



Gifted Education

Statute Criteria for the Gifted Scope & Sequence.

The gifted scope and sequence needs to address the following criteria per [ARS §15-779](#). The scope and sequence shall be a written program description which demonstrates articulation across all grades and schools to ensure opportunities for continuous progress and shall include:

Program Design: Includes a statement of purpose, general population description, goals and objectives, program models, and time allocation for services.

- ☐ **Programs and Services:** Designed for gifted pupils as an integrated, differentiated learning experience during the regular school day and that is commensurate with the academic abilities and potential of a gifted pupil.
 - [Gifted Program Model Overview](#)
- ☐ **Transfer Pupils:** The LEA provides gifted education to transfer pupils who are identified as gifted without unreasonable delay and places transfer students in the program as soon as eligibility has been verified.

Identification: Describe the identification process and placement criteria including provisions for special populations

- ☐ Serve students who score at or above the 97th percentile on national norms in any one of three areas, verbal, non-verbal, or quantitative reasoning on any state board approved test.
 - Students who score below the 97th percentile may also be served.
- ☐ Accepts scores at or above the 97th percentile on any state board approved test submitted by other LEAs or by qualified professional as valid placement in the program.
- ☐ The LEA make testing available for students K-12 on a periodic basis but **not less than** three times per year.
- ☐ The LEA provides for routine screening for gifted pupils using one or more tests adopted by the state board.
 - [AZ State Board Approved Test List for Identification of Gifted Students](#)
 - [AZ State Board Approved Test List for Identification of Gifted Students Supplemental Guidance](#)
- ☐ Uses tests or sub-tests that are demonstrated to be effective with special populations, including those with a disability or difficulty with the English language, when identifying gifted pupils from special populations.

Curriculum, Instruction, and Supplemental Services:

- ☐ **Curriculum:** Expanded academic course offerings may include, for example, one or more of the following:
 - acceleration, enrichment, flexible pacing, interdisciplinary curriculum, seminars

- ☐ **Curriculum:** Explanation of how gifted education for gifted pupils differs from regular education in such areas as:
 - Content, including a broad-based interdisciplinary curriculum.
 - Process, including higher level thinking skills.
 - Product, including variety and complexity.
 - Learning environment, including flexibility.
- ☐ **Instruction Differentiation:** Emphasizes the development of higher order thinking, may include:
 - creative thinking, critical thinking, problem-solving skills
- ☐ **Instruction:** Modifies the course of study and adapts teaching methods, materials and techniques to provide educationally for those pupils who are gifted and possess superior intellect or advanced learning ability, or both, but may have an educational disadvantage resulting from a disability or a difficulty in writing, speaking or understanding the English language due to an environmental background in which a language other than English is primarily or exclusively spoken.
- ☐ **Supplemental Services:** Offered to meet the needs of each gifted student, may include: guidance and counseling, mentorships, independent study, correspondence courses, concurrent enrollment
- ☐ **Social Development:** Describe the affective support and services for gifted learners.

Professional Development: Describe elements of professional development of administrators, teachers, school psychologists, and counselors.

- ☐ Teachers who have the primary responsibility for teaching gifted students obtained or are working toward obtaining the appropriate gifted endorsement

Parent & Community Involvement: Describe the active partnership between the district, parents, and the gifted community.

- ☐ The LEA has developed policies and procedures which ensure that parents or legal guardians are:
 - Given the opportunity to have their children tested;
 - Given advance notice of the week that their children are to be tested;
 - Given the opportunity to withhold permission for testing.
 - Given written criteria of the LEA for referral, screening, selection, and placement

Program Assessment:

- ☐ Outline the procedures and criteria for evaluation of student and program outcomes

Budget: Provide a general description of budget considerations for gifted education including funding sources and resource allocation to support identification, instructional materials, professional development, and program implementation.

- ☐ Includes separate data on identification and program costs as well as any other data required by the superintendent of public instruction to administer and evaluate the program effectively.

Note: If the governing board fails to submit the scope and sequence for gifted pupils as prescribed or if the scope and sequence submitted by the governing board fails to receive full approval by the superintendent of public instruction, the school district is not eligible to receive state aid.