Pensar Academy

Gifted Scope & Sequence

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Program Design		
Question	**Indicators**	**District Description**
What is your district's definition of a gifted student and gifted education?	• Multiple criteria, non-verbal, verbal and quantitative • 97% on state approved tests or services for students with borderline scores • Read the state definition in ARS 15-779 and incorporate it into your local district	Pensar Academy, in compliance with ARS 15-779, defines "gifted education" as the means to providing an educational program that is commensurate with the academic abilities and potential of a gifted student. The statute states that districts must provide gifted services to students who score at the 97th percentile or above on a state-board-approved test for gifted identification. Pensar Academy serves middle school students in grades 4th-8th grade with a score at or above the 94th percentile in the verbal, quantitative, or spatial areas.
Describe the Philosophy and Goals for your gifted program.	• Incorporates a K-8 or K-12 continuity of services • Modify instruction/curriculum to meet student needs • Describes differentiation in process, content and product	The philosophy of Pensar Academy's gifted program is to provide services that match each identified gifted students' academic abilities, potential, and unique social and emotional needs in order to achieve continued growth. The goals of Pensar Academy's program include:

Pensar Academy

	• "Gifted students are gifted all day, not just for a small segment of that day" • Goal: start with where the student is academically and accelerate the pace of instruction • Goal: train as many teachers as possible about the unique needs of gifted students • Goal: develop a program that represents the diversity of the school and district	• Delivering a program that mirrors the needs and diversity of our school • Educating teachers in the unique academic and social needs of gifted students • Collaborating with classroom teachers to meet the needs of our students. Pensar Academy will continue to educate teachers of the unique needs of gifted students through the provision of professional development by a state endorsed Gifted Coordinator. Pensar Academy's Gifted Program represents the diversity of the school.
How do you group and deliver services to your K-2 students?	• Self-contained, cluster, pull out or differentiated instruction within the regular classroom • Specific instructional strategies tailored to the needs of the gifted learner, open ended questioning, projects, activities that focus on higher order thinking skills	Not applicable.
How do you group and deliver services to your 3-6 students?	• Self-contained, cluster, pull out or differentiated instruction within the regular classroom • Specific instructional strategies tailored to the needs of the gifted learner, open ended questioning, projects, activities that focus on higher order thinking skills	Pensar Academy groups gifted students by: • Area of giftedness • Social and emotional needs • Age/grade appropriateness Pensar Academy delivers gifted services by: • Within the regular education classroom, students receive differentiated instruction and participate in flexible grouping. • The gifted coordinator consults with classroom teachers, as needed. • The gifted teacher provides pull out gifted services in the integrated, verbal, quantitative, and nonverbal areas. Examples of techniques that are employed include Project Based Learning, Socratic seminar, and shared inquiry, which incorporate critical thinking skills. Academic instruction is

Pensar Academy

		provided at the appropriate depth and complexity for our intermediate students.
How do you group and deliver services to your 7-8 students?	• Specific instructional strategies tailored to the needs of the gifted learner, open ended questioning, projects, activities that focus on higher order thinking skills • Content driven, accelerated learning, honors classes, flexible grouping	Pensar Academy groups gifted students by: • Area of giftedness • Social and emotional needs • Age/grade appropriateness Pensar Academy delivers gifted services by: • Within the regular education classroom, students receive differentiated instruction and participate in flexible grouping. • The gifted coordinator consults with classroom teachers, as needed. • The gifted teacher provides pull out gifted services in the integrated, verbal, quantitative, and nonverbal areas. Examples of techniques that are employed include Project Based Learning, Socratic seminar, and shared inquiry, which incorporate critical thinking skills. Academic instruction is provided at the appropriate depth and complexity for our intermediate students.
How do you group and deliver services to your 9-12 students?	• Specific instructional strategies tailored to the needs of the gifted learner, open ended questioning, projects, activities that focus on higher order thinking skills • Content driven, accelerated learning, honors classes, AP, IB or CIE classes, flexible grouping and/or scheduling	Not applicable.
Describe how you integrate your program standards with the Arizona State Standards at each grade level.	• Use a curriculum mapping approach • Testing for competency before teaching content • Use Vertical alignment strategies	Gifted students utilize Project-Based Learning that incorporates gifted best practices that are individually tailored to each student's needs. Project-Based Learning incorporates the state standards through hands-on learning with an emphasis on critical thinking, collaboration, communication, and creativity.
How do you involve parents in your program?	• Periodic orientation/communication meetings	Pensar Academy involves parents in the Gifted Program through:

	- Provide information about summer programs like Johns Hopkins, ASU and U of A - Newsletters, parent support groups	- A quarterly showcase called "Celebration of Learning" where students share their projects from the PBL Process. - Resources to parents about Gifted Learners. - Quarterly parent surveys.

Pensar Academy

Curriculum and Instruction		
Question	**Indicators**	**District Description**
How do you differentiate instruction (pace and pedagogy) to K-2 students? Please list several sample activities to illustrate your description.	• Training for teachers in flexible instructional groups • Provide for acceleration through extended literature, novels, math word problems, graph interpretation etc. • Establish a rubric for the pedagogy to be appropriately applied for this level	Not applicable.
How do you differentiate instruction (pace and pedagogy) to 3-6 students? Please list several sample activities to illustrate your description.	• Training for teachers in flexible instructional groups • Provide for acceleration through extended literature, novels, math word problems, graph interpretation etc. • Establish a rubric for the pedagogy to be appropriately applied for this level	Pensar Academy staff has been explicitly trained in project-based learning through the Buck Institute for Education and the Pensar Academy Model. PBL is also utilized in regular classroom instruction for students. Tools utilized includes: • Menu choice boards • DOK and Hess Model questioning • Acceleration opportunities
How do you differentiate instruction (pace and pedagogy) to 7-8 students? Please list several sample activities to illustrate your description.	• Training for teachers in flexible instructional groups • Provide for acceleration through extended literature, novels, math word problems, graph interpretation, etc. • Develop an honors curriculum for gifted students Establish a rubric for the pedagogy to be appropriately applied for this level • Use real world connections, simulations, Mock Trial, etc.	Pensar Academy staff has been explicitly trained in project-based learning through the Buck Institute for Education and the Pensar Academy Model. PBL is also utilized in regular classroom instruction for students. Tools utilized includes: • Menu choice boards • DOK and Hess Model questioning • Acceleration opportunities
How do you differentiate instruction (pace and pedagogy) to 9-12 students? Please list several sample activities to illustrate your description.	• Training for teachers in flexible instructional groups • Provide for acceleration through extended literature, novels, math word problems, graph interpretation etc. • Provide AP, IB or CIE coursework for student Establish a rubric for the pedagogy to be appropriately applied for these levels	Not applicable.
What curricular materials do you use for grades K-2?	• Be specific.	Not applicable.

Pensar Academy

What curricular materials do you use for grades 3-6?	• Be specific.	Pensar Academy utilizes the Pensar Academy PBL System, EL Curriculum, Fishtank Learning, Generation Genius, Pensar Academy Writing System.
What curricular materials do you use for grades 7-8?	• Be specific.	Pensar Academy utilizes the Pensar Academy PBL System, EL Curriculum, Open Up Resource, Generation Genius, Pensar Academy Writing System.
What curricular materials do you use for grades 9-12?	• Be specific.	Not applicable.

Pensar Academy

Identification		
Question	**Indicators**	**District Description**

Describe how your referral process for identification involves parents and staff.	• Recommendations from parents/staff
	• Review of records and answers on student transfer documents
	• Announcements/newsletters to parents
	• Referrals from counselors, administrators or support staff
	• In-service training for all staff and parents
	• Program description provided to all stakeholders
		Pensar Academy's referral and identification process involves parents in the following ways:
		  • Referral forms are available in the front office for parents.
		  • Teacher referrals for Gifted Testing require parent approval.
		
		Pensar Academy's referral and identification process involves staff in the following ways:
		  • Referral forms are available in the front office for staff.
		  • Staff receives Professional Development (PD) in the identification/indicators and referral process for Gifted Learners.

Describe your process for the identification of K-12 gifted students, including how your process addresses the variety of student environmental backgrounds.	• Serve 97%, but what about 96, 95, 94 and others?
	• Use a matrix for underrepresented students including at risk, ELL and equity compared to school population
	• Arizona Assessment Scores
	• Use of non-verbal tests
	• Multiple measures
	• Personal interviews
	• Performance in honors, AP, IB, CIE classes
		Pensar Academy's process for the identification of 4-8 gifted students:
		  • Cogat Testing
		  • Arizona Assessment Scores
		  • Universal screeners
		  • Multiple measures
		  • Classroom performance

Please list all the testing instruments and data points you use for gifted student identification and explain why you chose these instruments.	• CogAT, Naglieri, WISC, etc. See the State Board approved test list
	• Student grades
	• Gifted Characteristics Checklists
	• Student, teacher, parent input
	• Standardized testing results
		Pensar Academy uses the following in the identification of Gifted students:
		  • CogAT
		  • Gifted Characteristics Checklists

How often do you make testing available for K-12 students?	• Fall, winter, spring • Additional testing for transfer students or on a case-by-case basis throughout the year	Pensar Academy conducts Gifted Testing in the fall, spring, and summer with additional testing as needed on a case-by-case basis throughout the school year.

Pensar Academy

How do you inform parents and staff of your referral and identification process?	• Formal letters to parents • Parent informational meetings, conferences • School newsletters • LEA Gifted Website	
Once eligibility is determined, how do you inform parents of the decision and then handle an appeal of that decision?	• Formal letters • Focus on data • Parent meetings • Meeting with teacher, Principal, and Gifted Director	Pensar Academy informs parents of the results of student eligibility through a formal letter with the option of meeting with the Gifted Coordinator for further questions.

Pensar Academy

Social and Emotional Development		
Question	**Indicators**	**District Description**
How do you provide for the unique affective needs of your gifted students K-6?	• Grade level seminars to train teachers • Coordination of affective activities • Experiential learning approach • Provide common learning seminars for gifted students by grade level using pull out, cluster or self-contained configurations • Use peer tutoring, cooperative leaning strategies • Establish a parent support group	Pensar Academy provides for the affective needs of students through: • The project based learning approach that incorporates set cooperative learning strategies, set opportunities to provide and receive feedback, and student explicit training in how to work in group settings and give and receive feedback. • Common learning seminars for gifted students using a pull out configuration.
How do you provide for the unique affective needs of your gifted students 7-8?	• Incorporate specific activities into an honors program • Experiential learning approach • Provide common learning seminars for gifted students by grade level such as a humanities class • Establish a parent support group	Pensar Academy provides for the affective needs of students through: • The project based learning approach that incorporates set cooperative learning strategies, set opportunities to provide and receive feedback, and student explicit training in how to work in group settings and give and receive feedback. • Common learning seminars for gifted students using a pull out configuration.
How do you provide for the unique affective needs of your gifted students 9-12?	• Develop gifted student learning groups to share experiences • Assign a counselor to work with gifted students • Seminars to train teachers, counselors and administrators • Concurrent/dual enrollment possibilities tied to AP, IB or CIE programs • Establish a parent support group	Not applicable.
What specific orientation activities do you provide for parents and teachers regarding gifted students	• Grade level seminars to train teachers • Provide literature about the unique needs of gifted students to teachers/parents • Conduct locally developed gifted parent	Pensar Academy provides parents and staff with specific orientation regarding gifted student's affective needs through: • A quarterly newsletter with resources.

affective needs?	nights	• A Gifted webpage with resources on the school's website • Access to a Gifted Coordinator • Conducting quarterly "Showcase" events. • Training in student affective needs.
How do you monitor, identify and provide assistance to "at-risk" gifted students?	• Create an open-ended referral process for parents, students and teachers • Provide counseling services on an as needed basis • Develop alternate approaches for students in high school to earn credit • Competency testing in core subjects to allow students to "move-on"	Pensar Academy monitors, identifies, and provides assistance to "at-risk" gifted students through: • An open ended referral process for parents, students, and teachers. • Provide counseling services on an as needed basis

Pensar Academy

Professional Development		
Question	**Indicators**	**District Description**
How do you regularly provide opportunities for regular classroom teachers and gifted teachers to receive specialized training about working with gifted students?	- In-service training, staff development, professional learning communities - Fund attendance at conferences, workshops and training in gifted education - Provide instructional materials for gifted learners - Join the Arizona Association for Gifted and Talented (AAGT) www.arizonagifted.org - Teachers develop personal professional growth plans	Pensar Academy provides regular opportunities for regular classroom teachers to receive specialized training in working with gifted students through: - In-service training, staff development, and PD opportunities - Funding available for those seeking Gifted endorsements - Providing instructional materials for gifted learners - Fund attendance at conferences, workshops and training in gifted education
Please list the titles of the training you conducted last year and those planned for the current year.	- Characteristics of the gifted learner - Instructional needs of the gifted learner - How to differentiate instruction to meet gifted learners needs - Identifying the gifted learner - The meaning of gifted testing results	Pensar Academy conducted the following trainings this last year and the current year: - PBL World by the Buck Institute for Learning - PBL Process by Pensar Academy - Culturally Responsive Teaching Practices by Urban Connections - Identification of the Gifted Learners by Riverside - FACE Training by ADE - Effective Communication by Pollack Peacebuilding - Universal Design for Learning by in-house staff. - Accommodating vs. Modifications in the Classroom by in-house staff. - DOK by in-house staff.
How have your training events targeted the needs of administrators, counselors,	Specific training events that illustrated for administrators how to support gifted education in their schools	Administrators are provided updates and information on the status of gifted services at their schools. Examples of shared information

psychologists and support staff?	• Training for counselors in the social and emotional needs of the gifted learner • ADE sponsored training on school improvement	are: acceleration, specific services and testing. The gifted coordinator will continue to collaborate with counselor and psychologist.
Do teachers who have primary responsibility of teaching gifted learners have, or are working towards earning, an Arizona Gifted Education K-12 Endorsement?	• For more information, please see the gifted endorsement resources.	The teacher who conducts pull out services will possess an Arizona Gifted Education K-12 Endorsement.
Describe the feedback received from post training evaluations.	• What did the participants say about the effectiveness?	Some examples of feedback from training includes: • "I am excited to be able to identify and support Gifted Learners in my classroom." • "PBL World reminds me that we are doing a lot of these strategies and am excited to keep implementing them at Pensar." • "I love how PBL pushes our kids learning…and gets me excited to teach all learners."

Pensar Academy

Parent and Community Involvement		
Question	**Indicators**	**District Description**
How do you make your program philosophy, goals and recruitment procedures available to all parents?	• Provide parents with a gifted handbook for working with the district • Open house for gifted parents • Website for gifted students and parents • Parent – teacher conferences	Pensar Academy makes the program philosophy, goals, and recruitment procedures available to all parents through: • Parent-Teacher Conferences informational table ran by the Gifted Coordinator • Open houses • Webpage for gifted students and parents
How do you provide access to your scope and sequence for all parents?	• Gifted scope and sequence distributed to all gifted parents • Available in all school offices • Available on LEA or school website	Pensar Academy makes the scope and sequence available for all parents through: • The front office • The school website
Describe how you incorporate parents into a support or advisory group.	• Write letters of invitation to all gifted parents to join our group • Develop a regular schedule of meetings, posted on website or in newsletter • Provide opportunities to hear and converse with gifted guest speakers	Pensar Academy incorporates parents into a support of advisory group through: • Invitation by the Gifted Coordinator to the Parent Academy • Quarterly newsletter
How do you involve parents and the gifted community in the evaluation of your program?	• Surveys, personal interviews, town hall type meetings • Site council agenda item • End of year presentations	Pensar Academy issues a quarterly survey to involve parents and the gifted community in the evaluation of your program.

Pensar Academy

Program Assessment		
Question	**Indicators**	**District Description**
What data sources do you use to assess your programs effectiveness?	• Surveys from parents, students and teachers • Standardized test scores • AzMERIT performance scores • Terra Nova performance scores • AP, IB or CIE scores	Pensar Academy will utilize the following data sources to measure the program effectiveness: • Surveys from parents, students, teachers • Standardized test scores • State testing scores
Describe how you use test data, both norm referenced and criterion referenced in your evaluation process.	• Track progress of gifted students year to year individually • Compare scores of gifted students with the rest of the population to assess differences • Students class grades compared to identification scores	Pensar Academy will use test data, both norm referenced and criterion referenced in the evaluation process by: • Tracking progress of students year to year individually through Individual Growth Plans (IGP). • Compare scores of Gifted students to the rest of the population and conduct a root cause analysis in all applicable state assessments.
How do you use informal measures like surveys, open forums and teacher interviews to gather data?	• Look for trends, common strengths, weaknesses, areas for improvement in parent surveys • Direct observation of the program in action	Pensar Academy uses informal measures like surveys, open forums, and teacher interviews to gather data to: • Identify trends and conduct a root cause analysis. • Integrate results in action plan for the next school year.
What are your keys indicators that your program is positively affecting students?	• Student interest, excitement with the program • Parental positive feedback • Students test score analysis • Stays with the program, no dropouts • Regular attendance in class	Pensar Academy utilizes the following key indicators in the program to positively affect students: • Student engagement • Parental positive feedback • Attendance • State testing scores
Describe the performance standards you have for all	• Meets the individual learning goals established for the students	Pensar Academy has the following performance standards for all gifted students:

Pensar Academy

gifted students. Are the standards for gifted students?	• The gifted population demographics must reflect the same picture as the total school population	• Meet individual learning goals as outlined in each student's Individual Growth plan. • The gifted population demographics reflect the same picture as the total school population.

Pensar Academy

Budgeting		
Question	**Indicators**	**District Description**
What percentage of your Gifted Education supplemental allocation is used to support your gifted education program in the following categories: • capital expenditures • direct student services • professional development, and • district coordination?	• Local Funds • Gifted Education Supplemental Grant • Student Support and Academic Enrichment Grant (Title IV-A)	Pensar Academy will use 100% of the Gifted Education supplemental allocation to support the gifted education program for direct student services. Capital expenditures, professional development, and district coordination will come from M&0.
Describe the structure of your gifted education staffing including the ratio of teaching staff to the number of identified gifted students.	• Type of program: pull out, cluster, self-contained or differentiated instruction within the classroom • Ratio within the structure you chose: 1 to how many students?	Pensar Academy will provide the following structure in a pull out model for gifted program staffing: • 1:6 teacher to student ratio
To what extent does the district support the funding of your gifted program? Please elaborate: be specific as to staff and financial resources	• Teacher salaries? • Rooms, appropriately equipped? • Professional development • Funding for a Director? • Testing supplies? • Administrative support?	Pensar Academy will support through funding the following: • Capital expenditures • Professional development • District coordination will come from M&0 • Instructional materials • Testing supplies