer interaction in the learning process, as well as in the process of social and emotional development.

4) Instruction for gifted learners is inappropriate when it is structured around "filling time." Highly able students are often asked to go write a play, complete a puzzle, or do classroom chores because they have completed required tasks that take others longer. It would be difficult to defend such practices as a high-quality use of educational time.

5) Instruction for gifted learners is inappropriate when they spend substantial time in the role of tutor or "junior teacher." All students need to be colleagues for one another, giving a hand or clarifying procedures when needed. That's quite different from when advanced learners spend chunks of time on a regular basis teaching what they already know to students who are having difficulty. Some educators suggest that doesn't harm highly able learners because their test scores remain high. That begs the question of the extended learning these students might have garnered had the same amount of time been spent in pursuit of well-planned new ideas and skills.

6) Instruction for gifted learners is inappropriate when it is rooted in novel, "enriching" or piecemeal learning experiences. If a child were a talented pianist, we would question the quality of her music teacher if the child regularly made toy pianos, read stories about peculiar happenings in the music world, and did word-search puzzles on the names of musicians. Rather, we would expect the student to work directly with the theory and performance of music in a variety of forms and at consistently escalating levels of complexity. We would expect the young pianist to be learning how a musician thinks and works, and to be developing a clear sense of her own movement toward expert-level performance in piano. Completing word-search puzzles, building musical instruments, and reading about oddities in the lives of composers may be novel, may be "enriching"(and certainly seems lacking in coherent scope and sequence, and therefore sounds piecemeal). But those things will not foster high-level talent development in music. The same hold true for Math, History, Science, and so on.

It's Actually Simple--In Theory

What it takes to teach gifted learners well begins with the premise that each child should come to school to stretch and grow daily. It includes the expectation that the measure of progress and growth is competition with oneself rather than competition against others. It resides in the notion that educators understand key concepts, principles and skills of subject domains, and present those in ways that cause highly able students to wonder and grasp, and extend their reach. Furthermore it envisions schooling as an escalator on which students continually progress, rather than a series of stairs, with landings on which advanced learners consistently wait.

It's not so hard to articulate. It's fiendishly difficult to achieve in schools where standardization is the norm, and where teachers are supported in being recipe followers, rather than flexible and reflective artisans. In schools where responsive instruction is a carefully supported indicator of professional growth, the capacity to extend even the most capable mind is a benchmark of success.

This article reprinted from the May 1997 issue of *Instructional Leader*

APPENDIX I

THE THEORY OF OVEREXCITABILITIES

BY DABROWSKI AND PIECHOWSKI

Dabrowski and Piechowski did not view those with high intellectual and artistic abilities as maladjusted; rather...that their intensities ...were a higher form of adjustments on a continuum of levels of adjustment. They posited that there are five types of “overexcitability”:

Psychomotor excitability - an augmented capacity for being active and energetic, expressed as movement, restlessness, drivenness

Sensual overexcitability - an enhanced differentiation and aliveness of sensual experience

Intellectual overexcitability - avidity for knowledge and the search for truth, expressed as discovery, questioning, and love of ideas and theoretical analysis

Imaginational overexcitability - the power of thought creation, expressed through vividness of imagery, richness or association, liking for the unusual, and a facility for dreams, fantasies, inventions

Emotional overexcitability - the great depth and intensity of emotional life expressed through a wide range of feelings, attachments, compassion, a heightened sense of responsibility and scrupulous self-examination

Several observations about “overexcitability”:

The stronger these overexcitabilities are, the less welcome they are among peers and teachers unless they too are of above average ability.

Maybe it is not so important to get good grades if the child is achieving in areas of talent or specialty.

What defines an intense personality is “... the motor never stops. The engine always runs, the battery always hums. Within the psychic boiler room of the intense person there is always at least a skeleton crew, and the crew never takes a break.” (Raising Your Spirited Child. A guide for Parents Whose Child is More Intense, Sensitive, Perceptive, Persistent, and Energetic, Kurcinka, 1991.)

APPENDIX J

REFERENCES: BOOKS, ESSAYS, ARTICLES, AND WEBSITES

WEBSITES

Arizona Association for Gifted and Talented	www.arizonagifted.org
Arizona Department of Education, Gifted Education	www.azed.gov/gifted-education
Davidson Institute for Talent Development	www.davidsongifted.org/
Great Potential Press, Guiding Gifted Learners	www.greatpotentialpress.com
National Association for Gifted Children	www.nagc.org
National Society for the Gifted and Talented	www.nsqt.com
SENG (Supporting Emotional Needs of the Gifted)	www.sengifted.com

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APPENDIX K

GIFTED SERVICES BY CAMPUS

	Gifted Seminar	Advanced Placement (AP)	International Baccalaureate (IB)	Honors	Gifted Clustering	Gifted Advisory	Enrichment activities	Dual Enrollment	Academic Decathlon (ACADEC)	Accelerated High School Placement	Summer enrichment activities	Field trips/ Special projects
Alhambra		♦		♦				♦	♦	♦	♦	♦
ARCH	♦	♦		♦				♦	♦	♦	♦	♦
Bioscience		♦		♦				♦				♦
Bostrom												
Trevor Browne	♦	♦		♦				♦		♦		
Camelback	♦	♦		♦					♦			♦
Central		♦		♦				♦	♦			
Chavez	♦	♦		♦				♦	♦	♦	♦	♦
Desiderata												
Fairfax		♦	♦	♦				♦	♦		♦	
Franklin												
Hayden		♦		♦				♦	♦		♦	♦
Phoenix Coding	♦			♦		♦		♦			♦	♦
Maryvale		♦		♦	♦			♦	♦	♦	♦	
Gifted Academy		♦		♦				♦	♦	♦	♦	♦
Metro Tech	♦	♦		♦	♦	♦		♦	♦	♦	♦	♦
North	♦	♦	♦	♦				♦	♦	♦	♦	
South		♦		♦		♦		♦	♦		♦	
Linda Abril												
Wilson AVID		♦		♦				♦				♦

APPENDIX L

SAMPLE LETTER TO PARENTS

October __, 20__

Dear Parents of _____:

Your son/daughter has been recommended and is eligible for Gifted Services at _____ High School. A gifted student is one who demonstrates superior potential in reasoning ability, in verbal, quantitative, and/or non-verbal reasoning on State Board approved tests. The evaluation used by Phoenix Union High School District to assess your student's verbal, quantitative and non-verbal reasoning is the Cognitive Abilities Test (CogAT), which is a State approved gifted assessment. Learners may be eligible for gifted services if they 1) score 90th percentile or above on the CogAT assessment; 2) score in the 7th, 8th or 9th stanine of their ability profile, 3) by recommendation or 4) previously identified.

Although there is no universally accepted definition of "giftedness," generally, the terms "gifted and talented" are used with respect to learners who show high capability in such areas as intellectual, creative, artistic, or specific academic fields. Exceptionally capable learners are able to progress in learning at a significantly faster pace than do other learners of the same age. Ideally, this results in high levels of achievement, but it can also place gifted learners at risk for underachievement as they may grapple with perfectionism, motivation issues, and other social and emotional challenges. Therefore, gifted learners need support from home as well as school.

Enclosed you will find the results of the CogAT as well as your student's profile score. You can find out more information about your student's reasoning abilities at cogat.com. Just enter the profile score and you can read a brief description of a student's reasoning abilities.

Services for Gifted identified learners are mandated by the State of Arizona. Phoenix Union High School District provides the following services for gifted learners:

- Gifted Seminar
- Advisory support
- Honors classes
- International Baccalaureate classes
- Advanced Placement classes
- Dual Enrollment (high school /college credit)
- Accelerated high school placement
- Academic Decathlon
- Summer enrichment activities
- Field trips /special projects

Gifted Seminar is a course designed specifically for learners who wish to pursue more profound academic challenges in addition to their regular classes. This course is offered within the school day, carries Honors credit, and may be repeated for credit each year. It is an elective and counts toward graduation. Enclosed

is a student flyer that explains Seminar for Gifted Learners as an interdisciplinary course in which learners work on independent and/or group projects with other motivated learners. As in other classes, learners are held accountable for their progress.

Gifted Seminar encourages mental discipline, independent thinking, and personal responsibility. Learners interested in this course should contact their counselors or _____ in room _____. *Often, due to the International Baccalaureate's rigorous course requirements, I.B. schedules cannot accommodate this elective.*

In addition, gifted learners are capable of high performance in traditional courses and special academic programs, but they really thrive when allowed to direct their own learning. Please encourage your son/daughter to participate in any of our school's gifted services.

Finally, we encourage you to become part of a larger community of gifted student parents by connecting to the National Association of Gifted Children or other organization that offers training and resources to parents (<https://www.nagc.org/>).

Please email me at _____@phoenixunion.org if you have questions.

Sincerely,

Gifted Facilitator

APPENDIX M

SAMPLE LETTER TO PARENTS, SPANISH

_____de octubre del 20__

Estimados padres de _____.

Su hijo/a ha sido recomendado(a) y es elegible para servicios dotados en la escuela _____. Un estudiante dotado/sobresaliente es alguien que demuestra potencial superior en la habilidad de razonamiento verbal, cuantitativo y/o no razonamiento verbal en los exámenes aprobados por el estado de Arizona. El distrito de escuelas preparatorias de Phoenix Union (PXU) evalúa el razonamiento verbal, cuantitativo, y no razonamiento verbal en la evaluación Cognitive Abilities Test (CogAT), una evaluación aprobada por el estado de Arizona. Los estudiantes pueden ser elegibles para servicios para estudiantes dotados/sobresalientes si reciben 1) un promedio de 95 o más en la evaluación, 2) 7-9 por encima del promedio en una escala de nuevo puntos de sus notas de perfil, 3) por recomendación, o 4) previamente identificado. Los servicios para estudiantes identificados dotados son puestos bajo el mandato por el estado de Arizona.

Aunque no hay una definición universal y aceptada de “características especiales”, generalmente se usan los términos de “dotado y talentoso” para referirse a los alumnos que demuestran una gran capacidad en áreas intelectuales, artísticas, creativos o en un campo académico específico. Estos alumnos con una capacidad excepcional pueden progresar y avanzar a un ritmo más rápido que otros alumnos de la misma edad.

Adjunto están los resultados de la evaluación CogAT y también las notas del perfil (profile score). Para encontrar más información sobre el razonamiento y las habilidades de su hijo/a, vaya a cogat.com y ponga la nota del perfil (profile score) y allí se puede ver una descripción breve sobre las habilidades de razonamiento de su hijo/a.

El distrito de escuelas preparatorias de Phoenix Union proporciona los servicios siguientes para los estudiantes dotados/sobresalientes:

- Clase de seminario de dotados
- Clases de honores
- Asesoramiento
- Clases de colocación avanzada (AP)
- Clases de Bachillerato Internacional (IB)
- Cursos de doble registro y crédito (preparatoria/universidad)
- Colocación acelerada de preparatoria
- Decatlón académico
- Actividades de enriquecimiento del verano
- Viajes/proyectos especiales

El seminario de dotados un curso diseñado específicamente para los estudiantes que desean perseguir

desafíos académicos más profundos además de sus clases regulares. Este curso se ofrece dentro del día escolar, lleva crédito cada año. Es un electivo y cuenta hacia la graduación. Incluido hay un folleto para el estudiante que explica el seminario de dotados/sobresalientes como curso interdisciplinario en el cual los estudiantes trabajen en independiente y/o proyectos en grupo con otros estudiantes motivados. Como en otras clases, los estudiantes son responsables de su progreso. El seminario de dotados anima disciplina mental, el pensamiento independiente, y la responsabilidad personal. Los estudiantes interesados en este curso deben ponerse en contacto con sus consejeros o _____ en _____.

En adición, los estudiantes dotados son capaces de alto rendimiento en cursos tradicionales y programas académicos especiales, pero prosperan realmente cuando están permitidos dirigir su propio aprendizaje. Por favor, anime a su hijo/a a tomar parte en cualquiera de nuestras oportunidades para estudiantes dotados/sobresalientes en nuestra escuela.

Finalmente, les sugerimos ser parte de una comunidad más grande de los padres de los alumnos dotados por hacer conexiones con La Asociación Nacional de Niños Dotados (National Association of Gifted Children) u otras organizaciones que ofrecen educación y recursos para los padres (<https://www.nagc.org/>).

Por favor de mandarme un correo electrónico a _____@phoenixunion.org si tiene cualquier pregunta.

Atentamente,

Gifted Facilitator

APPENDIX N

REQUEST FOR EXCLUSION FROM GIFTED SERVICES

Phoenix Union High School District Request for Exclusion from Gifted Services

Under the provision of A.R.S.15-779.02.A.1 and the Phoenix Union High School District,

_____, I.D. # _____, qualifies for gifted services at
 _____ High School. Your son/daughter is eligible for, but not enrolled in:

Please check boxes below which reflect your wishes:

- ☐ The undersigned do not wish the above-named student to participate in gifted services.
- ☐ The undersigned wish the above-named student to participate in gifted services for which
 he/she qualifies except

(Student signature)

(Date)

(Parent/Guardian signature)

(Date)

Please return to: _____

(Gifted Facilitator)

If you have any questions concerning gifted services, please contact the Gifted Facilitator at

APPENDIX O

DIRECTIONS FOR SYNERGY REPORTS

Synergy Core View

- Gifted information is listed on the Student's Other Info tab.
- Under the ESS/Gifted Info bar is the Ability Profile which is auto generated from the imported testing information.
- The State Gifted Code is entered by the ESS Data Technician. To qualify for state reporting of Quantitative (Q), Verbal (V), or Nonverbal (N) the test score must be at or above 97th percentile.
- The Gifted Code is entered by the Gifted Facilitator based on our district definition.
- PD stands for Partner District and is auto generated from imported enrollment information.

The screenshot displays the Synergy Core View interface for a student's record. The top navigation bar includes a 'Student' tab and a 'Quick Launch' dropdown. Below the navigation bar, there are fields for Student Name, School, Homeroom, Teacher, Counselor Name, Age, ESS, and Reason for Attendance. The 'Other Info' tab is selected, showing the 'ESS/Gifted Info' section. This section contains fields for ESS, Day45SchoolCode, Day45SchoolDate, AIMSA, Case Manager, Gifted Test Date, Ability Profile, State Gifted Code, Gifted Code, and Gifted Notes. A dropdown menu is open for the Gifted Code field, showing options: V: Verbal, Q: Quantitative, N: Non-Verbal, O: Other, VQN: Verbal Quantitative Non-Verbal, VQ: Verbal Quantitative, VN: Verbal Non-Verbal, QN: Quantitative Non-Verbal, and P: Portal. Below the ESS/Gifted Info section is the 'ELL/Refugee Info' section, which includes fields for Cur ESL Status, Cur ELL Lvl, SAIS ESL Status Date, US School Entry Date, Year of Reclassification, and Refugee #. At the bottom, there is an 'Initial Spanish Placement' section with fields for Sp RdgTest Date, Spanish Placement, and Placement Status.

Synergy TeacherVUE

- Teachers use Synergy Reports to find a list of their Gifted identified learners.
- Locate the Reports button for the class period.
- From the drop-down menu, select Gifted Learners Report. The default output type is PDF. It can be saved as a text file and converted to Excel, if needed.
- Due to the confidential nature of this information, use a printer that is not accessible to learners.

