Program Design

What is your district's definition of a gifted student and a gifted education?

Indicators	- Multiple Criteria, non-verbal, verbal, and quantitative 97% on state approved tests or services for students with borderline scores
District Description	- Gifted pupil means "a child who is of lawful school age, who due to superior intellectual or advanced learning ability, or both, in not afforded an opportunity for otherwise attainable progress and development in regular classroom instruction and who needs special instruction, or special ancillary services, or both, to achieve at levels commensurate with his intellect and ability." (ARS 15-779.01) - The student scores at or above the 97th percentile on a state-approved assessment in one or more of the following areas: verbal, quantitative, or nonverbal.

Describe the philosophy and goals for your gifted program.

Indicators	- Incorporates a K-8 or K-12 continuity of services - Modify instruction/curriculum to meet student needs - Describes differentiation in process, content and product "Gifted students are gifted all day, not just for a small segment of that day" - Goal: Address and challenge Gifted students' unique ways of thinking and problem solving - Goal: train as many teachers as possible about the unique needs of gifted students - Goal: develop a program that represents the diversity of the school and district
District Description	The Bullhead City School District believes that every gifted student is different. Program modifications for gifted students are sufficiently varied and flexible so that those students receive challenging learning experiences and appropriate resources.

- The Governing Board of Bullhead City School District is committed to the encouragement of excellence and optimal talent development among gifted students. The district has developed a comprehensive program of educational interventions to meet the needs of our gifted students.
- We are committed to education for gifted students to help them develop their extraordinary abilities and recognize that gifted students in this district have unique values, needs and talents. The program for gifted development of each student's emotional, social and intellectual need.
- Appropriate modifications are made in the learning environment and in the complexity and organization of content.
- Learning and thinking processes are emphasized, and the quality and variety of the products that students create demonstrate growth and achievement.
- Evaluation of student products are tied to criteria established through rubrics, standards of excellence, and program goals. The teacher and students will evaluate products. Student peers or experts in a field may also evaluate products.
- Goal: Student teaming, student task alignment to state standards, and formative assessments are our focus areas as we strive to meet the needs of each individual student.

How do you group and deliver services to your K-2 students?

Indicators	- Pull out or differentiated instruction within the regular classroom - Specific instructional strategies tailored to the needs of the gifted learner, open ended questioning, projects, activities that focus on higher order thinking skills
District Description	- Students in grades K-2 receive differentiated instruction in the classroom on a regular basis. - Students in grades 1-2 receive differentiated instruction in combination with opportunities to participate in supplemental and/or clustered learning activities through a daily pullout program. - Students in grades 1-2 and grades 3-4 are combined during the daily pullout program. The students are grouped into heterogeneous groups by gender and grade level.

Gifted Education Scope and Sequence

How do you group and deliver services to your 3-4 students?

Indicators	● Pull out or differentiated instruction within the regular classroom ● Specific instructional strategies tailored to the needs of the gifted learner, open ended questioning, projects, activities that focus on higher order thinking skills
District Description	● Students in grades 3-4 receive differentiated instruction in the classroom on a regular basis. ● Students in grades 3-4 receive differentiated instruction in combination with opportunities to participate in supplemental and/or clustered learning activities through a daily pullout program. ● Students in grades 1-2 and grades 3-4 are combined during the daily pullout program. The students are grouped into heterogeneous groups by gender and grade level.

How do you group and deliver services to your 5-6 students?

Indicators	● Self-contained, cluster, pull out or differentiated instruction within the regular classroom ● Specific instructional strategies tailored to the needs of the gifted learner, open ended questioning, projects, activities that focus on higher order thinking skills
District Description	● Students in grades 5-6 receive differentiated instruction in the classroom on a regular basis. ● Students in grades 5-6 receive differentiated instruction in combination with opportunities to participate in supplemental and/or clustered learning activities through a daily pullout program. ● Students in grades 1-2 and grades 3-4 are combined during the daily pullout program. The students are grouped into heterogeneous groups by gender and grade level.

How do you group and deliver services to your 7-8 students?

Indicators	• Self-contained, cluster, pull out or differentiated instruction within the regular classroom • Specific instructional strategies tailored to the needs of the gifted learner, open ended questioning, projects, activities that focus on higher order thinking skills
District Description	• Students are included in the gifted classroom as one of their daily enrichment classes. • A GATE certified teacher delivers instruction to this mixed grade-level class.

Describe how you integrate your program standards with the Arizona State Standards at each grade level.

Indicators	• Use a curriculum mapping approach • Testing for competency before teaching content • Use Vertical alignment strategies
District Description	• Grades K-4 follow a cross-curricular scope and sequence due to the combination of grade levels in their pull out program. • Our district uses a curriculum map aligned to the Arizona State Standards for grades 5-8. • We also use vertical alignment strategies as an approach to understanding the content.

How do you involve parents in your program?

Indicators	- Periodic orientation/communication meetings - Provide information about summer programs like Johns Hopkins, ASU and U of A - Newsletters, parent support groups
District Description	- At the beginning of each school year, we provide information regarding the programs offered at our schools. - Parent permission is required for students to participate in our gifted programs. - A copy of the Gifted Program Scope and Sequence is posted on the district website. - Newsletters, emails, Google Classroom, DoJo and phone calls are primary ways to inform parents of programs and events. - Invitations to volunteer by assisting with projects and/or field trips. - Provide information about enrichment summer programs.

Curriculum and Instruction

How do you differentiate instruction (pace and pedagogy) to K-2 students? Please list several sample activities to illustrate your description.

Indicators	- Training for teachers in flexible instructional groups - Provide for acceleration through extended literature, novels, math word problems, graph interpretation etc. - Establish a rubric for the pedagogy to be appropriately applied for this level
District Description	- Our district focuses on training teachers on student teaming, student task alignment to state standards, and formative assessments are our focus areas as we strive to meet the needs of each individual student through job-embedded training with instructional coaches as well as workshops. We provide acceleration and cooperative learning strategies throughout the day in students' classrooms and our gifted pullout program. Specific examples include: - Inquiry based learning - Project-based learning - Cooperative grouping with students of different ages and gender - Higher order thinking activities and varied assessments - The use of peer evaluation and rubrics to score activities

Gifted Education Scope and Sequence

How do you differentiate instruction (pace and pedagogy) to 3-4 students? Please list several sample activities to illustrate your description.

Indicators	• Training for teachers in flexible instructional groups • Provide for acceleration through extended literature, novels, math word problems, graph interpretation etc. • Establish a rubric for the pedagogy to be appropriately applied for this level

District Description	• Our district focuses on training teachers on student teaming, student task alignment to state standards, and formative assessments are our focus areas as we strive to meet the needs of each individual student through job-embedded training with instructional coaches as well as workshops. We provide acceleration and cooperative learning strategies throughout the day in students' classrooms and our gifted pullout program. Specific examples include:
	   o Inquiry based learning
	   o Project-based learning
	   o Cooperative grouping with students of different ages and gender
	   o Higher order thinking activities and varied assessments
	   o The use of peer evaluation and rubrics to score activities

How do you differentiate instruction (pace and pedagogy) to 5-6 students? Please list several sample activities to illustrate your description.

Indicators	• Training for teachers in flexible instructional groups • Provide for acceleration through extended literature, novels, math word problems, graph interpretation etc. • Establish a rubric for the pedagogy to be appropriately applied for this level
District Description	• Our district focuses on training teachers on student teaming, student task alignment to state standards, and formative assessments are our focus areas as we strive to meet the needs of each individual student through job-embedded training with instructional coaches as well as workshops. We provide acceleration and cooperative learning strategies throughout the day in students' classrooms and our gifted pullout program. Specific examples include: o Open-ended assignments allowing students to research and create based on their own strengths and needs

	○ Activities to develop critical thinking and problem solving skills ○ Project-based learning in groups and/or independently based on Bloom's Taxonomy

How do you differentiate instruction (pace and pedagogy) to 7-8 students? Please list several sample activities to illustrate your description.

Indicators	● Training for teachers in flexible instructional groups ● Provide for acceleration through extended literature, novels, math word problems, graph interpretation etc. ● Establish a rubric for the pedagogy to be appropriately applied for this level
District Description	● Much of the instruction is delivered in a project based learning format that allows roles and responsibilities to be delegated to students based on their needs and abilities.

What curricular materials do you use for grades K-2?

Indicators	● Be specific.
District Description	● BCESD has adopted Amplify CKLA Skills and Knowledge curriculum for ELA. ● Eureka Math/Great Minds is used K-8 for math. ● PBL Project for enrichment.

What curricular materials do you use for grades 3-4?

Indicators	• Be specific.
District Description	• Amplify CKLA Curriculum for ELA. • Eureka Math/Great Minds is used K-8 for math. • PBL Project for enrichment.

What curricular materials do you use for grades 5-6?

Indicators	• Be specific.
District Description	• Engage New York Curriculum for ELA. • Eureka Math/Great Minds is used K-8 for math. • PBL Project for enrichment.

What curricular materials do you use for grades 7-8?

Indicators	• Be specific.
District Description	• Engage New York Curriculum for ELA. • Eureka Math/Great Minds is used K-8 for math.

Identification

Describe how your referral process for identification involves parents and staff.

Indicators	- Recommendations from parents/staff - Review of records and answers on student transfer documents - Announcements/newsletters to parents - Referrals from counselors, administrators or support staff - In-service training for all staff and parents - Program description provided to all stakeholders
District Description	- Early identification is essential for the intellectual and emotional health of gifted children because it enables early intervention. - Four year olds may be nominated for the gifted program by parents, preschool teachers, or other community members at the end of the school year, as they prepare to enter kindergarten. - Students currently enrolled in the district schools may be nominated by parents or teachers. They may also refer themselves. In addition, any staff in the district may nominate a student, such as counselors, specials teachers, and administrators. - Students are tested from kindergarten through eighth grade. - Notification for nominating students discussed with Instructional Coaches from all schools at least three weeks before the testing deadline and is on the district calendar. Referrals may be submitted at any time during the school year. A referral form is completed by the nominating individual and their teacher which includes a short checklist of gifted characteristics exhibited by the nominated student as well as the student's current assessment results, grades, and work skills. - Completed referral packets are submitted to the Director of Educational Services to arrange testing materials.

Describe your process for the identification of K-12 gifted students, including how your process addresses the variety of student environmental backgrounds.

Indicators	- Serve 97%, but what about 96, 95, 94 and others? - Use a matrix for underrepresented students including at risk, ELL and equity compared to school population - Arizona Assessment Scores - Use of non-verbal tests - Multiple measures - Personal interviews - Performance in honors, AP, IB, CIE classes
District Description	- Students are tested in verbal, quantitative, and nonverbal areas. - Nominated students will be assessed with one or more tests from the State Board of Education Approved Test List. - Placement is the gifted program will be offered to: - Students who place at or above the 97th percentile on any one or more sections of the test. - Students who score at or above the 95th percentile on any one or more sections of the test. - Students who transfer from another district's gifted program are offered placement once eligibility has been determined. If no written documentation is provided, the student will be tested for eligibility.

Please list all the testing instruments and data points you use for gifted student identification and explain why you chose these instruments.

Indicators	- CogAT, Naglieri, WISC, etc. See the State Board approved test list - Student grades - Gifted Characteristics Checklists - Student, teacher, parent input - Standardized testing results
District Description	- Teacher and Parent input - Student Standardized Testing results - Gifted Characteristics Checklist - Naglieri Nonverbal Ability Test - Cognitive Abilities Test (CogAT)

How often do you make testing available for K-12 students?

Indicators	- Fall, winter, spring - Additional testing for transfer students or on a case-by-case basis throughout the year
District Description	- We conduct referrals and testing three times per year: October, January, and May. - The results for students transferring from a different district are verified upon enrollment. - On a case-by-case basis, we may test out of our scheduled timeline.

How do you inform parents and staff of your referral and identification process?

Indicators	● Formal letters to parents ● Parent informational meetings, conferences ● School newsletters ● If your school has a gifted website, please list the URL
District Description	● Student Handbooks ● Parent-Teacher Conferences ● Parents must sign permission for their student to be tested. ● School Instructional Coach communicates with teachers about referrals and identification process.

Once eligibility is determined, how do you inform parents of the decision and then handle an appeal of that decision?

Indicators	● Formal letters ● Focus on data ● Parent meetings ● Meeting with teacher, Principal, and Gifted Director
District Description	● Formal letters explaining test results are sent via USPS to each student's home and a copy is given to the student to bring home. Copies are also placed in the student's CUM file. ● Parents are invited to call the Director of Educational Services with any questions. The parent will be notified of any additional opportunities at the school in which their child can participate.

Gifted Education Scope and Sequence

Social and Emotional Development

How do you provide for the unique affective needs of your gifted students K-2?

Indicators	- Grade level seminars to train teachers - Coordination of affective activities - Experiential learning approach - Provide common learning seminars for gifted students by grade level using pull out, cluster or self-contained configurations - Use peer tutoring, cooperative learning strategies - Establish a parent support group
District Description	- Gifted students develop asynchronously. This means they are intellectually advanced in one or more areas yet may have difficulties or be average in others areas. One Important point is that gifted students of the same age are not alike. - Gifted students have the opportunity to participate in supplemental clustering learning activities with other gifted students. During this time, we teach mindfulness and social-emotional skills along with providing learning activities that support the growth of creative problem solving and perseverance. Students learn to work together through student teaming. - Counseling programs are available at each school site for individual and/or group counseling. - School Counselors use the Second Step program to support students' social emotional growth.

How do you provide for the unique affective needs of your gifted students 3-4?

Indicators	- Grade level seminars to train teachers - Coordination of affective activities - Experiential learning approach - Provide common learning seminars for gifted students by grade level using pull out, cluster or self-contained configurations - Use peer tutoring, cooperative learning strategies - Establish a parent support group
District Description	- Gifted students develop asynchronously. This means they are intellectually advanced in one or more areas yet may have difficulties or be average in others areas. One Important point is that gifted students of the same age are not alike. - Gifted students have the opportunity to participate in supplemental clustering learning activities with other gifted students. During this time, we teach mindfulness and social-emotional skills along with providing learning activities that support the growth of creative problem solving and perseverance. Students learn to work together through student teaming. - Counseling programs are available at each school site for individual and/or group counseling. - School Counselors use the Second Step program to support students' social emotional growth.

Gifted Education Scope and Sequence

How do you provide for the unique affective needs of your gifted students 5-6?

Indicators	• Grade level seminars to train teachers • Coordination of affective activities • Experiential learning approach • Provide common learning seminars for gifted students by grade level using pull out, cluster or self-contained configurations • Use peer tutoring, cooperative learning strategies • Establish a parent support group
District Description	• School Counselors use the Second Step program to support students' social emotional growth. • Counseling programs are available at each school site for individual and/or group counseling. • Opportunities are provided for self-directed individual work, while teachers facilitate partner and small group collaborative groups to encourage improved social skills (student teaming). • Community Service projects give students the opportunity to develop leadership roles and skills within the community.

How do you provide for the unique affective needs of your gifted students 7-8?

Indicators	• Grade level seminars to train teachers • Coordination of affective activities • Experiential learning approach • Provide common learning seminars for gifted students by grade level using pull out, cluster or self-contained configurations • Use peer tutoring, cooperative learning strategies • Establish a parent support group
District Description	• Counseling programs are available for individual and/or group counseling. • Opportunities to grow interpersonal skills are provided through project-based learning and student teaming.

Gifted Education Scope and Sequence

What specific orientation activities do you provide for parents and teachers regarding gifted students affective needs?

Indicators	● Grade level seminars to train teachers ● Provide literature about the unique needs of gifted students to teachers/parents ● Conduct locally developed gifted parent nights
District Description	● We offer training specific to teachers facilitating gifted programs yearly. ● Professional development is provided to all teachers regarding strategies to assist in the development of each student's emotional, social, and intellectual skills. ● Parents sign permission for their student(s) to participate in gifted programs, as they are pull-out programs (K-4). The permission slip provides information to parents about the GATE program.

How do you monitor, identify and provide assistance to "at risk" gifted students?

Indicators	● Create an open ended referral process for parents, students and teachers ● Provide counseling services on an as needed basis ● Develop alternate approaches for students in high school to earn credit ● Competency testing in core subjects to allow students to "move-on"
District Description	● "At risk" gifted students are part of the same referral process as other students and include Child Study Teams, parent contact, and student contracts. ● Counseling is provided as needed with parent permission.

Gifted Education Scope and Sequence

Professional Development

How do you regularly provide opportunities for regular classroom teachers and gifted teachers to receive specialized training about working with gifted students?

Indicators	- In-service training, staff development, professional learning communities - Fund attendance at conferences, workshops and training in gifted education - Provide instructional materials for gifted learners - Join the Arizona Association for Gifted and Talented (AAGT) - Teachers develop personal professional growth plans
District Description	- Professional Development is provided to teachers one Friday each month. Student teaming, student task alignment to state standards, and formative assessments are our focus areas as we strive to meet the needs of each individual student. - Expert presenters are brought in to provide workshops for teachers facilitating our gifted programs. - Teachers are invited to participate in webinars specific to teaching gifted students.

Please list the titles of the training you conducted last year and those planned for the current year.

Indicators	- Characteristics of the gifted learner - Instructional needs of the gifted learner - How to differentiate instruction to meet gifted learners needs - Identifying the gifted learner - The meaning of gifted testing results
District Description	- MOI 101: Student-Led Team Basics - MOI 201: First Step to Student Team Autonomy - Building Trauma Sensitive Schools - Leading the Way in Creating Trauma-Sensitive Learning Environments

How have your training events targeted the needs of administrators, counselors, psychologists and support staff?

Indicators	● Specific training events that illustrated for administrators how to support gifted education in their schools ● Training for counselors in the social and emotional needs of the gifted learner ● ADE sponsored training on school improvement
District Description	● Training is targeted to school level personnel including administrators and counselors. ● Training includes school staff meetings, monthly Friday professional development, grade level meetings, administrative meetings, and staff development courses.

Do teachers who have primary responsibility of teaching gifted learners have, or are working towards earning, an Arizona Gifted Education K-12 Endorsement?

Indicators	● For more information, please see the gifted endorsement resources.
District Description	● We have at least one certified gifted teacher at each school site.

Describe the feedback received from post training evaluations.

Indicators	● What did the participants say about the effectiveness?
District Description	● Our feedback from the training indicated that the trainings have been helpful and effective.

Parent and Community Involvement

How do you make your program philosophy, goals and recruitment procedures available to all parents?

Indicators	- Provide parents with a gifted handbook for working with the district - Open house for gifted parents - Website for gifted students and parents - Parent – teacher conferences
District Description	- The approved Scope and Sequence is available on the district website. - Information about the gifted program is included in the student handbooks. - Individual conversations during parent-teacher conferences

How do you provide access to your scope and sequence for all parents?

Indicators	- Gifted scope and sequence distributed to all gifted parents - Available in all school offices - Available on LEA or school website
District Description	The approved Scope and Sequence is available on the district website.

Describe how you incorporate parents into a support or advisory group.

Indicators	- Write letters of invitation to all gifted parents to join our group - Develop a regular schedule of meetings, posted on website or in newsletter - Provide opportunities to hear and converse with gifted guest speakers
District Description	• Parents are invited to site PTO and parent advisory councils.

How do you involve parents and the gifted community in the evaluation of your program?

Indicators	- Surveys, personal interviews, town hall type meetings - Site council agenda item - End of year presentations
District Description	- Parents evaluate with an end of the year survey. - Emails, messages, and newsletters informing parents of projects and activities - Parent-teacher conferences - End of unit presentations

Program Assessment

What data sources do you use to assess your programs effectiveness?

Indicators	- Surveys from parents, students and teachers - Standardized test scores - ASSA performance scores - Terra Nova performance scores - AP, IB or CIE scores
District Description	- Analysis of District-Wide Assessments (Galileo and DIBELS) - Analysis of State Assessments (ASSA and AzSci) - Analysis of Classroom Assessments and Projects - Student Surveys

Describe how you use test data, both norm referenced and criterion referenced in your evaluation process.

Indicators	- Track progress of gifted students year to year individually - Compare scores of gifted students with the rest of the population to assess differences - Students class grades compared to identification scores
District Description	- Students are tracked through district assessments. - Teachers work within PLCs to analyze student data and track gifted students with their typical peers. - State assessment results are compared annually on an individual basis. - Use of the Panorama platform is used to monitor growth of students compared to their peer and other subgroups.

How do you use informal measures like surveys, open forums and teacher interviews to gather data?

Indicators	● Look for trends, common strengths, weaknesses, areas for improvement in parent surveys ● Direct observation of the program in action
District Description	● Information from student and parent surveys will be compiled to help the district identify areas of need as well as successes. ● Site and district administrators will observe the program on a regular basis to distinguish trends, strengths, and needs.

What are your key indicators that your program is positively affecting students?

Indicators	● Student interest, excitement with the program ● Parental positive feedback ● Students test score analysis ● Stays with the program, no dropouts ● Regular attendance in class
District Description	● Positive cooperation and communication with peers ● Student interest and excitement with the program and other activities on campus ● Increase in student test scores ● Positive feedback from parent and student surveys ● Attendance in the gifted program and school as a whole

Describe the performance standards you have for all gifted students. Are the standards for gifted students?

Indicators	● Meets the individual learning goals established for the students ● The gifted population demographics must reflect the same picture as the total school population
District Description	● Meets or exceeds on district and state assessments ● Tracking gifted student subgroup to ensure there is no disproportionality in ethnicity or gender as compared to the general school population

Budgeting

What percentage of your supplemental allocation is used in the following categories: capital expenditures, direct student services, professional development and district coordination?

Indicators	● If supplemental funding from the Arizona state legislature is not currently available, please describe funding resources used to support your gifted education program.
District Description	● M & O ● Title 1 ● Title II ● Title IV ● Rural and Low Income Grant ● 21st Century Community Learning Center Grant

Describe the structure of your gifted education staffing including the ratio of teaching staff to the number of identified gifted students.

Indicators	• Type of program: pull out, cluster, self-contained or differentiated instruction within the classroom • Ratio within the structure you chose: 1 to how many students?

District Description	• Type of Program
	   ○ K-4: Differentiation within the classroom and addition instruction through a pull-out program
	   ○ 5-6: Cluster grouping in reteach/enrich time for gifted students as a pull-out program
	   ○ 7-8: Cluster grouping as a daily enrichment class
	• Ratio:
	   ○ K-4: Varies from 1:3 to 1:13
	   ○ 5-6: 1:15
	   ○ 7-8: 1:25

To what extent does the district support the funding of your gifted program?
Please elaborate: be specific as to staff and financial resources

Indicators	• Teacher salaries? • Rooms, appropriately equipped? • Professional development • Funding for a Director? • Testing supplies? • Administrative support?
District Description	• The teacher salaries, rooms, professional development, testing, testing supplies are all paid out of district funds • The Director of Educational Services manages the duties of the director and is paid from district funds.

Governing Board Review and Approval Date: November 9, 2023

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