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ABSTRACT

This guide to education for gifted students in Arizona begins with a rationale for providing special services for high potential students. It then discusses the gifted student, screening and identification, the teacher, programs and services, financial assistance, resources, and parent involvement. In each of these topic areas, the guide outlines requirements of state law, definitions of terminology, and references for further information. The guide specifically covers the definition of "gifted," the screening process, teacher criteria for obtaining provisional and regular gifted endorsement, organizational models and program options used to provide instructional services to gifted students, curriculum areas in which instructional services are provided, additional curriculum services, the need for school districts to submit a scope and sequence for gifted pupils in order to receive state aid, the process for applying for gifted education funds and carrying over funds, parents' rights, a list of directors of regional centers for gifted education and of professors involved in gifted education at Arizona's four major universities, and a list of newsletters and journals on gifted education. Appendixes offer a list of state-approved tests and their publishers, a list of skill requirements for teachers of the gifted, and a sample application for funding. (JDD)

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RESOURCE GUIDE

FOR

GIFTED EDUCATION

IN

ARIZONA

Arizona Department of Education
C. Diane Bishop, Superintendent
January 1993

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Rationale For Gifted Education

Every person in his or her own way has special potentials and abilities that make him or her a unique individual. Over the past three decades our educational system has accepted the responsibility and the challenge of providing equal educational opportunities for individuals to fulfill their potential as students, as persons, and as contributing members to our society.

During this same time period and certainly at present in the state of Arizona, there is a recognition that an extremely small portion of the school-age population has exceptional potential and latent-achievement capabilities that distinguish these individuals as deserving special services compatible with their special needs. By potential, by definition, and by state law these individuals have few intellectual peers. They typically represent less than three percent of the entire population. They are quite capable of accomplishments that would provide significant contributions to our culture, technology, society, and nation.

At the same time, these potentials may remain just that - potentials - unless these students engage in study, experiences, and environments that nurture, support, and reinforce their development and fulfillment. In other words, having the potential and showing some progress in fulfilling this potential are a long way from attaining and maintaining this potential in real-world situations both in and beyond school. Unless special services are provided, we run the risk of losing the significant contributions that the most powerful minds in our society could make. We also would not enable these exceptional individuals to become the self-actualized person they have the right to become. For these reasons, this exceptional population also needs "equal opportunities" for success.

To provide these individuals "equal opportunities" to fulfill their exceptional talents and potentials means that schools, classrooms, and professionals must provide educational opportunities that are aligned with what each of these students need at both his or her present and future levels of development. For some, this will mean providing opportunities that make up for limited or inadequate prior experiences. Yet eventually, every one of these students will need opportunities to achieve their potentials that go beyond the curriculum framework provided for students with less exceptional potentials.

In this sense, these students from the very beginning of their schooling need a differentiated curriculum program wherein the school opportunities enable them to make significant gains toward their potentials. For this reason, "equal opportunity" for these students cannot, except temporarily, be the same curriculum and instructional tasks that students with less potentials are provided.

The Student

What the state law says:

"Exceptional child" means a gifted child or a child with a disability. (A.R.S. §15-761.6.) [italics added]

"Gifted Child" means a child who is of lawful school age who due to superior intellect or advanced learning ability, or both, is not afforded an opportunity for otherwise attainable progress and development in regular classroom instruction and who needs special instruction or special ancillary services, or both, to achieve at levels commensurate with his intellect and ability. (A.R.S. §15-761.7.) [italics added]

1 • In Arizona what is "lawful school age"?

"All schools other than high schools and evening or night schools shall, unless otherwise provided by law, admit children between the ages of six and twenty-one years who reside in the school district. A child shall be deemed six years of age if he reaches such age prior to September 1 of the current school year." (A.R.S. §15-821.A.)

"If a kindergarten is maintained, a child shall be eligible for admission to kindergarten if he is five years of age. A child shall be deemed five years of age if he reaches such age prior to September 1 of the current school year." (A.R.S. §15-821.B.)

Therefore, services for gifted students are to be available K-12.

2 • In Arizona how is "superior intellect or advanced learning ability" determined?

School districts in the state of Arizona shall provide screening for gifted pupils using one or more tests adopted by the state board as prescribed in section 15-203, subsection A, paragraph 22 and section 15-764 (see appendix A and the Screening and Identification Section). "School districts may identify any number of pupils as gifted but shall identify as gifted at least those pupils who score at or above the ninety-seventh percentile, based upon national norms, on a test adopted by the state board." (A.R.S. §15-770.1.) (emphasis added)

"Students shall be served who score at or above the 97th percentile on national norms in any one of three areas - verbal, nonverbal, or quantitative reasoning - on any test from the State Board-approved list. Students who score below the 97th percentile also may be served." (R7-2-406A.1.a.) (emphasis added)

3. *In Arizona what is verbal, nonverbal, or quantitative reasoning?*

Generally, verbal reasoning refers to a student's ability in oral and written expression, reading and comprehension skills, and literal understanding and use of words. This reasoning also refers to how well students solve problems using words.

Generally, nonverbal reasoning refers to a student's ability in spatial and abstract thinking. This reasoning also refers to how well students solve problems using shapes and figures.

Generally, quantitative reasoning refers to a student's ability in understanding the elements of number theory, or the application and analysis of number problems. This reasoning also refers to how well students solve problems using numbers.

Test manuals should always be consulted for descriptions of these areas as they relate to specific tests.

4. *What are several additional references regarding gifted students, in general, and including characteristics?*

Adderholdt-Elliott, M. (1987). Perfectionism: What's bad about being too good? Minneapolis, MN: Free Spirit Publishing Company.

Clark, B. A. (1992). Growing up gifted: Fourth edition. New York, NY: Macmillan Publishing Company, Part I, Chapters 1 and 9.

Clark, B. A. (1988). Growing up gifted: Third edition. Columbus, OH: Charles E. Merrill Publishing Company, Part I, Chapter 1; Part II, Chapter 10.

Colangelo, N., and Davis, G. A. (Eds.), (1991). Handbook of gifted education. Needham Heights, MA: Allyn and Bacon, Part VI.

Delisle, J., and Galbraith, J. (1987). Gifted kids survival guide and The gifted kids survival guide II. Minneapolis, MN: Free Spirit Publishing Company.

Ehrlich, V. Z. (1982). Gifted children: A guide for parents and teachers. Englewood Cliffs, NJ: Prentice-Hall, Inc., Chapters 1 and 3.

Feldhusen, J. (Ed.), (1985). Toward excellence in gifted education. Denver, CO: Love Publishing Company, Chapter 2.

Gallagher, J. J. (1985). Teaching the gifted child. Newton, MA: Allyn & Bacon, Chapters 1, 2 and 13.

Additional references regarding gifted students and characteristics, continued:

- Howley, A., Howley, C., and Pendarvis, E. (1986). Teaching gifted children. Boston, MA: Little, Brown and Company, Chapters 2 and 11.
- Khatena, J. (1992). Gifted challenge and response for education. Itasca, IL: F. E. Peacock Publishers, Chapters 1 and 7.
- Kirby, D. F., and Kitano, M. K. (1986). Gifted education: A comprehensive handbook. Boston, MA: Little, Brown and Company, 28-31, Chapters 4 and 12.
- Parke, B. N. (1989). Gifted students in regular classrooms. Needham Heights, MA: Allyn & Bacon, Part I, Chapters 1 and 2.
- VanTassel-Baska, J. L., and Olszewski-Kubilius, P. (Eds.), (1989). Patterns of influence on gifted learners. New York, NY: Teachers College Press, Part II.

Screening & 2 Identification

What the state law says:

"The governing board of each school district shall develop a scope and sequence for the identification process of and curriculum modifications for gifted pupils to ensure that gifted pupils receive special education commensurate with their academic abilities and potentials. The scope and the sequence shall:

1. Provide for routine screening for gifted pupils using one or more tests adopted by the state board as prescribed in § 15-203, subsection A, paragraph 22 and § 15-764. School districts may identify any number of pupils as gifted but shall identify as gifted at least those pupils who score at or above the ninety seventh percentile, based upon national norms, on a test adopted by the state board." (A.R.S. § 15-770.A.1.)[italics added]

"Governing boards shall adopt policies for the education of gifted students which shall include:

*1. Procedures for identification and placement of students to be placed in gifted programs.
a. Students shall be served who score at or above the 97th percentile on national norms in any one of three areas - verbal, nonverbal, or quantitative reasoning - on any test from the State Board-approved list. Students who score below the 97th percentile also may be served.
b. Local educational agencies (LEAs) shall accept, as valid for placement, scores at or above the 97th percentile on any State Board-approved test submitted by other LEAs or by qualified professionals." (R7-2-406.A.1.a.b.)[italics added]*

*"a. Each LEA shall provide the following information to all parents or legal guardians:
i. Definition of a gifted child; ii. Services mandated for gifted students by the State of Arizona;
iii. Services available from the LEA; iv. Written criteria of the LEA for referral, screening, selection, and placement.*

b. Each LEA shall develop policies and procedures which ensure that parents or legal guardians are:

i. Given the opportunity to have their children tested; ii. Given advance notice of the week that their children are to be tested; iii. Given the opportunity to withhold permission for testing.

c. Each LEA shall:

i. Make testing available for students K-12 on a periodic basis but not less than three times per year; ii. Inform parents or legal guardians of the results of the district administered test within 30 school days of determining the test results; iii. Upon request, explain test results to parents or legal guardians." (R7-2-406.3.)[italics added]

1. What is meant by screening, identification, and placement?

Screening is the process of nominating the potentially gifted students who may be included in the identification process.

Identification is the process of verifying students who have "superior intellect or advanced learning ability" and are to be offered special services through a gifted education program. The process must include, but is not limited to, testing verbal, nonverbal and quantitative reasoning abilities to determine at least those students who score at or above the 97th percentile on a test from the list approved by the State Board of Education. Districts may also use other criteria in their identification process.

Placement in a program involves providing services that are commensurate with the academic abilities and potentials of all students meeting state and district criteria.

2. Who can refer students for testing?

Referrals are included in the screening process. Referrals for testing may be made by anyone who knows the student, including but not limited to, parents, teachers, administrators, counselors, peers or by the students themselves.

3. Does screening require testing?

No, screening does not require testing. Any method may be used for screening. Screening methods may include, but are not limited to, achievement test scores, school ability or performance, and/or referrals by teachers, parents, peers, or the students themselves.

4. What are ways to ensure we do not overlook students in the screening process?

Proper screening procedures will help to prevent overlooking students and should produce an adequate pool of eligible students for testing and placement. In addition, informed teachers and parents can help in the screening process. Staff development for classroom teachers to open the curriculum, to encourage thinking in the classroom, and to reward creativity will help students demonstrate potentials otherwise overlooked. (See question 15 of this section for additional references.)

5. At what age may districts test students?

Districts *may* test at as early an age as their policy dictates but *must* provide the opportunity for testing (K-12) at least three times a year for children of lawful school age. (ARS 15-821.A.B, R7-2-406.3.c.1.)

6. *What are the tests on the current state-approved test list?*

Refer to Appendix A for information on the current state test list.

7. *Is the list of the state-approved tests permanent?*

No. The Advisory Committee for Gifted Concerns continually reviews new tests for possible inclusion on the state-approved test list. These recommendations are then presented to the State Board of Education for consideration. If a test is removed from the state-approved test list, districts are given ample time to select another test.

8. *Who can administer the test?*

Trained personnel, including classroom teachers, may administer most of the tests on the state-approved list. A few of the tests require administration by a certified school psychologist or a licensed psychologist. Administration requirements are available on the list of approved tests.

9. *Can students be prepared for the testing?*

No. The purpose of the testing instrument(s) used in identifying gifted students is to assess the students' reasoning ability. There is no course of study which might prepare students for these tests; however, there is material available on the commercial market which simulates the test batteries. There are some puzzles and analogies found in certain publications which will acquaint students with patterns found in some of the testing materials.

10. *May districts identify additional students?*

Yes. Districts may serve additional students (A.R.S. § 15-770.1., R7-2-406.A.1.a). Districts *must* identify the academically gifted (A.R.S. § 15-761, A.R.S. § 15-770) but they *may* identify other students as gifted according to alternative criteria. Some districts may choose to include creativity, leadership, and/or talent in the visual and performing arts.

11. *Are there separate criteria for minority/cultural differences and language differences?*

No. However districts may use other criteria in their screening and identification processes to allow for ethnic, cultural, and language differences. Districts are required to include tests or subtests that are demonstrated to be effective with special populations including those with a handicapping condition or difficulty with the English language. (A.R.S. § 15-764.D.)

12. *Are there provisions for the physically handicapped?*

Yes. Districts are required to include methods in their screening and identification procedures which will ensure that physically handicapped students are identified based on tests or subtests that demonstrate effectiveness with special populations including those with a handicapping condition. Districts are also required to adapt teaching methods, materials and techniques to provide education for those pupils who are gifted but may have an educational disadvantage resulting from a handicapping condition. (A.R.S. §15-764.D.)

13. *How often should students be retested to remain in the program?*

Both the number of times a test can be readministered and the length of time between taking the same test are dictated by district policy. Recommendations for retesting are found in the technical information provided by test publishers. Many districts consider successful participation in a gifted program a sufficient evidence to maintain services without additional testing.

14. *Does law require that we balance our student list by ethnicity?*

No. There is nothing in the legislation for gifted education which requires balancing by ethnicity. Federal law (Title VI of the Civil Rights Act of 1964 (P.L. 88-352) prohibits discrimination on the basis of race, color, or national origin. Districts are required to provide tests or subtests in their identification procedures which demonstrate effectiveness with special populations. (A.R.S. § 15-764.D.)

15. *What will the impact of the Arizona Student Assessment Program (ASAP) be on the screening, identification, and placement of students?*

The impact will fall in the area of screening. ASAP scores may become additional information about the students' academic abilities and potentials.

16. *What are additional references regarding screening and identification processes?*

Appendix A

Clark, B. A. (1992). Growing up gifted: Fourth edition. New York, NY: Macmillan Publishing Company, Part II, Chapter 5.

Clark, B. A. (1988). Growing up gifted: Third edition. Columbus, OH: Charles E. Merrill Publishing Company, Part II, Chapter 6.

Colangelo, N., and Davis, G. A. (Eds.), (1991). Handbook of gifted education. Needham Heights, MA: Allyn & Bacon, Part II.

Ehrlich, V. Z. (1982). Gifted children: A guide for parents and teachers. Englewood Cliffs, NJ: Prentice-Hall, Inc., Chapters 2 and 9.

Feldhusen, J. (Ed.), (1985). Toward excellence in gifted education. Denver, CO: Love Publishing Company, Chapter 5.

Howley, A., Howley, C., and Pendarvis, E. (1986). Teaching gifted children. Boston, MA: Little, Brown and Company, Chapter 2.

Khatena, J. (1992). Gifted challenge and response for education. Itasca, IL: F.E. Peacock Publishers, Chapters 4 & 5.

Additional references regarding screening and identification. continued:

Kirby, D. F., and Kitano, M. K. (1986). Gifted education: A comprehensive handbook. Boston, MA: Little, Brown and Company, Chapter 5.

Maker, C. J., and Schiever, S. W. (Eds.), (1989). Critical issues in gifted education. Austin, TX: PRO-ED, Inc.

Parke, B. N. (1989). Gifted students in regular classrooms. Needham Heights, MA: Allyn & Bacon, Part I, Chapter 2.

The 3 Teacher

What the state law says:

"The gifted endorsement shall be required of all State Board certified teachers of the gifted or those individuals serving as resource teachers, specialists or in other similar positions with the gifted. This endorsement shall also be required of State Board certificated teachers whose daily instructional contacts include a majority of students gifted in that area of instruction." (R7-2-603.J.12)[italics added]

1 . In Arizona what are the criteria for obtaining the provisional gifted endorsement?

Provisional Teacher of the Gifted Endorsement (valid for grade level(s) of certificate(s) held by applicant and for two years, renewable twice.)

Requirements are:

- a. Possession of a valid Arizona elementary, secondary, or special education certificate
AND

- b. ONE OF THE FOLLOWING:

- * Two years full-time teaching experience in a classroom or special program in which a majority of students were gifted in that area of instruction OR
- * Ninety (90) clock hours of in-service training in gifted education OR
- * Six semester hours of gifted coursework to include the skills listed below in number 3. (Official transcripts must be submitted.)

- c. \$20.00 fee paid

2. In Arizona what are the criteria for obtaining the regular gifted endorsement?

- a. Possession of a valid Arizona elementary, secondary, or special education certificate.
- b. Twelve semester hours in gifted education coursework to include the skills listed below in number 3. (A maximum of 90 clock hours of in-service education may be used to substitute for 6 hours in gifted education.) Note: Fifteen (15) in-service hours equal one semester hour of credit.
- c. Nine upper division or graduate hours in an academic area.
- d. Six semester hours of practicum with the gifted, OR two years of full-time verifiable teaching experience in gifted at the appropriate grade level(s) may be used in lieu of practicum.* (Practicum will not be accepted towards the 12 semester hours of gifted education coursework.)
- e. \$20.00 fee paid.

3. In Arizona what are the criteria for the grandfather clause for the full gifted endorsement?

- a. Possession of a valid Arizona elementary, secondary, or special education certificate;
AND
- b. Three years of experience in gifted education prior to July 1, 1987 as a gifted teacher, gifted resource teacher, specialist, or other similar position. Experience must be verified in writing by the district superintendent.*
AND
- c. Minimum of 135 clock hours of documented in-service training in gifted education,*
OR
- d. Nine semester hours in gifted education coursework to include the following skills:
 - Education foundation
 - Curriculum and instruction
 - Assessment and evaluation
 - Growing and learning theories
 - Organization and administration
 - Classroom management

- e. \$20.00 fee paid

*Experience/In-service verification form available in Teacher Certification Unit.

4. *In Arizona if a secondary teacher is assigned one section/period of gifted students, is a gifted endorsement required?*

If a teacher teaches one class of gifted students each day and regular classes for the remainder of the day, that teacher does not need to hold a Gifted Endorsement as far as the Arizona State Board of Education is concerned. Local education agencies, however, may require any teacher of the gifted be endorsed, even if that assignment is for one period a day.

5. *What are several additional references for teacher skills for the gifted?*

Appendix B

- Clark, B. A. (1992). Growing up gifted: Fourth edition. New York, NY: Macmillan Publishing Company, Part II, Chapter 10.
- Clark, B. A. (1988). Growing up gifted: Third edition. Columbus, OH: Charles E. Merrill Publishing Company, Part II, Chapter 11.
- Colangelo, N., and Davis, G. A. (Eds.), (1991). A Handbook of gifted education. Needham Heights, MA: Allyn & Bacon, 200-204.
- Ehrlich, V. Z. (1982). Gifted children: A guide for parents and teachers. Englewood Cliffs, NJ: Prentice-Hall, Inc., Chapter 7.
- Feldhusen, J. (Ed.), (1985). Toward excellence in gifted education. Denver, CO: Love Publishing Company, Chapter 7.
- Gallagher, J. J. (1985). Teaching the gifted child. Newton, MA: Allyn & Bacon, Chapters 11 and 12.
- Howley, A., Howley, C., and Pendarvis, E. (1986). Teaching gifted children. Boston, MA: Little, Brown and Company, Chapter 9.
- Kirby, D. F., and Kitano, M. K. (1986). Gifted education: A comprehensive handbook. Boston, MA: Little, Brown and Company, 346-350.
- Parke, B. N. (1989). Gifted students in regular classrooms. Needham Heights, MA: Allyn & Bacon.

Programs 4 & Services

What the state law says:

"The governing board of each school district shall provide special education to gifted pupils identified as provided in § 15-770. Special education for gifted pupils shall only include expanding academic course offerings and supplemental services as may be required to provide an educational program which is commensurate with the academic abilities and potentials of the gifted pupil." (A.R.S. § 15-764.C.)[italics added]

"The governing board of each school district shall develop a scope and sequence for the identification process of and curriculum modifications for gifted pupils to ensure that gifted pupils receive special education commensurate with their academic abilities and potentials. The scope and the sequence shall:

2. Include an explanation of how special education for the gifted differs from regular education in such areas as:

(a) Content, including broad based interdisciplinary curriculum; (b) Process, including higher level thinking skills; (c) Product, including variety and complexity; (d) Learning environment, including flexibility." (A.R.S. § 15-770.A.2.)[italics added]

"Governing Boards shall adopt policies for the education of gifted students which shall include:

2. Curriculum, differentiated instruction and supplemental services for gifted students.

(a) Expanded academic course offerings may include, for example, one or more of the following: acceleration, enrichment, flexible pacing, interdisciplinary curriculum, and seminars; (b) Differentiated instruction which emphasizes the development of higher order thinking, may include critical thinking, creative thinking, and problem solving skills; (c) Supplemental services, which may be offered to meet the individual needs of each gifted student, may include, for example, guidance and counseling, mentorships, independent study, correspondence courses, and concurrent enrollment." (R7-2-406.A.2.)[italics added]

"The scope and sequence shall be a written program description which demonstrates articulation across all grades and schools to ensure opportunities for continuous progress and shall include: (a) Statement of purpose; (b) General population description; (c) Identification process and placement criteria including provisions for special population; (d) Goals and objectives; (e) Curriculum, differentiated instruction, and supplemental services; (f) Program models; (g) Time allocations for services (h) Procedures and criteria for evaluation of student and program outcomes." (R7-2-406.4.)[italics added]

1. What organizational models are used to provide instructional services to gifted students?

Some examples of organizational models might include, but are not limited to, the following:

- Ability groups
- Magnet school
- Multiple-age classroom
- Pull-out
- Regular classroom
- Self-contained classroom

Note: Descriptions of these models vary among professionals in the field.

2. What are additional references regarding organizational models?

Clark, B. A. (1992). Growing up gifted: Fourth edition. New York, NY: Macmillan Publishing Company, Part II, Chapter 4.

Colangelo, N., and Davis, G.A. (Eds.), (1991). A handbook of gifted education. Needham Heights, MA: Allyn & Bacon, Part III.

Feldhusen, J. (Ed.), (1985). Toward excellence in gifted education. Denver, CO: Love Publishing Company, Chapter 6.

Howley, A., Howley, C., and Pendarvis, E. (1986). Teaching gifted children. Boston, MA: Little, Brown and Company, Chapter 3.

Parke, B. N. (1989). Gifted students in regular classrooms. Needham Heights, MA: Allyn & Bacon.

3. What program options are used to provide instructional services to gifted students?

Some examples of program options might include, but are not limited to, the following:

- Accelerated grade placement
- Accelerated pacing through subject matter
- Advanced placement courses
- Counseling/Guidance
- Correspondence courses
- Early entrance to college
- Enrichment
- Honors sections
- Independent study
- Individual Education Plan or Individual Student Plan
- Mentors
- Seminars

Note: Descriptions of these programs vary among professionals in the field.

4. What are additional references regarding program options?

Clark, B. A. (1992). Growing up gifted: Fourth edition. New York, NY: Macmillan Publishing Company, Part II, Chapter 4.

Clark, B. A. (1988). Growing up gifted: Third edition. Columbus, OH: Charles E. Merrill Publishing Company, Part II, Chapters 5, 7, 8, and 9.

Colangelo, N., and Davis, G.A. (Eds.), (1991). A handbook of gifted education. Needham Heights, MA: Allyn & Bacon, Part III.

Delisle, J. R. (1992). Guiding the social and emotional development of gifted youth. White Plains, NY: Longman Publishing Company.

Feldhusen, J. (Ed.), (1985). Toward excellence in gifted education. Denver, CO: Love Publishing Company, Chapter 8.

Howley, A., Howley, C., and Pendarvis, E. (1986). Teaching gifted children. Boston, MA: Little, Brown and Company, Chapters 4, 5, and 6.

Additional references regarding program options, continued:

- Khatena, J. (1992). Gifted challenge and response for education. Itasca, IL: F.E. Peacock Publishers, Chapter 10.
- Parke, B. N. (1989). Gifted students in regular classrooms. Needham Heights, MA: Allyn & Bacon, Part I, Chapters 3 and 4; Part II, Chapters 5, 6, 7, and 9.

5. *What subject matter curriculum areas are used to provide instructional services to gifted students?*

Some examples of curriculum areas might include, but are not limited to, the following:

- | | |
|-----------------|--------------------|
| • Art | • Foreign Language |
| • Technology | • Math |
| • Dance | • Music |
| • Drama | • Reading |
| • English | • Science |
| • Language arts | • Social Studies |

6. *What are additional references regarding subject matter curriculum areas?*

- Clark, B. A. (1992). Growing up gifted: Fourth edition. New York, NY: Macmillan Publishing Company, Part III, Chapter 10.
- Gallagher, J. J. (1985). Teaching the gifted child. Newton, MA: Allyn & Bacon, Chapters 4-8.
- Howley, A., Howley, C., and Pendarvis, E. (1986). Teaching gifted children. Boston, MA: Little, Brown and Company, Chapter 10.
- Kirby, D. F., and Kitano, M. K. (1986). Gifted education: A comprehensive handbook. Boston, MA: Little, Brown and Company, Chapters 10 and 11.
- Parke, B. N. (1989). Gifted students in regular classrooms. Needham Heights, MA: Allyn & Bacon, Part III, Chapter 10.
- Parker, J. P. (1989). Instructional strategies for teaching the gifted. Needham Heights, MA: Allyn & Bacon, Section V.
- Van Tassel-Baska, J. (1988). Comprehensive curriculum for gifted learners. Needham Heights, MA: Allyn & Bacon, Section Two, Chapters 6, 7, 8, 9, 10, and 11.

7

• *What additional curriculum services might be used to supplement instructional services for gifted students?*

Some examples of supplemental curriculum services might include, but are not limited to, the following:

	Grades
• Academic Decathlon	11-12
• Future Problem Solving	K-12
• Geography Bee	4 - 8
• History Days	9-12
• Invent America	K-8
• Junior Great Books	K-12
• Local Academic Contests	K-12
• Math Counts	7 - 8
• Odyssey of the Mind	K-12
• Science Olympiad	6-12
• Spelling Bee	4 - 8
• State Poetry Contest	6-12
• United States Senate Youth	11-12
• Young Authors	K-8

8

• *What are additional references regarding supplemental curriculum services?*

Van Tassel-Baska, J. (1988). Comprehensive curriculum for gifted learners. Needham Heights, MA: Allyn & Bacon, Section Three, Chapters 13 and 14.

Financial 5 Assistance

What the state law says:

"If the governing board fails to submit the scope and sequence for gifted pupils as prescribed in subsection B of this section or if the scope and sequence submitted by the governing board fails to receive full approval by the superintendent of public instruction, the school district is not eligible to receive state aid for the group A weight for three per cent of the student count and shall compute the weighted student count for pupils in group A as provided in § 15-943 by adjustment of the student count accordingly. By December 1 of each year, the department of education shall notify those school districts which appear to be in noncompliance and note the specific areas of deficiencies which must be corrected by April 1 of the following year to be eligible to use the actual student count rather than an adjusted student count. By April 15, the department shall notify those districts which must use an adjusted student count for the next fiscal year's state aid as provided in chapter 9 of this title." (A.R.S. § 15-770.C.)[italics added]

"A. School districts which comply with § 15-770 and which submit evidence that all district teachers who have primary responsibility for teaching gifted pupils have obtained or are working toward obtaining the appropriate certification endorsement as required by the state board may apply to the department of education for additional funding for gifted programs equal to fifty-five dollars per pupil for three per cent of the district's student count, or one thousand dollars, whichever is more. As an alternate to the individual district application process, a governing board may request that a county school superintendent apply on its behalf as part of an educational consortia. The consortia may include school districts in more than one county. If additional monies are available after funding all eligible school districts or educational consortia, the additional monies shall be used to increase the per pupil amount for each district or educational consortia funded. If sufficient monies are not available to meet all requests, the state board shall determine the allocation of monies based on the comprehensiveness across grade levels, appropriateness to the population being served, utility and demonstrated effectiveness of the scope and sequence and the likelihood of the school district's or educational consortia's proposed program successfully meeting the needs of the gifted pupils. A school district shall include the monies it receives for gifted programs and services under this section in the special projects section of the budget.

B. School districts which receive additional assistance as provided in this section shall conduct evaluation studies of their programs for the gifted and submit information to the department of education regarding the results of their studies. The department shall develop evaluation guidelines, reporting forms, procedures, and time lines." (A.R.S. § 15-772.A.B.)[italics added]

1. If a governing board fails to submit a scope and sequence for gifted pupils, what happens?

The school district is not eligible to receive state aid for the Group A weight for three percent of the student count.

2. If the scope and sequence is not approved by the Superintendent of Public Instruction, what happens?

The school district is not eligible to receive state aid for the group A weight for three percent of the student count.

3. If a scope and sequence is not received or approved, what is the responsibility of the Department of Education?

By December 1 of each year, the Department of Education shall notify those school districts which appear to be in noncompliance and note the specific areas of deficiencies which must be corrected by April 1 of the following year to be eligible to use the actual student count rather than an adjusted student count. By April 15, the department shall notify those districts which must use an adjusted student count for the next fiscal year's state aid.

4. What are the requirements for receiving additional state assistance for gifted program services?

- a. An approved scope and sequence with revisions submitted to the department by July 1 of each year;
- b. Evidence that all district teachers who have primary responsibility for teaching gifted pupils have obtained or are working toward obtaining the appropriate certification endorsement;
- c. Results of the evaluation studies of their program services submitted to the department.

5. *How much supplemental money is available?*

Beyond the district allocation for mandated gifted services, funding for gifted program services is equal to \$1,000 or *up to* \$55 dollars per pupil for three percent of the district's student count, whichever is more.

6. *In order to apply for gifted education funding, what alternatives may individual districts utilize?*

As an alternate to the individual district application process, a governing board may request that a County School Superintendent apply on its behalf as part of an educational consortium. A consortium may include school districts from more than one county.

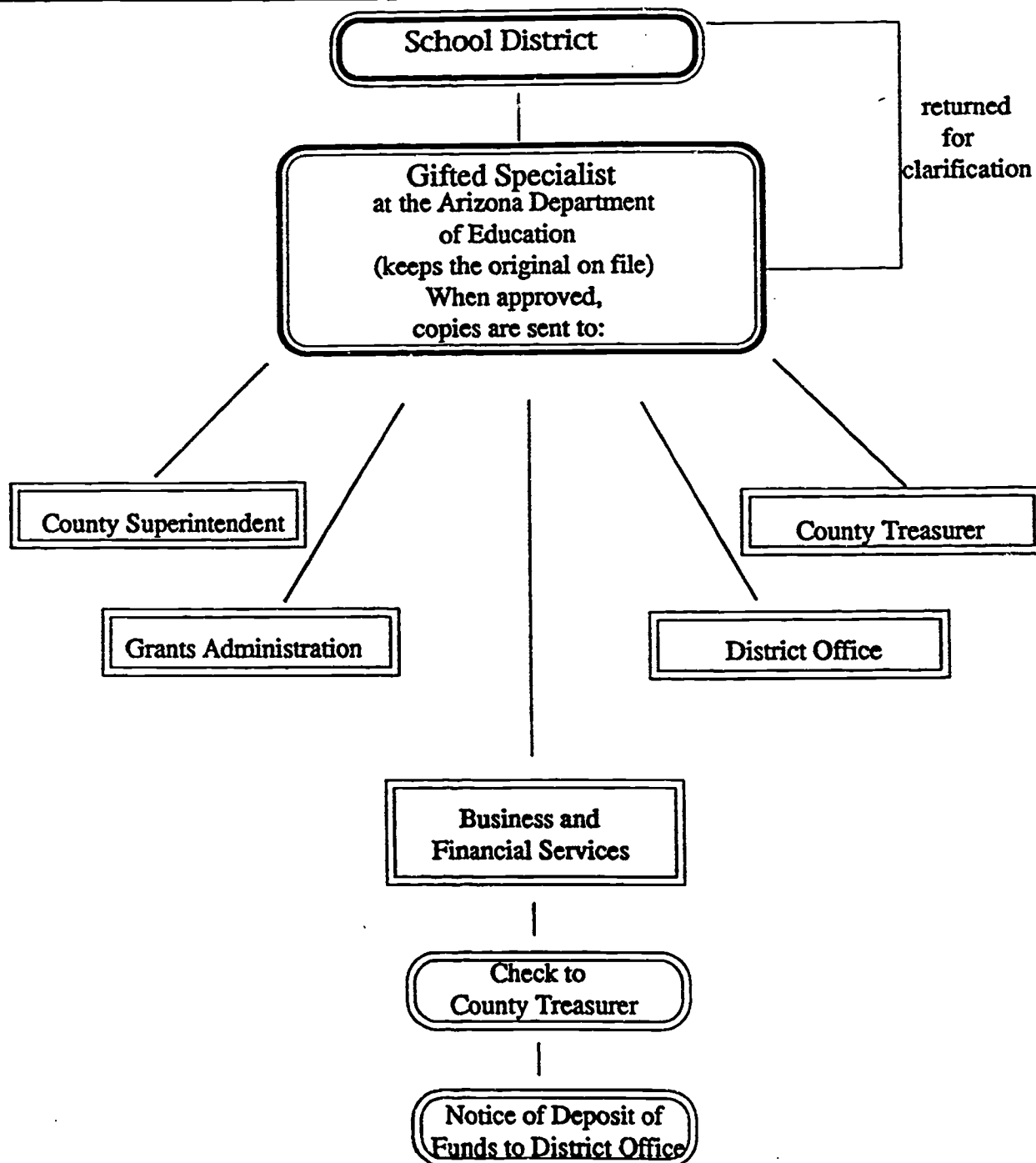
7. *How do districts apply for gifted education funding?*

Refer to Appendix C for a sample application form.

Districts *must* complete:

- a. the cover page with an original signature of an authorized agent (page 1 of 4);
- b. the program requirements page (page 2 of 4);
- c. the budget page (page 3 of 4); and
- d. the outline of proposed activities and impact on students (page 4 of 4).

8. *Once it leaves the district, what happens to the application for gifted education funds?*



9.

How do districts amend their new project?

1. Cover letter explaining attached documents.
2. The cover page of the application/amendment form (page 1 of 4) is to be completed indicating "Amendment [X]."
3. Cover page of application/amendment form (line 7) requires an original, authorized signature.
4. Budget Page (page 2 of 4):
 - a. Box 9 must indicate [X] "Amendment."
 - b. Current budget line items are indicated in column 1.
 - c. Line item changes are indicated in column 2.
 - d. Total amended budget is indicated in column 3.
 - e. Section C requires no signature for amendments.
 - f. Sections D and E are to be completed.
5. If there is a change in the focus of the original application, the abstract page must be completed.
6. The deadline to file amendments is March 30 of the current fiscal year (USFR code).

10.

How do districts amend their projects for carryover funds?

Districts that do not spend all of their project funds must do an amendment to their project to add the unexpended funds as carryover. This would be indicated in section D of the budget page on your amendment form as county carryover. There are no state carryover funds which may be indicated on the budget page of your gifted project.

Procedures for Reporting Carryover Funds

1. When a completion report is submitted to ADE indicating a cash balance, an amendment to the current year's project must be submitted indicating carryover funds and following outlined amendment procedures.
2. Carryover funds must be reflected in section P, column 2.
3. Section C requires no signature.
4. Carryover funds must be indicated in section D as "County C/O" only. Interest earned on carryover funds is also indicated in section D. The original amount of the current year's project is indicated under "New." Funds made available through a reallocation process are also recorded where indicated in section D.
5. Section E may not reflect payments of carryover funds. Only payments of current year funds may be recorded. This would include any funds available through a reallocation process.
6. Amendments to include carryover funds in a subsequent year's project cannot be processed until the Arizona Department of Education receives the completion report with the original signatures of both the district and county authorized agents.

11. If additional monies are available after funding all eligible school districts or consortia, what happens?

If additional monies are available after funding all eligible school districts or educational consortia, the additional monies shall be used to increase the per pupil amount for each district or educational consortia funded. Districts are notified of the amount of additional funds. They must then follow the amendment procedures.

12. How do districts amend their projects for the reallocated funds?

To amend a project for reallocated funds, a district will need to follow amendment procedures indicating the dollar amount of the change in part B, column 2.

1. Cover letter explaining attached documents.
2. The cover page of the application/amendment form (page 1 of 4) is to be completed indicating "Amendment [X]."
3. Cover page of application/amendment form (line 7) requires an original, authorized signature.
4. Budget Page (page 2 of 4):
 - a. Box 9 must indicate [X] "Amendment."
 - b. Current budget line items are indicated in column 1.
 - c. Line item changes are indicated in column 2.
 - d. Total amended budget is indicated in column 3.
 - e. Section C requires no signature for amendments.
 - f. Sections D and E are to be completed.
5. If there is a change in the focus of the original application, the abstract page must be completed.
6. The deadline to file amendments is March 30 of the current fiscal year (USFR code).

13. *How do districts prepare the completion report?*

1. Budget page indicates in Box 9 [X] completion report.
2. Section B of the budget page indicates the original budget or last approved amended budget. Column 4 indicates expenditures to date, column 5 indicates the remaining budget balance on line 34. Line 35 indicates the cash balance. Any difference between the budget balance and the cash balance must be explained, i.e., interest.
3. Section C requires original signatures of both the district and county authorized agents.
4. Sections D & E do not need to be completed for completion report purposes.
5. The deadline for filing completion reports is 75 days after the project closing date.
6. After receiving the necessary signatures, the completion reports are sent directly to the Grants Management Office at the Department of Education.
7. If a completion report is not received on time, the districts will receive notice from the Grants Management Office at the Department of Education.

14. *If sufficient monies are not available, what happens?*

If sufficient monies are not available to meet all requests, the State Board shall determine the allocation of monies based on the comprehensiveness across grade levels, appropriateness to the population being served, utility and demonstrated effectiveness of the scope and sequence, and the likelihood of the school district's or educational consortia's proposed program successfully meeting the needs of the gifted pupils.

Resources

6

What the law says:

"The state board of education in conjunction with the department of education shall establish criteria and procedures required to implement demonstration and training sites for fiscal years 1989-1990 through 1993-1994 composed of selected school districts identified as having effective gifted education programs. Monies appropriated to the state board may be awarded as grants to selected districts which are required to provide regional workshops and teacher training related to gifted education." (ARS 15-203 [Historical and Statutory Notes]; S.B. 1027, Section 27.A.)[italics added]

1. In Arizona who are the directors of the regional centers for gifted education and where are they located?

Northern Regional Center
Katherine Tucker, Director (602) 527-0576
Rosa Alley, Coordinator (602) 524-1821
P. O. Box 396
Holbrook, AZ 86025

Metropolitan Regional Center
Bev Potter, Director - (602) 898-7878
Marty Blood, Coordinator - (602) 890-7346
Mesa Unified School District
549 N. Stapley Drive
Mesa, AZ 85203

Southern Regional Center
Phyllis MacDonald, Director - (602) 690-8079
Amphitheater Unified School District
701 W. Wetmore
Tucson, AZ 85705

2. *In Arizona are there additional resources available for those interested in gifted education?*

Yes.

Arizona Association for Gifted and Talented
Ms. Eleanor TeSelle, Executive Secretary
P. O. Box 26415
Tempe, AZ 85282
(602) 839-0661

Arizona Educators for the Gifted and Talented
Dr. Diane Lemley
3416 Swan Drive
Sierra Vista, AZ 85635
Work-(602) 458-0712/Home-(602) 459-6375

State Board of Education Advisory Committee
for Gifted Concerns
Ms. Sunny McLennan, Chairperson
Apache Junction Unified District
P. O. Box 879
Apache Junction, AZ 85217-0879
(602) 982-1110, ext. 287

Arizona Department of Education
Dr. Nancy Stahl, Gifted Education Specialist
1535 W. Jefferson
Phoenix, AZ 85007
(602) 542-3052

3. *In Arizona who are the primary professors involved in gifted education at the four major universities?*

Dr. Sanford Cohn
Arizona State University
Tempe, AZ 85287-2011
(602) 965-1448

Dr. Jane Castillo
Grand Canyon University
3300 W. Camelback Rd.
Phoenix, AZ 85017
(602) 249-3300 ext. 217

Dr. Steve Lapan
Northern Arizona University
Center for Excellence in Education
P. O. Box 5774
Flagstaff, AZ 86011
(602) 523-2380

Dr. C. June Maker
University of Arizona
Department of Special Education & Rehabilitation
Tucson, AZ 85721
(602) 621-3248

4 • What are the names of newsletters and journals on gifted education?

Challenge
Good Apple, Inc.
1204 Buchanan Street
P. O. Box 299
Carthage, IL 62321-0299

Creative Child and Adult Quarterly
NACCA
8080 Spring Valley Drive
Cincinnati, OH 45236

Creative Kids
P. O. 6448, Department H
Mobile, AL 36660

Educating Able Learners: Discovery and
Nurturing Talent
Gifted Students Institute
T.W.U.
P. O. Box 23029
Denton, TX 76204

Gifted Child Quarterly
National Association for Gifted Children
1155 15th Street N.W., #1002
Washington, D.C. 20005

Journal for the Education of the Gifted
University of North Carolina Press
116 South Boundary Street
P. O. Box 2288
Chapel Hill, NC 27515-2288

The Potential
Arizona Association for Gifted and Talented
P. O. Box 26415
Tempe, AZ 85282

Roeper Review
P. O. Box 329
Bloomfield Hills, MI 48013

TAG Update
c/o CEC
1920 Association Drive
Reston, VA 22091

The Gifted Child Today
P. O. Box 6448
Mobile, AL 36660

Understanding Our Gifted
Snowpeak Publishing, Inc.
P. O. Box 3489
Littleton, CO 80161

5. *Outside Arizona what agencies provide additional resources involved in gifted education?*

Council of State Directors of Programs for the Gifted
Evelyn Levsky Hiatt, President
c/o Division of Gifted/Talented Education
Texas Education Agency
1701 North Congress
Austin, TX 78701

U. S. Department of Education
Patricia O'Connell Ross
Office of Education Research and Improvement
555 New Jersey Avenue, NW
Room 504
Washington, D.C. 20208

Parent *7* Involvement

What the state law says:

a. Each LEA (Local Educational Agency) shall provide the following information to all parents or legal guardians:

i. Definition of a gifted child; ii. Services mandated for gifted students by the State of Arizona; iii. Services available from the LEA; iv. Written criteria of the LEA for referral, screening, selection and placement.

b. Each LEA shall develop policies and procedures which ensure that parents or legal guardians are:

i. Given the opportunity to have their children tested; ii. Given advance notice of the week that their children are to be tested; iii. Given the opportunity to withhold permission for testing.

c. Each LEA shall:

i. Make testing available for students K-12 on a periodic basis but not less than three times per year; ii. Inform parents or legal guardians of the results of the district administered test within 30 school days of determining the test results; iii. Upon request, explain test results to parents or legal guardians. (R7-2-406.A.3.a.b.c.) [Italics added]

Questions frequently asked by parents are addressed in this section. They are based on the experiences of professionals who have been responsible for responding to common concerns among parents.

1. In Arizona how is a "gifted child" defined?

"Exceptional child" means a gifted child or a child with a disability. "Gifted child" means a child 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 special instruction or special ancillary services, or both, to achieve at levels commensurate with his intellect and ability. (A.R.S. § 15-761.6.7.)

2. Can the district definition differ from the state definition?

Yes. A district may establish its own definition in order to serve students who are below the 97th percentile as provided in A.R.S. § 15-770.A.1. and R7-2-406.A.

3. What information shall the LEA provide to parents?

- a. Each LEA shall provide the following information to all parents or legal guardians:
 - i. Definition of a gifted child; ii. Services mandated for gifted students by the State of Arizona; iii. Services available from the LEA; iv. Written criteria of the LEA for referral, screening, selection and placement.
- c. Each LEA shall:
 - i. Make testing available for students K-12 on a periodic basis but not less than three times per year; ii. Inform parents or legal guardians of the results of the district administered test within 30 school days of determining the test results; iii. Upon request, explain test results to parents or legal guardians.

4. At what age may students be tested?

The lawful school age for students is between the ages of six and twenty-one years of age. A student is deemed to be six years of age if he reaches such age prior to September 1 of the current school year. If the district provides kindergarten services, a child shall be eligible for admission if he reaches age five prior to September 1 of the current school year. (A.R.S. § 15-821.A.B. and A.R.S. § 15-1761.7.) Therefore districts may test at as early an age as their policy dictates.

5. If parents do not want their child to be tested, what can they do?

- " Each LEA shall develop policies and procedures which ensure that parents or legal guardians are:
- iii. Given the opportunity to withhold permission for testing." (R7-2-406.A.3.b.iii.)

6. How soon should parents expect the test results?

"Each LEA shall:

ii. Inform parents or legal guardians of the results of the district administered test within 30 school days of determining the test results; iii. Upon request, explain test results to parents or legal guardians." (R7-2-406.3.c.ii., iii.)

7. Should parents be familiar with district policies and procedures regarding gifted education?

Yes. District policies and procedures vary from district to district.

8. What are questions parents may want to ask district personnel?

- A. How was my child selected for testing?
- B. How may I refer my child for testing?
- C. During what week will my child be tested?
- D. What test(s) are used for identification?
- E. Is parent permission to test required for group testing?
- F. Is parent permission to test required for individual psychological testing?
- G. Is parent permission required for placement in a program?
- H. How often may the school district retest my child in order to continue program participation?
- I. How soon after my child met the identification criteria will my child receive services?
- J. How can I request alternative services?
- K. If I refuse services for my child, how can I request services at a later time?
- L. How will my child's services differ from services in the regular classroom?

9. *What are additional references for parents?*

Resource Guide for Gifted Education in Arizona, Chapters 1, 2, 4, and 6.

Clark, B. A. (1992). Growing up gifted: Fourth edition. New York, NY: Macmillan Publishing Company, Part 1, Chapters 2 and 3.

Clark, B. A. (1988). Growing up gifted: Third edition. Columbus, OH: Charles E. Merrill Publishing Company, Part 1, Chapters 1, 3, and 4.

Kerr, B. A. (1985). Smart girls, gifted women. Columbus, OH: Ohio Psychology Publishing Company.

Kitano, M. K., and Kirby, D. F. (1986). Gifted education: A comprehensive view. Boston/Toronto: Little, Brown and Company, Chapter 14.

Perry, S. K. (1990). Playing smart: A parents' guide to enriching, off-beat learning activities. Minneapolis, MN: Free Spirit Publishing, Inc.

Rimm, S. D. (1986). Underachievement syndrome: Causes and cures. Watertown, WI: Apple Publishing Company.

Saunders, J., and Espeland, P. (1986). Bringing out the best: A resource guide for parents of young gifted children. Minneapolis, MN: Free Spirit Publishing Company.

Smith, J. C. (1986). Beginning early: Adult responsibilities to gifted young children. New York, NY: Tillium Press, Inc., 53-77.

Supplee, P. L. (1990). Reaching the gifted underachiever. New York, NY: Teachers College Press, Part III, Chapter 9, Appendix E.

VanTassel-Baska, J. L., and Olszewski-Kubilius, P. (Eds.), (1989). Patterns of influence on gifted learners. New York, NY: Teachers College Press, Part 1.

Walker, S. (1991). Survival guide for parents of gifted kids. Minneapolis, MN: Free Spirit Publishing Company.

Webb, J. T., Meckstroth, M. S., and Tolan, S. S. (1982). Guiding the gifted child. Columbus, OH: Ohio Psychology Publishing Company.

Wicker, G. L. (1991). Gifted and talented information resources. Snellville, GA: Cardinal Publishing Company.

**Appendix A: Current State-Approved
Test List and Publishers**

1991 STATE APPROVED TEST LIST FOR THE IDENTIFICATION OF GIFTED STUDENTS IN ARIZONA

___ Y: O = No
Y = Yes
G = Group
I = Individual
P = Psychologist

TEST NAME	GRADES	AGES	VERBAL	QUANTITATIVE	NON-VERBAL	GROUP/INDIVIDUAL	TRAINED PERSONNEL IN ADMINISTRATION	TRAINED PERSONNEL IN INTERPRETATION	TIME IN MINUTES	SPECIAL POPULATIONS
** (ACT) American College Testing Program	11- 12**		X	X	O	G	X	O	160- 210	O

COMMENTS: Date of most recent edition: 1989

**Appropriate for grades 7-10.

Administered five times per year (Feb., April, June, Oct., and Dec.) at center established by publishers.

* Cognitive Abilities Test	K-12	5-18	X	X	X	G	O	O	90	O
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COMMENTS: Date of most recent edition: Form 4, 1986

It is curriculum based. Therefore, especially for grades 9-12, it is important that the program match the test.
It may not be appropriate for students with non-typical education backgrounds.
In the nonverbal section, spatial reasoning and abstract reasoning are combined.
Option of hand scoring or machine scoring.
Normed with ITBS and TAP.

* Columbia Mental Maturity Scale	Pre-K 4	3.5- 10	O	O	X	**	O	O	20	X
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COMMENTS: Date of most recent edition: 1972

The eight scales could be used as a rapid screening tool. **Of the eight subtests, four must be individually administered.
Scored/normed on chronological age.
Should be restricted to special populations such as hearing impaired, non-English speaking, physically or verbally impaired,
or those with language deficits.
Administration of test in Spanish is available.

** Developing Cognitive Abilities Test- Second Edition	1- 12	6- 17	X	X	X	G	O	O	60	X
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COMMENTS: Date of most recent edition: 1990

High correlation with traditional achievement test.

Computer assisted scoring available.

Appropriate to use as a pre-post measurement of student growth in critical thinking skills.

Kindergarten version will be available in the fall of 1991.

KEY: O = No
Y = Yes
G = Group
I = Individual
P = Psychologist

TEST NAME	GRADES	AGES	VERBAL	QUANTITATIVE	NON-VERBAL	GROUP/INDIVIDUAL	TRAINED PERSONNEL IN ADMINISTRATION	TRAINED PERSONNEL IN INTERPRETATION	TIME IN MINUTES	SPECIAL POPULATIONS
** Differential Abilities Scales	Pre-K-12	2.6-17.11	X	X	X	I	P	X	45-65	X

COMMENTS: Date of most recent edition: 1990

Correlation with WISC-R, Stanford-Binet (Fourth Edition), McCarthy Scales of Children's Abilities.

Administration of test in Spanish is available.

Separate subtest scores available.

Sequential and quantitative reasoning subtest would yield an appropriate quantitative reasoning score.

Spanish version is being developed.

** Differential Aptitude Test-Fifth Edition Forms S, T, V, W, C	7-Adult		X	X	X	G	O	O	170-225	X
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COMMENTS: Date of most recent edition: 1990

Separate scores available to distinguish spatial reasoning (space relationship subtest) from abstract reasoning (abstract reasoning subtest) for identification of nonverbal reasoning.

Separate scores available to distinguish verbal reasoning (verbal reasoning subtest) and quantitative reasoning (numerical reasoning subtest).

Perceptual speed and accuracy, mechanical reasoning, space relations, spelling and language usage subtests available to provide academic counseling.

Career Interest Inventory available as an optional tool for use in guidance and counseling.

Computer assisted version adapted from form V available.

* Graduate Record Exam	9-12	14-18	X	X	X	G	X	O	210	O
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COMMENTS: Date of most recent edition: 1985

Administered in Feb., June, Oct., Dec. at specific testing centers.

Use only with advanced students.

* Kuhlmann-Anderson	K-12	5-18	X	O	X	G	O	O	50-75	O
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COMMENTS: Date of most recent edition: 8th edition

Option of hand scoring or machine scoring.

Y: O = No
Y = Yes
G = Group
I = Individual
P = Psychologist

TEST NAME	GRADES	AGES	VERBAL	QUANTITATIVE	NON-VERBAL	GROUP/INDIVIDUAL	TRAINED PERSONNEL IN ADMINISTRATION	TRAINED PERSONNEL IN INTERPRETATION	TIME IN MINUTES	SPECIAL POPULATIONS
* Leiter (Arthur Adaptation)	Pre-K-6	2-12	O	O	X	I	X	X	40	X

COMMENTS: Date of most recent edition: 1979

Positive correlation with Stanford-Binet, WISC-R, Peabody Picture Vocabulary.

Appropriate for use with the deaf, cerebral palsied, non-English speaking, culturally disadvantaged, mentally retarded, and mentally superior students.

** Matrix Analogies Test-Short Form	**	5-17.11	O	O	X	G	O	O	un-timed	X
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COMMENTS: Date of most recent edition: 1985

Caution: Low ceiling above grade 9.

Correlation with WISC-R and Raven.

Appropriate for use with students with learning difficulties or potentially gifted bilingual or educationally disadvantaged students whose school performance may be poor due to limited English language proficiency.

Culturally fair.

* Matrix Analogies Test-Expanded Form	Pre-K-12	5-17	O	O	X	I	P	I	30	X
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COMMENTS: Date of most recent edition: 1985

Correlation with full scale WISC-R score.

Appropriate for use with bilingual, learning disabled, mentally retarded, hearing and/or language impaired, physically disabled, and gifted students.

Culturally fair.

* McCarthy Scales of Children's Abilities	Pre-K-3	2.5-8.5	X	X	X	I	X	X	45-60	X
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COMMENTS: Date of most recent edition: 1972

Six scales (verbal, perceptual, quantitative, general cognitive, memory, motor) scored/normed on chronological age.

Individual scale score norms are available.

Appropriate for use with learning disabled students, ethnic (Black, Spanish) students, students from various socio-economic groups, and students with auditory, visual, or language handicaps.

KEY: O = No
Y = Yes
G = Group
I = Individual
P = Psychologist

TEST NAME	GRADES	AGES	VERBAL	QUANTITATIVE	NON-VERBAL	GROUP/INDIVIDUAL	TRAINED PERSONNEL IN ADMINISTRATION	TRAINED PERSONNEL IN INTERPRETATION	TIME IN MINUTES	SPECIAL POPULATIONS
** Otis-Lennon School Ability Test- Sixth Edition	K- 12	6- 17	X	O	X	G	O	O	60- 75	O

COMMENTS: Date of most recent edition: 1989

Designed to measure those verbal, quantitative and figural reasoning skills that are most closely related to scholastic achievement.

** Peabody Picture Vocabulary Test-Revised	Pre-K- 12**	2.5- 40	X	O	O	I	O	O	un- timed	X
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COMMENTS: Date of most recent edition: 1981

** Most appropriate for identifying young students up to grade 3.
Scored/normed on chronological age.
Appropriate for non-English speaking students.
Available in Spanish.

** Preliminary American College Testing Program (P-ACT Plus)	1st semest. 10th**		X	X	O	G	X	O	180	O
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COMMENTS: Date of most recent edition: 1987

** Appropriate for grades 7-10.
Administered during a testing window period at a center established by publishers.

* Preliminary Scholastic Aptitude Test	11-12**	12-17	X	X	O	G	X	X**	100	X
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COMMENTS: Date of most recent edition: 1986

** Appropriate for grades 7-10. Scores for grades 7-10 require interpretation of trained personnel.
Administered in October.
Qualifying Test for National Merit Scholarships.
Special editions are available for visually impaired students. Special accommodations are made for other disabilities.

O = No
X = Yes
G = Group
I = Individual
P = Psychologist

TEST NAME	GRADES	AGES	VERBAL	QUANTITATIVE	NON-VERBAL	GROUP/INDIVIDUAL	TRAINED PERSONNEL IN ADMINISTRATION	TRAINED PERSONNEL IN INTERPRETATION	TIME IN MINUTES	SPECIAL POPULATIONS
* Raven-Coloured Progressive Matrices	K-5	5-11	O	O	X	I until age 8	O	O	15-30	X

COMMENTS: Date of most recent edition: 1986
Recommended for mentally subnormal or impaired students.
Culturally fair.

* Raven-Standard Progressive Matrices	2-12	8 - Adult	O	O	X	G	O	O	30-45	X
--	------	--------------	---	---	---	---	---	---	-------	---

COMMENTS: Date of most recent edition: 1986
Culturally fair.

* Raven-Advanced Progressive Matrices	9 - 12	14 - Adult	O	O	X	G	O	O	30- 40	X
--	-----------	---------------	---	---	---	---	---	---	-----------	---

COMMENTS: Date of most recent edition: 1983
Use only with advanced students.
Culturally fair.

* Scholastic Aptitude Test	11- 12 **	12- 17	X	X	O	G	X	O	180	O
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COMMENTS: Date of most recent edition: 1984
** Appropriate for grades 7-10.
May be used, with caution, with exceptionally able students below grade seven.

KEY: O = No
X = Yes
G = Group
I = Individual
P = Psychologist

TEST NAME	GRADES	AGES	VERBAL	QUANTITATIVE	NON-VERBAL	GROUP/INDIVIDUAL	TRAINED PERSONNEL IN ADMINISTRATION	TRAINED PERSONNEL IN INTERPRETATION	TIME IN MINUTES	SPECIAL POPULATIONS
* School and College Abilities Test	3.5-12	9-18	X	X	O	G	O	O	40	O

COMMENTS: Date of most recent edition: SCAT III

No longer published but can obtain permission to copy.

Test is curriculum based. Therefore it may not be appropriate for students with non-typical education backgrounds.

* Stanford Binet-Fourth Edition	Pre-K-12	2.5 - Adult	X	X	X	I	P	I	45-90	X
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COMMENTS: Date of most recent edition: 1986

Based on more life experiences instead of school experiences.

Separate subscale scores are available.

Appropriate to use to substantiate questionable scores from group test when the student has physical, language, or personality disorders that prevent group testing.

Wechsler Intelligence Scale for Children *** Revised-Third Edition (WISC-III)	1 - 12	6 - 16	X	O	X	I	P	X	60	X
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COMMENTS: Date of most recent edition: 1991

Revision of Wechsler Intelligence Scale for Children-Revised.

Basic design of the WISC-R retained, therefore easy transition for administration by trained personnel.

New subtest, symbol search, provides information about cognitive ability.

Computer based interpretive program, WISC-III Writer, is being developed.

Wechsler Individual Achievement Test (WIAT) is being developed.

Wechsler Intelligence Scale for Children * Revised	1-12	6-16	X	O	X	I	P	X	60	X
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COMMENTS: Date of most recent edition: 1974

/: O = No
X = Yes
G = Group
I = Individual
P = Psychologist

TEST NAME	GRADES	AGES	VERBAL	QUANTITATIVE	NON-VERBAL	GROUP/INDIVIDUAL	TRAINED PERSONNEL IN ADMINISTRATION	TRAINED PERSONNEL IN INTERPRETATION	TIME IN MINUTES	SPECIAL POPULATIONS
Wechsler Intelligence Scale for Children * Revised (Spanish)	1 - 12	6 - 16	X	O	X	I	P	X	60	X

COMMENTS: Date of most recent edition: 1982

Wechsler Preschool and Primary Scale * of Intelligence - Revised		3 - 7	X	O	X	I	P	X	60	O
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COMMENTS: Date of most recent edition: 1989

Wechsler Adult Intelligence Scale - * Revised		16 - Adult	X	O	X	I	P	X	75	X
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COMMENTS: Date of most recent edition: 1981

Available in Spanish.

Woodcock-Johnson Psycho-Educational * Battery - Revised	Pre-K - 12	2 - Adult	X	X	X	I	X	X	90 - 120	X
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COMMENTS: Date of most recent edition: 1989

Cognitive Test
Achievement Test

ifications available for learning disabled, hearing impaired, visually impaired, physically impaired, preschool, and ESL students.

KEY: O = No
Y = Yes
G = Group
I = Individual
P = Psychologist

TEST NAME	GRADES	AGES	VERBAL	QUANTITATIVE	NON-VERBAL	GROUP/INDIVIDUAL	TRAINED PERSONNEL IN ADMINISTRATION	TRAINED PERSONNEL IN INTERPRETATION	TIME IN MINUTES	SPECIAL POPULATIONS
Woodcock-Johnson Psycho-Educational * Battery, Parts I & II (Spanish)	Pre-K - 12	4 - Adult	X	X	X	I	X	X	90	X

COMMENTS: Date of most recent edition: 1982

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COMMENTS: Date of most recent edition:

--	--	--	--	--	--	--	--	--	--	--

COMMENTS: Date of most recent edition:

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COMMENTS: Date of most recent edition:

* Approved 1988/89
** Approved 5/91
*** Approved 4/92

**1991 LIST OF PUBLISHERS OF TESTS FOR
IDENTIFYING GIFTED STUDENTS IN ARIZONA**

Addresses, Publishers, Phones, Representatives
Revised list July 1992

American College Testing Program
P. O. Box 168
Iowa City, IA 52243
319-337-1355 (Washburn)
319-337-1029 (Clark)

**ACT Assessment
P-ACT Plus Assessment**

Bonnie Washburn
Rose Clark

American Guidance Service
4201 Woodland Road
Circle Pines, MN 55014-1796
1-800-328-2560

Peabody Picture Vocabulary Test

Dr. Miles Fairchild

American Testronics
P. O. Box 2270
Iowa City, IA 52244
619-538-0685 (Larry Burnell in San Diego)
800-553-0030

Developing Cognitive Abilities Test

Larry Burnell

College Board ATP
CN 6200
Princeton, NJ 08541
609-771-7600

Scholastic Aptitude Test

for statistical questions, call
College Board-Regional Office
San Jose, California
408-288-6800

Education Testing Service
Ms. Gerri Szakacs
Copyright, Licensing, and Trademarks Office
Princeton, NJ 08541
609-734-5988

A license agreement may be obtained
for a minimum fee of \$25 through a
written request stating which parts of
the SCAT you wish to reproduce, how
many copies and how you wish to
use the copies.

School and College Abilities Test

D. L. M. Teaching Resources Corporation
P. O. Box 4000
One DLM Park
Allen, TX 75002
800-257-4747
800-527-5030

Contact: Nancy Whittington

**Woodcock-Johnson Psycho-Educational Battery
Woodcock Spanish Psycho-Educational Battery**

Educational Testing Service
Rosedale Road
Princeton, NJ 08541
609-921-9000

Graduate Record Exam

Preliminary Scholastic Aptitude Test/NMSQT
P. O. Box 6720
Princeton, NJ 08541-6720
215-750-8300

Preliminary Scholastic Aptitude Test

The Psychological Corporation
Contact: Dr. Wayne Gressett
555 Academic Court
San Antonio, TX 78204-2498
512-299-1061

The Psychological Corporation
Contact: Mickey Geenen
4308 N. 87th Place
Scottsdale, AZ 85251
602-941-1977

Columbia Mental Maturity Scale
Differential Abilities Scales
Differential Aptitude Test
Matrix Analogies Test (Short Form)
Matrix Analogies Test (Expanded Form)
McCarthy Scales of Children's Abilities
Otis-Lennon School Ability Test
Raven Progressive Matrices

Mickey Geenen
Dr. Wayne Gressett
Mickey Geenen
Mickey Geenen
Dr. Wayne Gressett
Mickey Geenen
Mickey Geenen
Mickey Geenen
Mickey Geenen

Wechsler Intelligence Scale for Children-Revised
Also: Wechsler Intelligence Scale for Children-Third Edition
Wechsler Intelligence Scale for Children-Revised (Spanish)
Wechsler Preschool and Primary Scale of Intelligence
Wechsler Adult Intelligence Scale-Revised

Riverside Publishing Company
Test Department 926-3310
8420 Bryn Mawr Avenue
Chicago, IL 60631
800-323-9540

Arizona Contact: Larry Hanken

**Cognitive Abilities Test
Stanford-Binet Intelligence Scale-4th revision**

Scholastic Testing Service, Inc.
480 Meyer Road
P. O. Box 1056
Bensenville, IL 60106
312-766-7150

Contact: Dr. John Kauffman

Kuhlmann-Anderson

C. H. Stoelting
1350 South Kostner Avenue
Chicago, IL 60623
312-522-4500

Contact: Dr. Dave Madsen

Leiter Scale (Arthur Adaptation)

Appendix B: Skill Requirements for Teachers of the Gifted

GIFTED SKILLS REQUIREMENTS
(R7-2-605.H.)
(Effective July 1, 1987)

1. Classroom management:
 - a. Demonstrates skill in using appropriate methods for teaching the gifted at the elementary or secondary levels.
 - b. Identifies and describes the characteristics, strengths, and weaknesses of major teaching-learning models used in gifted education.
 - c. Paces instruction based on the learning needs of gifted students.
2. Curriculum and instruction:
 - a. Demonstrates ability to develop and implement curriculum for elementary or secondary programs for the gifted.
 - b. Identifies and describes a step-by-step process for curriculum development for the gifted.
 - c. Selects key ideas, concepts, and methods in the academic discipline.
 - d. Selects appropriate objectives for critical, productive, and higher level thinking skill development.
 - e. Identifies and implements teaching strategies for the major types of research procedures.
 - f. Identifies and implements teaching strategies for problem-solving techniques (e.g., creative, logical, critical).
 - g. Designs an appropriate sequence for content and skills objectives.
 - h. Constructs curriculum that builds on and extends the regular curriculum while avoiding repetition; develops broad conceptual understanding of learning.
 - i. Uses the major teaching-learning models with the gifted.
 - j. Selects or develops, and uses teaching materials appropriate for the gifted.
 - k. Identifies and describes characteristics, strengths, and weaknesses of major service-delivery models appropriate for gifted students.
3. Assessment, evaluation, and further research.
 - a. Demonstrates skills in testing, measurement, screening and identification of gifted students:
 - i. Identifies and describes categories of giftedness.
 - ii. Identifies and describes tests and other instruments appropriate for screening, identification, and diagnosis of the various categories of giftedness, including tests for special populations of the gifted, such as ethnic minorities, limited English-proficient students, the economically disadvantaged, and the handicapped.
 - iii. Describes the issues involved in screening and identification of the gifted.
 - iv. Identifies and uses ethical guidelines in administering, interpreting, and maintaining records of tests and results.
 - v. Uses tests and instruments appropriately.
 - vi. Interprets tests and instruments appropriately.

- b. Demonstrates knowledge of research and evaluation of programs for the gifted:
 - i. Identifies the major research studies and results related to education of the gifted.
 - ii. Describes the implications of research results for the development of programs for the gifted.
 - iii. Identifies appropriate methods and demonstrates skill in evaluating the progress of gifted students.
- 4. Growing and learning theories:
 - a. Demonstrates knowledge and comprehension of the nature and needs of gifted students.
 - b. Recognizes and identifies common characteristics of gifted students.
 - c. Describes cognitive, emotional, and social development of the gifted.
 - d. Demonstrates knowledge of learning styles of gifted students.
- 5. Educational foundations:
 - a. Demonstrates knowledge and comprehension of historical development of education for the gifted.
 - b. Identifies major influential individuals in the field of teaching the gifted and describes their contributions.
 - c. Defines major concepts and terms related to education of the gifted.
- 6. Organization, administration, and other:
 - a. Demonstrates knowledge of national and state legislation, rules, and common law related to gifted programs:
 - i. Describes current federal and state legislation, rules, and case law governing gifted programs.
 - ii. Describes appropriate procedures for implementing current legislation, rules, and common law in programs for the gifted.
 - b. Demonstrates skills in career and academic advisement of the gifted:
 - i. Identifies the major problems faced by gifted students in academic, career, social, and emotional areas.
 - ii. Uses appropriate methods for advising the gifted.
 - iii. Identifies a variety of careers of interest to the gifted and the educational requirements necessary to enter them.
 - c. Communicates with other teachers, administrators, and parents regarding program and student-related issues.

Appendix C: Sample Application for Funding

ARIZONA DEPARTMENT OF EDUCATION
GIFTED EDUCATION FUNDS
FY _____

ATTACH TO APPLICATION

DUE DATE: _____

1. Project Starting Date: _____ to Ending Date: _____
2. APPLICATION [] AMENDMENT []
3. Program Fund Source: A.R.S. 15-772
4. Project Title _____
5. Applicant Agency _____
Mailing Address _____
6. Project Director _____ Telephone _____
7. _____ Date _____
Signature - Authorized Agent
8. _____
Typed Name and Title

Signature signifies that agreement and assurances are on file at the ADE and that the Applicant Agency agrees to all conditions stipulated in this Application and/or Amendments, thereto.

Note: Any materials developed as a result of this project shall be the property of the State of Arizona and may be made available to the general public on a cost recovery basis only.

STATE EDUCATION USE ONLY

9. Project Number _____
10. TOTAL AMOUNT APPROVED \$ _____
11. Signature: _____
ADE Program Authorized Agent
Date of Signature _____
12. Signature: _____
ADE Business and Financial Services Authorized Agent
Date of Signature _____
13. Signature: _____
ADE Superintendent (or Authorized Representative)
Date of Signature _____

Arizona Department of Education

GIFTED EDUCATION FUNDS
FY__
PROGRAM REQUIREMENTS

Applicant Agency_____

Please provide brief statements for each of the following requirements. Explain how you will meet or are currently fulfilling each requirement. (Attach a separate sheet if there is not enough room to provide this information).

1. According to your records, on what specific date was your scope and sequence first approved by the Arizona Department of Education? If approved, what date(s) was your revision(s) approved (ARS 15-770, ARS 15-772)?

2. In the space below or on a separate sheet, indicate the name of the teacher(s) as it appears on their certificate and their social security number who now hold the appropriate gifted endorsement AND are currently employed in this capacity (ARS 15-772, R7-2-603).

<u>Provisional</u>	<u>Regular</u>	<u>Working Toward</u>
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3. A brief description of the ways you will gather information for the program evaluation procedures as are outlined in No. , pages of the Gifted Program Summary document. The results of those studies are due to the Arizona Department of Education, July 1, . (ARS 15-772.B.)

**ARIZONA DEPARTMENT OF EDUCATION
SPECIAL PROJECTS BUDGET/FISCAL REPORT/
ESTIMATED NEEDS PAYMENT SCHEDULE**

INSTRUCTIONS: Submit original to ADE Program Office
• For completion Reports route through the County Superintendent.

A. PROJECT IDENTIFICATION FOR THE BUDGET PERIOD

1. Applicant Agency		2. County	3. CTD No.	4. Project No.
5. Funding Source (Chapter 1, etc.) C.F.D.A. No.		6. Application Term Begin _____ End _____		7. Date Submitted to ADE
8. Project Name (If Any)		9. Check ONE: <input type="checkbox"/> New <input type="checkbox"/> Renewal Application; <input type="checkbox"/> Completion Report Amendment <input type="checkbox"/>		

B. PROJECT BUDGET

FUNCTION	OBJ. CODE	BUDGET (1)	REQUESTED CHANGES (2)	AMENDED BUDGET (3)	EXPENDITURE TO DATE (4)	BUDGET BALANCE (5)
ADMINISTRATION 100						
10. Salaries-Certified	5100					
11. Salaries-Classified	5200					
12. Employee Benefits	5300					
13. Supplies and Materials	5400					
14. Other Expenses	5700					
INSTRUCTION 200						
15. Salaries-Certified	5100					
16. Salaries-Classified	5200					
17. Employee Benefits	5300					
18. Supplies and Materials	5400					
19. Tuition	5600					
20. Other Expenses	5700					
INSTRUCTION SUPPORT 300						
21. Salaries-Certified	5100					
22. Salaries-Classified	5200					
23. Employee Benefits	5300					
24. Supplies and Materials	5400					
25. Other Expenses	5700					
OPERATION 400						
26. Salaries-Classified	5200					
27. Employee Benefits	5300					
28. Supplies and Materials	5400					
29. Utilities & Communications	5500					
30. Other Expenses	5700					
31. SUBTOTAL						
32. Indirect Cost (% x line 31)						
33. Capital Outlay	5800					
34. TOTAL						

35. Cash Balance (For Completion Report Purposes)

C. COMPLETION REPORT SIGNATURES ONLY (Blue Ink Only)

I hereby certify that this report has been reconciled with records in the (District/Agency) (County) office and is a reasonable statement of total expenditures for this project.

District/Agency Authorized Agent	Date	County School Superintendent	Date
----------------------------------	------	------------------------------	------

D. SUMMARY OF AVAILABLE FUNDS INCLUDED IN BUDGET ABOVE

County C/O	+ FY _____	State C/O	+ FY _____	(New)	+ Other	=	TOTAL
FY _____							
FY _____							

E. ESTIMATED NEEDS PAYMENT SCHEDULE

FY _____ State C/O		FY _____		(Original [] Revised [] Date _____)	
JUL _____	JAN _____	JUL _____	JAN _____		
AUG _____	FEB _____	AUG _____	FEB _____		
SEP _____	MAR _____	SEP _____	MAR _____		
OCT _____	APR _____	OCT _____	APR _____		
NOV _____	MAY _____	NOV _____	MAY _____		
DEC _____	JUN _____	DEC _____	JUN _____		
TOTAL _____		TOTAL 56		TOTAL _____	

INSTRUCTIONS

This form is to be used for reporting financial information for all projects, state or federal funded through the Department of Education. Separate instructions will be provided for those programs having special requirements.

SECTIONS A and B

Item No.

(Enter the budget period on the Section A header line.)

1. Enter the name of the applicant agency.
2. Enter the county name.
3. Enter the number assigned by the Department of Education, County-Type-District.
4. Enter the project number assigned by the Department of Education program office.
5. Enter the name of the funding source, such as Chapter 1, Chapter 2, etc.
6. Enter the application term for the funds to be received.
7. Enter the date submitted to the Department of Education.
8. To be used only if the project has a specific identifier name.
9. Check the appropriate purpose box.
- 10-30. Refer to uniform system of Financial Records (USFR) for coding.
31. Summation of lines 10-30.
32. Indirect cost may only be claimed when an applicant has obtained an approval rate.
33. Capital outlay.
34. Total of lines 10-33.
35. For completion report purposes only. The cash balance must be entered for the completion report to be accepted and any differences between the budget balance (line 34) and the cash balance must be explained.

SECTION C ONLY FOR COMPLETION REPORT

Signatures are required for completion report purposes only. Sections D and E are not needed for Completion Report.

SECTIONS D and E— DO NOT COMPLETE

Arizona Department of Education
GIFTED EDUCATION FUNDS

FY__

OUTLINE OF PROPOSED ACTIVITIES AND IMPACT ON STUDENTS

NEW APPLICATION X AMENDMENT *

Applicant Agency _____

Please provide an outline of the proposed activities/materials and the expected impact the activity/material will have on students. Activities and/or materials must strengthen or supplement services to gifted students (ARS 15-770, ARS 15-772).

ACTIVITIES/MATERIALS

IMPACT ON STUDENTS

*Amendments are to be submitted with an application cover page (page 1 of 4), a budget page (page 3 of 4), and an outline page (page 4 of 4). The outline page is to indicate ONLY those items reflecting the change in the budget line from your budget page.

Director	Title	District	Address	City	St	Zip	Phone	Levels
Nancy Delecki	Gifted Education Project Director	Phoenix Elementary District	1817 N. 7th Street	Phoenix	AZ	85006	257-3805	K-8
Marcia J. Smith	Gifted Education Project Director	Isaac School District	3348 W. McDowell	Phoenix	AZ	85009	484-4700	K-8
Nina Nelson	Gifted Education Administrator	Washington School District	8610 N. 19th Ave.	Phoenix	AZ	85021	864-2651	K-8
Dr. Susan Holt Maas	Gifted Education Project Director	Osborn School District	1226 W. Osborn Rd.	Phoenix	AZ	85013	234-3366	K-8
Dr. Donna Cranswick	Gifted Education Project Director	Creighton Elementary District	2702 E. Flower St.	Phoenix	AZ	85016	381-6036	K-8
Dr. Frank W. Canady	Assistant Superintendent	Madison School District	5601 N. 16th St.	Phoenix	AZ	85016	264-5951	K-8
Dr. Darlene White	Director of Special Education	Roosevelt Elementary District	6000 S. 7th St.	Phoenix	AZ	85040	243-4872	K-8
James Rice	Assistant Superintendent	Alhambra Elementary District	4510 N. 37th Ave.	Phoenix	AZ	85019	246-5110	K-8
Dr. Margaret Ruccolo	Gifted Education Project Director	Cartwright Elementary District	3401 N. 67th Ave.	Phoenix	AZ	85033	846-2800	K-8

Director	Title	District	Address	City	St	Zip	Phone	Levels
Nancy Delecki	Gifted Education Project Director	Phoenix Elementary District	1817 N. 7th Street	Phoenix	AZ	85006	257-3805	K-8
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Nina Nelson	Gifted Education Administrator	Washington School District	8610 N. 19th Ave.	Phoenix	AZ	85021	864-2651	K-8
Dr. Susan Holt Maas	Gifted Education Project Director	Osborn School District	1226 W. Osborn Rd.	Phoenix	AZ	85013	234-3366	K-8
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Dr. Frank W. Canady	Assistant Superintendent	Madison School District	5601 N. 16th St.	Phoenix	AZ	85016	264-5951	K-8
Dr. Darlene White	Director of Special Education	Roosevelt Elementary District	6000 S. 7th St.	Phoenix	AZ	85040	243-4872	K-8
James Rice	Assistant Superintendent	Alhambra Elementary District	4510 N. 37th Ave.	Phoenix	AZ	85019	246-5110	K-8
Dr. Margaret Ruccolo	Gifted Education Project Director	Cartwright Elementary District	3401 N. 67th Ave.	Phoenix	AZ	85033	846-2800	K-8