



Gifted and Talented Handbook 2015-2016



Beaver Dam Elementary School
Beaver Dam Junior/Senior High School

Littlefield Unified School District #9
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Gifted and Talented Handbook

Definition of a Gifted Student: A school-age child who possesses superior intellect or advanced ability and needs opportunity for attainable progress and development beyond regular classroom instruction with appropriate gifted services to achieve at levels commensurate with the child's intellect and ability.

Definition of Gifted Education: Students are identified as gifted at LUSD that score above the 97th percentile on national norms, on a test of verbal, quantitative, or non-verbal reasoning adopted by the State Board of Education. Multiple screening and testing tools, including the Woodcock Johnson, WISC, and KTEA, are used to ensure that all students including underserved gifted populations are afforded an opportunity to receive gifted services. Students who do not qualify based on this test may petition for an Administrative Review (see identification section of Scope and Sequence. (A.R.S. 15.779)

LUSD Philosophy: LUSD is committed to providing gifted students special education services which will help them develop their unique talents. The program for gifted students is designed to aid in the optimum development of intellectual, emotional, and social abilities. This will be accomplished through varied placement options and a differentiated, challenging curriculum.

Goals of Gifted Program:

- Promote mastery of state standards from K – 12th grade
- Enrich, accelerated, and/or modify the curriculum
- Provide a qualitatively differentiated curriculum that addresses content, process, produce and learning
- Develop critical and creative thinking skills
- Develop self-motivation
- Develop self-concept and interpersonal skills
- Develop higher order thinking skills
- Train teaching staff about the unique needs of gifted students

Service Delivery:

One specialist is currently completing coursework for the provisional gifted endorsement. Support services are available in the area of counseling and psychologist through Encompass Health Services.

Grades K-6

Differentiated instruction within the regular classroom: BT reteach, enrichment, accelerated content, cluster grouping

Instructional strategies tailored to the needs of the gifted student such as open-ended questioning, projects, Socratic circles...

Use of higher level Bloom Taxonomy thinking skills for analyzing, synthesizing, and evaluating
Focused direction instruction for engaging in more complex tasks

Grades 7-12

Content-driven

Accelerated Learning

Flexible grouping/multi-age courses

Interdisciplinary courses

Credit alternatives via OdesseyWare and Primavera

In addition the gifted instructional coach works collaboratively with administrators, regular classroom teachers, parents, and students at each site to discover and enhance the talents, strengths, interests and learning styles of elementary students.

In K – 6 classrooms, gifted students are provided extension activities in content areas.

Identified gifted and talented students in K-6 are provided pull-out instruction several times weekly for developing critical thinking skills.

Curriculum in all content areas contains instructional strategies that are tailored to the needs of gifted learners. Science is inquiry based; social studies is process oriented, students are able to accelerate in the area of mathematics, leveled books, and Accelerated Reader to allow students to read and perform at appropriate levels.

Structure of Gifted Education:

- 1) Differentiated instruction within regular classroom
- 2) Flexible groupings (reteach and enrich)
- 3) Cluster within regular classroom
- 4) Pull-out twice a week with gifted coach for higher level thinking skill development

Referral Process:

- 1) Recommendation packet is completed and distributed to Student Success Team. (May be completed anytime throughout the year.)
- 2) SST reviews cumulative records and school student tracking data
- 3) SST requests additional information through student interview, teacher input form, and parent information form.
- 4) SST submits letter to parent regarding referral and identification progress.
- 5) Student is referred to psychologist for further testing in cognitive areas (WISC).
- 6) SST makes recommendation to Administrative Review Team

Testing Instruments Used:

- 1) WISC (accepted through Special Education testing)
- 2) KTEA (Above 90% in reading and math)
- 3) AzMerit (95%)
- 4) Dibels (words correct – 95%)
- 5) STAR (above grade level)
- 6) Galileo (pre, post, and benchmark tests above 75%)

Parent Notification:

- Formal letter to parents of decision based on qualification factors.
- Opportunity to appeal decision to administrative review team provided.
- Meeting held with administrative review team.
- Opportunity to meet with gifted instructional coach to discuss test scores. Formal letter to parents of decision based on qualification factors.
- Opportunity to appeal decision to administrative review team provided.
Meeting held with administrative review team.
- Opportunity to meet with gifted instructional coach to discuss test scores.

How Instruction is Differentiated:

- 1) Instructional strategies that are used most frequently within differentiated K-6 classrooms include: Centers, flexible groupings in math and reading, hands-on projects in math and science, portfolios.
- 2) Marzano effective instructional strategies referred to and reviewed throughout the year.
- 3) Friday assessments (Beyond Textbooks) determine students and topic for next week's enrichment activities and groupings.

How needs of Gifted and Talented Students are Met:

- 1) Gifted lead teacher available or individual assistance and support of gifted K-6.
- 2) Teachers are available before school, during lunch, prep time, and after school to address individual affective needs of gifted students.
- 3) Training to deal with the affective needs of gifted students available and provided during the year.

How Program is Evaluated:

- 1) Parent surveys gathered and tabulated with all comments recorded.
- 2) Gifted and Talented Teacher/Director observed and evaluated in GATE instruction
- 3) Anecdotal notes compiled of parent/student comments.

Key Indicators of Program Success:

- 1) Student interest
 - 2) Positive parent feedback
 - 3) Student test score analysis
 - 4) Student attendance
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