

What does it mean to be *gifted*?

“Gifted pupil” means a child who is of lawful school age, who due to superior intellect or advanced learning ability, or both, is not afforded an opportunity for otherwise attainable progress and development in regular classroom instruction and who needs appropriate gifted education services, to achieve at levels commensurate with the child's intellect and ability.

What is *gifted education*?

“Gifted education” means appropriate academic course offerings and services that are required to provide an educational program that is an integral part of the regular school day and that is commensurate with the academic abilities and potential of a gifted pupil.

Gifted Student Characteristics

- Unchallenged by curriculum
- Asks/answers questions above same aged peers
- Enjoys studying/researching/reading outside of school
- Writes/creates using detail and originality
- Speaks with high level of verbal ability
- Accelerated pace of thought processes
- Can retain extraordinary quantity of information
- Demonstrates unique interests and curiosity
- Solves problems in diverse and novel ways



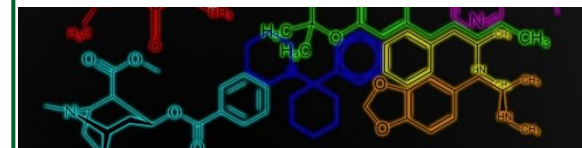
Program Goals

- Provide comprehensive gifted services which cultivate each student’s problem solving and leadership skills while offering enrichment and creative opportunities.
- Promote equity and access to appropriately challenging curriculum by educating teachers and staff on the unique academic and social-emotional needs of gifted students.
- Provide gifted identification procedures which are inclusive and reflective of the diverse student populations within each school.
- Provide training for all staff on the procedures for referring and identifying students for gifted services.

Gifted Education Program

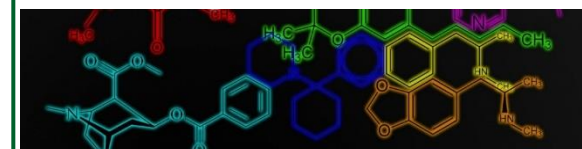
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Tuba City Unified School District No. 15

Gifted Education Program Overview



Gifted Program Overview

The gifted education program offers comprehensive services to challenge and enrich gifted student learning.

Types of Services

- K-12 small group, cluster group pull outs with similar ability peers
- Differentiated instruction in content, process, product, learning environment, and assessment
- Opportunities for enrichment, project-based learning, experiential learning, and creative risk-taking
- Program model promotes enhancing problem-solving skills, critical thinking skills, collaborative learning, student choice, and independent projects
- Program curriculum, the Renzulli Learning System, offers opportunities for differentiation, creativity, projects, rigor, and enrichment

Identification Process

1. **Referral** - Accept referrals at any time during the school year
2. **Data collection** – Develop profile of student educational status
3. **Review** - Evaluate data collected and determine if additional data is needed
4. **Formal Evaluation**- Administer test measures and compile results
5. **Eligibility Determination** – Evaluate assessment results and recommend services
6. **Review** – Assess eligibility annually



Criteria for Eligibility

- Test scores falling within the 90th percentile range or above on the CogAT or NNAT3
- Use “highly proficient” score results on the AASA, AzSCI, ACT Aspire, or ACT as an eligibility tool
- Consider other measures to aid in the identification process, including performance in classes, grades, observations, samples of student work, and parent, teacher, and staff input
- Consider transfer student gifted eligibility by reviewing transferring test scores and academic profile