



# **Gifted Students' Learning and Growth**

## **Leadership Overview**

**Colorado Department of Education**

**Gifted Education Unit**

201 E. Colfax Ave.

Denver, Colorado 80203-1799



**Gifted students' learning and growth  
ensured by needed provisions and advocacy**

# *Gifted Students' Learning and Growth*

## **An Overview of Gifted Education Guidelines for Colorado Leaders**

*"Genius without education is like silver in the mine."*  
Benjamin Franklin

**Colorado Department of Education  
Gifted Education Unit  
201 E. Colfax Ave.  
Denver, Colorado 80203-1799**

**Jacquelin Medina**  
**Director**  
Gifted Education Unit  
(303) 866-6652  
(303) 866-6811 Fax  
medina\_j@cde.state.co.us

**Principal Consultant**  
Gifted Education Unit  
(303) 866-6414  
(303) 866-6811 Fax

## **Gifted Education Mission**

**Gifted students' learning and growth  
ensured by needed provisions and advocacy**

## **Gifted Education Principles**

- **Relevant, appropriate instruction and outcomes for gifted learners**
- **Shared responsibility of educators, parents, and community for the academic and affective growth of gifted and talented learners**
- **A climate of excellence and rigorous curricula for every child**
- **Differentiation in curricula, instruction, and assessment which supports a continuum of services for every gifted and talented learner**
- **High quality standards for professional educators who work with gifted and talented learners**
- **Identification of exceptional potential in all populations of race, culture, gender, or income level**

**Colorado Department of Education, 2008**

*The **Colorado Department of Education** does not discriminate on the basis of disability, race, color, religion, sex, national origin, or age, in access to, employment in, or provision of any of CDE's programs, benefits, or activities.*

*The following persons have been designated to handle inquiries regarding this policy:*

*Please contact either:*

*Patrick Chapman  
Colorado Department of Education  
1560 Broadway, Suite 1450  
Denver, CO 80202  
Phone: 303-866-6780  
E-mail: [chapman\\_p@cde.state.co.us](mailto:chapman_p@cde.state.co.us)*

*Wendi Kispert  
Colorado Department of Education  
201 East Colfax Avenue  
Denver, CO 80203  
Phone: 303-866-6815  
E-mail: [Kispert\\_w@cde.state.co.us](mailto:Kispert_w@cde.state.co.us)*

# **TABLE OF CONTENTS**

3. Gifted Education Mission, Values Statements & Disclosure
4. Table of Contents
5. Vision: 2008-2012
- 6.-7. Superintendents Making a Difference
7. Additional Gifted Education Resources
8. Building Administrators Making a Difference
9. Statutory Support for Gifted Education
10. Accreditation of School Districts
11. Standards for Personnel in Gifted Education
12. Common Questions Parents Ask, That Educators Should Be Able To Answer
13. Program Design
- 14.-15. Process for Identification of Gifted and Talented Learners
16. Looking at Data
17. Program versus Programming
18. Programming Components
19. Colorado School-wide System for Student Success
20. How Programming Components Fit Within the 3-Tiered Model for Progress Monitoring and Interventions
21. Record Keeping through Advanced Learning Plans (ALPs)
22. Advanced Learning Plans Variables
23. Gifted Education Support & Partnerships



## ***Gifted Education***

***Gifted Students' Learning and Growth  
Ensured by Needed Provisions and Advocacy***

### ***Vision: 2008 – 2012***

***Gifted student education is a shared responsibility among educators, parents and community members for the learning and growth of gifted students. Collaboration creates a partnership in which purposeful direction is set in the State Performance Plan and local Program Plans. Meaningful efforts are aligned and supported by all stakeholders. Regional networks expand a statewide support system, and, include representation from parents and each district. Aligned local and state policies ensure high expectations, personnel and accountability for gifted students. Jointly, stakeholders obtain additional resources for gifted student education.***

***Gifted student achievement is accomplished in an RtI adaptable system of ongoing assessment, problem solving and learning through a continuum of benchmarks and tiered programming options. Strengths, interests and needs of diverse gifted learners are matched to programming and/or interventions. Curriculum is rigorous and differentiated. One hundred percent of administrative units implement evidence-based models and strategies for curriculum and instruction. Assessment (screening, diagnostic, progress monitoring and summative) drives instruction and student grouping. District and classroom assessments provide meaningful data for pace, depth and complexity. Acceleration methods are implemented in the areas of strength using Tier II and III methods for continued learning. Counseling and early college planning are vital to the needs of gifted students. 100% of administrative units meet their local achievement targets.***

***A system of accountability and record keeping for identification and programming is implemented by an advanced learning plan (ALP) for every gifted student. 100% of administrative units have Program Plans that align with the needs expressed in the ALPs of their particular gifted population. ALPs are dynamic documents developed by the student, parent and educators to address the exceptional ability and potential of gifted students, in any one or more areas of giftedness. ALPs are well articulated throughout the school system.***

***Gifted students are motivated toward maximum performance. Qualified personnel inspire and facilitate learning. One hundred percent of administrative units provide professional development in gifted student education individually or through other means. Institutions of higher education support local and state efforts in professional development.***

***Parental engagement is valued and respected. Trusting relationships and sharing of responsibilities are the norm. Parents are well informed. Parents participate in ALP development, local and state committees, and provide input into important strategic planning and accountability efforts.***

***A statewide monitoring system for gifted student education is shared between administrative units and the state. High relationship between directors and the state create a positive attitude to improve and grow gifted education, together. The work in the field is valued and fostered through positive communication, technical assistance and collaborative networks. Statewide professional development aligns with needs identified through the shared work.***

# Superintendents Making a Difference



- Know basics about gifted education, the needs of gifted students and Colorado Guidelines and Statutes for Gifted Education
- Set a tone so that all students with motivation, interest and ability will be inspired to go beyond typical expectations
- Review district policy to explicitly support gifted education: identification, communication to parents, programming and professional development
- Include targets for gifted student learning and growth in district goals
- Provide the public with information about gifted student education and ways to access the procedures for student and family involvement
- Advocate for each school to designate an individual, who is gifted education endorsed, to be highly knowledgeable regarding quality gifted programming
- Provide annual opportunities for School Board Members to become knowledgeable about the needs of gifted students and how the district is addressing those needs
- Examine gifted student achievement data from multiple sources
- Integrate gifted education programming in ongoing instructional infrastructures and assessment systems (e.g., response to intervention system)
- Require principals and teachers to look at individual gifted student achievement
- Ensure that gifted students have access to advanced classes and learning opportunities regardless of chronological age and grade placement
- Provide resources for gifted education in the overall district budget
- Designate a director or coordinator with a gifted endorsement to oversee the appropriate implementation of services to advanced students
- Ensure that all staff receive professional development on the needs of gifted students and differentiated instructional methods to meet those needs
- Include parents of gifted students in district committees



## **Additional Gifted Education Resources**

**CDE WebPages, Fast Facts & list serve**

[www.cde.state.co.us](http://www.cde.state.co.us)

**NAGC**

**National Association for Gifted Children**

[www.nagc.org](http://www.nagc.org)

**CAGT**

**Colorado Association for Gifted Children**

[www.coloradogifted.org](http://www.coloradogifted.org)

**Davidson Institute for Talent Development**

[www.davidsongifted.org](http://www.davidsongifted.org)

**Hoagies Gifted Education**

[www.hoagiesgifted.org](http://www.hoagiesgifted.org)

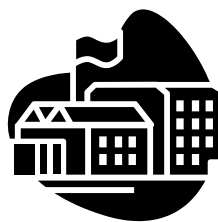
*“That students differ may be inconvenient, but it is incapable. Adapting to that diversity is the inevitable price of productivity, high standards, and fairness to students.” T. Sizer*



## Building Administrators Making a Difference



- Know STATE STATUTE AND DISTRICT GUIDELINES about gifted education and needs of gifted students
- Provide leadership in establishing a learning environment where individual differences are valued and nurtured
- Gather, interpret and communicate gifted student data from multiple sources
- Establish gifted education as one element integral to the overall school design and ensure alignment with the district goals
- Provide funding and staffing for gifted education as a component in the overall school budget
- Support teachers in efforts to differentiate curriculum, instruction and assessment
- Establish support structures to ensure student success (e.g., cluster grouping practices, appropriate class schedules, counseling access, timelines for a routine identification process)
- Collaborate with staff on a routine method for advanced learning plan review and maintenance of records
- Involve parents in developing learning goals for their gifted child
- Promote and train a school level leader/s in gifted education
- Facilitate professional development for teachers of gifted students
- Incorporate meeting the diverse needs of gifted learners into teacher evaluation expectations
- Observe and provide positive feedback to teachers regarding classroom and school-wide gifted programming
- Include parents and community advocates in school committees, classroom assistance needs and shared decision making processes





## **STATUTORY SUPPORT FOR GIFTED EDUCATION**

**Exceptional Children’s Educational Act** (C.R.S. 22-20-101 et seq.) adopted 8-12-76, last amended, May 2008; and **Rules for the Administration of the Exceptional Children’s Education Act, Gifted Student Programs**

- Requires administrative units to submit a program plan for identification and programming for gifted students
- Requires program plans to align with the needs expressed in Advanced Learning Plans (ALPs) for identified gifted learners
- Declares an administrative unit may permit early access for highly advanced gifted children

**CDE Fast Facts on Early Access:** [www.cde.state.co.us](http://www.cde.state.co.us)

Defines gifted children as a category of “exceptional children;”

- Provides an educational definition of gifted children;
- Encourages high-priority consideration of the identification of gifted children who are economically disadvantaged, and culturally or ethnically diverse, or have disabilities;
- Requires an administrative unit gifted-education plan for disbursement of state gifted-education funds to the unit; requires a yearly report from the administrative unit;
- States ways gifted-education state funds may be used;
- Encourages collaboration with institutions of higher education to provide staff development and in-service opportunities in relation to educational programs for gifted students;
- Establishes a separate line in the appropriation bill for funding programs for gifted and talented students;

**School Reform: Standards-Based Education** (C.R.S. 22-53-401 et seq.) adopted May, 1993

- Creates the standards-based education initiative that serves as the basis for school reform and improvement in Colorado;
- Defines gifted and talented students as a category of exceptional children;
- Requires school districts, the Department of Education, the State Board of Education, and the Standards and Assessment Development and Implementation Council that specific consideration and means be taken in all aspects of the development and implementation of standards-based education to address the special learning needs of all exceptional children, including gifted and talented students.

**Fast Track Program** (C.R. S. 22-34-101 et seq.) adopted 1981

- Provides for high schools to enter into cooperative agreements with institutions of higher education to allow high school seniors who have completed requirements for high school graduation to take college courses while retaining high school activity eligibility.

**Post Secondary Enrollment Options** (C.R.S. 22-35-101 et seq.), adopted 1989

- Provides opportunity for high school juniors and seniors to seek more appropriate academic challenges or a more appropriate educational setting by enrolling in college courses;
- Allows students to earn both high school and college credit for college courses;
- Requires school districts to pay for high school students’ tuition for up to two courses per academic term

## **ACCREDITATION OF SCHOOL DISTRICTS**

### **STATUTORY CITATIONS RELATED TO GIFTED EDUCATION 22-02-R-0.00**

- 1.01 (9) “All students” means every student regardless of gender; socio-economic level; at-risk status; racial, ethnic, or cultural background; *exceptional ability*; disability; or limited English proficiency.
- 2.01 (4)(g) Goals and strategies to improve all students’ academic achievement and to identify and reduce consistent patterns of low academic achievement and discrepancies in academic achievement related to gender; socio-economic level; at-risk status; racial, ethnic, or cultural background; *exceptional ability*; disability; or limited English proficiency.
- 3.01 (1)(c) CSAP scores disaggregated by *all student groups* defined in 1.01 (9).
- 3.03 School districts or the State Charter School Institute may develop additional indicators that assess progress on local District goals and objectives. These indicators would be described in the Accreditation Contract and reported using locally developed procedures and definitions.

4.00 (1) To be accredited, Districts or the State Charter School Institute must meet or exceed the following Department Accreditation Indicators for student outcomes (4.01 et seq.), educational improvement planning (4.02 et seq.), and compliance (4.03 et seq.):

- 4.01 (1) (b) The achievement of District or Institute established CSAP goals for annual student achievement levels and academic growth consistent with the longitudinal goals and standards authorized by § 22-7-604.3, C.R.S., and regulations promulgated thereunder, for all disaggregated groups of students as defined in 1.01 (9). Additional Department approved measures may be presented to demonstrate academic growth consistent with the longitudinal goals and standards authorized by § 22-7-604.3, C.R.S., and regulations promulgated thereunder.
- 4.01 (1) (c) Achievement of District or Institute established goals for reducing learning gaps in reading, writing, and mathematics measured by disaggregated CSAP data for All Students as defined in 1.01 (9), in accordance with House Joint Resolution 01-1014 concerning closing the learning gap and as defined by longitudinal goals and standards authorized by § 22-7-604.3, C.R.S., and regulations promulgated there under. These calculations produce growth percentiles for disaggregated groups.
- 4.02 (1) (a) Implementation of an Education Improvement Plan which includes best educational practices, including (1) setting high goals for student achievement, (2) advancing recognized instructional strategies, (3) promoting standards-based instruction, (4) using state and local assessments, (5) promoting postsecondary readiness (6) incorporating parent, student and community participation, (7) assurance that the District or the Institute has adequate policies and that these policies are being implemented and in compliance with state statutes, rules and regulations, and (8) other requirements as outlined in the Accreditation Contract.

## **STANDARDS FOR PERSONNEL IN GIFTED EDUCATION**

### 12.02 (1) (f) Personnel.

*Administrative units must describe the personnel who provide instruction, counseling, coordination and other programming for gifted students. Personnel shall be knowledgeable in the characteristics, differentiated instructional methods and competencies in the special education of gifted students. Qualified personnel with endorsement or an advanced degree in gifted education are preferred in special programs and classrooms consisting of mainly gifted students. Beginning with the 2010-11 school year, every administrative unit shall employ or contract with a person who is responsible for the management of the program and professional development activities.*

Quality indicators of teachers and other support personnel who provide gifted and talented programming services:

- Display and foster positive attitudes toward gifted and talented students, reflecting pertinent knowledge and understanding of the learning principles and educational needs of these students;
- Respect creativity and imagination;
- Maintain limits with students, yet remain flexible and patient;
- Have a sense of humor, be cheerful, and make learning fun;
- Differentiate instruction according to the academic and affective needs of these students, including, but not limited to, adapting instructional pace, curricular content and materials, learning environments, and student grouping patterns;
- Consult and communicate effectively with other professionals, administrators, and parents about student needs and educational progress.

Quality indicators of administrative personnel supporting gifted-education:

- Display and foster positive attitudes and support toward gifted and talented education in general based upon knowledge and understanding of the educational needs of gifted and talented students;
- Collaborate with stakeholders in gifted-education for high achievement and personal growth of gifted students;
- Oversee and support accountability procedures related to gifted and talented education;
- Provide leadership in the development, implementation, and evaluation of programming services and instructional strategies used in gifted-education;
- Obtain and allocate material, financial, and human resources necessary to address the education needs of gifted and talented students;
- Consult and communicate with other educators and parents about all aspects of gifted-education and student needs.

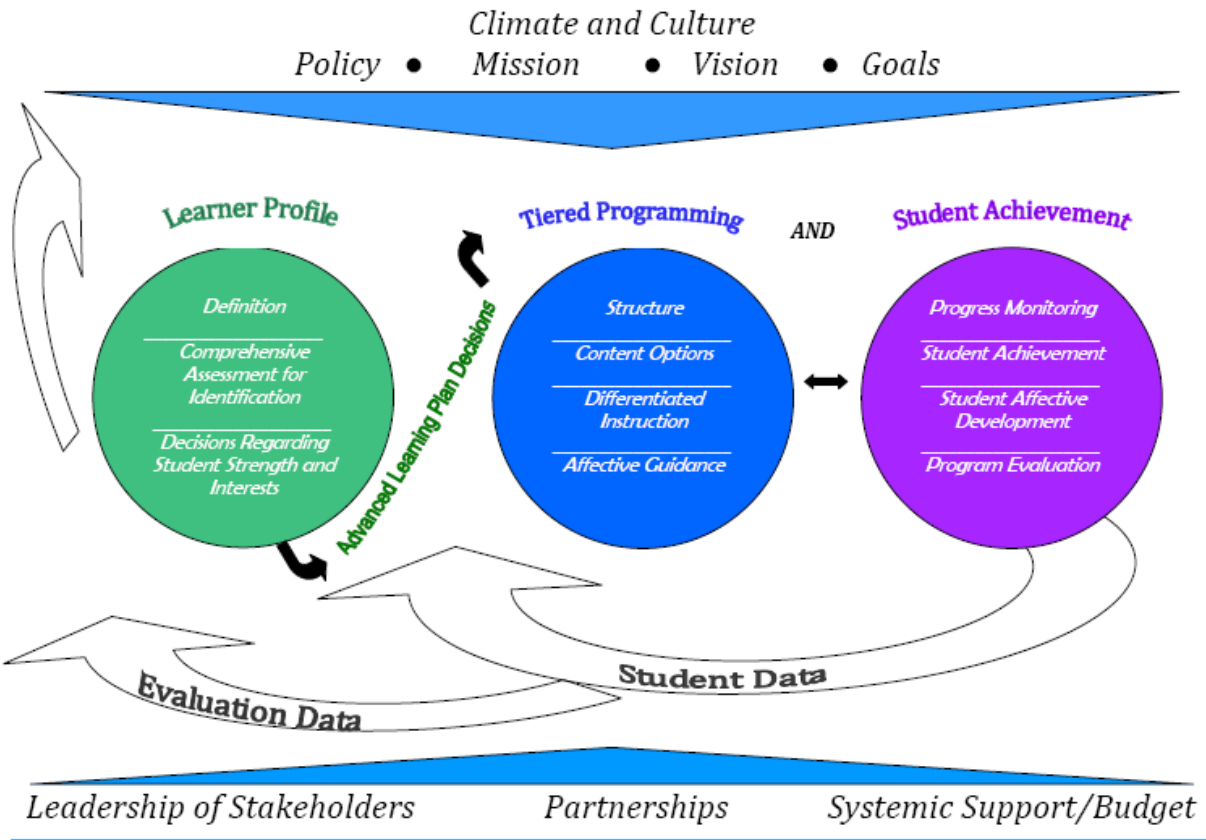
(Expanded from Barbara Clark)

## **Common Questions Parents Ask, That Educators Should Be Able to Answer**

- What are the advanced learning opportunities at my child's school?
- What do Colorado State Statues and Guidelines say regarding gifted education?
- How do you identify gifted students?
- How are services decided and implemented?
- Is early entrance an option?
- How will my child benefit from gifted programming?
- My child was identified for gifted services elsewhere; is he/she automatically included in the school's gifted program?
- Will the gifted programming services mean more work for my child and not qualitatively different work?
- How do we address the non-academic exceptionalities of my child?
- In what ways can we work/communicate together?
- What are criteria for grade skipping or other forms of acceleration?
- How do I assist my child in transitions to the next level of schooling?
- What are the ways I can participate in school activities/committees?
- How is appropriate instruction provided if my child does not want to participate in a specific g/t program or magnet school?
- If my child is twice-exceptional, how will his/her needs be met?
- What kind of assessment is used to monitor my child's progress, especially if state assessment scores are weak?
- What resources or support systems are available to parents of gifted children?
- What are some ways I can support my child's strengths outside the school environment?
- What extra-curricular programs do you provide to support the talents of gifted students

# Program Design

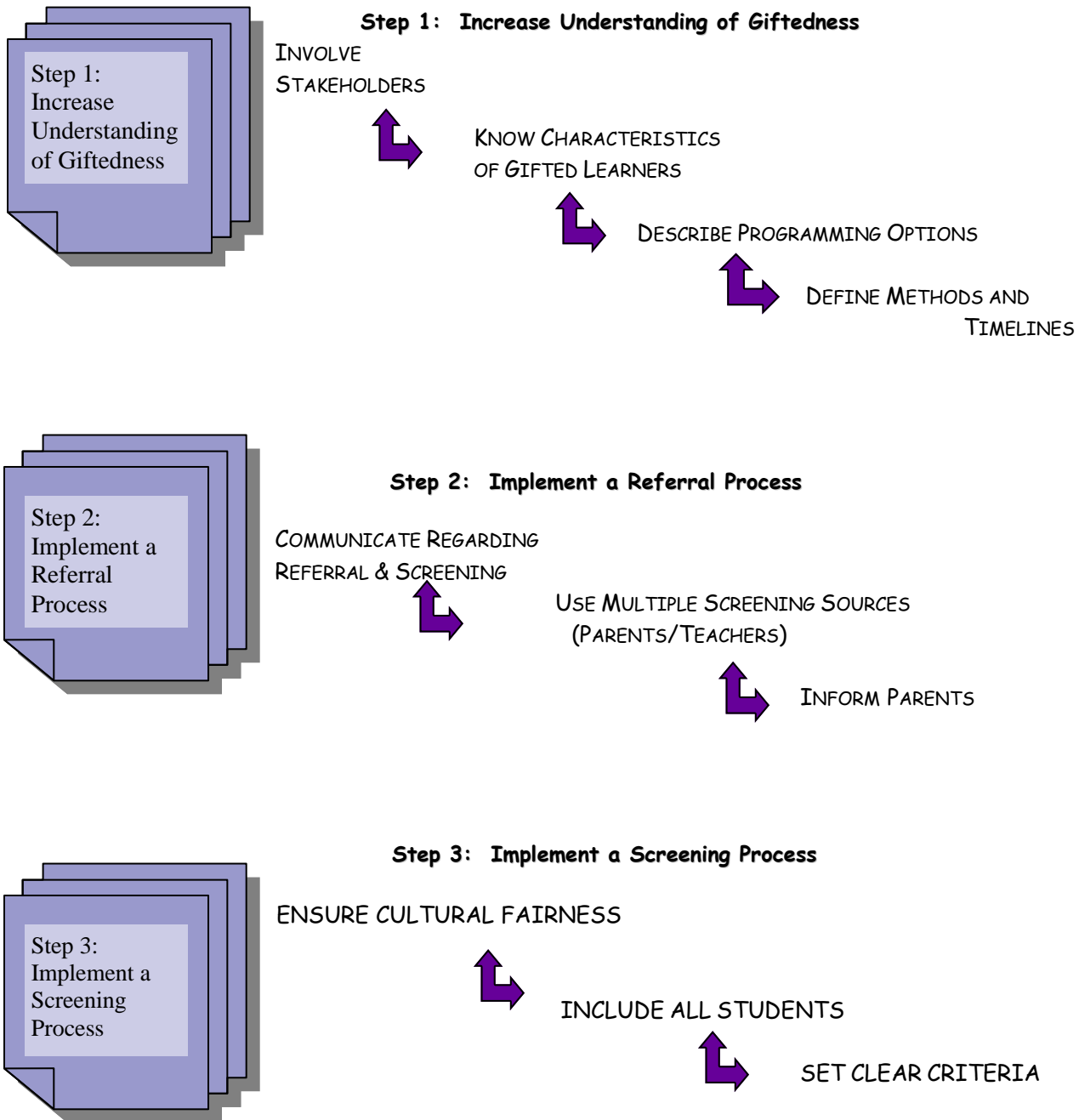
## *Gifted Education Program Design*

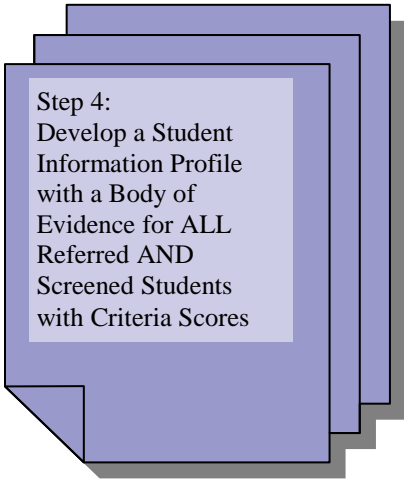


*Gifted students' learning and growth ensured by needed provisions and advocacy*

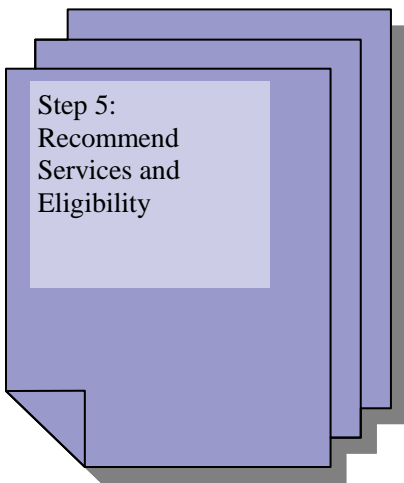
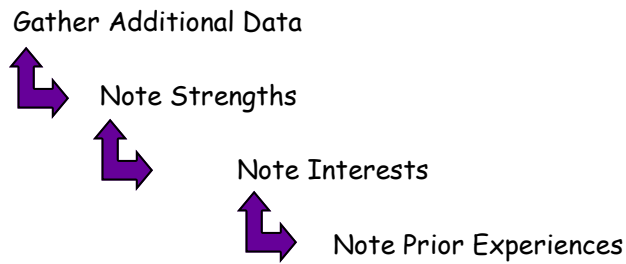
# Process for Identification of Gifted and Talented Learners

Flow Chart: Steps in Gifted Identification Process

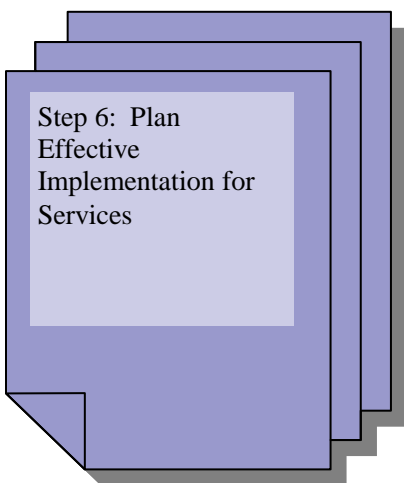
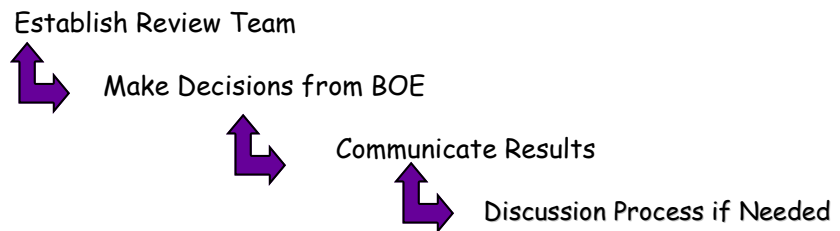




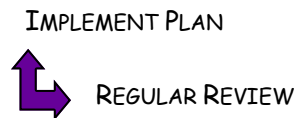
**Step 4: Develop a Student Information Profile with a Body of Evidence for ALL Referred AND Screened Students with Criteria Scores**



**Step 5: Recommend Services**



**Step 6: Plan Effective Implementation for Services**



**Response to Intervention (RtI)**

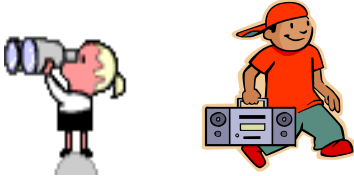
Identification assessment is embedded in a RtI system through observation and collection of instructional and affective data. A body of evidence supports identification in one or more categories of giftedness. The result of identification is an advanced learning (ALP) that matches tiered programming interventions with the strengths and interest of the student.

## Looking At Data

**In what ways are the enrollment patterns in the administrative unit the same or different from the gifted student enrollment?**

Administrative Unit Enrollment				Gifted and Talented In the Ad-Unit			
Numbers in total enrollment		Percent of the total enrollment by gender, and ethnicity		Numbers of formally identified g/t students		Percent of the total g/t enrollment by gender and ethnicity	
Total A:				Total B:			
Gender:		Gender:		Gender		Gender	
F		F		F		F	
M		M		M		M	
Ethnicity		Ethnicity		Ethnicity		Ethnicity	
Asian		Asian		Asian		Asian	
Black		Black		Black		Black	
Hispanic		Hispanic		Hispanic		Hispanic	
Nat Am		Nat Am		Nat Am		Nat Am	
White		White		White		White	
				Percent of gifted students in the total enrollment: B divided by A =			

**At the school level, in what ways are gifted students demonstrating outstanding potential?  
How does that drive critical instructional decisions?  
Do you know your student demographics?**

Category of Gifted	Category of Gifted	Individual Students
<u>Specific Academics:</u> Language Arts Math Science	<u>And/or Other Ways:</u> General Ability Creativity Leadership Visual and Performing Arts	

**What data is influencing instructional decisions for gifted students?**

Individual	Group
Classroom Performance Standardized testing Advanced Learning Plan Goals	School, District, State Growth Data
Affective Goals/Tasks	Self-Esteem, Self-Efficacy



## Program versus Programming

*Programming is a concept that embraces the broad components of what we do to address the needs of gifted students over time. Tiered programming options include specific strategies and programs used to serve gifted student needs. Program is a specific type of content, affective or interest based curriculum. Specific programs are ONE WAY to meet the educational needs of gifted students. In the absence of these programs, differentiated instruction, acceleration, affective guidance, content enrichment and higher order thinking skills remain requirements of the gifted student's general education.*

A gifted program groups like-talented students for

- 1) a set of classes of less than a school year in length offered as an alternative to general classroom or a long-term/full-time classroom setting
- 2) the teaching of more in-depth or accelerated material linked to content standards
- 3) creating an environment whereby scholarship and socialization are outcomes
- 4) support in developing high level study skills and perseverance in learning
- 5) practicing homework skills and independent learning
- 6) developing research questions and creative solutions/presentations

Programs for gifted students target specific curricular areas or interest-based topics.

The selection of students for a program is based upon criteria for success in the particular program. Gifted students should not be collectively grouped in programs that may not address individual strengths and needs. If resources limit program offering, districts are encouraged to consider short-term summer experiences or a series of classes offered in partnership with the community or higher education.

Programs are usually facilitated by the classroom teacher, gifted education resource teacher/s, counselors, or other staff members trained in gifted education strategies. In some cases, community members who specialize in an area of study (e.g., engineering, math) may offer a course to supplement the school's offerings.

Programs...

- Target rigorous, in-depth, and creative studies
- Are not simply enrichment
- Serve students with different learning styles, cultures and socioeconomic backgrounds
- As a rule of thumb cover 50% more material than general education
- Provide counseling to gifted students and families who need help with emotional and social issues often faced by gifted students
- Involve parents
- Provide a focus on career and college planning

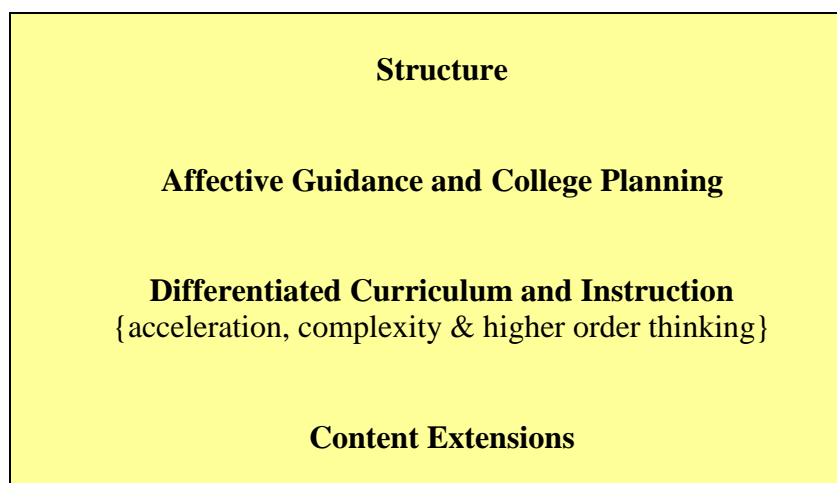
Examples of gifted programs are: Talents Unlimited, Literature Units from the College of William and Mary, Junior Great Books, Women in Engineering, Philosophy for Kids, IB, special math/science programs, and summer school two-four weeks, drama festivals, oration teams, competitions and seminars.

Synthesized from *Designing and Developing Programs for the Gifted Student* (2003)

## **Programming Components**

Balanced programming means including the components required to provide for the educational needs of gifted and talented students. The programming components are based upon national standards, research and best practices in gifted education. Programming components address the instructional and grouping practices that promote high achievement for gifted students. It is essential that programming choices link to the student profile compiled during the identification process. Programming seeks development of the whole child so that gifted students become successful adults demonstrating self-esteem, self-efficacy and creative productivity in their own ways.

The programming components are:



All gifted students require balanced gifted programming over time. It is the district's responsibility to ensure that programming components are accessible to gifted students through options in classroom instruction, advanced curriculum, targeted programs, community resources, or acceleration and counseling interventions.

In a response to intervention framework for instruction, all gifted students need Tier II or Tier III programming in their area of strength.

#### 12.02 (1) (d) **Programming.**

*The program plan shall describe the programming components, options, and strategies that will be implemented by the administrative unit and schools to appropriately address the educational needs of gifted students. Programming shall match the strengths and interests of the gifted student. Other educational needs shall be addressed according to the individual student's profile. The program plan components, options, and strategies shall include, but need not be limited to:*

- Alignment of assessment data to programming options in the areas of giftedness*
- Structures by which gifted students are served at the different school levels (e.g., the general classroom, cluster groups, resource and/or pull-in/out programs)*
- Support in differentiated instruction and methods (e.g., acceleration, cluster grouping and higher order thinking skills)*
- Affective and guidance support systems (e.g., social skills training, early college and career planning)*
- Diverse content options provided for gifted students in their areas of strength (e.g., mentorship, Socratic seminars, advanced math, honors courses)*
- The means by which articulation for preschool (if applicable) through grade 12 is planned and implemented*
- Pre-collegiate and/or pre-advanced placement support*
- ALP development and annual review conducted through the collaborative efforts of the teacher(s), other school personnel (as needed), parents and the student (as appropriate), and*
- Post secondary options available to gifted students.*

**CDE Fast Facts on Administrative Unit Program Plans may be accessed at [www.cde.state.co.us](http://www.cde.state.co.us)**

# Colorado School-wide System for Student Success

## Level of Support

### Intensive/Individualized Level

- Interventions based on comprehensive evaluation are provided to students with intensive needs

### Targeted Level

- Provided to students identified at-risk or who require specific support to make adequate progress in general education.

### Universal Level

- Provided to ALL students; research based, high quality, general education using on-going universal screening, progress monitoring, and assessments to design instruction.

## Level of Support Examples Gifted Education

### Intensive/Individualized Level

- Radical acceleration in one or more subjects
- Dual enrollment
- Early Entrance
- Specialized counseling
- Long-term internship
- International Baccalaureate Program
- Magnet classrooms
- Schools for gifted children

### Targeted Level

- Intentional academic programs/groups
- Talent opportunities
- Goal setting for college planning
- Pull-in programs
- Specialized curriculum programs
- Honors, AP courses, advanced online
- Flexible counseling groups
- Competitions or advanced clubs
- Early instruction in presentation, research, study and organization skills
- Mentorship
- Summer/Saturday school
- Talent Searches and University program

### Universal Level

1-5%

1-5%

5-10%

5-10%

80-90%

80-90%

Ascending Intellectual Demand

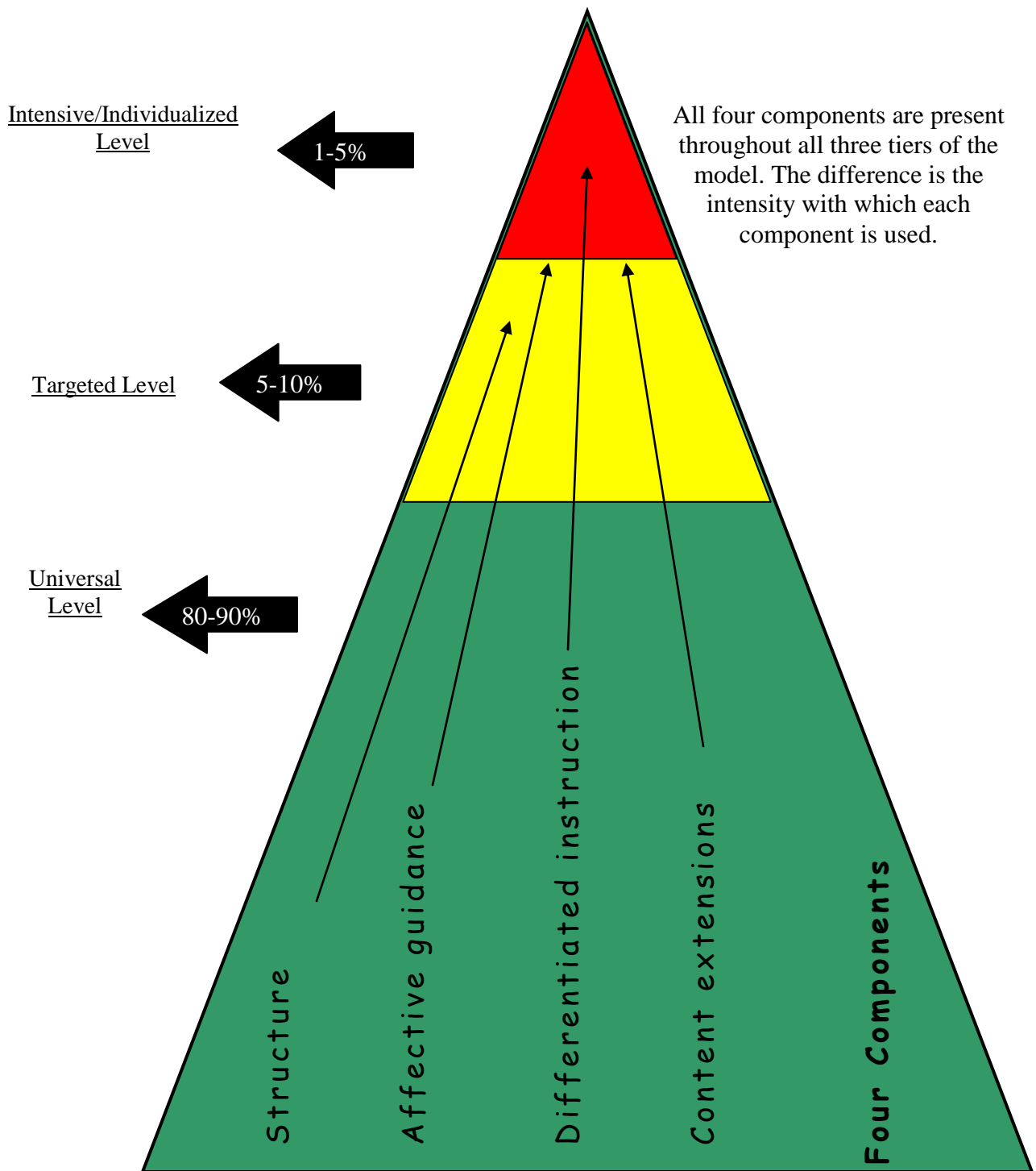
Flexible Grouping Patterns

### Universal Level

- Quality instruction
- Screening using appropriate tools/tasks
- Access to and a plan for programming
- Affective guidance
- Understanding giftedness
- Differentiated curriculum, instruction and assessment
- Vertical progression on skill continuums
- Flexible pacing, cluster grouping
- Pre-assessment and compacting
- Independent projects
- Leadership development

Home ----- School ----- Community  
Partnerships

# How Programming Components Fit Within the 3-Tiered Model for Progress Monitoring and Interventions



# **Record Keeping through Advanced Learning Plans** **(ALP)**

## **12.05 (3) Student Education Records**

*The ALP shall record programming options, and strategies utilized with individual students and shall be part of the student's record. The ALP shall be considered in educational planning and decision-making concerning subsequent programming for that student and be used in the articulation process, preschool (if applicable) through grade 12. Gifted student records shall describe the body of evidence that identifies strengths, interests and needs, and the ongoing programming and student achievement results.*

- ❖ An accountability record providing evidence of monitoring gifted interventions and student progress through the grades as a condition for gifted funding and accreditation goals.
- ❖ A result of the student profile created during the identification process and the implementation of programming services matched to the child's strengths and interests.
- ❖ A dynamic planning guide for making instructional decisions about materials, programming options and assessments for gifted and talented students based upon strengths, interests, learning characteristics and social-emotional needs.
- ❖ A document across grades that includes indication of at least one identified strength area, goal for instruction, 3\_tiered interventions/programming services, results of achievement and goal activities and the responsible participants (personnel, parent, student)
- ❖ A tool for monitoring students with outstanding potential
- ❖ Data for the ALP is collected from regular classroom, district, and state assessments and/or identified gifted programming options. It is a part of regular cumulative folder record keeping systems. Some districts use a colored folder within the cumulative folder; other districts implement an electronic learning plan system (e.g., Infinite Campus, Alpine)
- ❖ A document developed with parents and the gifted student and revised at least once a year. A systemic routine for ongoing monitoring needs to be established according to the settings of elementary, middle and high school.

### Examples:

At the elementary level, the ALP is attached to the report card and reviewed at the regular parent-teacher conference.

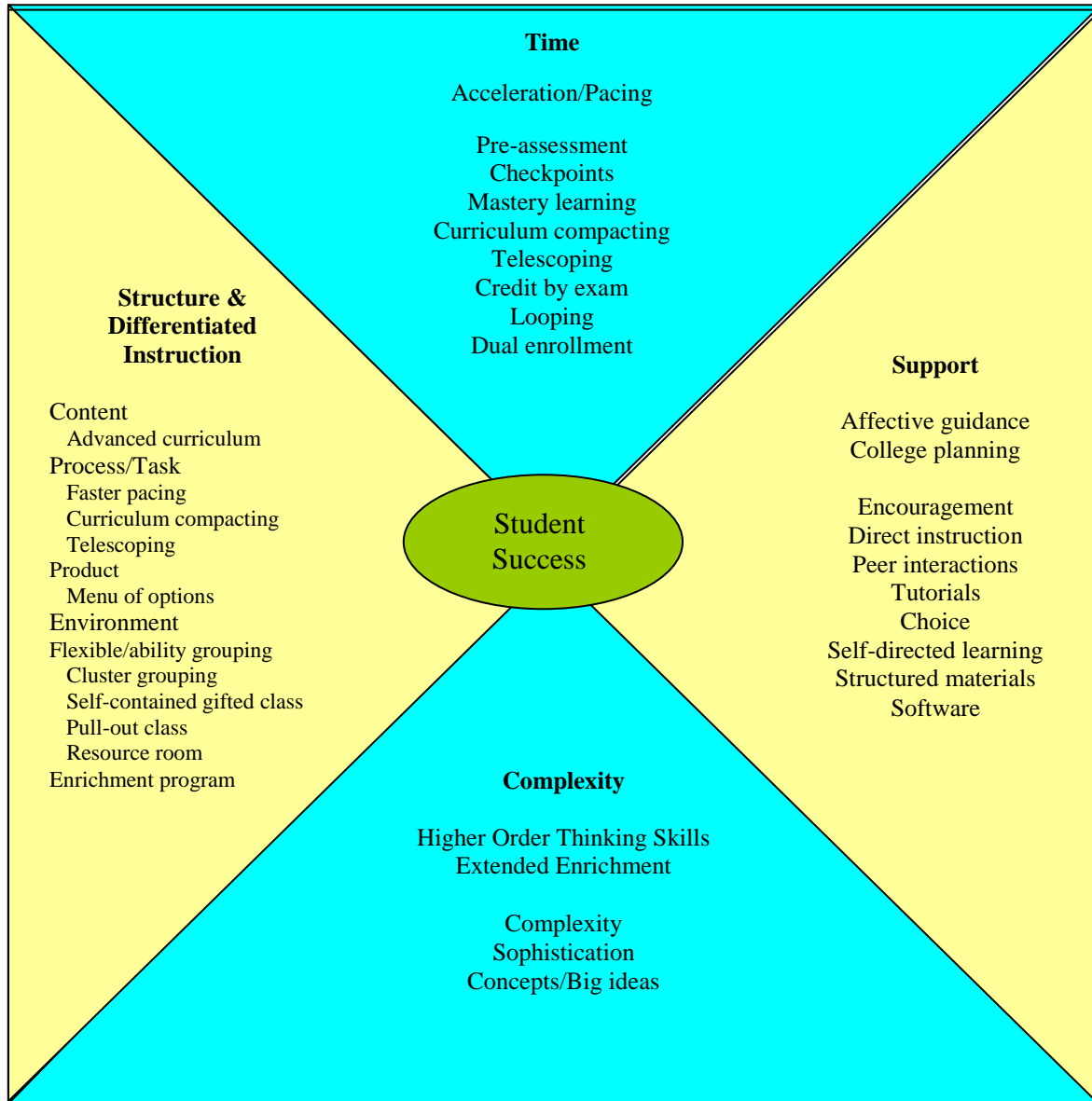
At the middle school level, the ALP is attached to the report card and reviewed at the regular parent-teacher conference; or, staff meet with all ALP students and parents; or the ALP is mailed home.

At the high school level, the ALP is student-directed. As a part of the regular counseling process, the student annually discusses career plans, course selection and cluster grouping opportunities with other gifted students based upon strengths and interests.

- ❖ A document that is critical in the transition of gifted students from one level of schooling to the next and from school to school. The ALP information must be transferred during regular registration procedures established in the district. It is advisable to include a question about gifted identification and/or previous gifted services on intake registration materials.

**CDE Fast Facts about the Advanced Learning Plan: [www.cde.state.co.us/gt/fastfacts.htm](http://www.cde.state.co.us/gt/fastfacts.htm)**

# Advanced Learning Plans Variables



*Adapted from* **Four Variables for Success**, Mary Ruth Coleman, Ph.D., *Gifted Child Today*, Winter 2003, Vol. 26, No. 1.

*“Gifted and talented students, like all students, have the right to a continuity of educational experience that meets their present and future academic needs.”*

Dr. Joyce Van Tassel-Baska

## **GIFTED EDUCATION SUPPORT**

- **State Advisory Committee for Gifted Student Education**
- **Gifted Education Forum and Directors**
- **Gifted Education Regional Consultants (GERCs)**
- **AP-ESCAPE grant**
- **USTARS Science supplement**
- **Online professional development modules (8)  
(1 semester credit each)**

## **GIFTED EDUCATION PARTNERSHIPS**

### **Colorado Academy of Educators for the Gifted, Talented and Creative**

“...honoring educators in Colorado who serve gifted learners.”

[www.coloradogtacademy.org](http://www.coloradogtacademy.org)

### **Colorado Association for Gifted and Talented**

CAGT is a non profit advocacy organization with a 30 year history of providing leadership and support to students, parents and educators of gifted young people in Colorado. By way of affiliate members across the state, CAGT has endeavored to keep all school districts and policy makers aware of the issues surrounding gifted education.

[www.coloradogifted.org](http://www.coloradogifted.org)



*Gifted students' learning and growth  
ensured by needed provisions and  
advocacy*