

***Scope and Sequence  
For Gifted Education***

***Osborn School District # 8***



# Table of Contents

I. Introduction.....	3
II. Gifted Student Description.....	4
III. Screening, Identification, and Placement.....	5
IV. Program Mission Statement .....	6
V. Program Goals.....	7
VI. Grade-level Program Options for Gifted Services.....	8
VII. Parent Involvement.....	11
VIII. Table of Program Options for Gifted Services.....	13

## INTRODUCTION

*Experience has shown that setting high expectations for students improves academic achievement. Students excel when challenged.* (Arizona Academic Standards)

The mission of the Arizona Department of Education is to nurture academic excellence and improve student achievement among all students. To this end, the Legislature of the State of Arizona has established this mandate for students who are gifted:

*Because it is in the public interest to support unique opportunities for high-achieving and underachieving pupils who are identified as gifted, the governing board of each school district shall provide gifted education to gifted pupils identified as provided in this article. Special education for gifted pupils shall only include expanding academic course offerings and supplemental services as may be required to provide an educational program which is commensurate with the academic abilities and potentials of the gifted pupil.* (A.R.S. 15-779.01.)

*The Governing Board of each school district shall 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)

*The Governing Board shall submit the scope and sequence to the department of education for approval on or before July 1 if any changes were made during the previous fiscal year. The Governing Board shall submit the scope and sequence to the department of education for approval on or before July 1 every five years if no changes were made during the previous five years.* (A.R.S. 15-779.02)

Recognizing that learners differ in important ways, the Osborn School District assures a quality education for each student by identifying these significant differences and establishing appropriate expectations for them to achieve maximum growth. Gifted Education is an integral part of the total mission of the Osborn School District. We are committed to gifted education for gifted students to help them develop their extraordinary abilities and recognize their unique values, needs, and talents. The program for gifted students is designed to aid in the optimum development of their intellectual, emotional, and social abilities and to honor the diversity among the identified gifted students through the provision of varied placement options and differentiated and more challenging curriculum.

The Arizona Academic Standards form the foundation of curriculum for all district programs. Modifications made in the curriculum for gifted students will ensure that students have mastered the standards and will provide extensions for students to meet or exceed the standards at the highest level.

## GIFTED STUDENT DESCRIPTION

Students with exceptional abilities and talents are found in all cultural and linguistic groups, in all economic levels, in all geographic areas of the state, in all domains of intelligence and in groups of individuals who also have disabilities. The official definition of “gifted child” is found in Arizona Revised Statute § 15-779.

“Gifted child” means a child who is of lawful school age, who due to superior intellect or advanced learning ability, or both, is not afforded an opportunity for otherwise attainable progress and development in regular classroom instruction and who needs appropriate gifted education services to achieve at levels commensurate with his intellect and ability.” (A.R.S. 15-779)<sup>1</sup>

Although each gifted student is unique, gifted students do have some characteristics in common. They usually are swift and efficient learners, may make intuitive leaps, quickly sense patterns in information, ask themselves questions about perceived patterns in order to understand them, and form connections among stored concepts and related bits of new information to modify their existing knowledge base. In their area of interest, they are able to construct clear mental maps that organize concepts efficiently; they are able to think flexibly about new possibilities, and they thrive on questions and problems that have a wide range of possible answers instead of those that have one correct answer.

Gifted students develop asynchronously. This means that they are intellectually advanced in one or more areas, yet may have difficulties or be very average in other areas. Their motor skills may or may not match those of other same age children. The same is true for social skills. In addition, social skills may be advanced. Young gifted children progress through developmental milestones more rapidly, and sometimes prefer to associate with older children or adults who are more likely to understand their vocabulary and the complexity of their ideas.

One important point is that gifted students of the same age are not alike. There are differences between moderately gifted, highly gifted, and profoundly gifted students that may require as much curriculum differentiation within the group as is necessary between moderately gifted students and their non-gifted peers. Program modifications for gifted students must be sufficiently varied and flexible that these students can be provided challenging learning experiences and appropriate resources.

In the Osborn School District, 2.6 % of students are identified as gifted. Students from at-risk populations are identified through multifaceted procedures, including blanket screening at 2<sup>nd</sup> grade using the *Naglieri Nonverbal Abilities Test I* (NAAT), a state-approved assessment more appropriate for screening students in the lower grades with limited educational experiences.

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<sup>1</sup> School districts may identify any number of pupils as gifted but shall identify as gifted at least those pupils who score at or above the ninety-seventh percentile, based on national norms, on a test adopted by the state board of education.

## SCREENING, IDENTIFICATION AND PLACEMENT

Early identification is essential for the intellectual and emotional health of gifted children because it enables early intervention. Consequently, the governing board of the Osborn School District has adopted a multifaceted approach to screening and identification of gifted learners. Prior to being given tests to determine gifted program eligibility, all students who are nominated for gifted assessment will be given routine hearing and vision screening tests.

- Young children may be nominated for a gifted program by parents, guardians, preschool teachers, or other community members.
- Students currently enrolled in district schools may be nominated by parents, teachers, or peers. They may also nominate themselves.
- Students who score *Exceeds* in either the Mathematics or Reading section of the AZ State Assessment test will automatically be tested for possible placement in the gifted program.
- The *Naglieri Nonverbal Abilities Test* (NNAT) is administered to all 2<sup>nd</sup> grade students at the end of the academic year.

Nominated students will be assessed with parent permission on one or more tests from the Arizona State Board of Education Approved Test List. Students will be tested in verbal, quantitative and non-verbal areas.<sup>2</sup> Students who score at or above the 95<sup>th</sup> percentile on any of these three sections of the test, or have a full composite score above the 95<sup>th</sup> percentile, will be offered placement in the gifted program. Students who score below 95% but above 90% on any of the three sections enter the screening process.

The Screening Process commences with a meeting of the School Placement Committee chaired by the principal or designee and psychologist. This committee reviews data on each child and requests further information that may include alternative assessment measures, portfolio data and other informal evaluation data used to augment formal assessment processes. The committee then analyzes the results of the screening and testing processes and makes recommendations for appropriate placement.

Students identified as gifted who are also learning disabled or otherwise neurologically compromised are identified as *twice-exceptional*. The School Placement Committee for twice-exceptional students must include the psychologist and special education teacher to address these students' duality and special education services as outlined in their Individual Education Plans.

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<sup>2</sup> In compliance with R7-2-406 A.1.b, the Osborn School District accepts scores at or above the 97<sup>th</sup> percentile on any State Board approved test submitted by other local education agencies or by qualified professionals, AND R7-2-406.a.1.c., the Osborn School District will place transfer students as soon as the district has verified eligibility.

## **PROGRAM FOR GIFTED STUDENTS**

### **MISSION STATEMENT**

Appropriate curriculum for gifted students must be qualitatively different from the regular school program. As the governing board and staff of Osborn School District are committed to the encouragement of excellence and optimal talent development among gifted students, the district has developed a comprehensive program of educational interventions to meet the needs of our gifted students.

The Osborn School District implements the following curriculum modifications to differentiate programs for gifted learners:

1. For all identified gifted learners:
  - a. Gifted Learner Plan
2. For all identified gifted learners grades 1-6:
  - a. Cluster gifted learners at grade level and instructional level
3. For all identified gifted learners grades 7-8:
  - a. Honors classes
  - b. Independent Study
4. Additional program options:
  - a. Content acceleration, compacting or testing out
  - b. Grade acceleration – single subject
  - c. Grade acceleration, skipping one or more grades
  - d. Participation in academic competitions
  - e. Integrated cross-disciplinary program

The program of study for each gifted learner is determined by a team including the parent/guardian, student (if appropriate) and school personnel. Together they create a *Gifted Learner Plan* clearly articulating the academic and non-academic goals, strategies to achieve these goals and measures of progress. These individual plans are designed to communicate to gifted learners that their giftedness and talents are recognized and valued, that their learning styles are included in the instructional planning and that they have autonomy and responsibility for establishing some of their educational goals.

## **PROGRAM GOALS**

- The curriculum for gifted students will encompass a high level of cognitive concepts and processes beyond those provided in the regular school program
- Direct instruction and enrichment opportunities will facilitate the development of skills in critical thinking, creativity, inductive/deductive reasoning, and problem solving.
- Broad themes, appropriate to several disciplines, will be used to provide the stimulus to help students build cohesive understanding of the inter-relationships among various disciplines.
- Learning environments will incorporate activities to help students develop the following traits and skills: independence, openness to new ideas, innovation, exploration, self monitoring, creative expression, planning, risk taking and decision-making and other executive thinking processes.
- Students will be encouraged and enabled to conduct in-depth study and research within a specific academic discipline or within an area of personal interest.
- Meeting the unique affective, social and personal needs of gifted students will be an integral part of the program.
- The diversity of individuals and cultures will be honored and integrated into substantive curricular content.
- Provisions will be made for gifted students who are Limited English Proficient or with special needs to facilitate successful interaction with gifted peers and achievement of individual goals.



## GRADE-LEVEL PROGRAM OPTIONS FOR GIFTED STUDENTS

Level	Program	Description of Curriculum Modifications
<b>K-1</b>	Gifted Clusters	Small groups of gifted students (at least 3) are clustered for instruction with accelerated content and processes that meet higher-level standards than their classmates.
	Gifted Learner Plan	The gifted student, her/his parent/guardian, and school personnel agree to a formal plan; the plan includes academic and non academic goals, strategies to achieve these goals and measures of progress. They may include both in-school and out-of-school options selected to enhance development of advanced intellectual abilities as well as physical & social skills.
	Content acceleration, compacting or testing out	Students move rapidly through the concepts and skills of one or more Arizona Academic Standards, exceeding proficiency at the grade enrolled and accelerating to the performance objectives of the next grade level or beyond.
	Grade acceleration-single subject	Students who are gifted in a specific academic area are placed at a higher grade level for instruction in that subject only. This option may necessitate arrangements to travel between schools (e.g., elementary to middle, middle school to high school).
	Grade acceleration	Highly/exceptionally gifted students enroll in a higher grade for all subjects. These students may need two or more full years of grade skipping but grades skipped may not necessarily be done all at once.
	Integrated cross-disciplinary program	<p>Content is more abstract, complex, varied, and accelerated to incorporate the Arizona Academic Standards.</p> <p>Processes include critical and creative thinking skills, discovery learning, open-ended problem solving, faster pacing, and choice of learning activities.</p> <p>Products are developed in response to real problems/opportunities, for real audiences, and in self-selected format.</p>

Level	Program	Description of Curriculum Modifications
<b>2-6</b>	Gifted Clusters	Small groups of gifted students (at least 3) are clustered for instruction with accelerated content and processes that meet higher-level standards than their classmates.
	Gifted Learner Plan	The gifted student, her/his parent/guardian, and school personnel agree to a formal plan; the plan includes academic and non academic goals, strategies to achieve these goals and measures of progress. They may include both in-school and out-of-school options selected to enhance development of advanced intellectual abilities as well as physical & social skills.
	Content acceleration, compacting or testing out	Students move rapidly through the concepts and skills of one or more Arizona Academic Standards, exceeding proficiency at the grade enrolled and accelerating to the performance objectives of the next grade level or beyond.
	Grade acceleration-single subject	Students who are gifted in a specific academic area are placed at a higher grade level for instruction in that subject only. This option may necessitate arrangements to travel between schools (e.g., elementary to middle, middle school to high school).
	Grade acceleration	Highly/exceptionally gifted students enroll in a higher grade for all subjects. These students may need two or more full years of grade skipping but grades skipped may not necessarily be done all at once.
	Integrated cross-disciplinary program	<p>Content is more abstract, complex, varied, and accelerated to incorporate the Arizona Academic Standards.</p> <p>Processes include critical and creative thinking skills, discovery learning, open-ended problem solving, choice of learning activities, small-group interaction, greater variety, evidence of reasoning. Products are more varied, developed for real audiences in response to real problems/ opportunities, in self-selected format, and evaluated by students &amp; others using criteria established by experts in the relevant field.</p>

Level	Program	Description of Curriculum Modifications
7-8	Gifted Learner Plan	The gifted student, her/his parent/guardian, and school personnel agree to a formal plan; the plan includes academic and non academic goals, strategies to achieve these goals and measures of progress. They may include both in-school and out-of-school options selected to enhance development of advanced intellectual abilities as well as physical & social skills.
	Content acceleration, compacting or testing out (Science, Social Studies and Electives)	Students move rapidly through the concepts and skills of one or more Arizona Academic Standards, exceeding proficiency at the grade enrolled and accelerating to the performance objectives of the next grade level or beyond.
	Grade acceleration-single subject	Students who are gifted in a specific academic area are placed at a higher grade level for instruction in that subject only. This option may necessitate arrangements to travel between schools (e.g., elementary to middle, middle school to high school).
	Grade acceleration	Highly/exceptionally gifted students enroll in a higher grade for all subjects. These students may need two or more full years of grade skipping but grades skipped may not necessarily be done all at once.
	Honors Classes	<p>Mathematics—Algebra (7<sup>th</sup> Grade) and Algebra and Geometry (8<sup>th</sup> Grade)</p> <p>Literacy—Multigrade 7-8 Interdisciplinary Reading/Writing</p> <p>Content is more abstract, complex, varied, and accelerated to incorporate Exceeds Level Arizona Academic Standards.</p> <p>Processes include critical thinking skills (decision-making, planning, forecasting, monitoring), metacognition, community problem solving, faster pacing, greater choice of learning activities, varied group interaction, greater variety, evidence of reasoning.</p> <p>Products are more varied transformations or syntheses, are developed for specific audiences in response to community-based problems/opportunities, are in self-determined format, are evaluated by students &amp; others using criteria established by experts in the relevant fields. Products may be a result of collaboration among members of a small group.</p>
	Independent Study (Science, Social Studies and Electives)	A student proposes an in-depth investigation or creative project in an area of interest, prepares a plan that includes a brief explanation of the project, needed resources, form of product, timeline for completion, and criteria for evaluation.

## PARENT INVOLVEMENT

The Governing Board and administration of Osborn School District have adopted the following procedures to promote cooperation between parents of gifted children and district staff. Parents or legal guardians of students shall be provided the following information:

### Definition of a Gifted Child

*“Gifted child” means a child who is of lawful school age, who due to superior intellect or advanced learning ability, or both, is not afforded an opportunity for otherwise attainable progress and development in regular classroom instruction and who needs appropriate gifted education services to achieve at levels commensurate with his intellect and ability.” (A.R.S. 15-779)<sup>3</sup>*

### Services Mandated for Gifted Students by the State of Arizona

*The Governing Board of each school district shall 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)*

### Services Available from the Osborn School District

Services described in this scope and sequence are available to all eligible students in the Osborn School District. This document is available upon request and is posted on our district website [www.osbornnet.org](http://www.osbornnet.org)

### Written Criteria of Osborn School District for Referral, Screening, Selection, and Placement

Copies of referral and nomination forms are available upon request from the school principal or psychologist. Three times a year the school notifies all parents and staff that gifted screening will be scheduled. Forms in English/Spanish are provided to all parents or guardians upon request for gifted students. The process of referral, screening, selection and placement is described in this scope and sequence.

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<sup>3</sup> School districts may identify any number of pupils as gifted but shall identify as gifted at least those pupils who score at or above the ninety-seventh percentile, based on national norms, on a test adopted by the state board of education.

### Testing Procedures

Osborn School District will administer one or more state-approved gifted tests no less than three regular intervals throughout the year. Notices of testing dates are placed on the school district calendar. Notices/reminders also are placed in school newsletters, and on the district website. As a part of the nomination/referral form, parents are given an opportunity to grant or withhold permission for testing. Nomination/referral forms and information letters to parents are provided in English and Spanish.

### Notification of Testing Results and Placement

School psychologists will send letters to parents or guardians of tested students, at their address of record, within 30 days after the scheduled test date, to report test results and placement decisions. Letters are provided in English and Spanish.

If a parent or legal guardian requests an explanation of test results, the school psychologist will set up an appointment for the parent or legal guardian to explain test results. Parents or guardians have the right to grant or withhold permission for placement.

When placement is approved, the teacher will initiate a meeting with the student's parent/guardian to develop the student's Gifted Learner Plan.

**TABLE OF PROGRAM OPTIONS FOR GIFTED SERVICES**

	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
Gifted Learner Plan	*	*	*	*	*	*	*	*	*
Integrated cross-disciplinary program	*	*	*	*	*	*	*	*	*
Cluster Grouping in Heterogeneous Classroom	*	*	*	*	*	*	*		
Content acceleration, compacting and testing out	*	*	*	*	*	*	*	*	*
Grade Acceleration – single subject	*	*	*	*	*	*	*	*	*
Grade Acceleration (Skipping)	*	*	*	*	*	*	*	*	*
Independent Study								*	*
High School Enrollment in selected subjects								*	*
Honors Classes								*	*