



Deer Valley Unified School District

GIFTED SERVICES

HANDBOOK

2013-2014



20402 N. 15th Avenue, Phoenix, AZ 85027-3636
Phone (623) 445-5000 Fax (623) 445-5084
www.dvUSD.org

Fast Facts

Deer Valley Unified School District does not discriminate on the basis of race, color, national origin, gender, age, or disability in admission to its

Our Students

- ❖ Over 1,600 DVUSD students receive gifted services at all of our 29 K-6 and K-8 schools
- ❖ 60% of this year's District Spelling Bee participants are in gifted programs
- ❖ Renaissance musicians have performed at the state level Arizona Association of Gifted & Talented conference in 2012 and 2013
- ❖ Students in gifted programs:
 - Scored 99.9% Reading Proficient on AIMS
 - Scored 99.8% Math Proficient on AIMS

Our Teachers

- ❖ DVUSD gifted services teachers are committed to gifted professional development and have participated in:
 - Over 50 hours of Junior Great Books training (The Great Book Foundation)
 - Over 360 hours of gifted course work by Donna Campbell, M.Ed (Current AAGT President)
 - Over 150 hours of professional development through DVUSD Gifted Services
- ❖ 78 teachers currently hold either a provisional or full Gifted Endorsement
- ❖ 100% of DVUSD gifted services teachers are Highly Qualified and properly certified
- ❖ Staff at all schools receive training on gifted students' characteristics and needs, differentiation, gifted non-negotiables, and strategies for success

Our Services

- ❖ Gifted testing for any enrolled DVUSD student with teacher, parent or self referral is offered three times a year (Kindergartners are tested in the Spring of their Kindergarten year)
- ❖ A continuum of gifted services and programs are offered from grade 1 through high school
- ❖ Elementary options include Cluster Model, SAGE (Pull-out) and Renaissance Academy (Self-contained)
- ❖ Middle school options include Renaissance Academy (Self-contained), Advanced Placement and high school honors courses
- ❖ High school options include Honors and Advanced Placement courses, International Baccalaureate program

Our Awards and Recognition

- ❖ Arizona Association for Gifted and Talented (AAGT) Gifted Teacher of the Year – Mrs. April Barnes 2012
- ❖ Norterra Canyon School received the "Superintendent's Award for Excellence in Programming" for gifted cluster model, 2011-12
- ❖ West Wing was awarded additional funding for Cluster Classroom resources from DVEF Innovation Grant, 2012-13
- ❖ Mrs. Behren's sixth grade Renaissance class placed in the top 2% of the Math Olympiad. Five individual students won gold pins (top 2%) or silver pins (top 3-10%)
- ❖ Our 2012-2013 District Spelling Bee winner is a sixth grade Renaissance Academy student
- ❖ A team of Renaissance Academy 3rd graders won first place in the 2nd-5th grade Rubik's Cube competition at ASU West in 2012

programs, services, or activities, in access to them, in treatment of individuals, or in any aspect of their operations.

Deer Valley Unified School District no discrimina por motivos de raza, color, origen nacional, género, edad o discapacidad en la admisión a sus programas, servicios o actividades, en el acceso a ellos, en el tratamiento de las personas, o en cualquier aspecto de sus operaciones.

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DVUSD Continuum of Gifted Services Program Models

Qualified students are those who have met the published placement qualifications.

Gifted Cluster Model

Pages 7-8

Cluster grouping is a full day service model. Gifted students are grouped (4-8 identified students) together in a classroom with teachers who are trained to adapt the curriculum and environment for gifted students. These teachers understand and value the unique academic and emotional needs of gifted students, and have built a classroom environment that challenges students in every content area. Gifted students benefit from being grouped with their intellectual peers within a differentiated and enriching classroom. They participate in critical thinking, inquiry, and problem solving. Students are empowered to become organized, self-directed, lifelong learners.

Classroom compositions are carefully structured with two main goals: to ensure that there is a balance throughout the grade level, and to reduce the learning range found in any given classroom. This system provides opportunities for teachers to more readily respond to the needs of all their students. Acceleration opportunities are available and considered based on individual readiness and needs.

Content Replacement Pullout Model (SAGE)

Pages 9-10

SAGE is a content replacement program in language arts and math for identified gifted students in grades 3-6. Students meet daily in a self-contained grouping, in lieu of general education classrooms to receive their instruction in English language arts and/or math from an endorsed gifted teacher. Curriculum, materials, and content are accelerated and enriched at the appropriate challenge level for students. The pace of instruction is quick with discussions probing for breadth and depth as well as precision and clarity. Students are encouraged to problem solve, think critically and persevere to reach their potential for achievement.

SAGE offers an environment of like minds for the duration of a full class period in either English language arts and/or math. The SAGE learning environment provides opportunities to see and make connections from prior learning, across curricular areas, to present learning.

Self Contained for Highly Gifted

Pages 11-14

Renaissance Gifted and Music Academy at Highland Lakes (Grades 1-8)

Renaissance Gifted and STEM Academy at Canyon Springs (Grades 1-4)

The Renaissance Academy provides an all-day differentiated learning experience addressing the individual needs of highly gifted students. Students acquire a solid foundation in the content areas of mathematics, language and communication arts, social studies, science, and technology literacy and work at advanced levels within these content areas at an accelerated pace. Learning opportunities include engagement in higher order and critical thinking skills; personal development and responsibility; and community and peer involvement.

In this learning community of supportive and collaborative peers, students are expected to take responsibility and ownership for their academic achievement and personal growth framed by their strengths and interests.

Qualified students are those who have met the published placement qualifications, and who have applied and been accepted to attend the Renaissance Academy.

At the middle school level, advanced-level courses in mathematics and language arts are designed to provide a more rigorous curriculum and higher expectations for student performance. Advanced Science and Social Studies courses are available at select middle schools. Students qualify for placement in an advanced level course by meeting the district requirements for placement in the gifted program or meeting school standards for honors placement.

Advanced courses provide enriching, rigorous curriculum that engages high ability and high achieving students. Students must have the potential to accelerate through content standards and commit to more in-depth study. Curriculum in advanced courses is more sophisticated and complex. Instruction incorporates creative and productive thinking, problem solving, critical thinking skills, research, personal development and communication. Advanced courses prepare students for high-school level honors, advanced placement, and International Baccalaureate (IB) courses.

Additional Special Programs include:

- Advanced English Language Arts at all K-8 and 7-8 schools
- Advanced Social Studies and Science at Highland Lakes, DVMS, DSMS, and HMS
- Algebra Honors at all K-8 and 7-8 schools
- Geometry Honors (located at feeder high school)
- International Baccalaureate Middle Year Program (IBMYP) *Candidate School Phase* at Paseo Hills School

High School Opportunities

At the high school level, honors and advanced-level courses are available at all schools providing a more rigorous curriculum and higher expectations for student performance. Students qualify for placement by meeting school standards for honors and AP placement. International Baccalaureate (IB) courses are available at BGHS.

Additional Special Programs include:

- Academy of American Studies at SDOHS
- Aerospace Science at DVHS and SDOHS
- Career and Technical Education (CTE) programs at all high schools
- Certificate of Academic Distinction at BCHS
- Certificate of Global Studies at BCHS
- College Dual Enrollment at all high schools
- Deer Valley eSchool
- International Baccalaureate Diploma Program (IB) at BGHS
- West-MEC Partnership

DVUSD Gifted Services

Gifted Cluster Model, SAGE, and Renaissance

The following components are consistent across all DVUSD Gifted Service Models:

Assessment

Assessment is the systematic collection of information about student learning based on a standard and the use of that information to create a continuing cycle of improved teaching and learning. A variety of assessment strategies, including classroom formative assessments, performance based assessments, portfolios, and student observations are critical components of a comprehensive assessment plan. These results should be used in conjunction with both district and state assessment data to form a complete picture of student learning.

Standards

In all gifted service models, students learn according to the following standards:

- Arizona Academic Standards
- Common Core Academic Standards
- NAGC Gifted Programming Standards
- International Society for Technology in Education (ISTE) Standards

Gifted students are assessed on their mastery of the standards first, then engage in enrichment and acceleration as determined by each individual model.

Enrichment Options

Enrichment refers to the presentation of curriculum content with more depth, breadth, complexity, or abstractness than the general curriculum. Enrichment allows exploration in individual interest areas. Opportunities are provided within Gifted Cluster, Renaissance, and SAGE classrooms and also as afterschool and/or summer school programs.

Culturally Responsive Pedagogy

Classrooms embrace cultural heritages both as legacies that affect students' dispositions, attitudes, and approaches to learning and as worthy content to learn in the formal curriculum (Gay, 2000). To make learning more holistic, our teachers encourage students to learn through individual cultural knowledge, prior experiences, and performance styles. Cultural heritages are integrated through text, student products and demonstrations, instructional strategies, celebrations, and school to home connections.

Gay, Geneva. (2002). Preparing for culturally responsive teaching. *Journal of Teacher Education*. 53(106)

Gifted Cluster Model

Philosophy

Gifted students of all ages benefit from the stimulation provided by an engaging teacher and intellectual peers. The Gifted cluster model capitalizes upon student strengths, allowing students to work at a pace commensurate with their abilities while assuring a solid foundation in essential skills. Research indicates that clustering gifted students increases teacher morale, student achievement, innovative teaching throughout the school (Gentry, 1999).

Overview

Cluster grouping places gifted identified students in an otherwise heterogeneous classroom at their grade level. The teacher has, or is working toward, a gifted endorsement. The classroom environment encourages students to become self-directed learners. The teacher differentiates to provide academic rigor and complexity throughout all content areas. Schools with the school-wide cluster model have a gifted endorsed teacher who collaboratively plans and teaches within the cluster classrooms, trains staff in issues related to gifted students, coordinates and administers gifted testing, and establishes communication with parents regarding gifted programming.

Goals

1. Provide ongoing training for all teachers who serve gifted students.
2. Differentiate the learning process, content, and product for gifted students.
3. Meet students' individual academic and social/emotional needs.
4. Student achievement is commensurate with individual potential.
5. Increase achievement of all students in the cluster classrooms.
6. Engage students in all aspects of their learning process so they become self-directed, lifelong learners.
7. Build 21st Century Skills so students become well rounded, highly educated citizens.

Placement Qualifications

Students who score at or above the 97th percentile in any of the three areas will be placed in a Cluster Grouping Classroom. Deer Valley Unified School District has provisional placement (placement in the gifted program as long as the student is successful) when one of the following criteria has been met:

- A percentile score of 95 or 96 in Verbal or Quantitative
- A Verbal or Quantitative score of at least 85 with a Nonverbal score of at least 97 allows for provisional placement in one subject

Students at all achievement levels (high, medium and low) benefited from cluster grouping and other forms of instructional grouping accompanied by differentiated instruction and content. Students who were in cluster groups scored significantly higher than students who were not. More students were identified as high achieving during the three years that cluster grouping was used in the school. Gentry, M.L., & Owen, S.V. (1999). *An investigation of the effects of total school flexible cluster grouping on identification, achievement, and classroom practices.* Gifted Child

Gifted Cluster Model

In a cluster classroom, teachers nurture intellect and challenge all students. They meet students' needs for enrichment and differentiation throughout the day in all content areas.

Program Curriculum (See pages 20-21 for gifted services curriculum)

Pretesting for curriculum compacting purposes is an essential element in the Gifted Cluster Model.

Arizona Common Core Standards are taught while utilizing differentiated instructional strategies to meet the needs of gifted students. Differentiated classrooms allow a gifted student to gain a deeper, broader understanding of the curriculum content. **Choice** is a vital component of all areas of differentiation.

Differentiated Curriculum Content

Students master the grade level standards and then move beyond. The curriculum is accelerated or enriched based on student interests and strengths.

- High level thinking
- Problem solving
- Real life application
- Interest area exploration

Differentiated Process

The gifted cluster classroom puts students in charge of their learning and makes the teacher a facilitator. Students work at a pace that matches their ability, not that of their peers.

- Curriculum compacting
- Pre-testing
- Tiered activities
- Alternate assignments
- Learning contracts
- Independent study
- Research skills and projects
- Inquiry

Differentiated Product

Choice allows gifted students to make decisions about what they learn and how they show what they know.

- Technology integration
- Tiered assessments
- Projects instead of worksheets or paper/pencil tests
- Rubrics
- Self-assessment
- Teacher feedback for material beyond the standards

Acceleration Options

Acceleration means presenting the curriculum content earlier or at a faster pace. Options may include:

- Accelerating curriculum in the general classroom
- Attending classrooms at the next grade level for part of the day
- Placement in honors or advanced content classes

Grouping gifted and talented students for instruction improves their achievement. Full-time ability/instructional grouping produces substantial academic gains in these students. Pullout enrichment grouping options produce substantial academic gains in general achievement, critical thinking, and creativity. Within-class grouping and regrouping for specific instruction options produce substantial academic gains provided the instruction is differentiated. Cross-grade grouping produces substantial academic gains. Several forms of acceleration also produced substantial academic effects. Cluster grouping produces substantial academic effects. Rogers, K. B. (1991). *The relationship of grouping practices to the education of the gifted and talented learner (RBDM 9102)*. Storrs: University of Connecticut, the National Research Center on the Gifted and Talented.

Content Replacement (SAGE)

Program Philosophy

The SAGE program provides and assures numerous daily opportunities for collaborative learning among gifted students in their identified areas of English language arts and/or math. These academic areas are taught at the correct level of difficulty so that students are appropriately challenged and excited about learning. SAGE provides an environment that encourages students to contribute as well as to respect each other's thoughts and ideas, so that they may grow to show tolerance, thoughtfulness, kindness and acceptance, and become positive influences wherever they may be. An appreciation of individual contributions among SAGE students creates an atmosphere of acceptance.

Overview

SAGE is a content replacement program in English language arts and math in grades 3-6. Students attend SAGE classes in lieu of general education classes and receive grades in their content replacement subject(s) from their SAGE teacher. SAGE addresses accelerated curriculum and content that is enriched and differentiated. The SAGE program provides a minimum of one-year acceleration in English language arts and mathematics while ensuring current grade level concepts are mastered. SAGE students use differentiated strategies appropriate for high ability/gifted learners.

Goals

Academic goals:

Our students will develop...

- A command of content
- flexibility of thought to reach a variety of approaches to solutions
- effort at clarity and expression of thought
- depth of analysis in content areas
- openness to new concepts and ideas
- a love of learning

Cognitive and affective goals:

Students will develop...

- a spirit of collaboration and respect
- acceptance of differences to appreciate and respect not only the content of study but each other
- trust and pride in their ability to produce excellence
- courage to create and take risks with confidence in their own abilities and ideas
- responsibility as self-reliant learners

Specialized classes or pull out programs means fewer repetitive drills and more challenging concepts. - "The achievement level of high ability students falls dramatically when they are required to do routine work at a routine pace." Kulik, James A., "An Analysis of the Research on Ability Grouping." (Spring 1993, pp 8-9). Storrs: University of Connecticut, the National Research Center on the Gifted and Talented.
<http://www.gifted.uconn.edu/nrcgt/newsletter/spring93/sprng935.html>

Content Replacement (SAGE)

Placement Qualifications

Students who score at or above the 97th percentile will be placed in a SAGE classroom for either English Language Arts and/or Math.

Deer Valley Unified School District has provisional placement (placement in the gifted program as long as the student is successful) when one of the following criteria has been met:

- A percentile score of 95 or 96 in Verbal or Quantitative
- A Verbal or Quantitative score of at least 85 with a Nonverbal score of at least 97 allows for provisional placement in one subject

Program Curriculum

(See pages 20-21 for gifted services curriculum)

Curriculum, materials, and content are accelerated and enriched when compared to general education curriculum, materials and content, but are at the

appropriate and challenging level of difficulty for this group of gifted identified students.

Typically, the pace of instruction is quick, yet deep. Discussions probe for breadth and depth as well as precision and clarity. Students are required to express themselves as completely as possible and to provide proof for their thinking. Students are encouraged to persevere until they achieve satisfaction of accomplishment. All this is possible because SAGE offers an environment of like minds for the duration of a full class period at a time, in which students find their confidence because time is afforded them to do so. Students become free to collaborate and to willingly exchange ideas. They are expected to be open-minded, yet strong-minded and able to defend a position with thoughtfulness and respect for others' thoughts and proofs. The SAGE learning environment provides identified gifted children with numerous and clearly established opportunities to discover just how much they are capable of. SAGE students are encouraged to see and make connections from their prior learning, across all curricular areas, to their present learning with the ultimate goal of being able to recognize the meaning and value of gained knowledge and how to use and apply it strategically and logically to their world outside of school.

Pull-out models in gifted education have significant positive effects for the variables of achievement, critical thinking, and creativity. *Vaughn, Feldhusen, & Asher (1991); Meta-Analyses and Review of Research on Pull-Out Programs in Gifted Education.*

Acceleration Options

Acceleration means presenting the curriculum content earlier or at a faster pace. SAGE students work one grade level above their actual grade level in their identified area of giftedness (language arts, math, or both).

Self Contained for Highly Gifted

Renaissance Gifted and Music Academy at Highland Lakes (Grades 1-8)
Renaissance Gifted and STEM Academy at Canyon Springs (Grades 1-4)

Program Philosophy

The Renaissance Gifted Academies focuses on gifted learners' needs and interests. Learning opportunities focus on mastery; higher order and critical thinking skills; community engagement; personal development and responsibility.

In this learning community of supportive and collaborative peers, we expect students to take responsibility and ownership for their academic achievement and personal growth framed by their strengths and interests.

In our self-contained gifted classrooms, we...

- have the opportunity to differentiate the curriculum
- move along the learning continuum as quickly and appropriately as possible
- design instruction through assessments and teach the "whole" child
- know that quality learning takes time but realizes superior results

Overview

Curriculum is specifically designed to respond to gifted learners' characteristics of precocity, intensity and complexity. Acceleration of basic content experiences, inquiry as a fundamental tool for encouraging learning, use of open-ended activities and questions that encourage further exploration, development of creative products to stimulate use of higher level thinking and problem-solving processes and extensions to pique interest around substantive content.

Goals

Our academic goals for students:

1. Acquire a solid foundation in the content areas of mathematics, English language and communication arts, social studies, and science.
2. Work at an advanced level within these content areas.
3. Produce work within these areas that reflects individuality and creativity at a level that is advanced in relationship to other students of the same grade.
4. Use technology as a productivity, creativity, communication and collaboration tool.
(International Society for Technology in Education Standards)

Talented students from enriched classes outperform initially equivalent students from conventional classes by 4 to 5 months on grade equivalent scales. *Kulik, J. A. (1992). An analysis of the research on ability grouping: Historical and contemporary perspectives (RBDM 9204). Storrs: University of Connecticut, the National Research Center on the Gifted and Talented.*
<http://www.gifted.uconn.edu/nrcgt/kulik.html>

Self Contained for Highly Gifted

Renaissance Gifted and Music Academy at Highland Lakes (Grades 1-8)

Renaissance Gifted and STEM Academy at Canyon Springs (Grades 1-4)

Goals

Our cognitive and affective goals for students:

1. Problem solve; think creatively, critically and logically; and make connections between ideas.
2. Acquire the knowledge and skills of learning and organizing.
3. Acquire advanced research skills to gather, analyze, and apply information and ideas.
4. Acquire the knowledge and skills to communicate effectively both within and beyond the classroom.
5. Acquire the knowledge and skills to make decisions and act as a responsible member of a community. (Renzulli, Joseph; Reis, Sally. *The School-Wide Enrichment Model*. 1997)

Placement Qualifications

1. Your child must score at the 97th percentile or above on at least two of the CogAT subtests and at least 90% on the third to be placed in the program. (Intellectual)
2. Have Exceeds on Reading and Math AIMS or have similar achievement testing such as DIBELS or DRA at primary grades. (Achievement)
3. Have two *Gifted Learner Characteristics Profiles* completed by current teachers. (Teacher Profile of Characteristics)

Placement is based on test score (percentile rank), achievement (exceeds or above benchmark), teacher profiles of gifted characteristics, sibling priority, and available seats.

Program Curriculum (See pages 20-21 for gifted services curriculum)

Technology Integration

- Technology integration correlated to ITSE-NETS (International Technology Standards) will be included throughout the content. Explicit instruction in the use of technology tools for creativity and innovation, communication and collaboration, and gathering research and information. Digital citizenship and security is emphasized.
- Students have classroom access to technology throughout the day within the classroom.

Gifted learners must be given stimulating educational experiences appropriate to their level of ability if they are to realize their potential. Giftedness arises from an interaction between innate capabilities and an environment that challenges and stimulates to bring forth high levels of ability and talent. These challenges must be available throughout the individual's lifetime for high levels of actualization of ability and talent to result. According to research on the nature of intelligence and the brain, we either progress or we regress depending on our participation in stimulation appropriate to our level of development. From *National Association for Gifted Children* - <http://www.nagc.org/ParentInfo/>

Self Contained for Highly Gifted

Renaissance Gifted and Music Academy at Highland Lakes (Grades 1-8)
Renaissance Gifted and STEM Academy at Canyon Springs Grades 1-4)

Program Curriculum

- Keyboarding, word processing, PowerPoint, Excel, and Publisher applications will be taught within the context of project work. Additional technology will be used to facilitate creativity such as digital cameras, Movie Maker, Smartboards, document cameras, drawing tools, web-based tools.etc.
- Primary grade classrooms are iPad and PC integrated.
- Intermediate grade students use the Blackboard virtual classroom to facilitate communication, collaboration, and differentiation.

Acceleration Options

Advanced differentiation is provided on a case by case basis. Students are grouped by assessments according to readiness. Standards-based assessments are used in student placement and on-going instruction.

Enrichment Options

- Research Capstone Project – Each year, students will complete an interest-based research project to include career exploration.
- Intermediate Grades feature STEM (science, technology, engineering, mathematics) enrichment integration to include robotics, laboratory experiences, architectural and electronics design, and environmental problem-solving.
- Problem Solving Enrichment – Primary Grades participate in the Continental Math Competition; Intermediate grades participate in the Math Olympiad Competition.
- Other enrichment may include – classroom-based economies, stock market simulations, Logo Paths programming, WeDo and NXT Robotics programming, Excel projects, architectural and other design projects.
- Problem-based and Project-based learning – An instructional strategy (a curricular framework) that, through student and community interests and motivation, provides an appropriate way to “teach” sophisticated content and high-level process... all while building self-efficacy, confidence, and autonomous learner behaviors.

The use of many different types of acceleration practices results in higher achievement for gifted and talented learners. Students who are accelerated tend to be more ambitious, and they earn graduate degrees at higher rates than other students. Interviewed years later, an overwhelming majority of accelerated students say that acceleration was an excellent experience for them. Accelerated students feel academically challenged and socially accepted, and they do not fall prey to the boredom, as do so many highly capable students who are forced to follow the curriculum for their age-peers. *Colangelo, Assouline, & Gross, (2004);* Benefits of various forms of acceleration.

Self Contained for Highly Gifted

Renaissance Gifted and Music Academy at Highland Lakes (Grades 1-8)
Renaissance Gifted and STEM Academy at Canyon Springs Grades 1-4)

Assessment

- Standards-based assessments are used to ensure excellence. Curriculum will be differentiated based on mastery of standards-based assessments. Pre and post assessments are used routinely throughout the academic year. Content area assessments include:
 - Reading: AIMS , Lexile Indicators, DVUSD benchmark assessments
 - Spelling: Developmental Spelling Assessment
 - Mathematics: AIMS, Envisions and Math Connects diagnostic assessments, DVUSD benchmark assessments.
 - Science and Social Studies: AIMS, Pre and Post Assessments
 - Writing: AIMS, DVUSD benchmark assessments
- Authentic Assessments are used throughout the learning cycle and across all content areas to help students achieve higher levels of thinking, performance, and creativity and product development. Authentic assessments include the use of rubrics and are used throughout problem and inquiry-based learning activities and products.

Talented students from accelerated classes outperform non-accelerated of the same age and IQ by almost one full year on achievement tests. Kulik, J. A. (1992). *An analysis of the research on ability grouping: Historical and contemporary perspectives (RBDM 9204)*. Storrs: University of Connecticut, the National Research Center on the Gifted and Talented.
<http://www.gifted.uconn.edu/nrcgt/kulik.html>

Musical Aptitude

Musically gifted and talented students require differentiated opportunities beyond the regular school program. The identification of musically talented students requires recognition and assessment of the perceptive sensory capacities of music aptitude as well as the behavioral characteristics observable in musical performance and listening activities. Identification procedures reflect the recognition and assessment of potential as well as demonstrated musical talent. The Renaissance Academy develops musical aptitude beginning in first grade, specializing in fourth grade through middle school, to cultivate potential talent in vocal and instrumental music.

STEM (Science, Technology, Engineering, and Math)

Students who are identified highly gifted, have curious minds, and are interested in the STEM academic areas require a curriculum emphasizing connections in the fields of math and science. Educational opportunities meaningfully integrate technology, introduce and engage students to the engineering design process, and develop 21st Century skills. STEM prepares students for further study in these areas and for futures in highly sought after career fields.

Middle School Advanced Classes

Program Philosophy

Gifted middle school students require a bridge from elementary content replacement (SAGE) and Cluster grouping classrooms in order to lay a foundation to high school Honors, IB, and AP classes. The advanced content classes provide a revised curriculum that draws on cognitive and affective learning outcomes.

Overview

Advanced content classes in English language arts, science and social studies place gifted identified students and high achieving students in a classroom that is designed with the Parallel Curriculum model.

This curriculum uses four parallels and Ascending Intellectual Demand (AID):

- *Core Curriculum* (What are the key content standards and learning outcomes?)
- *The Curriculum of Connections* (How does this content connect across disciplines, time, place, and so on?)
- *The Curriculum of Practice* (How is this content implemented and applied in the real world?)
- *The Curriculum of Identity* (What relationship does this content have to an individual learner?)
- *AID* (How do instruction and curriculum challenge and engage learners and move them from their present understanding toward expertise in a subject matter?)

Studies found that 320 gifted students identified during adolescence and who received services through the secondary level pursued doctoral degrees at over 50X the base rate expectations. The base rate expectation for the general population is 1%-- 1 in 100. *Lubinski, D., Webb, R. M., Morelock, M. J., & Benbow, C. P. (2001). Top 1 in 10,000: A 10 year follow-up of the profoundly gifted. Journal of Applied Psychology, 4, 718-729.*

Goals

Academic goals- Students will...

1. develop skills to connect content to a personal and global perspective
2. engage in content as a practitioner and scholar in the discipline
3. grapple with ideas and questions using both critical and creative thinking

Cognitive and affective goals- Students will ...

1. have confidence in their own abilities and ideas
2. embrace responsibility as self-reliant learners
3. successfully transition to advanced high school courses

Middle School Advanced Classes

International Baccalaureate Middle Year Program (IBMYP)

Located at: Paseo Hills (Currently in the application phase)

The International Baccalaureate Middle Year Program helps students build knowledge of content and develop skills by thinking critically, applying knowledge to new situations, analyzing information and experiences that are relevant to students' lives, and is based on authentic projects.

Renaissance Gifted and Music Academy

Located at: Highland Lakes School

The Renaissance Gifted and Music Academy is a unique learning opportunity for highly gifted students. In the middle school years, Renaissance students participate in the middle school experience while also collaborating with peers in a team-taught environment for Science, Social Studies and English Language Arts. The 7th and 8th grade program benefits from the Renaissance philosophy established in the elementary years. Enrollment is contingent upon qualifying criteria. New students must follow the application process.

Gifted education programs and strategies benefit gifted and talented students longitudinally, helping students increase aspirations for college and careers, determine post-secondary and career plans, develop creativity and motivation that is applied to later work, and achieving more advanced degrees. *Colangelo, Assouline & Gross, (2004); Delcourt, (1993); Hébert, (1993); Taylor, (1992); Lubinski, et al, (2001).*

High School Opportunities

In addition to traditional high school courses of study, Deer Valley Unified School District offers specialized programs and certificates that appeal to individual interests, academic strengths, and college/career choices.

Honors Program

Honors courses provide an in-depth study and are designed to prepare students for Advanced Placement and International Baccalaureate courses. Teacher recommendation, grades, and test scores are considered for eligibility in honors courses. Check with your student's counselor for placement guidelines.

Advanced Placement Program

The Advanced Placement Program (AP) is offered at all DVUSD high schools. In AP courses, students can earn college credit, placement, or both by qualifying AP exam scores that are taken in late spring of each year.

Academy of American Studies (SDOHS)

Academy of American Studies is a Gilder Lehrman Institute of American History affiliate high school. This unique four-year course of study emphasizes history and civic responsibility through collaborative teaming and offers a student-centered, rigorous curriculum. This program of study is available through open enrollment to all district students.

Aerospace Science- Air Force JROTC

Located at: Deer Valley High School and Sandra Day O'Connor High School
Courses are designed to teach young men and women self-discipline, personal responsibility, leadership, fitness, and citizenship. Cadets who complete three years of Air Force Junior ROTC are awarded with Certificates of Completion. These certificates allow students who elect to enlist in the military to serve at a higher rank upon completion of basic training. There is no requirement to join the military after completion of any Air Force Junior ROTC course.

Certificate of Academic Distinction (BCHS)

The Certificate of Academic Distinction provides students with the opportunity to showcase their academic excellence and dedication. The certification is awarded upon graduation with their diploma and serves as an indication of their academic excellence and college-preparatory course load throughout their high school career. Students begin college preparatory coursework in their freshmen year and continue through advanced placement and dual enrollment coursework in their senior year. This program also contains an independent interdisciplinary senior thesis project.

Students' involvement in gifted programs in high school enabled them to explore potential career interests and allow students to see themselves in the role of practicing professionals and visualize a different sense of self. Students had increased post-secondary education plans (from attending 2.6 years to attending 4.0 years). *Park, G., Lubinski, D., & Benbow, C. P. (2007) Contrasting intellectual patterns predict creativity in the arts and sciences: tracking intellectually precocious youth over 25 years. Psychological Science, 18, 948–95.*

High School Opportunities

Certificate of Global Studies (BCHS)

The Certificate of Global Studies provides students with the opportunity to showcase their academic interests in 21st century globalization and world cultures. Certification is awarded upon graduation with the diploma and serves as an indication of the student's application of college and career readiness skills in a globally interdependent economy. Students receiving the certificate demonstrate the ability to communicate in another language and an understanding of interconnected societies and cultures. Students begin global studies in the freshman year and culminate with a senior year portfolio.

College Dual Enrollment

Dual Enrollment options vary by location. These courses are taught at the high schools by high school teachers with community college certification. Students will earn both high school and college credit. There will be a community college tuition fee for these courses. Juniors and seniors may enroll in dual enrollment courses; underclassmen need administrative approval. Information about transferring credits to Arizona's state universities can be found at www.AZTransfer.com

Deer Valley eSchool

DVUSD offers online courses for students to earn credit towards graduation. Students will communicate with teachers primarily through message boards, discussion boards, or phone calls. More information can be found at www.eSchool.dvusd.org

International Baccalaureate Program (BGHS)

The International Baccalaureate Program is an honors program with a comprehensive and rigorous liberal arts curriculum, leading to examinations in the junior and senior years. It is designed for the academically talented student willing to work hard in a very structured program. This program of study is available through open enrollment to all district students.

West-MEC

Deer Valley Unified School District is a member of West-MEC, a joint technical district that partners with school districts to improve and expand Career & Technical Education programs. Students must be a continuing DVUSD student to enroll in a West-MEC program. West-MEC applications are available online at www.west-mec.org

West-MEC CTE Programs of Study:

- Cosmetology
- Dental Assisting
- Emergency Medical Technician
- Transportation Technologies
- Fire Science
- Medium/Heavy Diesel Technology

High School Opportunities

Career and Technical Education

Career & Technical (CTE) programs provide students with the rigorous, content-aligned academic standards necessary to prepare students to succeed in today's global economy. Students are presented with opportunities to develop specialized skills while in high school and apply their technical knowledge to prepare for a career in a current or emerging profession. Career & Technical Education is committed to student success by preparing students to enter the workforce, further their career training, or enter post-secondary education.

CTE Areas of Study:

- Accounting (MRHS, SDOHS)
- Allied Health Services (DVHS, SDOHS)
- Bioscience (MRHS)
- Business Operations Support and Assistant Services (BCHS)
- Culinary Arts (BGHS)
- Design & Merchandising (SDOHS)
- Drafting & Design Technology (BGHS)
- Early Childhood Education (BCHS, MRHS, SDOHS)
- Education Professions (MRHS)
- Engineering Sciences (BCHS, MRHS)
- Graphic Communications (BCHS, DVHS, MRHS, SDOHS)
- Hospitality Management (DVHS)
- Information Technology (BCHS, BGHS, MRHS, SDOHS)
- Law, Public Safety ,and Security (BGHS)
- Marketing, Management, and Entrepreneurship (BCHS, BGHS, MRHS, SDOHS)
- Multimedia Technologies/Broadcast Television & Film (BCHS, BGHS, DVHS, MRHS, SDOHS)
- Multimedia Technologies/Graphic Design (BCHS, BGHS, DVHS, MRHS, SDOHS)
- Multimedia Technologies/Music & Audio Production (BGHS)
- Nursing Services (DVHS)
- Performing Arts and Entertainment Industry (DVHS)

CTE Internships are available but vary by location.

Students who have not taken an AP course have a 33% chance of obtaining a Bachelor's Degree. However, students who have taken one AP course in high school have a 59% chance, and students who have completed two or more AP courses have a 76% chance of earning their bachelor's degree. Adelman, C. (1999). *Answers in the Tool Box: Academic Intensity, Attendance Patterns, and Bachelor's Degree Attainment (1999)*. U.S. Department of Education. <http://www.ed.gov/pubs/Toolbox/index.html>

Gifted Services Curriculum

English Language Arts

<i>Curriculum Resources</i> <i>(May vary between classes and/or campuses)</i>	<i>Cluster</i>	<i>SAGE</i>	<i>Renaissance</i>	<i>Middle School</i>
Integrated Curriculum Model (ICM)		X	X	
Junior Great Books	X	X	X	X
Literature Studies	X	X	X	X
Parallel Curriculum Design				X
Reading Street	X			
Holt Elements of Literature (2003)				X
21 st Century Skills	X	X	X	X
Technology Integration	X	X	X	X
Thinking Maps	X	X	X	X
Write from the Beginning	X	X	X	X
Write for the Future	X	X	X	X
Project-based Learning	X	X	X	X

In addition to listed curriculum resources, supplemental resources and methods may include but are not limited to: Teacher created units, independent research, presentations and public speaking, simulations.

Math

<i>Curriculum Resources</i> <i>(May vary between classes and/or campuses)</i>	<i>Cluster</i>	<i>SAGE</i>	<i>Renaissance</i>	<i>Middle School</i>
Glencoe Math Connects	X	Grades 5-6	X	X
Envision	X	Grades 3-5	X	
Investigations	X	Grades 3-5	X	
Problem-based Learning	X	X	X	X
Project-based Learning	X	X	X	X
Math Olympiad			Intermediate	
Continental Math Competition			Primary	
Enrichment Extensions			**	

In addition to listed curriculum resources, supplemental resources and methods may include but are not limited to: Marilyn Burns and Associates Materials, teacher created units, Connected Mathematics, simulations, National Council of Teachers of Mathematics (NCTM) enrichment activities.

****Enrichment Extensions may include but are not limited to: classroom-based economies, stock market simulations, Logo Paths programming, WeDo, NXT Robotics programming, Excel projects, architectural design projects.**

Gifted Services Curriculum

Science

<i>Curriculum Resources*</i> <i>(May vary between classes and/or campuses)</i>	<i>Cluster</i>	<i>SAGE</i>	<i>Renaissance</i>	<i>Middle School</i>
Full Option Science System (FOSS)	X		X	7 th
Integrated Curriculum Model (ICM) McDougal Littell Science Modules			X	X
Parallel Curriculum Design			X	X

In addition to listed curriculum resources, supplemental materials may include but are not limited to: Science experiments, inquiry based learning, literature connections, field trips, guest speakers, Ecology Explorers, and science fair projects.

Social Studies

<i>Curriculum Resources*</i> <i>(May vary between classes and/or campuses)</i>	<i>Cluster</i>	<i>SAGE</i>	<i>Renaissance</i>	<i>Middle School</i>
Harcourt	X		X	
Integrated Curriculum Model (ICM)			X	
McDougal Littell			X	X
Parallel Curriculum Design			X	X

In addition to listed curriculum resources, supplemental resources and materials may include but are not limited to: Project-based learning, literature connections, reenactments, field trips, and guest speakers.

Curriculum Terms and Definitions

Parallel Curriculum Design – Curriculum designed to integrate core content understanding, practice through creative problem solving, connections linking to multiple content and experiences, and self-actualization through expression of learning.

Problem-based Learning – Students approach a subject through complex, realistic problems to develop flexible knowledge, effective problem solving skills, self-directed learning, and collaboration.

Project-based learning -- Authentic learning activities that engage students in inquiry process, provides in depth learning in discipline area, and integrates 21st century skills.

Socratic Seminar -- A learning method where participants try to understand information through discourse initiated through questioning. In Socratic Seminar participants seek a deeper understanding through rigorous thoughtful dialogue, rather than by memorizing bits of information.

Curriculum Components and Resources

Curriculum	Components	For More Information
Junior Great Books	A classical approach to literature; shared inquiry discussions (Socratic seminar); deepens critical thinking and questioning skills; teaches democratic process and active listening; uses multicultural literature	www.greatbooksfoundation.org
Integrated Curriculum Model (ICM)	From the College of Wm. & Mary; specifically designed for gifted students; advanced content; addresses the overarching concepts of: change, systems, patterns, cause and effect; rigorous process and product; reasoning; research; inquiry; problem-based	http://education.wm.edu/centers/cfge/
Literature Studies	May be teacher created or professionally published; explores a variety of fiction genres; builds depth of comprehension; increases vocabulary; study of literary elements; opens discussion to varied perspectives and points of view; builds a love of literature	
Word Study (ie: Caesar's English, Wordly Wise, The Word Within the Word)	Differentiated spelling according to student developmental spelling stage; advanced, systematic vocabulary instruction; morphemic analysis	www.rfwp.com/pages/michael-clay-thompson/
Reading Street	District wide implementation; builds readers through motivating and engaging literature, scientifically research-based instruction, and a wealth of reliable teaching tools	www.pearsonschool.com
21 st Century Skills	3 Rs and 4 Cs (Critical thinking and problem solving, Communication, Collaboration, and Creativity and innovation)	www.p21.org
Technology Integration	Students use advanced communication tools (including web 2.0) to research and express higher-level thinking and productivity; classrooms have a variety of technology tools (ie: Smartboards, iPads, netbooks, laptops, and PCs)	http://www.edutopia.org/technology-integration

Curriculum Components and Resources

Thinking Maps	District-wide implementation; a common visual language for learning within and across disciplines	www.thinkingmaps.com
Write from the Beginning	K-8 district-wide implementation; uses Thinking Maps to effectively implement writing traits; analytic rubrics allow individualized growth	www.thinkingmaps.com/writingkf.php
Write for the Future	6-12 district-wide implementation; builds on the foundation of Write from the Beginning; prepares students for multiple writing tasks; students self evaluate based on rubrics	www.thinkingmaps.com/writingst.php
Glencoe Math Connects	District wide implementation for grades 6-8	www.mhschool.com/math/mathconnects
enVision	District wide implementation for grades K-5; builds a conceptual understanding of math through a sequential curriculum	www.pearsonschool.com
Investigations	District wide implementation for grades K-5; complements enVisions with a child-centered, engaging, problem solving approach	www.pearsonschool.com
Math Olympiad	Math problem solving contests for school teams	www.moems.org
Parallel Curriculum	An integrated framework and set of procedures for designing rigorous and highly motivating curriculum that attends to important student differences	www.nagc.org/index.aspx?id=1069
Continental Math Competition	Math problem solving contests for school teams	www.continentalmathematicsleague.com
Full Option Science System	Inquiry based science curriculum; engages students in inquiry, investigations, and analyses as they explore the natural world	www.fossweb.com/
McDougal Little Science Modules	Web-based resources aligned to the McDougal Littell science modules	www.classzone.com
Ecology Explorers	Experts from ASU give K-12 teachers and students opportunities to learn through real scientific research	http://ecologyexplorers.asu.edu/

Defining Gifted

A gifted person is someone who shows, or has the potential for showing, an exceptional level of performance in one or more areas of expression. - National Association for Gifted Children

There are many domains of giftedness. The domains include academic, spatial, the arts, athletics, leadership and creativity. In order to service students demonstrating these traits, a wide spectrum of programs, opportunities, extra-curricular activities and coursework must be available. A gifted student, for purposes of school, is defined as one who is able to or has the potential to perform well beyond what is normally expected for students his/her age or for grade level peers.

In Arizona, a student who scores at or above the ninety-seventh percentile, based upon national norms, on a test adopted by the State School Board, on one or more of the following areas: Verbal reasoning, Quantitative reasoning, and/or Nonverbal reasoning is considered eligible for gifted services. Deer Valley Unified School District allows for Provisional Placement at the 95th percentile or above.

The Deer Valley Unified School District offers a continuum of gifted education services to students. The curriculum for gifted students is inclusive of many theories and strategies in order to meet the needs of the diverse learner. Commonalities among all programs and all grade levels include the emphasis of critical thinking strategies, content alignment and depth, research-based practices and materials, differentiated products and assessment and acceleration of specific content pacing. In the elementary years, services may include differentiated instruction including flexible grouping, tiered activities and compacting, cluster grouping, content replacement pullout, self-contained opportunities, among others.

Ability groups are generally defined as students who are or have the potential to work at a certain level.

Achievement groups are defined by how well a student achieves in a particular area by using standardized achievement tests, classroom inventories such as DIBELS, pretests, classroom observations, etc.

In Arizona, the terms high ability and high achievement are not interchangeable. High ability refers to “potential” which may or may not be realized. High achievement means performance at a high level whether or not the student is identified gifted.

A student who is identified “gifted” but is not achieving at a high level will continue to receive gifted services in both his or her general education class and gifted programming class as the potential for success is there. Our goal is to maximize every student's potential for success. Gifted students constitute a special-needs population as unique as any other, and their form of differentiated services should be seen as a right and not a reward.

High Achiever, Gifted Learner, Creative Thinker

Bertie Kingore, Ph.D.

A High Achiever...	A Gifted Learner...	A Creative Thinker...
Remembers the answers.	Poses unforeseen questions.	Sees exceptions.
Is interested.	Is curious.	Wonders.
Is attentive.	Is selectively mentally engaged.	Daydreams; may seem off task.
Generates advanced ideas.	Generates complex, abstract ideas.	Overflows with ideas, many of which will never be developed.
Works hard to achieve.	Knows without working hard.	Plays with ideas and concepts.
Answer the questions in detail.	Ponders with depth and multiple perspectives.	Injects new possibilities.
Performs at the top of the group.	Is beyond the group.	Is in own group.
Responds with interest and opinions.	Exhibits feelings and opinions from multiple perspectives.	Shares bizarre, sometimes conflicting opinions.
Learns with ease.	Already knows.	Questions: What if...
Needs 6 to 8 repetitions to master.	Needs 1 to 3 repetitions to master.	Questions the need for mastery.
Comprehends at a high level.	Comprehends in-depth, complex ideas.	Overflows with ideas--many of which will never be developed.
Enjoys the company of age peers.	Prefers the company of intellectual peers.	Prefers the company of creative peers but often works alone.
Understands complex, abstract humor.	Creates complex, abstract humor.	Relishes wild, off-the-wall humor.
Grasps the meaning.	Infers and connects concepts.	Makes mental leaps: Aha!
Completes assignments on time.	Initiates projects and extensions of assignments.	Initiates more projects that will ever be completed.
Is receptive.	Is intense.	Is independent and unconventional.
Is accurate and complete.	Is original and continually developing.	Is original and continually developing.
Enjoys school often.	Enjoys self-directed learning.	Enjoys creating.
Absorbs information.	Manipulates information.	Improvises.
Is a technician with expertise in a field.	Is an expert who abstracts beyond the field.	Is an inventor and idea generator.
Memorizes well.	Guesses and infers well.	Creates and brainstorms well.
Is highly alert and observant.	Anticipates and relates observations.	Is intuitive.
Is pleased with own learning.	Is self-critical.	Is never finished with possibilities.
Gets A's.	May not be motivated by grades.	May not be motivated by grades.
Is able.	Is intellectual.	Is idiosyncratic.

Social/Emotional Needs in Gifted Learners

Gifted children are more prone to stress, perfectionism, and depression than other children because:

- Curiosity and a wide range of interests lead to feelings of being scattered
- A sense of space limitations (They want to be everywhere at once to do more things.)
- A sense of time pressures and limitations
- Feeling a lack of fit with their environment (school, peers, and sometimes family)
- A desire to belong, to be accepted, results in camouflage and a sense of being untrue to themselves
- High ideals resulting in feelings of obligation (pressure) to make big contributions to the world
- High ideals and aspirations leading to a felt need to “be on top” in grades as well as a desire to please their parents and teachers (perceived perceptions of others)
- A low tolerance of the gap between their ideals and their own abilities to perform (their personal asynchronies)
- High aspirations leading to “goal-hopping.”
- The intensity of the gifted child resulting in difficulty in receiving criticism and modulating their behaviors
- Accelerated thought processes, high expectations, and intensity leading to impatience with others
- Tradition breaking and questioning resulting in discomfort and often rejection by others
- Rejection of traditions and intense, advanced interests leading to feelings of isolation
- Apparent high potential leading others to expect more of them (in areas where they might not be gifted)

Individuals with intellectual gifts are similar to their age peers when it comes to emotional development. How individuals deal with emotional stresses depends not upon their level of intelligence, but rather upon the agility of their emotional processing. Because of the above-mentioned pressures, special attention should be paid in monitoring gifted learners. Possible areas of concern include the following:

STRESS... A feeling of pressure and strong doubts of our ability to cope or manage ourselves or the situations at hand, which typically results in feelings of anxiety and discomfort. We become particularly stressed when we can see no alternatives. Some stress is helpful; too much is hindering. To help your child manage stress, consider the following:

- Help them feel a sense of control over themselves.
- Teach goal setting and prioritizing.
- Encourage them to take action instead of just stewing about it.

Social/Emotional Needs in Gifted Learners

PERFECTIONISM... A feeling that we must hold ourselves to an extraordinarily high standard of performance, and that it is “awful” if we do not meet those standards. Thus, we are valued only if we continuously set and reach extremely high standards — “I am only valued (and can only value myself) for my products, not for me as a person.” In part, perfectionism is inherent in most gifted children; a larger part, though, comes from modeling after adults. Parents may espouse (or model) perfectionist behavior and the media show unrealistic role models. Help children manage perfectionist tendencies by:

- Re-wording the “I have to” as “It would be great if I could...”
- Gently steering the conversation away from self-criticism; instead focus on the fact that different people have different areas of talent.
- Spending “special time” with the youngster to give quality time and undivided attention doing something you both enjoy.

DEPRESSION... The uniqueness and advanced sensitivity of gifted children can lead them to be particularly susceptible to depressive feelings. There are three patterns of depression (other than physically based depression) that are frequent for gifted children:

- Overly high standards of morality, responsibility or achievement
- Feeling alienated from others who appear not to understand or value them
- “Existential depression” over the absurdity of life, values, or the search for human meaning

In younger children, depression is more likely to be expressed as acting out, bedwetting, withdrawal, imagined illnesses, narrowing of interests, etc. with little or no sadness apparent. Even in older children, irritability is more often a sign of depression than the pervasive sadness we expect to see in depressed adults. In instances when stress or perfectionism lead to undue distress, please communicate these concerns to your child’s teachers, social workers and/or counselors, and principals. If you have any concerns that your child may be falling into a depressive mood, please contact the school social worker or counselor, and/or seek outside professional help.

Adapted from Ellis and Harper (1975), A new guide to rational living. NY: Institute for Rational Living. St. Charles CUSD 303 Gifted/Talented Program Handbook

Myths about Gifted Students

Many myths have been associated with giftedness. The following list summarizes some of the facts and fallacies related to gifted students.

Myth - Gifted students will achieve without guidance.

Fact - Without guidance and support, gifted students may lose motivation or underachieve.

Myth - Gifted students should be given large quantity of work at average grade Level.

Fact - Gifted students need a high degree of educational challenge, not more work at an average or repetitious level.

Myth - Gifted students are “teacher pleasers” and easy to teach.

Fact - In order for gifted students to maintain high levels of achievement, teachers must make curricular adjustments. Without appropriate modifications, gifted students may develop behavior problems.

Myth - Gifted students will make straight A’s.

Fact - Gifted students will not always achieve, especially if unmotivated.

Myth - Gifted students are nearly always from upper middle class professional families.

Fact - Gifted students are from diverse racial, ethnic, and socio-economic backgrounds.

Myth - Gifted students are often socially popular with their peers.

Fact - Gifted students are often ostracized socially, especially at the secondary level.

Myth - Gifted students learn best on their own.

Fact - Gifted students benefit from being grouped with their intellectual peers for a significant part of their instructional day.

Myth - Extra help for gifted students fosters snobbery and is likely to lead to an elitist class.

Fact - Giftedness is fragile. Every child deserves an education which is appropriate to individual needs. Children at both extremes of the ability spectrum need special education.

Myth - Gifted students are best served when tutoring.

Fact - When gifted students consistently tutor others, often they are not learning anything new. This can create unhealthy self-esteem issues for both the tutored and the gifted student.

PAGE & PSEA. (2009) Understanding and Challenging the Gifted. (Brochure).

Truths about Gifted Learners

- Gifted students are often perfectionists and idealistic. They may equate achievement and grades with self-worth, which sometimes leads to fear of failure and interferes with achievement.
- Gifted students may experience heightened sensitivity to their own expectations and those of others, resulting in guilt over achievements or grades perceived to be low.
- Gifted students are asynchronous. Their chronological age, social, physical, emotional, and intellectual development may all be at different levels. For example, a 5-year-old may be able to read and comprehend a third grade book, but may not be able to write legibly.
- Some gifted children are sequential learners while others are spatial learners. Spatial learners may have no idea how they got to the right answer (they conclude by intuition). Sequential learners may get lost in the steps leading to the right answer.
- Gifted students may be so far ahead of their chronological age mates that they know more than half the curriculum before the school year begins. Without proper programming, their boredom can result in low achievement and grades.
- Gifted children are problem solvers. They benefit from working on open-ended, interdisciplinary problems; for example, how to solve a shortage of community resources.
- Gifted students often think abstractly and with such complexity that they may need help with concrete study and test-taking skills. They may not be able to select one answer in a multiple choice question because they see how all the answers might be correct under certain circumstances.
- Gifted students who do well in school may define success as getting an “A” and failure as any grade less than an “A.” By early adolescence they may be unwilling to try anything where they are not certain of guaranteed success.

Myths and Truths adapted from PLANNING FOR GIFTED STUDENTS, 2nd edition, by Sandra Berger. St. Charles CUSD 303 Gifted/Talented Program Handbook

Best Practices for Teachers in the Gifted Environment

Plan for challenge and differentiation for the gifted classroom, keeping the following in mind:

- Gifted students benefit from being grouped with intellectual peers for a significant part of the instructional day. This will stimulate them to achieve more than they would if they work alone or in mixed ability groups.
- Provide multiple opportunities for creative outlets through open-ended projects and products.
- Provide depth in content areas and subjects of interest to gifted students, moving beyond the curriculum. Make sure gifted students are not punished with MORE work or a lesser grade because they take a risk.
- Replace the standard curriculum with more challenging opportunities. Provide higher level activities and lesson options on a regular basis, including divergent and evaluative thinking. Allow time for gifted students to explore their passion areas and express them in varied disciplines and mediums.
- Provide opportunities for gifted learners to be challenged and encourage perseverance in the face of obstacles.
- Encourage independent study and research skills, including the use of multiple resources and the reading of original documents.
- Reduce the amount of lecture, worksheets, packets, drill, and practice.
- Increase the amount of inquiry sessions, provide opportunities for students to recognize complex relationships and arrive at sound generalizations. Stress higher-level thinking, creativity, and problem solving skills. Set high standards that demand rigorous expectations for student work and performance demonstration.
- Remember: BOTH enrichment and acceleration are necessary.

Benefits of gifted programs indicate that students maintained interests over time and were still involved in creative productive work. Students who had participated in gifted programs maintained interests and career aspirations in college. Students' gifts and talents could be predicted by their elementary school creative/productive behaviors. *Delcourt, M. A. B. (1993). Creative productivity among secondary school students: Combining energy, interest, and imagination. Gifted Child Quarterly, 37, 23-31.*

PAGE & PSEA. (2009) Understanding and Challenging the Gifted. (Brochure).

Testing and Placement Information Timelines for Placement in 2013-2014 School Year

Placement Eligibility

Eligibility for District Cluster Grouping and SAGE Programs

Students who score at or above the 97th percentile will be placed in a Cluster Grouping or SAGE classroom for either English language arts and/or math. Depending on the programming available at your child's school, they will be placed in either the SAGE program or appropriate Gifted Cluster classroom.

Additionally, Deer Valley Unified School District has provisional placement (placement in the gifted program as long as the student is successful) when one of the following criteria has been met:

- A percentile score of 95 or 96 in Verbal or Quantitative
- A Verbal or Quantitative score of at least 85 with a Nonverbal score of at least 97 allows for provisional placement in one subject
- A composite score of 95 or higher

Eligibility for one of the Renaissance Gifted Academies

DVUSD accepts applications for placement in one of the Renaissance Gifted Academies for students meeting specific criteria for intellectual and academic capabilities.

Qualifying Criteria for Grade 1

1. **Intellectual**
 - a. CogAT- Student must score at the 97th percentile or above on at least two of the subtests and a minimum of 90th percentile on the third subtest.
 - b. IQ- 140 or higher (reviewed by DVUSD Forensic Psychologist)
 - c. Other state approved test results will be reviewed by the DVUSD Forensic Psychologist to determine eligibility
2. **Achievement**
 - a. Two years above grade level on DIBELS and/or DRA assessments
 - b. Foundational skills assessments in reading, writing, and math to be completed at the district by appointment.
3. **Two Gifted Learner Characteristics Profiles** completed by current or prior teachers.

Qualifying Criteria for Grades 2-8

1. **Intellectual**
 - a. CogAT- Student must score at the 97th percentile or above on at least two of the subtests and a minimum of 90th percentile on the third subtest.
 - b. IQ- 140 or higher (reviewed by DVUSD Forensic Psychologist)
 - c. Other state approved test results will be reviewed by the DVUSD Forensic Psychologist to determine eligibility
2. **Achievement**
 - a. Exceeds on Reading and Math AIMS (grades 4-8)
 - b. 90% or higher on SAT 10 (grade 3)
 - c. Two years above grade level on DIBELS or DRA assessments (grades 2-3)
3. **Two Gifted Learner Characteristics Profiles** completed by current or prior teachers.

Placement in Renaissance classrooms depends upon space availability.

Eligible students with siblings currently attending a Renaissance Academy will be placed first. To qualify for sibling priority, applicants must have a sibling that is currently and continuously enrolled in one of the Renaissance Academies.

After eligible siblings, the highest scoring students will be placed. If there are more students within a score group than available seats, students will be placed on a wait list and will be placed if space becomes available.

Testing Eligibility

Testing is available three times throughout the school year for all existing kindergarten* through sixth grade students who attend a DVUSD school. Testing is available for students who do not attend a DVUSD school during the spring months of the school year and in the summer. Testing for students who do not attend a DVUSD school will require a \$100 testing fee. (*Current kindergarten students are tested in the spring of their kindergarten year.)

2013-14 ASSESSMENT DATES

Testing Dates- At home schools	
Contact your child's classroom teacher or the school's gifted teacher to request testing.	
Grades 3-6 (K-2 by request) Fall	August 19 – September 20, 2013
Grades 3-6 (K-2 by request) Winter	December 9 – December 17, 2013
Grades K-7 Spring	March 3 – April 11, 2014
Testing Dates- At District Office	
Contact kim.lanese@dvusd.org to pre-register.	
Grades K-2 Spring	February 21, 2014
Grades 3-7 Spring	March 7, 2014
Grades K-2 Summer	June 25, 2014
Grades 3-7 Summer	June 26, 2014

***If your child is currently enrolled in grades K-6 in a DVSUD school, your child's school will inform you of the exact test date(s). Testing will take place during the school day. Each elementary school will determine the specific testing schedule they will use within the above-mentioned guidelines.**

The Deer Valley Unified School District office is located at 20402 N. 15th Ave. Phoenix, AZ 85027

Renaissance Gifted Academies

Renaissance Gifted and Music Academy at Highland Lakes (Gr. 1-8)

Renaissance Gifted and STEM Academy at Canyon Springs (Gr. 1-4)

Testing, Application and Placement Information
Timelines for Placement in 2013-2014 School Year

Application

In order for your child(ren) to be eligible for one of the Renaissance Academies in the 2013-2014 school year, you must submit a complete application including all required documents on or before **Friday, April 25, 2014**.

More information can be found at <http://renaissance.dvusd.org>

Important Dates for Renaissance Academy Placement

November 1, 2013	Begin accepting Renaissance applications. Applications will be reviewed every two weeks and initial placement information will be communicated to families.
February 21, 2014 (Friday) Grades K-2	Testing for students currently in grades K*-1-2 at DVUSD District Office. There is a \$100 testing fee for out of district students. E-mail if interested at kim.lanese@dvusd.org *Kindergartners are tested in the spring of their kindergarten year.
March 7, 2014 (Friday) Grades 3-7	Testing for students currently in grades 3-7 at DVUSD District Office. E-mail Kim Lanese if interested at kim.lanese@dvusd.org There is a \$100 testing fee for out of district students.
April 25, 2014	Applications for Renaissance due.
May 1-2, 2014	Renaissance placement offers communicated to families.
June 25, 2014 (K-2) June 26, 2014 (3-7) (Grade just completed)	Testing for K-7 In and Out of District Students at DVUSD District Office. E-mail Kim Lanese if interested at Kim.lanese@dvusd.org There is a \$100 testing fee for students not currently enrolled in a DVUSD school.

Renaissance Classroom Tours	Renaissance Evening Informational Meeting	Renaissance Morning Informational Meeting	
<p style="text-align: center;">Highland Lakes School 9:30-10:30 am</p> <p>September 19, 2013 November 19, 2013 February 19, 2014 March 26, 2014 April 16, 2014</p> <p style="text-align: center;">Canyon Springs School 9:30-10:30 am Dates TBD</p>	<p style="text-align: center;">Highland Lakes School 5:30-6:30 pm</p> <p>November 7, 2013 March 6, 2014</p> <p style="text-align: center;">Canyon Springs School Dates TBD</p>	<p style="text-align: center;"><i>First Fridays at Highland Lakes</i> 9:30-10:30 am</p> <p>August 2, 2013 September 6, 2013 October 4, 2013 November 1, 2013 December 6, 2013 January 10, 2014 February 7, 2014 March 7, 2014 April 4, 2014 May 2, 2014</p>	<p style="text-align: center;"><i>Fourth Fridays at Canyon Springs</i> 9:30-10:30 am</p> <p>August 23, 2013 September 27, 2013 October 25, 2013 November 22, 2013 January 31, 2014 February 28, 2014 March 28, 2014 April 25, 2014 May 23, 2014</p>

Assessment Overview

The Assessments: DVUSD uses the *Cognitive Abilities Test (CogAT)* that is used nationally in many districts. The *Cognitive Abilities Test* and the *Developmental Reading Assessment (DRA)* will be used in combination to provide a thorough and balanced look at each Kindergarten and First Grades child’s intellectual and reading abilities and to identify students who will benefit from participation in a gifted program. Tests are administered by certified/licensed teachers and reading specialists.

Overview of the CogAT and DRA Tests

The CogAT is designed to measure students’ learned reasoning abilities in three areas most linked to academic success in school: Verbal, Quantitative and Nonverbal (figural reasoning) skills. Tasks such as detecting likenesses and differences, recalling words and numbers, defining words, following directions, classifying, establishing sequence, solving arithmetic problems, and completing analogies are included because they have been shown to be valid measures of an individual’s ability to reason logically.

The CogAT measures the cognitive abilities related to determining a child’s aptitude. This test assesses children’s thinking skills (abstract thinking and reasoning) and provides an understanding of children’s relative strengths and weaknesses in performing a variety of reasoning tasks. All questions are presented in a multiple-choice format.

The CogAT – Verbal, Quantitative, and Nonverbal Sections:

CogAT, Level 5/6 (K), Level 7 (1 st Gr.), and Level 8 (2 nd Gr.)		
Verbal	<ul style="list-style-type: none"> • Oral Vocabulary • Verbal Reasoning 	Measures flexibility, fluency, and adaptability in reasoning with verbal materials and in solving verbal problems.
Quantitative	<ul style="list-style-type: none"> • Relational Concepts • Quantitative Concepts 	Measures quantitative reasoning skills; flexibility and fluency in working with quantitative symbols and concepts.
Nonverbal	<ul style="list-style-type: none"> • Figure Classification • Matrices 	Measures reasoning using geometric shapes and figures.
CogAT, Level 9-13/14 (Grades 3-8)		
Verbal	<ul style="list-style-type: none"> • Verbal Classification • Sentence Completion • Verbal Analogies 	Measures flexibility, fluency, and adaptability in reasoning with verbal materials and in solving verbal problems. These reasoning abilities play an important role in reading comprehension, critical thinking, writing, and virtually all verbal learning tasks.
Quantitative	<ul style="list-style-type: none"> • Quantitative Relations • Number Series • Equation Building 	Measures quantitative reasoning skills; flexibility and fluency in working with quantitative symbols and concepts; and the ability to organize, structure, and give meaning to an unordered set of numerals and mathematical symbols. These reasoning skills are significantly related to problem solving in mathematics and other disciplines.
Nonverbal	<ul style="list-style-type: none"> • Figure Classification • Figure Analogies • Figure Analysis 	Measures reasoning using geometric shapes and figures. To perform successfully, students must invent strategies for solving novel problems. They must be flexible in using these strategies and accurate in implementing them.

The DRA – Developmental Reading Assessment (used with Kindergarten and First Grade students)

The DRA is a research-based assessment used to determine the child’s independent reading level. The DRA helps teachers pinpoint students’ strengths and reading abilities in a one-on-one conference. (At grades 1 and 2 for Renaissance placement students are expected to be Extending Readers).

DRA - Readers are characterized in four levels:	
Emergent Readers	Reads DRA text levels A-1 below 90% accuracy; reads DRA text levels A-2 at 90% accuracy or above.
Early Readers	Reads DRA text levels 3-10 at 94% accuracy or above.
Transitional Readers	Reads DRA text levels 12-24 at 94% accuracy or above.
Extending Readers	Reads a DRA text level 28-44 at 94% accuracy or above.

SRI – Scholastic Reading Inventory (used with 4th-8th Grade students)

SRI- Readers	
Grade 1	Lexile performance level 525L+
Grade 2	Lexile performance level 725L+
Grade 3	Lexile performance level 935L+
Grade 4	Lexile performance level 1045L+

APPEALS PROCESS FOR TEST ADMINISTRATION

You must report a problem in writing within 48 hours of the test administration.

Problems must be reported to DVUSD via letter or e-mail to:

DVUSD Gifted Services
20402 N. 15th Ave.
Phoenix, AZ 85027
Kim.lanese@dvusd.org

Additional questions regarding the Assessments can be directed to Kim Lanese, Gifted Services Specialist at 623-445-4967.

Scoring the Test: The CogAT and DRA, which are administered by trained educators, will be scored and results will be mailed to the student’s home within 3 weeks of testing.

Calculating the Score: The CogAT score will provide a percentile rank in each sub-test area: Verbal, Quantitative, and Nonverbal. In addition, for Kindergarten and First grade students, the DRA will be scored for accuracy below 90% to above 94%.

Frequently Asked Questions

General FAQs

Are gifted education programs mandated in Arizona?

Yes. Gifted education is mandated for all public school districts. All school districts must both identify gifted learners and provide appropriate educational programs and services for gifted learners that are an “integrated, differentiated learning experience during the regular school day” in all grades K-12. (<https://www.azed.gov/asd/gifted/Statutes.pdf>)

What kind of training is required for teachers working with gifted learners?

Teachers who work with gifted learners must be provided with professional development support based on a plan outlined within a school district’s Scope and Sequence for Gifted Education. Also, teachers whose primary responsibility is teaching gifted learners must have, or be working towards earning, an Arizona Gifted Education K-12 Endorsement. (<https://www.azed.gov/certification/requirements/Endorsements/Gifted.pdf>)

Does DVUSD accelerate students?

When circumstances indicate that acceleration in grade placement is in the best interest of the student, close cooperation between the parents/legal guardians and all school personnel involved is imperative. Each student’s placement will be considered individually and decisions will be made only after a careful study of facts relating to the student’s growth and development. The student’s academic achievement level and cognitive ability are important, but physical and social characteristics are also determining factors. A decision is based on sufficient data collected over a period of time and motivated by a desire to place the student in the school program where the greatest success will result.

Testing FAQs

What is the CogAT?

The CogAT is the Cognitive Abilities Test, which measures both general and specific cognitive abilities. The general reasoning abilities measured by the test show the cognitive process and strategies that help a student learn new tasks or solve problems. This test measures developed abilities, not innate abilities. The CogAT measures learned reasoning and problem-solving skills in three different areas: Verbal, Quantitative, and nonverbal. Reasoning skills develop gradually throughout a person’s lifetime and at different rates for different individuals. Reasoning abilities are good predictors of success in school and are important outcomes of good schooling. *CogAT* does not measure such factors as effort, attention, motivation, and work habits, which also contribute importantly to school achievement. This is a multiple choice test.

Is the CogAT a measure of achievement?

No. It is a measure of reasoning ability in specific aptitude areas.

What does the Verbal CogAT measure?

It is a measure of verbal abilities. It includes sub tests on verbal classification, sentence completion and verbal analogies.

What does the Quantitative CogAT measure?

It is a measure of math abilities. It includes sub tests on quantitative relations, number series, and equation building. The equation-building test looks at a students’ ability to organize, structure and give meaning to an unordered set of numerals and mathematical symbols.

What does the Nonverbal CogAT measure?

The nonverbal section uses geometric shapes and figures. This section helps us see how students look for shapes and patterns. Reasoning abilities have substantial correlations with learning and problem solving, both in and out of school.

What scores are needed to qualify for services?

The State of Arizona mandates a student scoring in the 97th percentile in any one area – Verbal, Quantitative, or Nonverbal (on a state approved test) qualifies for differentiated instruction. DVUSD allows a score in the 95th or 96th percentile for provisional placement in a Cluster model or SAGE program.

Provisional placement is available only if there is room in the program. Students scoring in the 97th percentile or above in at least 2 of the 3 areas AND in at least the 90th percentile in the 3rd area may have the opportunity to apply to the Renaissance Academy.

What is an SAS?

SAS stands for Standard Age Score. The CogAT is scored based on the child's age (Not grade level). The SAS compares your child to other children based on age. The highest SAS that a child can score on the CogAT is 160. A score of 100 is considered to be an average SAS.

What is a percentile rank?

A percentile rank shows a student's relative standing in comparison to other students of the same age. A percentile is not the same as percent correct. Percentile ranks are useful in showing the students' standing within a group, but should not be used in describing differences between the scores of two or more students. The percentile rank is generated based on the child's age; each child is compared to others within the same three-month age band. Therefore, all percentile ranks show the student's standing in comparison to other students of the same age, not grade.

Why are identification procedures, programs and service models for gifted education different from district to district? What is a "Scope and Sequence"?

Arizona law requires that all public school districts must both identify gifted learners and provide appropriate educational programs and services for gifted learners. However, the law does not prescribe the models that district must use to serve their gifted learners.

The law does require each school district to create a local plan for gifted education programs and services – a "Scope and Sequence" – for the identification process of and curriculum modifications for gifted pupils to ensure that gifted learners receive gifted education commensurate with their academic abilities and potentials (ARS §15-779.02). You may request to view your district's local plan by contacting your local school district.

Why do we use the CogAT as part of our Gifted Identification Process?

The high ceiling on CogAT, its ability to make reliable discriminations among the top ten percent of scores in all age groups, and its broad sampling of cognitive skills make this a great assessment to use for our Gifted Programs.

Is there a sample test that students can take or a study guide?

Students answer sample questions before they take the actual CogAT test so they are familiar with the types of questions that will be asked and with the format of the test. Study guides or practice tests are not available due to test security. The CogAT is not an achievement test that can be studied for in advance.

When/how will I get the results of this test?

After tests have been administered and scored, you will receive a score report by mail. It is very important that you provide DVUSD with your current address and contact information.

Why doesn't the district blanket test for gifted identification?

Gifted identified students are as far removed from the norm as are students qualifying for special education services. Based on a bell curve, equal percentages of students fall into each of these special-needs groups. Teachers and parents who recognize the special needs of these students are encouraged to recommend students for testing.

What is the process for having a child tested?

Parents, students or staff members should contact their school's gifted teacher or school office for the school's testing schedule. DVUSD adheres to the guidelines set by the State of Arizona Gifted Mandate. We offer testing three times a year. (Fall, winter and spring). Students can only test once every 12 months. Students themselves, parents, teachers, and administrators may nominate students for gifted testing.

If a child does not qualify for gifted services can he/she retest at another time?

Test administration guidelines require that 12 months pass before the same test is administered again. It is generally recommended to wait two years before retesting. If the student scores in the high 80's to mid 90's, parents and teachers may consider retesting in the future. Retesting a child more than twice usually does not provide drastically different results. Keep in mind that high grades and/or high scores on standardized achievement tests are not necessarily indicators that a student is gifted.

If a child is already in a DVUSD gifted program, does she or he need to be retested?

Students already enrolled in a district gifted program do not need to be retested to remain in their current program. However, parents of current district students may request that their child retest when the student's CogAT scores are not at the required level for placement in reading, math, or another DVUSD gifted program model. Please note that students may not retest within twelve months.

What happens if a child qualifies for a gifted program but finds the activities are too hard or too easy for them?

If a child is struggling in the class because he or she finds the content too easy (bored) or too hard (overwhelmed), please inform the teacher and/or program coordinator immediately. Our teachers strive to differentiate the curriculum in an effort to meet the needs of our students.

Does DVUSD accept outside testing?

DVUSD tests students currently enrolled in a DVUSD school. Testing administered in the school district yields valid and reliable results, however some parents choose private testing by a trained psychologist. This choice may be a good option when they are seeking a broader understanding of the strengths and weaknesses of a child or if they believe that individual testing would be more appropriate for their child. Private practice psychologists can administer different types of tests that are not available in the schools. We accept the testing results if they are on the state approved test list. Visit the [Arizona Dept. of Education website](#) for state approved tests.

Will DVUSD test a child if they live outside of the Deer Valley Unified School District?

If the child is currently enrolled in a DVUSD school, but resides outside the district, the student can be tested at the same time we test other students at the attending school.

If the child is **not currently enrolled in a DVUSD school** the district offers testing periodically for a fee (regardless of where the child lives.)

Will DVUSD test my preschooler or kindergartner?

DVUSD does not test incoming kindergartners or other pre-school children. Current kindergartners have the opportunity to be tested in the spring of their kindergarten year.

My child will be 6 years old prior to December 31, 2013. Will she or he be eligible for a first grade gifted class or a Renaissance Program?

DVUSD receives requests for early entry into first grade for students who have had a variety of kindergarten experiences. Deer Valley Unified School District policy states that “Children may be admitted to first grade who are six years of age, or shall be deemed six years of age if they reach such age prior to September 1 of the current school year.” Therefore, children who are not six years old on or before August 31 will be screened by the school district for early entry into 1st grade.

This procedure will apply to children entering first grade who meet the following criteria:

- Must currently reside within Deer Valley School District attendance boundary - open enrollment will not be accepted - residency is a requirement for testing.
- Is not 6 years old before September 1, but will be 6 by December 31 of the current school year
- Has successfully completed kindergarten in a private, parochial, charter, or other public school
- Has verification of registration with Maricopa County Superintendent of Schools that student was home-schooled for the kindergarten year

*Please note: A copy of the student’s last report card showing promotion to 1st grade is required.

We are new to DVUSD and my student was in a gifted program at their previous school. Can their scores be used for placement in DVUSD?

Students new to DVUSD must have testing results from the state board approved test list for the identification of gifted students in Arizona. Visit the [Arizona Dept. of Education website](#) for state approved tests.

Who can I speak to if I have questions regarding...

Testing Schedules? – Your school’s gifted specialist will make the testing schedule following the DVUSD guidelines of testing in the fall, winter and spring.

Results? – Results will be mailed to you. Questions should be directed to the school gifted specialist.

Placement? – Criteria for placement is listed in this document and available from your gifted specialist.

Concerns? – Speak to your child’s classroom teacher, your school’s gifted specialist and your school administration about any concerns you have. If your issue is not resolved please contact the District Gifted Services Specialist, Kim Lanese at kim.lanese@dvusd.org

Transportation FAQs

Placement in a gifted program **does not guarantee school bus service**. Transportation for gifted programs follows the same rules as the rest of general education. In particular, if the program your child attends is in a different school than where you live, school bus transportation will **not** be available.

For the 2013-2014 school year and Renaissance Gifted and Music Academy placement, if you reside in the Anthem area, you may choose to have your child ride a district school bus from Boulder Creek High School to Highland Lakes School.

Bussing	Arrival	Who is on the bus
7:00 a.m.	7:40 a.m. at Highland Lakes	High School IB and American History Students. Renaissance Students who attend a zero hour class or participate in a club
8:15 a.m.	8:40 a.m. at Highland Lakes	Renaissance Students only
3:30 p.m.	4:05 p.m. at Boulder Creek	Renaissance Students only

For More Information

Please check the DVUSD website periodically for specific information and dates regarding student score reports and program applications.

https://www.dvUSD.org/pages_parent_student/school_programs_gifted.htm

2013-2014 Gifted Programs by School

School	Gifted Cluster Model			SAGE	Renaissance Academy
	Gifted Coach	K-2 Cluster	3-6 Cluster		
Anthem		X		X	
Arrowhead		X		X	
Bellair				X	
Canyon Springs		X		X	X
Constitution		X	X		
Copper Creek				X	
Desert Mountain		X		X	
Desert Sage	X	X		X	
Desert Winds		X	X		
Diamond Canyon		X		X	
Esperanza		X		X	
Gavilan Peak		X		X	
Greenbrier				X	
Highland Lakes		X		X	X
Las Brisas		X		X	
Legend Springs		X		X	
Mirage		X		X	
Mountain Shadows		X		X	
New River			X		
Norterra Canyon	X	X	X		
Park Meadows		X	X		
Paseo Hills		X		X	
Sierra Verde		X		X	
Stetson Hills		X		X	
Sunrise	X	X	X		
Sunset Ridge		X		X	
Terramar		X		X	
Village Meadows		X	X		
West Wing	X	X	X		

Glossary of Terms

Authentic assessment -- A form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills. Student performance on a task is typically scored on a rubric to determine how successfully the student has met specific standards.

Content replacement—Replacement of grade level content with content at a higher grade level (see SAGE Model).

Curriculum compacting -- Standard curriculum is compressed into a shorter period of time, allowing the gifted student to study related material while classmates master standard content.

Differentiation -- Teaching something different than the curriculum taught to the rest of the students. Differentiation may include enrichment, curriculum compacting, subject acceleration, and more.

Elements of reasoning -- A model for critical thinking that emphasizes the following eight elements: issue, purpose, point of view, assumptions, concepts, evidence, inferences, and implications or consequences.

Enrichment -- Curriculum is modified to provide greater depth and breadth than the general class content.

Extension activities --An approach to providing challenge and depth to learning by extending beyond the grade level content for students who have already mastered the grade level standards.

Field experiences -- Out-of-school educational experiences such as trips, workshops, and extracurricular activities. Examples: Odyssey of the Mind, Future Problem Solving and Math Olympiad, Knowledge Master.

Flexible grouping -- Groups of students formed by interest, achievement/skill level, or other factor to allow concentrated instruction. Flexible groups are temporary and students move in and out according to individual needs.

Gifted Coach—A gifted endorsed teacher who works with cluster teachers in schools with a school wide gifted cluster model to ensure high quality services for gifted students.

Gifted Services Specialist -- District level personnel that oversees gifted programming at all schools, coordinates testing and professional development, and supports teachers, parents, and students in providing quality gifted services.

Glossary of Terms

Grade and/or subject acceleration -- Progressing through an educational program at rates faster or ages younger than is conventional.

High ability student –A student with the capacity to learn faster or at a higher level than typical. Gifted students are often referred to as “High Ability”.

High achieving student – A student who typically performs at the “top of the class”. This term should not be considered synonymous with gifted, as not all high achievers are gifted, nor are all gifted students high achievers.

Inclusion – Students of varied abilities work at their level in a general education classroom, with special accommodations and support to allow for success at all levels (see Gifted Cluster Model).

Non-productive gifted student – Also called “underachieving”, these gifted students do not achieve at their potential. They have been identified as gifted on an ability test, but may have low grades in school.

Perfectionism – Debilitating expectation to perform perfectly at all times and at everything. This is a risk factor for gifted students and can be perpetuated by unrealistic parent or teacher expectations. Perfectionism causes students to be unwilling to take risks or accept challenges.

Pre-assessment – Assessment that takes place before instruction to determine what students already know. Pretests allow gifted students to test out of grade level content and to “buy time” for more purposeful learning (also called curriculum compacting).

Self-contained gifted classrooms – Gifted students are assigned to classrooms made up of only students who are identified gifted. This model is reserved for students identified as *highly gifted* and that are less likely to have their needs met in any other gifted model (see Renaissance Academy).

Tiered assignments -- Adjusting the same lesson or concept to accommodate high, middle and low readiness levels.

Books with Gifted Characters

By Grade Level Appropriateness

	K	1	2	3	4	5	6	7	8
<i>Egbert the Slightly Cracked Egg</i> T. Ross									
<i>Wilford Gordon McDonald Partridge</i> , M. Fox									
<i>Amazing Grace</i> M. Hoffman									
<i>Frederick</i> L. Lionni									
<i>Sylvester and the Magic Pebble</i> W. Steig									
<i>Rosa Parks: My Story</i> R. Parks & J. Haskins									
<i>Encyclopedia Brown: Boy Detective</i> (Series) D.J. Sobol									
<i>Harriet, the Spy</i> L. Fitzhugh									
<i>Sara Crew</i> F.H. Burnett									
<i>Matilda</i> R. Dahl									
<i>The Great Brain</i> (Series) J.D. Fitzgerald									
<i>Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman</i> , K. Krull									
<i>Snowflake Bentley</i> J.B. Martin									
<i>Emily</i> M. Bedard									
<i>My Side of the Mountain</i> J.C. George									
<i>From the Mixed-Up Files of Mrs. Basil E. Frankweiler</i> E.L. Konisburg									
<i>A Wrinkle in Time</i> (Trilogy) M. L'Engle									
<i>Ella Enchanted</i> G.C. Levine									
<i>Hatchet / Brian's Winter</i> G. Paulsen									
<i>The Westing Game</i> E. Raskin									

	K	1	2	3	4	5	6	7	8
<i>Henry Cisneros: Mexican American Mayor</i> , M. Roberts									
<i>Roll of Thunder, Hear My Cry</i> M. Taylor									
<i>The Homecoming (Series)</i> C. Voight									
<i>Nothing But the Truth: A Documentary Novel</i> , Avi									
<i>Bud, Not Buddy</i> C.P. Curtis									
<i>The Wright Brothers: How They Invented the Airplane</i> R. Freedman									
<i>The View from Saturday</i> E.L. Konigsburg									
<i>The Giver</i> L. Lowry									
<i>The Facts and Fictions of Minna Pratt</i> , P. MacLachlan									
<i>Bridge to Teribithia</i> K. Paterson									
<i>Come Sing, Jimmy Jo</i> K. Paterson									
<i>The Maestro</i> T. Wynne-Jones									
<i>The Planet of Junior Brown</i> V. Hamilton									
<i>Jacob Have I Loved</i> K. Paterson									

Adapted from *Gifted Kids, Gifted Characters, and Great Books* by Bertie Kingore, Ph.D.

<http://www.bertiekingore.com/gtchildrenlit.htm>

More Booklists for Gifted Readers:

On Being Gifted http://www.hoagiesgifted.org/being_gifted.htm#nonfiction

A Unique Reading List for Gifted Students in Grades 6-12 <http://mbcurl.me/4YF>

101 Great Books for the College Bound Student <http://mbcurl.me/4YE>

Resources

Organizations:

National Association for Gifted Children (NAGC)

1707 L Street NW, Suite 550, Washington, D.C. 20036; Phone: 202/785-4268. Parent members receive the quarterly newsletter, Parenting for High Potential.

www.nagc.org

Arizona Association for Gifted and Talented (AAGT) is an advocate for the diverse population of gifted children in the state of Arizona.

www.azagt.org

Hoagies' Gifted Education page is a resource guide for the education of gifted children with links to resources on nearly every aspect of gifted education available on the Internet, plus annotations and first hand information provided by parents.

www.hoagiesgifted.org

The Association for the Gifted (TAG) was organized as a division of The Council for Exceptional Children in 1958 to help both professionals and parents deal more effectively with the gifted child.

www.cectag.org

The Gifted Development Center serves parents, schools, and advocacy groups with information about identification, assessment, counseling, learning styles, programs, presentations, and resources for gifted children and adults.

www.gifteddevelopment.com

State Department of Education for the Gifted is a resource guide for parents with the gifted and talented children in the State of Arizona.

www.ade.state.az.us/asd/gifted

The Council for Exceptional Children (CEC) is the largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted.

www.cec.sped.org/index.html

Affiliations:

National Association for Gifted Children www.nagc.org

Arizona Association for Gifted Children www.arizonagifted.org

The American Association for Gifted Children www.aagc.org

Council for Exceptional Children, TAG division www.cec.sped.org

Davidson Institute for Talent Development <http://www.ditd.org>

Magazines and Journals:

Creative Kids

http://www.prufrock.com/client/client_pages/prufrock_jm_createkids.cfm - The nation's largest magazine by and for kids. The magazine includes games, stories, and opinions all by and for kids ages 8-14.

Gifted Child Quarterly

<http://www.nagc.org/default.aspx> - Publishes manuscripts that offer new or creative insights about giftedness and talent development in the context of the school, the home, and the wider society. Also publishes research studies as well as manuscripts that explore policy and policy implications.

Gifted Child Today

http://www.prufrock.com/client/client_pages/prufrock_im_giftchild.cfm - Offers educators practical and timely information about motivating and educating talented learners.

Gifted Children Monthly

<http://www.gifted-children.com/> - Online newsletter for parents and teachers of gifted and talented children.

Imagine

<http://jhuniverse.jhu.edu/gifted/imagine/> - A periodical for middle and high school students who want to take control of their learning and get the most out of their pre college years.

The Journal for the Education of the Gifted

http://www.prufrock.com/client/client_pages/prufrock_im_jeg.cfm - The Journal for the Education of the Gifted offers information and research on the educational and psychological needs of gifted and talented children.

Journal of Secondary Gifted Education

http://www.prufrock.com/client/client_pages/prufrock_im_jsge.cfm - Offers education professionals comprehensive and critical information needed for building an effective educational environment for gifted adolescents. It accomplishes this through a mixture of innovative theory and research.

The Great Potential Press, Inc.

<http://www.giftedbooks.com/catalog.html> - We offer award-winning books for parents, teachers, and educators of gifted, talented, and creative children.

Books:

"Parenting the Very Young Gifted Child" by Nancy M. Robinson, Ph.D., University of Washington

"Gifted Kids Speak Out" by James R. Delisle. Free Spirit Publishing, 1987. How gifted children think and feel about school, friends, their families, and the future – in their own words.

"Right-Brained Children in a Left-Brained World: Unlocking the Potential of Your ADD Child" by Jeffrey Freed and Laure Parsons. New York: Simon and Shuster, 1998. If you feel you must help your kids with learning challenges with their homework, read this book so the time you spend with them can focus on compensation strategies rather than content.

"Pathways of Learning: Teaching Students and Parents About Multiple Intelligences" 2nd ed. Tucson, AZ by David Lazear. Zephyr Press, 2000. Explains the theory of multiple intelligences for parents.

"Work Left Undone: Choices and Compromises of Talented Females" by Sally Morgan Reis. Mansfield Center, CT: Creative Learning Press, 1998.

"Genius Denied" by Jan & Bob Davidson with Laura Vanderkam. Simon and Schuster, April 2004.

"Growing up Gifted: Developing the Talent and Potential of Children at Home and at School" 5th ed. Paramus, NJ: Charles E. Merrill, 1997. The definitive textbook for parents and teachers; a comprehensive treatment of most aspects of educating and parenting gifted learners. U.S. Department of Education, Office of Education Research and Improvement.

National Excellence: The case of Developing America's Talent. Washington, DC: 1993. A conclusive, easy-to-understand report of gifted children's educational needs. Call (877) 4-ED-PUBS to request a copy, or read it on the Web (www.ed.gov/pubs/DevTalent/toc.html).