K-12 Gifted Education Programming Framework

Catalina Foothills School District
Tucson, Arizona

Updated June 2024

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This document is available at each school 's administrative office as well at the school district office. It is also available on the CFSD website. On request, a duplicate of those pages related to program options and testing services will be supplied to parents or guardians.

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CATALINA FOOTHILLS SCHOOL DISTRICT MISSION

Catalina Foothills School District, a caring and collaborative learning community,
ensures that each student achieves intellectual and personal excellence,
and is well prepared for college and career pathways.

CATALINA FOOTHILLS SCHOOL DISTRICT VISION

Learning transfers to life beyond the Catalina Foothills School District experience, enabling each student to flourish as a responsible citizen in the global community.

- Approved by the CFSD Governing Board, June, 2014

The Catalina Foothills School District Mission and Vision provide context for everything that happens in our district. The statements, developed during the district's strategic planning process, guide the development of programs for all learners. The educational programs of the Catalina Foothills School District are designed to provide a framework within which each student may work to attain his or her highest fulfillment as an individual and as a responsible member of our society. This includes opportunities for students to develop their specific areas of giftedness. The district provides special programming for those gifted students with specific academic needs that cannot be addressed within the scope of the general educational program. The Administrative Guidelines for gifted education in Catalina Foothills School District are found in Policy IHBB. By law, the Governing Board shall:

- provide 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 (A.R.S. 15-779).

- develop a scope and sequence for the identification process of and curriculum modifications for gifted pupils to ensure that gifted pupils receive gifted education commensurate with their academic abilities and potentials. Programs and services for gifted pupils shall be provided as an integrated, differentiated learning experience during the regular school day (A.R.S. 15-779.02).

BEING GIFTED

> *Gifted individuals are those who perform or show promise of performing at high levels and who, because of advanced and accelerated cognitive development, require services or activities to ensure the growth and development of their abilities.*
>
> *- K-12 Gifted Program Revision Team*
> *June, 2000*

The previous statement provides specific focus for gifted programming in the Catalina Foothills School District. In accordance with state legislation, C.F.S.D. provides special programs to gifted learners who meet the criteria for various services. Depending on how *giftedness* is determined, gifted students generally comprise between one and five percent of the population. The characteristics of these gifted students are as varied as those of the general population of students; however, several generalizations about these students are repeated throughout the literature about gifted education. Generally, gifted students demonstrate the following behaviors:

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

- By Janice Szabo from "Challenge," Good Apple, Inc., 1989

Of course, not all gifted students demonstrate each of these characteristics with equal intensity or propensity. Further, each gifted student may demonstrate a different configuration of these characteristics--and, perhaps, in only one area of expertise such as speaking or solving mathematical problems. This asynchronous development means that gifted students may be intellectually advanced in one or more areas, yet may have difficulties or be average in other areas. In any case, each of these characteristics has its positive and negative impacts on students and their worlds. For example, providing creative, alternative points of view may be unacceptable in some learning environments, and perfectionism can create interminable stress and an inability to complete assignments.

GIFTED EDUCATION PROGRAMMING STANDARDS

Current research and past experience suggest that the needs of gifted students at any level are best met through regular association with their intellectual peers as well as with their age peers. This is supported and reported by such major researchers as Hollingsworth, Roeper, Passow, Clark, Dabrowski, Gallagher, Maker, Kingore, Rimm, Silverman, Tomlinson, Coleman, Renzulli and Van-Tassel Baska. According to Tomlinson, "There are essential commonalities in general and gifted instruction for gifted learners, and there are essential differences as well." In fulfilling its responsibility to gifted learners, Catalina Foothills is committed to the following program standards:

Standard 1: Program Design
Gifted educational programming includes comprehensive services based upon state statutes, philosophical, theoretical, and empirical foundations.

Standard 2: Curriculum and Instruction
Differentiated K-12 instruction addresses the unique needs of gifted learners.

Standard 3: Screening and Identification
An ongoing comprehensive process is used to determine eligibility for gifted services.

Standard 4: Counseling and Guidance
Recognizing the characteristics of gifted learners and nurturing their socio-emotional development is an integral part of gifted programming.

Standard 5: Professional Development
The knowledge and skills of all school staff who work with gifted learners are systematically developed.

Standard 6: Program Administration and Evaluation
The gifted education program is developed, coordinated, and evaluated at the site and district level.

STANDARD 1

PROGRAM DESIGN

Gifted educational programming includes comprehensive services based upon philosophical, theoretical, empirical foundations, and state statutes.

1.1 Gifted programming is guided by the district's mission statement.

1.2 The CFSD K-12 curriculum defines expectations that challenge gifted learners.

1.3 The education of gifted learners is a shared responsibility between general education and gifted education personnel at all levels.

1.4 Instructional adaptations for gifted learners are guided by district gifted program standards.

1.5 A K-12 continuum of services is matched to the needs of gifted learners.

1.6 The services for gifted learners are an integral part of the school day.

1.7 Gifted students have opportunities to learn with and from intellectual peers.

The program design for gifted learners in Catalina Foothills rests firmly on three foundational pieces:

(1) a well-defined model of learning that provides definition, context, and direction for how instruction supports all students in their academic growth,
(2) strong, well-articulated core curriculum for all students, which includes 21st Century skills, rigorous content, and
(3) a system for reporting out students' proficiency in their learning linked squarely to the other two components.

(1) The Learning Model

Five dimensions[1] when put together form the learning model used in Catalina Foothills, *Dimensions of Learning*. The model describes how all students learn: the development of positive *Attitudes and Perceptions* (Dimension 1) and *Habits of Mind* (Dimension 5) are critical components of any student's learning as in concert they form the foundation for success in the other three dimensions: *Acquiring and Integrating Knowledge* (Dimension 2), *Extending and Refining Knowledge* (Dimension 3), and *Using Knowledge Meaningfully* (Dimension 4).

Gifted learners tend to acquire and integrate knowledge quickly and then work to extend and refine it in order to spend the majority of their time using knowledge meaningfully. This is in contrast to more

[1] Adapted from *Dimensions of Learning, Teacher's Manual, 2nd Edition,* by Robert J. Marzano and Debra J. Pickering, etc., Copyright, 1997, by McREL and ASCD.

typical learners who tend to spend much more time acquiring and integrating knowledge in order to extend and refine it so that, at some point, it can be used meaningfully.

- **Attitudes and Perceptions** affect students' abilities to learn. A key element for effective learning and instruction, then, is for students to establish positive attitudes and perceptions about learning and the classroom.

- **Acquiring and Integrating** knowledge is another important aspect of learning. When students learn new *information*, they must relate the new knowledge to what they already know, organize that information, and make it part of what they know. When students acquire new *skills and processes*, they learn a model (or set of steps), shape the skill, or process to make it efficient and effective for them, and finally internalize it so they can perform it easily.

- Learners develop in-depth understanding through the process of **Extending and Refining** their knowledge (e.g., making new distinctions, clearing up misconceptions, and reaching conclusions). They rigorously analyze what they have learned by applying reasoning processes that will help them extend and refine the information. Some of the common reasoning processes used by learners to extend and refine their knowledge are: Comparing, Classifying, Abstracting, Inductive Reasoning, Deductive Reasoning, Constructing Support, Analyzing Errors, Analyzing Perspectives.

- The most effective learning occurs when students use knowledge to perform meaningful tasks. All learners need to have the opportunity to **Use Knowledge Meaningfully** through processes such as Decision Making, Problem Solving, Invention, Experimental Inquiry, Investigation, and Systems Analysis.

- The most effective learners have developed powerful mental **Habits of Mind** that enable them to think critically, think creatively, and assist them in regulating their behavior (e.g., metacognition, self-evaluation, goal setting and monitoring, etc.).

(2) Core Curriculum

In order to prepare graduates who are ready to take their places in a 21st century world, students must be proficient in rigorous academic standards and be adept at using deep learning proficiencies (previously named 21st century skills) and digital tools. Both rigorous academic standards and deep learning proficiencies (DLPs) form the core curricula in Catalina Foothills and are a bridge to authentic, intellectually challenging work by students in a world that holds unprecedented opportunities for education, personal growth, and fulfillment as well as global communication, resource scarcity, conflict, and problem solving.

(3) Reporting System

Assessment in Catalina Foothills focuses on (1) instruction across the district on specific areas of knowledge and skill referred to as "measurement topics" and (2) provides a vehicle for teachers to document the progress of individual students on each measurement topic using teacher-designed formal and informal assessments. For example, in the area of writing, four K-12 measurement topics have been identified from the Arizona Academic Standards: Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, and Range of Writing. At each grade level, the measurement topics for each subject area are presented in a scale format that specifies the learning expectations for students at that level.

An example of a performance scale for writing at grade 6 is shown below:

<table>
<tr><th colspan="2">CATALINA FOOTHILLS SCHOOL DISTRICT</th></tr>
<tr><th colspan="2">STANDARDS FOR ENGLISH LANGUAGE ARTS: GRADE 6</th></tr>
<tr><th colspan="2">Writing Standards</th></tr>
<tr><td colspan="2">Text Types and Purposes</td></tr>
<tr><td colspan="2">Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</td></tr>
<tr><td>Score 4.0</td><td>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may:
develop a complex and insightful central idea (thesis) which creates a strong sense of purpose and coherence for the piece
create a complex organizational plan with a logical and highly effective sequence
construct an introduction that compels the reader to continue
create a conclusion that resonates with the reader
select textual evidence, facts, or examples that are highly effective in supporting the thesis
explain the relationships between supporting examples/details and the main ideas so the reader completely understands what is being discussed
anticipate the reader’s reactions/questions and provides background information in a subtle and interesting way
guide the reader through the piece by using transitions that create strong and clear connections between ideas</td></tr>
<tr><td>Score 3.5</td><td>In addition to score 3.0 performance, in-depth inferences and applications with partial success</td></tr>
<tr><td>Score 3.0</td><td>The student will:
6.W.2 Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.<ol type="a">
Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
Use appropriate transitions to clarify the relationships among ideas and concepts.
Use precise language and domain-specific vocabulary to inform about or explain the topic.
Establish and maintain a formal style.
Provide a concluding statement or section that follows from the information or explanation presented.
<u>Learning Goals</u>

I can:
a. Introduction, Main Idea, Organization
Develop a clear thesis that fulfills the purpose and controls the entire piece.
Use formatting and structure to organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.
Construct an introduction that establishes the topic and previews the main ideas in the piece.
b. Development: Explanations and Examples
Develop the topic with relevant examples.
Use graphics and multimedia when useful to aiding comprehension.
Contextualize the examples and explain their significance to the topic.
c. Transitions
Use appropriate transitions to clarify the relationships among ideas.
d. & e. Writing Style
Establish and maintain a formal style and objective tone.
Use precise language and content-specific vocabulary to inform or explain about the topic.
f. Concluding Statement
Provide a concluding statement that provides a clear ending and helps reassert and extend the thesis</td></tr>
<tr><td>Score 2.5</td><td>No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content</td></tr>
</table>

Score 2.0	• The student will perform basic processes, such as: ○ state a thesis relevant to the prompt ○ construct an introduction that establishes the topic ○ create a concluding statement that is relevant to the thesis ○ divide text into sections or paragraphs, each focused on a single idea ○ provide general examples that are relevant to the thesis ○ employ transition words to identify/signal major sections of the text ○ use clear language • The student will recognize or recall specific vocabulary/terminology, such as: ○ essay ○ thesis (what you want your reader to know or understand – can be controversial or informative), central idea ○ transition ○ cohesion ○ definition ○ classification ○ comparison/contrast ○ cause/effect ○ topic sentence, supporting detail ○ elaboration ○ relevant
Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content

This table depicts one of the sixth grade performance scales for Text Types and Purposes. To understand this format, consider score 3.0. It shows the standard and the learning goals:

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
c. Use appropriate transitions to clarify the relationships among ideas and concepts.
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
e. Establish and maintain a formal style.
f. Provide a concluding statement or section that follows from the information or explanation presented.

Learning Goals

I can:

- **a. Introduction, Main Idea, Organization**
  - Develop a clear thesis that fulfills the purpose and controls the entire piece.
  - Use formatting and structure to organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.
  - Construct an introduction that establishes the topic and previews the main ideas in the piece.
- **b. Development: Explanations and Examples**
  - Develop the topic with relevant examples.
  - Use graphics and multimedia when useful to aiding comprehension.

    - Contextualize the examples and explain their significance to the topic.
- **c. Transitions**
    - Use appropriate transitions to clarify the relationships among ideas.
- **d. & e. Writing Style**
    - Establish and maintain a formal style and objective tone.
    - Use precise language and content-specific vocabulary to inform or explain about the topic.
- **f. Concluding Statement**
    - Provide a concluding statement that provides a clear ending and helps reassert and extend the thesis

This score 3.0 statement represents the expected writing performance for sixth grade students for the strand/topic, Text Types and Purposes in sixth grade writing, Standard 2. That is, score 3.0 in each scale represents the "target level" of knowledge for a measurement topic at a given grade level for all sixth grade students.

Score 4.0 performance is the "target level" of knowledge/skill expected for gifted learners included in gifted program service options at a given grade level.

A CONTINUUM OF SERVICES

Elementary School

Kindergarten, First Grade, and Second Grade

The **Extended Reading Program** (ER) addresses the needs of identified verbally gifted as well as verbally talented students. The program does not begin with different curricula or different structures for learning. It begins with what is already in place across the district in the core K-12 English Language Arts curriculum. ER groups provide qualitatively different instruction to meet students' needs through differentiation that addresses the pace at which students learn, the depth to which topics are explored, the complexity of content and materials, and the opportunity to pursue or incorporate students' own interests into their studies.

The **Extended Math Program** (EM) is the vehicle for differentiating instruction for those students who demonstrate a consistent need and ability to handle mathematics beyond what is offered in the standard grade level curriculum. Instruction is rooted in the next grade level's core mathematics curriculum standards. EM provides qualitatively different instruction to meet students' needs through differentiation that addresses the pace at which students learn, the depth to which topics are explored, the complexity of content and materials, and the opportunity to pursue or incorporate students' own interests into their studies.

Differentiation in the Regular Classroom Program utilizes nonlinguistic representations to leverage learning for students who are nonverbally gifted and talented—and realistically can benefit all learners. Learning begins with C.F.S.D. core curriculum standards and benchmarks. The use of linguistic strategies, such as description, explanation, and justification, are supported through the use of nonlinguistic representations such as graphic organizers, making of physical models, generation of mental pictures, drawing of pictures and pictographs, and engaging in kinesthetic activity. This pairing allows students to enlist "dual-coding" information storage strategies to further their understanding and elaboration of ideas and concepts they are learning.[2] According to Dr. Robert Marzano in his book, Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement, "The more we use both systems of representation—linguistic and nonlinguistic—the better we are able to think about and recall [and act upon] knowledge. This is particularly relevant to the classroom, because studies have consistently shown that the primary way we present new knowledge to students is linguistic."

[2] A. Paivio, Imagery and Verbal Processing (New York: Oxford University Press, 1971) and A. Paivio, Mental Representations: A Dual Coding Approach (New York: Oxford University Press, 1990).

The table below displays the continuum of services for kindergarten, first grade, and second grade students.

	STUDENT NEEDS	MULTIPLE CRITERIA AREAS	GIFTED SERVICE STRATEGIES
K **1st** **2nd**	Very sophisticated reasoning ability across or within specific academic area(s) **And/Or** Very high performance across or within academic areas **And/Or** Developmentally mature in behavior and performance	Classroom Assessments Classroom Observations Student Work Samples Parent, Teacher, Student Input Formal Assessments: • achievement measure • reasoning ability measure	**Differentiation in the Regular Classroom Program** **AND/OR** **Reading** Extended Reading (ER) Grouping Strategies: • in-class grouping • cross-same-grade-level grouping • placement in higher grade for subject(s) **AND/OR** **Mathematics** Extended Math (EM) Grouping Strategies: • in-class grouping • cross-same-grade-level grouping • placement in higher grade for subject(s) **OR** **Full Grade Level Acceleration**

Third, Fourth and Fifth Grades

The **Extended Reading Program** (ER) addresses the needs of identified verbally gifted as well as verbally talented students. The program does not begin with different curricula or different structures for learning. It begins with what is already in place across the district in the core K-12 English Language Arts curriculum. ER groups provide qualitatively different instruction to meet students' needs through differentiation that addresses the pace at which students learn, the depth to which topics are explored, the complexity of content and materials, and the opportunity to pursue or incorporate students' own interests into their studies.

The **Extended Math Program** (EM) is the vehicle for differentiating instruction for those students who demonstrate a consistent need and ability to handle mathematics beyond what is offered in the standard grade level curriculum. Instruction is rooted in the next grade level's curriculum standards and benchmarks. EM provides qualitatively different instruction to meet students' needs through differentiation that addresses the pace at which students learn, the depth to which topics are explored, the complexity of content and materials, and the opportunity to pursue or incorporate students' own interests into their studies.

Interdisciplinary Studies (IDS) addresses the needs of students identified both as verbally and quantitatively gifted, who exhibit high levels of non-verbal reasoning ability, and who demonstrate the need for interdisciplinary study beyond that offered in the regular classroom. CFSD curriculum standards/benchmarks form the base from which learning experiences and opportunities are developed. This advanced level of study requires students to extend, question, and invent, as well as to design products that require a deep understanding of the interactions of human beings in their worlds. IDS provides qualitatively different instruction to meet students' needs through differentiation that addresses the pace at which students learn, the depth to which topics are explored, the complexity of content and materials, and the opportunity to pursue or incorporate students' own interests into their studies. The gifted specialist meets with IDS students for four (4) hours per week.

- At the 3rd grade level, IDS focuses on writing and critical reading in the context of other disciplines such as mathematics, science, and social studies.
- At the 4th grade level, IDS focuses on science, research, and critical reading.
- At the 5th grade level, IDS focuses on social studies, research, and critical reading.

Differentiation in the Regular Classroom Program utilizes nonlinguistic representations to leverage learning for students who are nonverbally gifted and talented—and realistically can benefit all learners. Learning begins with CFSD core curriculum standards and benchmarks. The use of linguistic strategies, such as description, explanation, and justification, are supported through the use of nonlinguistic representations such as graphic organizers, making of physical models, generation of mental pictures, drawing of pictures and pictographs, and engaging in kinesthetic activity. This pairing allows students to enlist "dual-coding" information storage strategies to further their understanding and elaboration of ideas and concepts they are learning.[3] According to Dr. Robert Marzano in his book, Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement, "The more we use both systems of representation—linguistic and nonlinguistic—the better we are able to think about and recall [and act upon] knowledge. This is particularly relevant to the classroom, because studies have consistently shown that the primary way we present new knowledge to students is linguistic."

[3] A. Paivio, Imagery and Verbal Processing (New York: Oxford University Press, 1971) and A. Paivio, Mental Representations: A Dual Coding Approach (New York: Oxford University Press, 1990).

The table below displays the continuum of services for third, fourth, and fifth grade students.

	STUDENT NEEDS	MULTIPLE CRITERIA AREAS	GIFTED SERVICE STRATEGIES
3rd 4th 5th	Very high ability in <u>one or more</u> of the following reasoning areas as measured on a State Board-approved test: • Verbal • Quantitative • Non-verbal Performance is commensurate with ability	Formal Reasoning Ability Assessment: • Score for specific reasoning ability area ≥ 97%tile on a State Board-approved test. Classroom Assessments Classroom Observations Student Work Samples Parent, Teacher, Student Input Formal Achievement Measure(s)	**Accelerated placement and/or enrichment in academic area(s) of high ability** **Verbal:** Extended Reading (ER) Grouping Strategies: • Clustering within classrooms • Cross-same-grade-level grouping • Placement in higher grade for subject(s) **AND/OR** **Quantitative:** Extended Math (EM) Grouping Strategies: • In-class grouping • Cross-same-grade-level grouping • Placement in higher grade for subject(s) **AND/OR** **Non-Verbal:** • Differentiation in the Regular Classroom Program, and • Advanced placement and/or enrichment in verbal or quantitative areas as demonstrated
	Very high ability in <u>all</u> reasoning areas as measured on a State Board-approved test: • Verbal • Quantitative • Non-verbal Performance is commensurate with ability	Formal Reasoning Ability Assessment: • Verbal and Quantitative reasoning scores ≥ 97%tile OR • Verbal ≥95%tile AND Quantitative ≥ 95%tile AND Non-Verbal ≥ 90%tile Classroom Assessments Classroom Observations Student Work Samples Parent, Teacher, Student Input Formal Achievement Measure(s)	**Accelerated placement and/or enrichment in academic area(s) of high ability** **Extended Reading (ER)** Grouping Strategies: • Clustering within classrooms • Cross-same-grade-level grouping • Placement in higher grade for subject(s) **AND** **Extended Math (EM)** Grouping Strategies: • In-class grouping • Cross-same-grade-level grouping • Placement in higher grade for subject(s) **AND** **Interdisciplinary Studies (IDS)** • 3rd Grade: Interdisciplinary content with specific focus on writing and critical reading (tied to CFSD curriculum standards/benchmarks) • 4th Grade: Interdisciplinary content with specific focus on science, writing (research), and critical reading (tied to CFSD curriculum standards/benchmarks) • 5th Grade: Interdisciplinary content with specific focus on <u>social studies, writing (research), and critical reading</u> (tied to CFSD curriculum standards/ benchmarks) **OR** **Full Grade Level Acceleration**

Middle School

English Language Arts

In the area of English Language Arts, students who are identified as gifted are recommended for one of three placement options. This recommendation is based on information from a variety of sources, including aptitude, achievement and performance tests, and classroom performance.

Regular Classroom Differentiation

Students are placed in a class with students at varying ability levels, and the teacher provides opportunities for differentiated learning based on demonstrated performance in that class. Nonlinguistic representations are utilized to leverage learning for students who are nonverbally gifted and talented—and realistically can benefit all learners. Learning begins with CFSD core curriculum standards and benchmarks. The use of linguistic strategies, such as description, explanation, and justification, are supported through the use of nonlinguistic representations such as graphic organizers, making of physical models, generation of mental pictures, drawing of pictures and pictographs, and engaging in kinesthetic activity. This pairing allows students to enlist "dual-coding" information storage strategies to further their understanding and elaboration of ideas and concepts they are learning.[4] According to Dr. Robert Marzano in his book, Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement, "The more we use both systems of representation—linguistic and nonlinguistic—the better we are able to think about and recall [and act upon] knowledge. This is particularly relevant to the classroom, because studies have consistently shown that the primary way we present new knowledge to students is linguistic."

Classroom Cluster (English Language Arts or Social Studies)

Students are placed in a class with approximately 6-10 other students who demonstrate similar needs. The rest of this class is of mixed-ability levels, and the teacher, with the support of the gifted specialist in terms of planning and teaching, is responsible for providing differentiated learning opportunities based on demonstrated performance in the classroom. Classroom clusters provide qualitatively different instruction to meet students' needs through differentiation that addresses the pace at which students learn, the depth to which topics are explored, the complexity of content and materials, and the opportunity to pursue or incorporate students' own interests into their studies.

Cluster Classroom (English Language Arts or Social Studies)

Students are placed in a class that is taught by the gifted specialist. The focus of this class is to move students beyond proficiency in the grade level measurement topics and standards with major focus on critical reading and writing skills. The cluster classroom provides qualitatively different instruction to meet students' needs through differentiation that addresses the pace at which students learn, the depth to which topics are explored, the complexity of content and materials, and the opportunity to pursue or incorporate students' own interests into their studies.

Mathematics

In the area of mathematics, students who demonstrate competency are accelerated one or more years. Placement is based on multiple performance data, including information based on a course-level assessment, standardized test scores, and aptitude tests (such as the *Cognitive Abilities Test* or other state-approved test). Courses taught at the middle school level include Math 6 Accelerated, Math 7, Math 7

[4] A. Paivio, Imagery and Verbal Processing (New York: Oxford University Press, 1971) and A. Paivio, Mental Representations: A Dual Coding Approach (New York: Oxford University Press, 1990).

Accelerated, Math 8, Algebra 1, and Geometry. Students who require further mathematics challenges will be transported to and from Catalina Foothills High School as part of their school day. Grade level cohorts are kept together to the extent possible to allow students to benefit from their advanced abilities and precocity in the area of mathematics.

	STUDENT NEEDS	MULTIPLE CRITERIA AREAS	GIFTED SERVICE STRATEGIES
6th 7th 8th	Very high ability in the following reasoning areas as measured on a State Board-approved test: •Verbal •Non-verbal Performance is commensurate with ability	Formal Reasoning Ability Assessment: • Verbal reasoning scores ≥ 97%tile AND Non-Verbal ≥ 95%tile OR • Verbal ≥95%tile AND Quantitative ≥ 95%tile AND Non-Verbal ≥ 90%tile AASA Reading/Writing Classroom Reading/Writing Assessments Learning Skills Rubric Formal Achievement Measure(s)	**Accelerated placement and/or enrichment in academic area(s) of high ability** **Verbal:** Regular Classroom Differentiation (≤ 3 Excelling Indicators) Classroom Cluster (4-5 Excelling Indicators) Cluster Classroom (6-10 Excelling Indicators) **OR** **Full Grade Level Acceleration**
	Very high ability in the following reasoning areas as measured on a State Board-approved test: •Quantitative Performance is commensurate with ability	Formal Reasoning Ability Assessment: • Quantitative reasoning scores ≥ 97%tile AASA Course Assessment(s) Formal Achievement Measure(s)	**Accelerated placement and/or enrichment in academic area(s) of high ability** **Quantitative:** Accelerated Placement Grouping Strategies: • In-course grouping • Cross-same-course-level grouping • Placement in higher level course(s) **OR** **Full Grade Level Acceleration**
	Very high ability in the following reasoning areas as measured on a State Board-approved test: •Non-verbal Performance is commensurate with ability	Formal Reasoning Ability Assessment: • Non-verbal reasoning scores ≥97%tile Course Assessment(s) Formal Achievement Measure(s)	**Accelerated placement and/or enrichment in academic area(s) of high ability** **Non-verbal:** Regular Classroom Differentiation Grouping Strategies: • In-course grouping • Cross-same-course-level grouping

High School

Catalina Foothills High School offers several options of rigor for students within the structure of advanced courses, and our high standards reflect our community's high expectations. Students are encouraged to take and succeed in advanced courses. A number of students are also dually enrolled at the University of Arizona. Approximately 90% of our graduates pursue higher education. The dropout rate is approximately one-half of one percent.

What is an "advanced" course?

The high school course continuum provides both **Honors** and **Advanced Placement (AP)** classes to support students in attaining advanced levels of learning. The instruction for honors students is differentiated according to conceptual emphasis, pace, scope, instructional approach, and communication skills. Course modifications include in-depth studies that require abstract and higher-order thinking skills. Opportunities are provided for students to work independently at an accelerated pace, to engage in rigorous and complex content and processes, and to develop authentic products that reflect students' understanding of key concepts. **Honors Credit** within a standard course is another option for students wishing to pursue advanced learning opportunities. Students may earn Honors credit on their transcripts by consistently performing at higher-levels (3.5 and above on a 4-point rubric scale) while enrolled in a non-honors course.

How is instruction differentiated? What do honors students do that is different from students who do not earn honors credit? The honors student is expected to meet specific *honors learning goals* by consistently demonstrating the ability to use higher-order thinking and communication skills, for example: problem solving, applying skills in new contexts, and connecting curriculum to the real world. The learning goals are derived from the Catalina Foothills School District measurement topics and standards/benchmarks. Standard and Honors courses both begin with the same measurement topics and standards/benchmarks; however, honors learning goals are identified for each unit of study. It is important to note that honors credit is not based on one single event, but on a steady approach to learning. Students experience both quantitative and qualitative differences during the course of study.

Throughout each semester, learning is measured with a four-point rubric on designated assessments as follows:

- "4" represents mastery of the honors learning goals.
- "3.5" represents the minimal performance level for students participating in Honors-level classes
- "3" represents mastery of complex skills/information.
    - expected performance level for students participating in Standard-level classes
- "2" represents mastery of basic skills/information for students in Standard-level classes
    - unacceptable performance level for students participating in Honors-level classes

Below is an example of differentiated learning goals for a specific area of measurement in English Language Arts – Writing, Standard 1. Assignments and assessments in the area of "Text Types and Purposes" at grades 9-10 are designed using the following scale:

Standard Proficiency Levels	**Performance Scale for Writing** ***Topic: Text Types and Purposes***	Advanced (Honors/AP) Proficiency Levels
4.0 (Honors Level)	**In addition to Score 3.0 performance, the student demonstrates in-depth inferences and applications. The student may:** • develop a complex claim that contains an element of tension – "the pressure of one idea against another idea, of one potentially viable way of seeing things against another viable, but finally less satisfactory way of seeing things" ~*Writing Analytically* • integrate outside research or the perspective of experts *(for example: theorists, philosophers, activists, authors)* • select and analyze evidence that complicates and adds complexity to the argument • clearly acknowledge ambiguity and multiple plausible interpretation of evidence • employ precise transitions and techniques that gracefully move the reader from one idea to the next *(for example: subordination, parallel structure, repetition of key words, synonyms or pronouns)* • employ vivid or unusual diction, including figurative language, where appropriate, to enhance meaning or effect • create a lively, engaging, or subtle tone, effective for a specific audience and purpose • provide a concluding statement that motivates the audience to take action	**4.0 (Honors Level)**
3.5	In addition to Score 3.0 performance, in-depth inferences and applications with partial success.	**3.5 (Proficiency)**
3.0 (Proficient)	**The student will:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented. **Learning Goals:** I can: • **a. Introduction, Claim, and Organization** o Develop a complex claim that fulfills the purpose and controls the entire piece. o Follow an overall organization plan with an effective, logical, and strategic sequence. o Construct an introduction that establishes the issue or problem and its significance for the audience, motivates reader to continue reading, and contains an effectively placed thesis. • **b. Support: Evidence and Reasoning** o Support ideas with relevant, specific, varied, and accurate examples and details chosen to be credible to the specific audience. o Analyze alternate or opposing claims that counter my argument.	**3.0 (Minimal achievement)**

	○ Effectively argue the significance of details and examples. ○ Use persuasive appeals and techniques (for example: pathos, logos, ethos, mythos) suitable for the intended audience (supportive, wavering, hostile, informed, uninformed). • **c. & d. Transitions and Writing Style** ○ Use a variety of transitions to introduce examples and details, to clarify relationships among ideas, and to create cohesion. ○ Select, create, and maintain an effective tone for specific purpose and audience. • **e. Concluding Statement** ○ Construct a conclusion that reasserts and extends the argument presented	
2.5	No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content	2.5
2.0 (Basic - Minimal Achievement)	• The student will perform basic processes, such as: ○ create an introduction that identifies a claim and a counter claim ○ divide the piece into sections or paragraphs, each focused on a single idea ○ provide relevant, specific, and accurate evidence ○ identify strengths and weaknesses of the claim and counterclaim ○ use words, phrases, and clauses to identify major sections of the text and distinguish between claims and reasons, between reasons and evidence, and claim and counterclaim ○ use language appropriate to the topic (domain specific) in order to clearly communicate ideas ○ create and maintain a consistent tone ○ provide a concluding statement related to claim ○ use clear language • The student will recognize or recall specific vocabulary/terminology, such as: ○ claim, counterclaim ○ argument ○ evidence reasoning ○ credible sources ○ tone	**2.0**
1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content	1.5
1.0	With help, partial success at score 2.0 content and score 3.0 content	**1.0**

Honors level learning goals are assessed using rubrics or other evaluation tools based on the expectations within these goals. Classroom teachers use the scales as a guide to design and administer a variety of types of classroom assessments and tasks during the semester.

How are students assigned to Honors or AP classes?

- In English, students are assigned to the Honors or AP level courses if they are currently in an advanced level course, or if they score at proficiency or above in their first semester of a standard class.

  Example: The following students would be placed in Honors English 10…

  - Student took Honors English 9
  - Student earned H credit/designation through Honors Credit option
  - Student earned an A in English 9
  - Student earned an A in Humanities 9

- In English and Social Studies, *any* student in *any* class will be assigned to an Honors or AP level

course if s/he is willing to commit to the challenge of an advanced course and select the Honors/AP level course on their course selection form. The student and his or her parents/guardians must sign to confirm the selection of the advanced level course and commit to the placement for a full year, *regardless of grade earned*.

Example: Student wishes to commit to the challenge of an advanced course, receives parent confirmation, is placed in Honors English 10

- Honors and AP placement for Math and Science is based on performance and grades earned in the prerequisite courses and teacher recommendation.

Regular Classroom Differentiation

Students are placed in a class with students at varying ability levels, and the teacher provides opportunities for differentiated learning based on demonstrated performance in that class. Nonlinguistic representations are utilized to leverage learning for students who are nonverbally gifted and talented—and realistically can benefit all learners. Learning begins with CFSD core curriculum standards and/or benchmarks. The use of linguistic strategies, such as description, explanation, and justification, are supported through the use of nonlinguistic representations such as graphic organizers, making of physical models, generation of mental pictures, drawing of pictures and pictographs, and engaging in kinesthetic activity. This pairing allows students to enlist "dual-coding" information storage strategies to further their understanding and elaboration of ideas and concepts they are learning.[5] According to Dr. Robert Marzano in his book, Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement, "The more we use both systems of representation—linguistic and nonlinguistic—the better we are able to think about and recall [and act upon] knowledge. This is particularly relevant to the classroom, because studies have consistently shown that the primary way we present new knowledge to students is linguistic."

[5] A. Paivio, Imagery and Verbal Processing (New York: Oxford University Press, 1971) and A. Paivio, Mental Representations: A Dual Coding Approach (New York: Oxford University Press, 1990).

STANDARD 2

CURRICULUM AND INSTRUCTION

Differentiated K-12 instruction addresses the unique needs of gifted learners.

2.1 Classroom instruction is adapted, modified, or replaced to challenge gifted learners.

2.2 Instructional pace allows for the accelerated learning rate of gifted learners.

2.3 Opportunities for acceleration within subjects or by grade are provided to gifted learners.

2.4 A variety of services extend learning beyond the classroom.

Differentiated instruction is student-centered and builds upon students' needs and interests. It is flexible and varied and builds upon Catalina Foothills' curricular standards/benchmarks. Instruction is differentiated across four dimensions: content, process, product, and learning environment. Teachers use a variety of instructional methodologies, practices, and resources to engage students in learning (e.g., Project Based Learning, Problem-based learning, Systems Thinking modeling, building capacity in the habits of a Systems Thinker, simulations, mock trials, acceleration, tiered instruction, flexible groupings, and honors and AP classes.

Quality Core Curriculum	Gifted Adaptations
Catalina Foothills School District Measurement Topics & Standards/Benchmarks	Instructional modification(s) in the areas of Content, Process, Product, Learning Environment

CONTENT MODIFICATION

To make content more appropriate for K-12 gifted learners, teachers select or modify content so that it is more abstract, complex, and varied. Content might also include the study of creative and productive people (including themselves), cultures, and use methods of inquiry to develop generalizations basic to various scholarly disciplines.

1. Students build cohesive understanding of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
   - Curriculum is reorganized conceptually.
   - More opportunities exist to launch into applications of the learning.
   - There is focus on advanced and authentic information.
   - Students may accelerate in the core curriculum.
   - Students' interests determine areas of further exploration beyond "core".

2. Students develop self-understanding and the understanding of one's relationship to persons, societal institutions, nature, and culture.

PROCESS MODIFICATION

Although the way information is used cannot be separated completely from content, teachers modify the level or type of thought processes emphasized: open-ended questions, inquiry/discovery methods, the overall approach to reasoning (inductive/deductive reasoning and processing), choice, group interaction, and pacing of instruction.

1. Students engage in active, cognitively demanding problem finding, problem solving, and research.

2. Students develop and apply productive thinking skills to enable re-conceptualization of existing knowledge and/or generate new knowledge.

3. Students have opportunities for self-initiated, self-directed independent learning in areas of interest.

PRODUCT MODIFICATION

The principles of product modification build upon the principles of content and process differentiation. Products developed by gifted students approximate, to the extent possible, those of creative, productive professionals. This means that the product is the result of a real problem or concern, is directed toward a real audience, is appropriately evaluated (including self-evaluation), represents a transformation or synthesis of existing information, and is produced in one of many varied formats chosen by the student.

1. Students' products reflect knowledge and their ability to manipulate it, creativity, and excellence in performance.

2. Students' products address real-world problem(s) or concern(s).

LEARNING ENVIRONMENT MODIFICATION

Teachers teach children to think and can shape experiences (plan activities) that stimulate construction of ideas and give students opportunities to think about them. Teachers demonstrate patterns of thinking integrated with the content that students are learning and provide opportunities for students to use varied patterns of thinking to process information gained from experience. The learning environment is a safe place for students to share innovative ideas, debate issues, and express opinions; the learning environment is characterized by attempts to understand new ideas and reserve judgments. Student independence and initiative are encouraged.

1. The learning environment promotes self-initiated and self-directed learning and growth.

2. The learning environment encourages questioning, exercising independence, and using creativity.

3. The learning environment connects school to the real world.

The chart below delineates gifted program service options for kindergarten through the twelfth grade and lists focal areas of instructional modification for each service option. Specific plans are in place for each service option. The plans are revised each time a curriculum area is redesigned at the district level. The scope of each CFSD curriculum redesign effort is done on a K-12 basis in order to guarantee a well-articulated, viable curriculum based on state standards.

LEVEL	PROGRAM SERVICE	INSTRUCTIONAL MODIFICATIONS
Kindergarten	Extended Reading Extended Math Regular Classroom Differentiation	Content, Process, Product, and Learning Environment Modifications; Gifted Specialist is a teacher resource.
1st Grade	Extended Reading Extended Math Regular Classroom Differentiation	Content, Process, Product, and Learning Environment Modifications Gifted Specialist is a teacher resource and provides instruction in mathematics.
2nd Grade	Extended Reading Extended Math Regular Classroom Differentiation	Content, Process, Product, and Learning Environment Modifications Gifted Specialist is a teacher resource and provides instruction in mathematics.
3rd Grade	Extended Reading Extended Math Interdisciplinary Studies Regular Classroom Differentiation	Content, Process, Product, and Learning Environment Modifications; Gifted Specialist teaches Interdisciplinary Studies (focus on writing and critical reading in the context of other disciplines, such as mathematics, science, and social studies) for four hours a week. Gifted Specialist is a teacher resource and provides instruction in mathematics.
4th Grade	Extended Reading Extended Math Interdisciplinary Studies Regular Classroom Differentiation	Content, Process, Product, and Learning Environment Modifications; Gifted Specialist teaches Interdisciplinary Studies (focus on science, writing, and critical reading) for four hours a week. Gifted Specialist is a teacher resource and provides instruction in mathematics, if needed.
5th Grade	Extended Reading Extended Math Interdisciplinary Studies Regular Classroom Differentiation	Content, Process, Product, and Learning Environment Modifications; Gifted Specialist teaches Interdisciplinary Studies (focus on social studies, writing, and critical reading) for four hours a week. Gifted Specialist is a teacher resource.
6th-8th Grades	Writing Classroom Cluster Cluster Classroom Accelerated Mathematics Regular Classroom Differentiation	Content, Process, Product, and Learning Environment Modifications; Gifted Specialist teaches in the Cluster Classroom focused on writing and critical reading, and the Gifted Specialist is a teacher resource and/or team-teaches with subject matter teachers in Classroom Cluster settings.

LEVEL	PROGRAM SERVICE	INSTRUCTIONAL MODIFICATIONS
9th-12th Grades	Honors Courses Honors Credit (earning honors credit within standard courses) AP Courses Dual Enrollment Classroom Differentiation	Content, Process, Product, and Learning Environment Modifications. **Content Modification** Honors students work to meet specific leaning goals, which are designated for each unit. The learning goals require that students demonstrate higher level thinking skills, such as: • Applying skills in new contexts • Solving problems/proposing solutions • Analyzing complex systems • Evaluating ideas and information • Connecting learning to the real world • Synthesizing information from a variety of sources • Adapting content for new purposes and audiences • Identifying abstract patterns and trends **Process Modification** Honors students engage in learning where explicit instructional strategies and materials are used to differentiate for their learning needs. For example: • Direct whole class instruction • Intensive small group instruction • Structured cooperative groups (homogenous grouping with honors students only & heterogeneous groups with honors roles and responsibilities) • Additional materials (books, films, articles, interviews, artwork) • In-class peer tutoring • Student teaching and presentation • Leadership opportunities **Product Modification** Honors level work requires that students demonstrate high level learning of skills and content on assignments throughout the semester. Student learning is measured with a four-point rubric in which a "2" represents mastery of basic skills/information, a "3" represents mastery of complex skills and/or information, and a "4" represents mastery of the honors learning goals. Honors students must demonstrate their mastery of the honors learning goals by earning an average of 3.5 on major assignments and all assessments. The discrimination between honors (4.0) and standard (3.0) levels of performance is qualitative, as specified by the distinction between standard and honors learning goals. The products honors students generate can take many forms. For example: • Tests • Essays • Presentations • Fiction • Debates • Simulations • Projects • Discussions • Seminars • Dramatic productions

		Learning Environment Modification Teachers modify learning environments as needed to help honors students achieve honors level quality on honors learning goals. Examples of learning environments outside of the classroom: • Library • Online collaboration • Cultural experiences • Community events • Political events Examples of modified learning environments in the classroom: • Breakout sessions with teacher • Leadership roles • Honors information center • Peer grouping strategies

Comparison of Honors Level to Standard Level Course Outcomes

	Standard Level	Honors Level
Concepts (Content & Process)	• Abstraction from concrete examples • Analysis, inference	• Analysis, inference, abstraction and synthesis leading to complex concept development
Pace	• Moderate	• Accelerated or rapid
Scope	• Focused, Enriched	• Expanded, In-depth
Instructional Approach (Process)	• Combination of guided instruction and independent inquiry • Connection established between concrete, literal, and abstract • Emphasis on building and reinforcing skills leading to independent learning • Resourcefulness and creative thinking encouraged	• Less guided instruction and more independent inquiry • Abstract, theoretical emphasized • Emphasis on independent learning • Resourcefulness and creative thinking encouraged
Communication Skills (Process & Product)	• Correctness of standard conventions plus introduction to rhetorical approaches	• Strong degree of proficiency in standard conventions and deliberate rhetorical techniques
Class Activities (Process/Learning Environment) (e.g., discussion, problem solving, group work)	• Explicitly to moderately structured and ordered • Teacher directed, some open-ended activities, some student initiative expected • Frequent to some content/skill review	• Minimally structured and open-ended activities • Student initiative expected • Infrequent skill review, content review done independently
Assignments (Products/Learning Environment) (e.g., homework, projects, papers, research)	• Explicitly structured and moderately directed • Moderate amount of reading/writing required • Independent work reinforces new material; some new material to be learned outside of class	• Explicitly structured and open-ended • Extensive amount of reading/writing required • Independent work may require significant amount of new material to be learned outside of class

At all levels, K-12, specific assessment strategies are tied to instruction in each of the program options:

- CFSD performance scales are in place for each content area. The desired performance level for gifted students on the 4-point scale is "4.0 - Advanced Performance". Students not part of a gifted program are expected to attain "3.0 - Proficient Performance."
- Gifted program service options include student self-assessment as well as teacher assessment of the learning expectations in the performance scales for the academic standards.
- Assessment includes, as often as possible, responses and critiques from real audiences or experts using standards of a specific domain.
- Assessments include few "one right answer" questions; more emphasis is placed on the complex reasoning called for in Dimensions 3 and 4 of *Dimensions of Learning* (see pages 9-10).
- Students receive formative feedback to enhance development and facilitation of autonomous learning.

STANDARD 3

SCREENING AND IDENTIFICATION

An ongoing comprehensive process is used to determine eligibility for gifted services.

2.1 Determination of eligibility for appropriate education services for gifted learners is based on both formal and informal assessment.

2.2 A profile of students' assessed learning strengths and needs is developed and maintained in order to plan and deliver appropriate services.

2.3 Procedures ensure ongoing student identification and evaluation for continued participation.

REFERRAL/SCREENING, IDENTIFICATION AND PLACEMENT PROCEDURES

The student identification and placement process consists of three main stages: Referral/Screening, Identification, and Placement.

Referral/Screening is the process of nominating potentially gifted students who may be included in the identification process. Parents, guardians, teachers, and students may nominate students for testing. Copies of referral and nomination forms are available in all district schools and district offices. These forms will be provided to all parents or guardians upon request. As a part of the nomination/referral process, parents/guardians must, in writing, **grant** or **withhold** permission for testing. Nomination/ referral forms and information letters to parents will be published in English; translation services or translated print materials will be made available for parents or guardians whose primary language is other than English.

Identification is the process of verifying students who have "superior intellect or advanced learning ability." Special services through a gifted education program will be offered to these students. The State of Arizona requires that the process must include, but is not limited to, testing verbal, nonverbal, and quantitative reasoning abilities to determine those students who score at or above the 97th percentile on a test from the list approved by the State Board of Education. Before administering tests to students who may be identified as gifted, students will be given routine vision and hearing screening exams. Catalina Foothills School District will administer one or more state-approved tests periodically and at no less than three regular intervals throughout the year. Notice of testing dates shall be placed on school calendars and the district website. Notices/reminders will be placed in school newsletters, and on school websites, so that advance notification of the dates that children are to be tested is given.

Placement in a gifted program involves providing services that are commensurate with the academic abilities and potentials of students meeting state and district criteria. As a part of the placement process, parents/guardians must **grant** or **withhold** permission for placement in gifted services in writing by completing and signing Permission for Placement Form. The school's gifted specialist will address questions and/or concerns regarding Referral/ Screening, Identification, and Placement procedures. The

school's gifted specialist, along with the other gifted specialists, and the school principal, will review placement decisions when necessary.

REFERRAL/SCREENING

Students enrolled in kindergarten through twelfth grade may be recommended for gifted services. Any student recommended for services *may* be eligible for participation in a gifted program, but each student must meet state and district criteria for placement. As indicated on the above chart, screening information is gathered from a variety of sources, including any preexisting nationally-normed achievement tests and tests of school acquired information, and tests of abstract reasoning ability (when available). A staff member familiar with the student, a parent, or the student himself/herself may refer a student for screening.

Throughout the year, teachers are encouraged to refer students who demonstrate characteristics of giftedness. A Teacher Referral and Teacher Checklist that provide invaluable information about the characteristics of the nominated student must accompany each teacher referral. The checklist is an abbreviated form of the *Renzulli-Hartman Scales for Rating Behavioral Characteristics of Superior Students* and the *Gifted Student Survey*. The referral and checklist forms are available from any gifted specialist.

Throughout the year, parents and guardians are also encouraged to refer students who demonstrate characteristics of gifted learners for possible placement in gifted programs. Parents are required to complete a *Parent Referral* and a *Parent Nomination* form. Upon receipt of these completed forms, the gifted specialist will secure completed referral and checklist forms from the student's current teacher, as well as other needed information, such as achievement test scores, work samples, etc. Information about gifted program options is available in the main office of each school and on the district's web site.

Students are encouraged to nominate themselves and other students. Nominated students must secure and submit a *Parent Referral* and a *Parent Nomination* form; the gifted specialist will secure *Teacher Referral* and *Teacher Checklist* forms from the current classroom teacher, as well as other needed information, such as achievement test scores, work samples, etc.

IDENTIFICATION

Identification includes the gathering of data from measures of general reasoning ability, academic ability, problem solving, and performance. Catalina Foothills School District uses a multi-criteria approach to making program placement decisions. Testing opportunities for tests of abstract reasoning ability take place at the beginning, during the middle, and at the end of the school year. Prior to testing, the student's parent/guardian will receive information regarding testing dates and preparation procedures. Confidentiality is assured.

The identification process addresses the following areas to ensure that state guidelines are met to place eligible students in the appropriate gifted program service(s):

- Trained professionals administer tests of abstract reasoning ability to school-aged children in August/September, January/February, and April/May each year.

Catalina Foothills uses the *Cognitive Abilities Test (CogAT)* to assess students' verbal, quantitative, and nonverbal abstract reasoning abilities. The test is administered during the students' regular school day or before/after school, if need be. Parents are responsible for transporting students to the test site if testing takes place before/after school. In any case, parents are also responsible for providing pertinent information about the student. Within thirty days after testing is completed, parents are advised of the testing results, and in conjunction with all the information gathered, gifted program options available to the student are discussed.

Test scores are considered valid for two years from the testing date. Because of validity questions raised by a student being tested with the same instrument in any two-year time period, retesting within that time period must involve an alternate instrument approved by the state and the district. Administration of individual abstract reasoning ability testing by the district will be limited to identified handicapped and/or limited English proficient students who have been referred for services. For all other students who do not meet minimum scores on district-administered group tests of reasoning ability, parents may seek a private evaluation using a state-approved test conducted by a state-certified educational psychologist. Parents are responsible for securing and financing these services and for providing evidence of the results to the gifted specialist.

Transfer of Records

Students previously tested for participation in another district's gifted program may submit their written records, including any testing data for consideration. Catalina Foothills will accept and review these records and determine in a timely manner whether or not the student is eligible for placement in a gifted program service(s). Assessments must meet state and district guidelines and must have been administered within two years of the referral.

PLACEMENT

Catalina Foothills maintains a database in its Student Information System (SIS) that includes information gathered during screening and identification. Any student who is recommended for placement in gifted program services and who meets the requirements for placement is eligible for the specific gifted program service options.

Catalina Foothills School District will send letters in the home language of record to parents or legal guardians of tested students at their address of record within 30 days after the scheduled test date to report test results and placement options. A description of the gifted services recommended for the student will be included. Students are admitted to program options upon qualification, with the exception of Interdisciplinary Studies in grades 3, 4 and 5, where admission occurs at points of transition between blocks of learning (e.g., beginning of mini-unit, initiation of mini-project, etc.). Parents or guardians will be given the opportunity to **grant** or **withhold** permission for placement in the recommended gifted program service(s). Students who qualify for program options, but do not participate for three semesters will need to be re-evaluated if they wish to reenter. Those students must qualify for the program options as if they were new students. At the request of a parent or legal guardian, an appointment will be set up with a member of the professional staff who is able to provide further information. Following is an overview of Screening/Identification/Placement:

Overview of Criteria for Screening/Identification, Instrumentation, and Possible Program Placement

	SCREENING/ IDENTIFICATION	IDENTIFICATION INSTRUMENTS	POSSIBLE GIFTED PROGRAM SERVICE PLACEMENT

Kindergarten
1st– 2nd Grades
	Learning Profile Development
	• Classroom Assessments
	• Classroom Observations
	• Formal Aptitude Measures
	• Student Work Samples
	• Parent, Teacher, Student Input
		• Informal measures of classroom performance
		• Formal measures of abstract reasoning ability
		• Formal measures of achievement (if available)
			• Differentiation in the Regular Classroom Program
			• Extended Math
			  • In-class Groupings OR
			  • Across-same-grade Groupings OR
			  • Placement at the next grade level
			• Extended Reading
			  • In-class Groupings OR
			  • Across-same-grade Groupings
			• Acceleration in high-ability area(s)
			• Acceleration of grade level

3rd-5th Grades	Learning Profile Development
	• Classroom Assessments
	• Classroom Observations
	• Formal Achievement Measure
	• Formal Aptitude Measures
	• Student Work Samples
	• Parent, Teacher, Student Input
		• Formal abstract reasoning ability measure
		• Specific assessments related to specific subject areas
		• Formal measures of achievement (if available)
			• Differentiation in the Regular Classroom Program
			• Extended Math
			  • In-class Groupings OR
			  • Across-same-grade Groupings
			  • Placement at the next grade level
			• Extended Reading
			  • In-class Groupings OR
			  • Across-same-grade Groupings
			• Acceleration in high-ability area(s)
			• Acceleration of grade level
			• Interdisciplinary Studies

6th-8th Grades	Learning Profile Development
	• Classroom Data
	• Formal Aptitude Measures
	• Formal Achievement Measures
	• Classroom Observations
	• Student Work Samples
	• Parent, Teacher, Student Input
		• Formal measures of abstract reasoning ability
		• Specific assessments related to specific subject areas
		• Formal measures of achievement (if available)
			• Regular Classroom Differentiation
			• Classroom Cluster: Writing/Reading
			  • In-class Groupings
			• Cluster Classroom: Writing/Reading
			  • Across-same-grade Groupings
			• Acceleration in high-ability area(s)
			• Acceleration of grade level

9th-12th Grades	Use Learning Profile, teacher, and parent input to assist in course self-selection	• Proficiency in prerequisite knowledge and skills for Science and Math courses • Self-selection in Social Studies and English (in English, students are placed commensurate with past performance data. • Formal measures of abstract reasoning	Courses for which student is qualified: • Honors Courses • Honors Distinction (within Standard Courses) • AP Courses • Dual Enrollment • Classroom Differentiation

Grades K, 1, and 2: Specific Placement Criteria for Gifted Program Services

• Extended Math

Students qualify for placement if they perform at or above the 97th percentile on the quantitative section of the *Cognitive Abilities Test* (or other state-approved aptitude test) and who exhibit high achievement (95th percentile or higher) on the mathematics subtests of a standardized test (if available), and who perform at "Advanced Performance" on grade level standards/benchmarks based on classroom assessments.

• Extended Reading

Students qualify for placement if they perform at or above the 97th percentile on the verbal section of the *Cognitive Abilities Test* (or other state-approved aptitude tests) and who exhibit high achievement (95th percentile or higher) on the reading subtests of a standardized test (if available), and who perform at "Advanced Performance" on grade level standards/benchmarks based on classroom assessments.

• Differentiation within the Regular Classroom Program

Students qualify for placement if they perform at or above the 97th percentile on the nonverbal subtests of the *Cognitive Abilities Test* (or other state-approved aptitude tests).

Grades 3, 4, and 5: Specific Placement Criteria for Gifted Program Services

• Extended Reading

Students qualify for placement if they perform at or above the 97th percentile on the verbal section of the *Cognitive Abilities Test* (or other state-approved aptitude test) and who exhibit high achievement (95th percentile or higher) on the reading subtests of a standardized achievement test (if available), and/or who perform at the "Highly Proficient" level on AASA (if available) and who perform at "Advanced Performance" (3.5-4.0) on grade level standards/benchmarks based on classroom assessments.

• Extended Math

Students qualify for placement if they perform at or above the 97th percentile on the quantitative section of the *Cognitive Abilities Test* (or other state-approved aptitude test) and who exhibit high achievement (95th percentile or higher) on the mathematics subtests of a standardized achievement test (if available), and/or who perform at the "Highly Proficient" level on AASA (if available) and who perform at "Advanced Performance" (3.5-4.0) on grade level standards/benchmarks based on classroom assessments.

• Interdisciplinary Studies (IDS)

3rd Grade: Writing and critical reading in the context of mathematics, science and social studies
4th Grade: Science/Critical Reading/Research context
5th Grade: Social Studies/Critical Reading/Research context

Students qualify for placement if they perform at or above the 97th percentile on the verbal AND quantitative subtests of the *Cognitive Abilities Test* (or other state-approved aptitude tests), and who exhibit high achievement (95th percentile or higher) on the reading AND Mathematics

subtests of a standardized achievement test (if available) and/or who perform at the "Highly Proficient" level on AASA (if available) and who perform at "Advanced Performance" (3.5-4.0) on grade level standards/benchmarks based on classroom assessments.

OR

Students qualify for placement if they perform at or above the 95th percentile on the verbal AND quantitative subtests AND at or above the 90th percentile on the nonverbal subtest of the *Cognitive Abilities Test* (or on other state-approved aptitude tests), and who exhibit high achievement (95th percentile or higher) on the reading AND mathematics subtests of a standardized achievement test (if available), and/or who perform at the "Highly Proficient" level on AASA (if available) and who perform at "Advanced Performance" (3.5-4.0) on grade level standards/benchmarks based on classroom assessments.

• Differentiation within the Regular Classroom Program

Students qualify for placement if they perform at or above the 97th percentile on the nonverbal subtests of the *Cognitive Abilities Test* (or other state-approved aptitude tests).

Grades 6, 7, and 8: Specific Placement Criteria for Gifted Program Services

• Regular Classroom Differentiation: English Language Arts

Students qualify for placement if they perform at or above the 97th percentile on the nonverbal section of a state-approved test of abstract reasoning ability and between the 90th and 96th percentile on the verbal section of a state-approved test of abstract reasoning ability and/or achieve (3.5-4) on a writing performance, and who score between the 90th and 94th percentiles on the reading and language subtests of a norm-referenced achievement test. In all, students will present between 0-3 excelling criteria on the Individual Profile.

• Gifted Classroom Clusters: English Language Arts

Students qualify for placement if they perform at or above the 97th percentile on the verbal section of a state-approved test of reasoning ability and/or achieve high ratings (5 and 6) on the *Holistic Rubric Based on Six Traits of Writing*, and who exhibit high achievement on the reading and language subtests of a norm-referenced or state achievement test. In all, students will present between 4-5 excelling criteria on the Individual Profile.

• Gifted Cluster Classroom: English Language Arts

Students qualify for placement if they perform at or above the 97th percentile on the verbal section and greater than or equal to the 95th percentile on the nonverbal section of a state-approved test of reasoning ability and/or achieve (3.5-4) or high ratings on a writing performance, and who exhibit high achievement on the reading and language subtests of a norm-referenced or state achievement test. In all, students will present 6-10 excelling criteria on the Individual Profile.

• Accelerated Mathematics

Students qualify for placement in an accelerated math course if they perform at or above the 97th percentile on the quantitative section of a state-approved test of reasoning ability and/or demonstrate advanced performance on pretests of mathematical ability, and who exhibit high

achievement (95th percentile or higher) on the mathematics subtests of a norm-referenced or state achievement test.

• Differentiation within the Regular Classroom Program

Students qualify for placement if they perform at or above the 97th percentile on the nonverbal subtests of the *Cognitive Abilities Test* (or other state-approved aptitude tests).

Specific Placement Criteria for Gifted Program Services in Grades 9-12

The District offers high school students the opportunity to take the *Cognitive Abilities Test (CogAT)* each school year in order to assess their verbal, quantitative, and non-verbal reasoning abilities. The high school offers honors, honors credit, or advanced placement (college level courses), and dual enrollment for gifted learners. Students may generally self-select courses (see pages 20-23 in this document). A list of course descriptions and prerequisites is available at the school.

PERMISSION FOR PLACEMENT

Within thirty days of the student's testing by the district, the parent/guardian is notified whether or not the student is eligible for gifted services. Parents/guardians must grant permission for students to participate in gifted programming as determined by state criteria. If the student is eligible for placement in program options, a permission form accompanies the letter declaring the results of his/her evaluation. The permission form must be returned to the gifted specialist at the school prior to gifted services beginning. Students are admitted to program options upon qualification, with the exception of interdisciplinary study in grades 3, 4, and 5, where admission will occur at points of transition between blocks of learning (e.g., beginning of mini-unit within, initiation of mini-project within, etc.).

Once a student has elected to participate in a gifted program option, s/he is responsible for regular attendance and the completion of all assignments. Any withdrawal from gifted program services must be arranged between the parent/guardian and the gifted specialist in an informal conference. The parent/ guardian, the student, the classroom teacher, or the gifted specialist may initiate the withdrawal. Any withdrawal must be accompanied by a written acknowledgement by the parent/guardian. Students who qualify for participation, but do not participate for three semesters will need to be re-evaluated if they wish to reenter. Those students must qualify for the program options as if they were new students. Reentry back into gifted program services may occur upon parent/guardian request and review of current information about the student's performance and abilities. The gifted specialist reviews this information, with input from the parent/guardian and the regular classroom teacher.

APPEALS PROCESS

Parents or guardians may appeal regarding identification/placement decisions for their child when there is additional pertinent information. An appeal outlining the nature of the concern must be submitted in writing to the Associate Superintendent within five business days of receiving the letter from the district that communicated identification/placement decisions for their student.

The Associate Superintendent will convene a meeting, which will include the principal, gifted specialists, and child’s teacher to review all pertinent information related to the concern and to discuss

the appeal. The Associate Superintendent will issue a written decision within 10 days of the appeal including the reason for the decision(s).
The committee's decision may include one of the following:

- Uphold the original decision(s) regarding identification/placement
- Reverse the decision(s) regarding identification/placement
- Gather additional or updated data

STANDARD 4

GUIDANCE & COUNSELING: SOCIAL AND EMOTIONAL DEVELOPMENT

Recognizing the characteristics of gifted learners and nurturing their social-emotional development is an integral part of gifted programming.

4.1 Training in the characteristics and social-emotional needs of gifted learners is provided to students, parents, and staff.

4.2 Appropriate intervention is provided to under-achieving or at-risk students.

4.3 Learners have access to course selection, college, and career guidance specific to their interest, talents, and/or needs.

K-2 Grades

- School Counselors and Gifted Specialists work with students to develop self-advocacy skills during classes, small groups, one-on-one, and workshops.
- School Counselors and Gifted Specialists promote mindsets and behaviors that enhance the learning process and create a culture of college and career readiness for all students in the area of social-emotional development.
- School Counselors support students, varying the strategies to support their needs.
- Parent education is ongoing.

3-5 Grades

- School Counselors and Gifted Specialists work with students to develop self-advocacy skills during classes, small groups, one-on-one, and workshops.
- School Counselors and Gifted Specialists promote mindsets and behaviors that enhance the learning process and create a culture of college and career readiness for all students in the area of social-emotional development.
- School Counselors support students, varying the strategies to support their needs.
- Parent education is ongoing.

6-8 Grades

- School Counselors and Gifted Specialists work with students to develop self-advocacy skills during classes, small groups, one-on-one, and workshops.
- School Counselors and Gifted Specialists promote mindsets and behaviors that enhance the learning process and create a culture of college and career readiness for all students in the area of social-emotional development.
- School Counselors support students, varying the strategies to support their needs.
- Parent education is ongoing.
- School Counselors work with 5th grade students to provide advisement/counsel in 6th grade course selection and in transitioning to middle school.
- School Counselors work with 8th grade students to provide advisement/counsel in career paths and high school course selection as well as in transitioning to high school.

9-12 Grades

- School Counselors support students, varying the strategies to support their specific needs.
- School Counselors and Gifted Specialists promote mindsets and behaviors that enhance the learning process and create a culture of college and career readiness for all students in the area of social-emotional development.
- Parent Education is ongoing.
- School Counselors work with 7th and 8th grade students to provide career counseling and guidance in high school course selection.
- School Counselors work with high school students to provide career guidance/college selection, high school course selection.

In January 2019, *The Mindsets & Behaviors for Student Success: K-12 College-and Career-Readiness Standards for Every Student* were adopted by the CFSD governing board as part of a new K-12 school counseling model. They identify and prioritize specific attitudes, knowledge, and skills students need to develop in order to be effective and productive learners and citizens. School Counselors and Gifted Specialists can use the standards to guide the development of strategies and activities that help students achieve their highest potential.

The **Mindset Standards** are related to the psychosocial attitudes and beliefs students have about themselves in relation to academic work. These make up the students' belief system as exhibited in behaviors. **Learning Strategies** are the processes and tactics students employ to aid in the cognitive work of thinking, remembering or learning. Self-management skills provide a continued focus on a goal despite obstacles (grit or persistence) and avoidance of distractions or temptations to prioritize higher pursuits over lower pleasures (delayed gratification, self-discipline, self-control). **Social Skills** are acceptable behaviors that improve social interactions, such as those between peers or between students and adults. The 35 mindset and behavior standards below can be applied to the academic, career, and social-emotional domains.

Category 1: Mindset Standards		
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being **M 2.** Self-confidence in ability to succeed **M 3.** Sense of belonging in the school environment **M 4.** Understanding that postsecondary education and life-long learning are necessary for long-term career success **M 5.** Belief in using abilities to their fullest to achieve high-quality results and outcomes **M 6.** Positive attitude toward work and learning		
Category 2: Behavior Standards		
Learning Strategies	**Self-Management Skills**	**Social Skills**
B-LS 1. Demonstrate critical-thinking skills to make informed decisions.	**B-SMS 1**. Demonstrate ability to assume responsibility.	**B-SS 1**. Use effective oral and written communication skills and listening skills.
B-LS 2. Demonstrate creativity.	**B-SMS 2**. Demonstrate self-discipline and self-control.	**B-SS 2.** Create positive and supportive relationships with other students.
B-LS 3. Use time-management, organizational and study skills.	**B-SMS 3**. Demonstrate ability to work independently.	**B-SS 3.** Create relationships with adults that support success.
B-LS 4. Apply self-motivation and self-direction to learning.	**B-SMS 4.** Demonstrate ability to delay immediate gratification for long-term rewards.	**B-SS 4.** Demonstrate empathy.
B-LS 5. Apply media and technology skills.	**B-SMS 5.** Demonstrate perseverance to achieve long- and short-term goals.	**B-SS 5.** Demonstrate ethical decision-making and social responsibility.

B-LS 6. Set high standards of quality.	**B-SMS 6.** Demonstrate ability to overcome barriers to learning.	**B-SS 6.** Use effective collaboration and cooperation skills.
B-LS 7. Identify long- and short-term academic, career, and social/emotional goals.	**B-SMS 7.** Demonstrate effective coping skills when faced with a problem.	**B-SS 7.** Use leadership and teamwork skills to work effectively in diverse teams.
B-LS 8. Actively engage in challenging coursework.	**B-SMS 8.** Demonstrate the ability to balance school, home, and community activities.	**B-SS 8**. Demonstrate advocacy skills and ability to assert self, when necessary.
B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions.	**B-SMS 9.** Demonstrate personal safety skills.	**B-SS 9.** Demonstrate social maturity and behaviors appropriate to the situation and environment.
B-LS 10. Participate in enrichment and extracurricular activities.	**B-SMS 10.** Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities.	

STANDARD 5

PROFESSIONAL DEVELOPMENT

The knowledge and skills of all school staff that work with gifted learners are systematically developed.

5.1 Professional development is ongoing at all levels.

5.2 The educational staff is provided time and other support necessary to differentiate instruction.

5.3 Teachers responsible for gifted programming or who teach classes in which the majority is identified as gifted are certified in gifted education.

Teachers of the gifted are specially trained and certificated by the State of Arizona to assist gifted students with their learning. They work directly with the students, and they assist general education teachers. They are advocates for gifted learners in general. Teachers who work with gifted students differentiate instruction based on understanding and use of best practices.

- All teachers (classroom, special area), counselors, and administrators are trained in the use of strategies from *The Skillful Teacher: Building Your Teaching Skills*. Teachers in their first two years participate in coaching and receive feedback as part of the Great Beginnings: Systems for Success induction program.

- Many teachers (classroom, special area), counselors, and administrators have been trained in *The Skillful Teacher* to provide a common understanding and vocabulary about what effective learning looks like. The study of *Understanding by Design, The Skillful Teacher*, *The Art & Science of Teaching*, *The Highly Engaged Classroom*, and "the big nine" research-based strategies included in *Classroom Instruction That Works* has provided educators in CFSD with an effective toolkit for differentiating instruction for learners.

- In order to support the needs and interests of diverse professionals, CFSD offers a variety of options for all educators to increase their professional knowledge and skills individually, or in groups of varying sizes. As part of the Professional Pathways Program, teachers can participate in annual and unit plan design; teacher action research; content-specific training; text or lesson study; workshops or seminars; curriculum research, design, and revision; Critical Friendship learning communities; independent learning; and National Board Certification.

- In the summer of 2007, CFSD trained cadres of teachers (classroom, special area), counselors, and administrators to serve as leadership teams on each school site in the area of differentiation. Carol Tomlinson's group conducted the training. Currently, the district's Learning Support Specialists lead this training. All Year 2 and/or Year 3 teachers participate in a Summer Institute to learn strategies for classroom differentiation. The focus text is *Leading and Managing a Differentiated Classroom,* written by Carol Tomlinson.

- During the summers of 2022 and 2023, teachers at grades PreK-12 were trained to lead Collaborative Inquiry Teams at their respective schools. This training is ongoing. Collaborative Inquiry Teams focus on various goals related to student achievement that are targeted to the specific contexts of each team. Teachers explore problems of practice related to CFSD's strategic plan goals, including increasing achievement in literacy and numeracy; transferring knowledge and skills to college, careers, and civic life; academic mindsets; and developing deep learning proficiencies (i.e., critical thinking and problem solving, systems thinking, collaboration, citizenship, creativity and innovation, communication).

- Specialized training for teachers (classroom, specialists), administrators, and counselors in working specifically with gifted students are implemented at the sites upon request, or as determined by the gifted specialists and/or principals. Examples of training sessions that have been conducted at the schools include, but are not limited to the following:

    - The Meaning of Gifted Testing Results: Identifying the Gifted Learner
    - Overview of Gifted Services & How Program is Designed to Meet the Needs/Qualities of Gifted Learners
    - Tools and Materials for Differentiation of Instruction for Gifted Learners (e.g., tiered lessons/instruction, curriculum compacting)
    - Definition of Gifted and Characteristics of Gifted Learners
    - Social and Emotional Needs of Gifted Students
    - Critical and Creative Thinking Skills/Questioning Strategies and Techniques
    - Impromptu meetings with parents and teachers about varying needs and issues related to giftedness and programming for gifted

STANDARD 6

PROGRAM ADMINISTRATION AND EVALUATION

The gifted education program is developed, coordinated, and evaluated at the district level.

6.1 The Associate Superintendent is responsible for establishing productive, collaborative relationships necessary for a comprehensive K-12 program.

6.2 The building principals are responsible for the day-to-day monitoring of gifted programming at the schools.

6.3 Funding for the gifted education program is consistent with its program goals.

6.4 Evaluation of progress toward program standards is ongoing, and results are reported annually.

GIFTED PROGRAM STAFF

All Gifted Specialists who have the primary responsibility of teaching gifted learners in CFSD are appropriately certified with an Arizona Gifted Education K-12 Endorsement.

Gifted Program Staff	Principal	Location/Telephone Number
Sheryl Castro Executive Director of Curriculum and Assessment		Murphey Administration Center 520-209-7500
Building Principals		Varies by site
Samantha (Tessa) Thompson Gifted Specialist	Sandy Herfkens	Canyon View Elementary 520-209-7739
Mary Florek Gifted Specialist	Andrea Davidson	Sunrise Drive Elementary 520-209-7913
Maura Baker Gifted Specialist	Rob Henikman	Manzanita Elementary 520-209-7846
Sandy Martinez Gifted Specialist	Judi Dauman	Ventana Vista Elementary 520-209-8053
Mary (Maggie) Givens Gifted Specialist	Mary Setliff	Esperero Canyon Middle School 520-209-8100
Brian Bindschadler Gifted Specialist	Mark Rubin-Toles	Orange Grove Middle School 520-209-8200
	Chris Lambert	Catalina Foothills High School 520-209-8300

PARENT INVOLVEMENT IN GIFTED CHILD EDUCATION

As specified in Arizona Department of Education Rule 7-2-406.3.a, Catalina Foothills School District makes the following information available to parents/legal guardians of students in its schools on the district website, which is linked to each school's website:

- Definition of a gifted child
- Services mandated for gifted students by the State of Arizona
- Gifted services available from and their respective time allocations in the Catalina Foothills School District
- Written criteria of Catalina Foothills School District for Referral/Screening, Identification, and Placement regarding gifted program services available to qualifying students:
    - Testing Procedures
    - Notification of Testing Results
    - Notification of Placement
    - Appeal Process
- The CFSD Gifted Education Programming Framework, which includes the scope and sequence, is available to parents on every campus, at the district office, and on district websites.

Parents are involved in gifted programming through periodic orientation meetings, volunteering, conferences (formal and informal), newsletters, email, and phone conversations. The district and/or schools ask parents for feedback from time-to-time via meetings, forums, and surveys. CFSD schools use a digital communication tool, ParentSquare to keep parents informed about the gifted program. The elementary level has a formal parent group in place. Information about the gifted program can be found on the district website under Student Support Services at https://www.cfsd16.org/academics/student-support-services/gifted-programming.

BUDGETING

The Catalina Foothills School District supports gifted education from its regular Maintenance and Operations (M&O) budget and the state gifted grant (when funding is available). The salaries of four (4) gifted specialists are paid from the district's M&O budget. The gifted specialists also receive support for supplies and materials from their respective school budgets.

In addition to site-based funds for supplies and materials, M&O and Capital funds from the district's curriculum budget are used to support the purchase of testing materials, instructional materials/resources, and salaries for summer work of the gifted specialists and/or classroom teachers, depending on the project and need. For example, fiction and nonfiction literature selections were evaluated and updated to support advanced learning of the English language Arts standards, and stipends were paid to the gifted specialists and classroom teachers to develop annual plans and units of instruction in reading to support gifted learners in third grade classrooms. Some funds have been spent on technology (software and hardware). Supplies, instructional materials, and standard technology equipment are purchased for gifted education classrooms and services using the same methodology that

is used for regular classrooms. Additional materials/resources needed for gifted education programming are funded through M&O and Capital budgets, when needed.

From the district's Capital budget, classroom furniture, equipment, and technology (both for the teacher and students) have been purchased to support instruction.

During the 2019-2020 school year, the Arizona Department of Education provided districts with the opportunity to apply for additional funding per ARS 15.779.03 to supplement efforts to provide Gifted Education programs and services for identified gifted education students, as aligned with our Gifted Education Programming Framework (scope and sequence). The gifted education specialists were asked to review materials/resources and determine what is needed to supplement the program at their schools, within the limits of the allocation and the requirements for use of the state grant funds. The majority of the funds were used to purchase testing identification materials and instructional resources and equipment.

PROGRAM EVALUATION

Information and feedback collected from stakeholders' addresses program standards with particular emphasis on student learning and achievement and is useful for program improvement. The district allocates adequate time, money, and people to conduct program evaluation. Reliable and valid methods/instruments appropriate to varying age, developmental levels, gender, and diversity of the gifted learners report the strengths, weaknesses, and critical issues of the program. Design of evaluation reporting presents results and establishes specific steps for follow-through.

Data Sources

- Student achievement data (AASA, district, and classroom assessments)
- Feedback from parents, students, and teachers
- Scholarship dollars received
- Colleges attended

Program Goals and Key Indicators of Success

Goal Area 1: Program Design

1.1 The district provides gifted programming options in kindergarten through 12th grade, which recognize gifted students' exceptional abilities for each category of giftedness and align to CFSD Curriculum Standards.

Indicator 1.1a: The continuum of gifted services and how it is delivered is available at each of the schools and on the district web site.

Evidence 1.1a: Percent of parents and educators reporting the options and strategies implemented in each programming area in CFSD for gifted students are easily accessed and clearly presented.

Indicator 1.1b: The categories of giftedness (verbal, quantitative, nonverbal) and characteristics of gifted learners are described.

Evidence 1.1b: Percent of parents and educators reporting they know the categories of giftedness and characteristics of gifted learners.

1.2 Within the gifted programming options, teachers utilize methods to maximize and facilitate students' learning and growth.

Indicator 1.2: Key differentiated instructional methods used in the gifted programming options are clearly presented and explained.

Evidence 1.2: Percent of parents and educators reporting they know the programming options available and strategies implemented in and across grade levels for gifted students.

Goal Area 2: Curriculum and Instruction

2.1. Gifted students demonstrate improvement toward or maintenance of advanced levels of performance.

Indicator 2.1: 100% of gifted students progress toward or maintain advanced performance in reading, writing, and/or math, depending on their area(s) of giftedness.

Evidence 2.1: Percent of gifted students moving toward Advanced Performance on Measurement Topic Performance Scales as well as AzMERIT state assessments.

2.2. Alternative assessment methods are used for assessing the learning of gifted students who consistently approach or meet the assessment ceiling on grade level assessments.

Indicator 2.2: 100% of teachers of gifted students name and use assessments other than grade level assessments to measure gifted student learning when such assessments do not have enough ceiling to measure the learning of gifted students.

Evidence 2.2: Percent of teachers of gifted students naming and using alternative assessments to measure gifted student learning.

Goal Area 3: Screening and Identification

3.1 The procedures for identification of gifted students are clearly delineated for all categories of giftedness.

Indicator 3.1 The district clearly communicates the procedures for identification of gifted students for all categories of giftedness to parents, students, teachers, and administrators.

Evidence 3.1: Percent parents, students, teachers, and administrators who report they know the procedures for identification of gifted students for all categories of giftedness.

3.2 The procedures by which gifted students are matched to and placed in specific gifted programming options are clearly explained and communicated.

Indicator 3.2: The district clearly explains and communicates to parents, students, teachers, and administrators the procedures by which gifted students are matched to and placed in specific gifted programming options.

Evidence 3.2: Percent parents, students, teachers, and administrators who report they know the procedures by which gifted students are matched to and placed in specific gifted programming options.

Goal Area 4: Guidance & Counseling

Goal Area 4.1: Gifted students have support structures for successful gifted programming.

Indicator 4.1: The district provides support structures for gifted students.

Evidence 4.1: Percent of parents, students, and teachers who report support structures for gifted students are in place and working.

Goal Area 4.2: Gifted students from traditionally underserved populations (e.g., minority, twice exceptional) have support structures for successful gifted programming.

Indicator 4.2: The district provides support structures for traditionally underserved gifted populations (e.g., family involvement, skill scaffolding).

Evidence 4.2: Percent of parents, students, and teachers who report support structures for gifted students identified from underserved populations are in place and working.

Goal Area 5: Professional Development

5.1 The district supports improvement of the knowledge and competencies of personnel through appropriate professional development relating to the instruction, programming, and counseling for gifted students.

Indicator 5.1: The district provides professional development in research-based practices that support gifted education.

Evidence 5.1: Number of professional development opportunities offered to support the instruction, programming, and counseling of gifted students.

5.2 Teachers and administrators build their capacity to address the instructional, social-emotional needs, and interests of gifted students.

Indicator 5.2a: Improved and enhanced skills, knowledge, and expertise of teachers and other personnel who provide instruction and support services to gifted students.

Evidence 5.2a: Increased percent of teachers, counselors, and administrators in the district who have had training in gifted education.

Indicator 5.2b: Increased, to the extent practicable, the numbers of qualified teachers providing instruction to gifted students.

Evidence 5.2b: Numbers of qualified teachers in specific programs and classrooms consisting of mainly gifted students. Qualified Teachers means a licensed, content endorsed teacher who also has an endorsement or higher degree in gifted education or who is working toward an endorsement or higher degree in gifted education.

Goal Area 6: Program Administration and Evaluation

6.1 Parents of gifted students are involved as a means of improving services and results for students.

Indicator 6.1: The district and all schools provide parents and students with information and support to advocate, communicate, and collaborate in educational programming.

Evidence 6.1: Percent of parents who report schools facilitated their understanding and input as a means of improving services and results for gifted children.

6.2 The district explores and encourages the use of resources of professional organizations and institutions of higher education to facilitate the growth of gifted education.

Indicator 6.2: The district initiates discussions with and/or accesses resources of professional organizations and institutions of higher education to help with the growth of gifted student education.

Evidence 6.2: Number of resources of professional organizations and institutions of higher education used for professional development or gifted student programming.

Goal Area 7: Budgeting

7.1 Local district maintenance and operations (M&O) funding supports gifted education.

Indicator 7.1: The salaries of all gifted specialists are supported through district M&O dollars.

Evidence 7.1: Budget allocations are present in the CFSD annual budget, which support gifted education.

7.2 Local district M&O and Capital funds support gifted education programming.

Indicator 7.2: M&O and Capital funds support people and purchase materials for gifted education programming.

Evidence 7.2: Budget allocations are present in the district budget, which supports gifted education.

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APPENDICES

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APPENDIX A

Gifted Glossary

AAGT (Arizona Association for the Gifted and Talented)
State-wide nonprofit organization devoted to improving gifted education in Arizona and dedicated to providing information and guidance necessary for parents, teachers, administrators, counselors and legislators to develop and support gifted education in our state. AAGT offers annual conference, including programs for parents. The AAGT Website offers excellent information for parents and is affiliated with NAGC. See http://arizonagifted.org .

Advanced Placement (AP)
A program developed by the College Board where high schools offer courses that meet criteria established by institutions of higher education. In many instances, college credit may be earned with the successful completion of an AP exam in specific content areas.

Asynchrony
A term used to describe disparate rates of intellectual, emotional, and physical rates of growth or development often displayed by gifted children.

Bloom's taxonomy
Developed in 1956 by Benjamin Bloom, the taxonomy is often used to develop curriculum for gifted children. There are six levels within the taxonomy that move from basic to high levels of thinking. These include knowledge, comprehension, application, analysis, synthesis, and evaluation.

Ceiling effect
The compression of top scores on a test. For example, if a group IQ test can only measure reliably to 130, then a student with an IQ of 160 (if measured by some other test) may only score 130 due to the ceiling effect of the group test. Group intelligence tests often have low ceilings, so a relatively low IQ score, perhaps 115, could be accepted as evidence of potential giftedness.

Cluster grouping
A grouping assignment for gifted students in the regular heterogeneous classroom. Typically, five or six gifted students with similar needs, abilities, or interests are "clustered" in the same classroom, which allows the teacher to more efficiently differentiate assignments for a group of advanced learners rather than just one or two students.

Compacting
Instruction entails reduced amounts of introductory activities, drill, and practice. Instructional experiences may also be based on relatively fewer instructional objectives compared to the general curriculum. The time gained may be used for more advanced content instruction or to participate in enrichment activities. Instructional goals should be selected on the basis of careful analyses for their roles in the content and hierarchies of curricula. Activities and goals should be based on pre-instructional assessment. (Definition from A Nation Deceived, volume 2, page 14.)

DT-PI (Diagnostic Testing followed by Prescribed Instruction)
Helping students learn what they do not know, rather than teaching a subject simply following a lock-step format. Read Helping students learn only what they don't already know at www.gt-cybersource.org

Dabrowski's Overexcitibilities
Research by Dabrowski showing how gifted individuals were extremely sensitive in five areas (a stimulus-response difference from the norms) such that a gifted person reacts more strongly than normal, for a longer period than normal, to a stimulus that may be very small. It involves not just psychological factors but central nervous system sensitivity. The five areas are:

- **Psychomotor** (the person needs lots of movement and athletic activity, or has trouble smoothing out the mind's activities for sleeping, and has lots of physical energy and movement, fast talking, lots of gestures, sometimes nervous tics);
- **Sensual** (the "cut the label out of the shirt" demand, a love for sensory things -- textures, smells, tastes etc. or a powerful reaction to negative sensory input such as bad smells, loud sounds, etc., aesthetic awareness -- awed to breathlessness at the sight of a beautiful sunset or cries hearing Mozart, etc.);
- **Imaginational** (person is a day dreamer, strong visual thinker, reacts strongly to dreams);
- Intellectual (person with strong academics, logical thinking, complex reasoning, good at cognitive games);
- **Emotional** (intensity of emotion, broad range of emotions, need for deep connections with other people or animals, inventing imaginary friends, deep empathy and compassion, susceptibility to depression). Highly gifted people tend to have all 5, but different people lead with different OE's (e.g. engineer leads with Intellectual, poets with Emotional and Imaginational, etc.). Variations in the levels of the individual OE's explain a great deal about temperamental differences. These five OE's describe the unusual intensity of the gifted as well as the many ways in which they look and behave "oddly" when compared to norms. (From Stephanie Tolan's definition of OE's found on www.hoagiesgifted.org.)

Differentiation
Modifying curriculum and instruction according to content, pacing, and/or product to meet unique student needs in the classroom.

Distance learning
High-tech alternative to correspondence courses, these classes are offered via satellite or Internet. For a list of programs, see http://www.hoagiesgifted.org/distance_learning.htm .

DITD (Davidson Institute for Talent Development)
Offers a Young Scholars Program. See www.ditd.org and www.gt-cybersource.org .

Dual enrollment
Enrollment in two levels of schooling simultaneously; application of credits varies. Commonly used for high school students who concurrently take college courses, for at least high school credit.

Early entrance
Entrance to any program before the regularly scheduled time. See A Nation Deceived for a discussion of the benefits.

EPGY (Educational Program for Gifted Youth)
Distance learning K-8 and advanced math program, developed by Stanford. This program is currently available through Stanford, and through Johns Hopkins as a part of its Math Tutorials program.

Flexible grouping
An instructional strategy where students are grouped together to receive appropriately challenging instruction. True flexible grouping permits students to move in and out of various grouping patterns, depending on the course content. Grouping can be determined by ability, size, and/or interest.

International Baccalaureate (IB) Program
A demanding pre-university program that students can complete to earn college credit. IB emphasizes critical thinking and understanding of other cultures or points of view. A diploma is awarded at the completion of the IB program which allows graduates access to universities worldwide. See www.ibo.org .

Intelligence Quotient (IQ)
A numerical representation of intelligence. IQ is derived from dividing mental age (result from an intelligence test) by the chronological age times 100. Traditionally, an average IQ is considered to be 100.

NAGC (National Association for Gifted Children)
National nonprofit organization addressing the unique needs of children and youth with demonstrated gifts and talents as well as those children who may be able to develop their talent potential with appropriate educational experiences. Website provides excellent information for parents of gifted. See www.nagc.org .

Percentile Rank
Percentiles are not the same as percent correct! Percentile is an age-based or grade-based rank indicating the percent of the norm group of students tested who scored less than the student. 85th percentile means only that 85 percent of students tested scored lower than the subject, not that the subject got 85% of the questions correct. Percentile scores are easily correlated to standard or IQ scores: 97th percentile is the same as standard or IQ score of 130 or above. For large populations, percentiles are an easy way to compare one child to age / grade peers.

**Note: a side effect of percentile scoring is that as more and more of the population that are being tested answer all the questions correctly on the test or any sub-test, the lower their percentile scores will become. This is particularly obvious in a small population sample such as the local percentiles, which may compare your child only to others in the same school and grade. (For complete information on testing terminology and assessment, see http://www.hoagiesgifted.org/tests_tell_us.htm and read "What Do the Tests Tell Us?"

Perfectionism
The desire to execute tasks flawlessly. Gifted children may develop perfectionism after entering school, as they perform better than their classmates. Later, such perfectionism may lead to avoiding challenges so as not to appear imperfect. See "A Parent's Guide to Gifted Children", by Dr. James Webb et al, for a full discussion of social/emotional issues of the gifted.

Pull-out Program
A program that takes a student out of the regular classroom during the school day for special programming. In most districts in Arizona, the program addresses math or reading/language arts.

Social-Emotional Needs
Gifted and talented students may have affective needs that include heightened or unusual sensitivity to self-awareness, emotions, and expectations of themselves or others, and a sense of justice, moral judgment, or altruism. Counselors working in this area may address issues such as perfectionism, depression, underachievement or career planning.

Stanine
Another representation of the percentile score. Stanine divides the percentiles into 9 divisions, with the 4, 5 and 6th stanine considered average, 7th and 8th stanine considered above average, and 9th stanine considered very much above average. The percentage of test scores in each stanine is as follows:

STANINE	PERCENT OF SCORES	PERCENTILES
1	4	0th-3rd
2	7	4th-10th
3	12	11th-22nd
4	17	23rd-39th
5	20	40th-59th
6	17	60th-76th
7	12	77th-88th
8	7	89th-95th
9	4	96th+

Telescoping
Instruction that entails less time than is normal (e. g., completing a one year course in one semester, or three years of middle school in two). Telescoping differs from curriculum compacting in that time saved from telescoping always results in advanced grade placement. (From A Nation Deceived, volume 2, page 14.)

Twice Exceptional
A term used to describe a student that is both gifted and learning disabled. These students may also be referred to as having dual exceptionalities or as being GT/LD.

Underachieving or Underachievement
A term used to describe the discrepancy between a student's performance and their potential, or ability to perform at a much higher level.

APPENDIX B State-Approved Tests

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APPENDIX C CFSD Gifted Programming Standards at a Glance

STANDARD 1: PROGRAM DESIGN

Gifted educational programming includes comprehensive services based upon philosophical, theoretical, empirical foundations, and state statutes.

1.1 Gifted programming is guided by the district's mission statement.
1.2 The CFSD K-12 curriculum defines expectations that challenge gifted learners.
1.3 The education of gifted learners is a shared responsibility between general education and gifted education personnel at all levels.
1.4 Instructional adaptations for gifted learners are guided by district gifted program standards.
1.5 A K-12 continuum of services is matched to the needs of gifted learners.
1.6 The services for gifted learners are an integral part of the school day.
1.7 Gifted students have opportunities to learn with and from intellectual peers.

STANDARD 2: CURRICULUM AND INSTRUCTION

Differentiated K-12 instruction addresses the unique needs of gifted learners.

2.1 Classroom instruction is adapted, modified, or replaced to challenge gifted learners.
2.2 Instructional pace allows for the accelerated learning rate of gifted learners.
2.3 Opportunities for acceleration within subjects or by grade are provided to gifted learners.
2.4 A variety of services extend learning beyond the classroom.

STANDARD 3: SCREENING AND IDENTIFICATION

An ongoing comprehensive process is used to determine eligibility for gifted services.

2.1 Determination of eligibility for appropriate education services for gifted learners is based on both formal and informal assessment.
2.2 A profile of students' assessed learning strengths and needs is developed and maintained in order to plan and deliver appropriate services.
2.3 Procedures ensure ongoing student identification and evaluation for continued participation.

STANDARD 4: GUIDANCE AND COUNSELING

Recognizing the characteristics of gifted learners and nurturing their socio-emotional development is an integral part of gifted programming.

4.1 Training in the characteristics and socio-emotional needs of gifted learners is provided to students, parents, and staff.
4.2 Appropriate intervention is provided to under-achieving or at-risk students.
4.3 Learners have access to course selection, college, and career guidance specific to their interest, talents, and/or needs.

STANDARD 5: PROFESSIONAL DEVELOPMENT

The knowledge and skills of all school staff that work with gifted learners are systematically developed.

5.1 Professional development is ongoing at all levels.
5.2 The educational staff is provided time and other support necessary to differentiate instruction.
5.3 Teachers responsible for gifted programming or who teach classes in which the majority is identified as gifted are certified in gifted education.

STANDARD 6: PROGRAM ADMINISTRATION AND EVALUATION

The gifted education program is developed, coordinated, and evaluated at the district level.

6.1 The Associate Superintendent is responsible for establishing productive, collaborative relationships necessary for a comprehensive K-12 program.
6.2 The building principals are responsible for the day-to-day monitoring of gifted programming at the schools.
6.3 Funding for the gifted education program is consistent with its program goals.
6.4 Evaluation of progress toward program standards is ongoing, and results are reported annually.

APPENDIX D Elementary Program Services & Elementary Forms & Letters

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APPENDIX E Middle School Program Services & Middle School Forms & Letters

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APPENDIX F Gifted Resources

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