Center Consolidated Schools District Gifted and Talented Protocol

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Center Consolidated Schools defines gifted students, as students who show evidence of high achievement and ability in areas such as intellectual, creative, artistic, or leadership capacity. In order to fully develop their abilities, these students need services in addition to those provided by their classroom setting. This protocol handbook outlines the gifted and talented process.

"I am neither especially clever nor especially gifted. I am only very, very curious."

by Albert Einstein

Bright vs. Gifted Child

A Bright Child:	A Gifted Child:
Knows the answers	Asks the questions
Is interested	Is very curious
Pays attention	Gets involved mentally and physically
Works hard	Can be inattentive and still get good grades and test scores
Answers the questions	Questions the answers
Enjoys same-age peers	Prefers adults or older children
Learns easily	Often already knows the answers
Is self-satisfied (when gets right answer)	Is highly self-critical (perfectionists)
Is good at memorizing	Is good at guessing

http://www.education.com/magazine/article/Ed_Bright_vs_Gifted/

Bright Learners	Gifted Learners
Knows the answers	Asks the questions
Is interested	Is highly curious
Is attentive	Is mentally and physically involved
Has good ideas	Has wild, silly ideas
Works hard	Plays around, yet tests well
Answers the questions	Discusses in detail, elaborates
Top group	Beyond the group
Listens with interest	Shows strong feelings and opinions
Learns with ease	Already knows
6-8 repetitions	1-2 repetitions for mastery
Understands ideas	Constructs abstractions
Enjoys peers	Prefers adults
Grasps the meaning	Draws inferences
Completes assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates a new design
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Inventor
Good memorizer	Good guesser
Enjoys straightforward, sequential presentation	Thrives on complexity
Is alert	Is keenly observant
Is pleased with own learning	Is highly self-critical
	by Janice Szabos

http://www.bownet.org/BESGifted/brightvs.htm

Characteristics of a Bright or Gifted Child

A gifted child is likely to show the following behavior patterns:

- Poor attention span in class
- Becomes easily bored with a task or project
- Has a propensity for daydreaming in specific situations
- Becomes irritated by tasks that appear irrelevant to them
- Intellect develops faster than their ability to make judgments, resulting in apparently impulsive behavior
- Frequently challenges anyone in authority
- Is highly active and may need little sleep
- Questions rules and regulations

http://www.addandadhd.co.uk/distinguishing-between-adhd-bright-child.html

Characteristics of a Gifted Student
Gifted and Talented students show the potential for performing at a remarkably high level of accomplishment. As students are assessed for G/T placement, we are looking for students who exhibit characteristics of a gifted learner. In doing so, it's important to understand the difference between a child who is bright and one who is a gifted learner.

Bright Child	**Gifted Learner**
Knows the answers	Asks the questions
Is interested	Is highly curious
Is attentive	Is physically and mentally involved
Has good ideas	Has wild, silly ideas
Works hard	Plays around, yet tests well
Answers the questions	Discusses in detail, elaborates
Top group	Beyond the group
Listens with interest	Shows strong feelings and opinions
Learns with ease	Already knows
6-8 repetitions for mastery	1-2 repetitions for mastery
Understands ideas	Constructs abstractions
Enjoys peers	Prefers adults
Grasps the meaning	Draws inferences
Completes assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates a new design
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Inventor
Good memorizer	Good guesser
Enjoys straight forward	Thrives on complexity

The below link is a chart about gifted versus bright:
http://www.dripping-springs.txed.net/~pat.hennessee/GT%20brochure(b&w).pdf?FCItemID=S01276286

Center Consolidated School District
G/T Identification Process

Colorado Department of Education Definition of Gifted and Talented Students:
Gifted and talented students are those persons between the ages of five and twenty-one whose abilities, talents, and potential for accomplishments are so exceptional or developmentally advanced that they require special provisions to meet their educational needs. Outstanding talents are present in students from all cultural groups across all economic strata, and in diverse areas of human endeavor. These students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these areas:

- General intellectual ability
- Specific academic/intellectual aptitude/ability
- Creative or productive thinking
- Leadership and human relations abilities
- Visual arts, performing arts, spatial, or musical abilities
- Psychomotor abilities

Initial screening:
Center/Haskin Elementary will screen all students at the second grade level using the Kingore Observation Inventory (KOI). The KOI was chosen for its reputation at helping teachers identify giftedness among underrepresented student populations. Students who transfer into a school (new to district) after second grade will also be screened and/or have transfer records reviewed for evidence or identification of G/T status. A solid body of evidence must be on file to support all GT Identified students in accordance with body of evidence (BOE) for district GT identification. Interventions will be implemented during the review or data collection process.

Recommended by the SLV BOCES G/T Leadership Team to be incorporated into the G/T identification process at this time:

1. Students may be nominated for consideration by professional school staff, peers, and parents or by self-nomination.

2. Students nominated in (1) above or by evidence from the administration of the KOI shall be referred to the school site RTI team for further assessment. It is the responsibility of the RTI team to determine the eligibility of a candidate.

3. To qualify for G/T services, a student must meet the following criteria:
    a. Performance as documented via the RTI process: Documented performance through interventions provide students the opportunity to excel-establishing the potential of students to meet and continue meeting challenging levels. The consensus of the RTI team is that the student's performance is exceptional/outstanding when compared with age/grade peers at the state/national level. (Measurement is more subjective in these areas and relies upon such things as audition, performance, portfolio, nomination to statewide teams, orchestras, etc. and opinion of recognized experts in the students area of talent.)

4. In addition, to qualify for G/T services, a student must meet the following criteria in **at least two** of the following categories:
    a. Academic achievement: reach the 95% level in at least one subtest of an appropriate achievement test for a minimum of two consecutive years. (state and nationally normed %tiles)
    b. Behaviors/characteristics: the consensus of the RTI team is that the student is exceptional/outstanding in these areas when compared with age/grade peers at the state/national level. (Measurement is more subjective and relies upon observation, interviews, and behavioral check lists (completed over time) specifically designed for this purpose.) Please note that Behavior Characteristics, positive or negative, may be indicators.
    c. Intelligence: reach the 95% level in at least one subtest of an appropriate ability test. (Center Schools will continue to honor the processes established and in use for meeting the needs of all students—resource through gifted. RTI Teams may refer students for intelligence testing when the need for additional information arises. Intelligence testing will be used only when determinations/decision making requires this type of data.)

5. Recommended measurement instruments and processes:
The key issue is assessing potential G/T students is that the instruments and processes used are inclusive and able to identify students from all economic and social strata, language backgrounds, academic achievement, and those who may be twice exceptional. This is the intent of the law. Required is a body of evidence, with data derived from diverse sources, establishing that a student does qualify as a G/T student and requires an advanced learning plan (ALP).

The instruments listed below are not exclusive, but represent the tools that the G/T Leadership Team has investigated and has begun to train Valley teachers and administrators to utilize. A more complete list can be found in the CDE document Gifted Education Guidelines and Resources. (All buildings should have, at least one copy of Vol. I and II of this document.)

A. Performance:
Performance is part of the RTI process. When interventions are provided, evidence that the student continues reaching the challenge and has the potential to continue stretching is documented.
Performing Arts: Audition and portfolio assessment by adult artists seems to be the usual process. Examples of audition guides and rating forms are being gathered. Identification of artists within SLV that can assist is needed. The area of identifying psychomotor giftedness seems limited and will probably require selection at teams at a state or national level. Center Schools recommends a diverse panel be utilized when the need for panels arises for the areas of performing arts.

B. Academic achievement:
CSAP, Terra Nova, ITBS, Wechsler Individual Achievement Test (WIAT) given by a school psychologist, Kaufman Test of Educational Achievement, DIBELS, BEAR, NWEA.

C. Behaviors/characteristics: (used to determine such qualities as leadership, creative thinking, and human relation skills.)
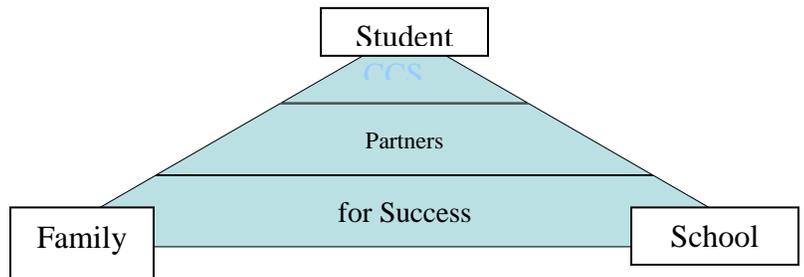GT is a behavior. A GT student should demonstrate horsepower/potential to continue with the learning challenge. Some methods are part of the RTI process. Examples of other observation scales, interview approaches and check lists are being gathered. The CDE G/T Guide, Appendix A, provides a good starting point for schools seeking examples and guidance. SIT Reference Manual: Centennial BOCES SIT process; Appendix B – Gifted and Talented. KOI and Slocumb/Payne, the student, teacher, and parent assets inventory sheets (from the Centennial BOCES SIT document). Kingore Observation Inventory (KOI). Thompson School District – Dramatic Performance Rating Scale, Music Rating Scale, Art Rating Scale and Creative/Productive Rating Scale

D. Cognitive ability: The Cognitive Abilities Test (CogAT) measures students' learned reasoning abilities (Verbal, Quantitative and Nonverbal);K-Bit, Nagleri Nonverbal Test (NNAT), WISC IV (requires administration by a Psychologist), Stanford Binet (requires administration by a Psychologist), KAIT-Kaufman Adolescent & Adult Intelligence Test (requires administration by a Psychologist)

After formal identification is determined, the Advance Learning Plan (ALP) will be written and goals will be established, again in accordance with the RTI process.

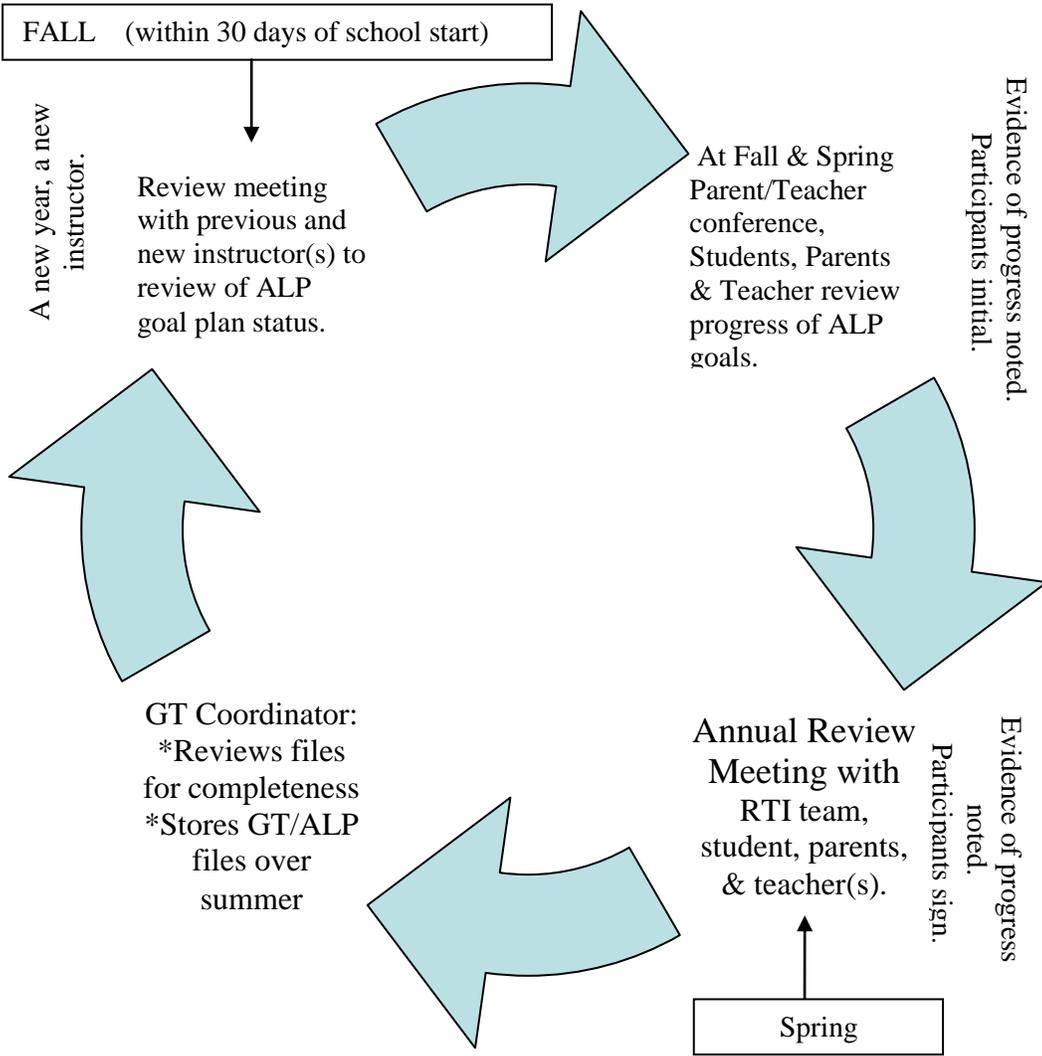Center Consolidated Schools 26JT: Record Keeping for GT Students:
- Yellow dot on cumulative folder tab will be an indicator of a formally identified GT student.
- Current ALPs and evidence: stored in RTI file folders and identified with yellow dot.
- As student transitions through grades, previous ALPs and evidence may be secured within the student's cumulative folder in a bright yellow folder. If current and previous ALPs and evidence are separated, a reference sheet indicating where the most recent ALP and evidence is stored will be noted within the yellow folder (in cum folder
- Advanced Learning Plans (ALP) for GT students will document 3 goals:
  - Academic goal
  - Personal student goal
  - Affective Guidance and Counseling (area for improvement; social skills)
  - GT funds will be utilized to assist GT students to meet ALP goals through the school setting
- Center's GT Team will consist of GT building reps, district coordinator, principals, resource teachers, and BOCES psychologist/resource personnel
- Building reps will act as the lead contact for their building(s) regarding GT processes, maintain the yellow GT files for each identified student, keep teachers informed of identified students, attend and provide GT professional development, assist and attend RTI meetings during completion/revision/review/transition of ALPs, communicate and work closely with members of GT Team(s), inform coordinator of identified/in-process students for annual reporting and planning and other report information as needed, attend District GT Team meetings..
- District Coordinator will develop annual plan with cooperation from GT Team, submit annual financial and other required reports, including a list of GT Identified Students to BOCES, administer GT funds, provide support for building GT reps, attend some RTI meetings (as available/ necessary), attend and provide GT professional development, and communicate and work closely with members of GT, Administrative and Data Teams.

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                                    ┌──────────────┐
                                    │   Student    │
                                    └──────────────┘
                                         CCS
                                       Partners
                                     for Success
              ┌──────────┐                              ┌──────────┐
              │  Family  │                              │  School  │
              └──────────┘                              └──────────┘
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Transition Procedures: Gifted & Talented
  ➢ Grade to Grade
  ➢ Building to Building

The partnership between the school, the parents and the student is crucial for the advancement of GT identified students. All parties play a valuable and important role of support in meeting the needs of the student and the goals of the Advanced Learning Plan (ALP). Communication is a key element as everyone strives to provide assistance and support in meeting the goals of the ALP plan.

FALL   (within 30 days of school start)

A new year, a new instructor.

Review meeting with previous and new instructor(s) to review of ALP goal plan status.

At Fall & Spring Parent/Teacher conference, Students, Parents & Teacher review progress of ALP goals.

Evidence of progress noted. Participants initial.

Evidence of progress noted. Participants sign.

Annual Review Meeting with RTI team, student, parents, & teacher(s).

Spring

GT Coordinator:
*Reviews files for completeness
*Stores GT/ALP files over summer

RTI Team Referral Checklist (Haskin Elementary)

Date: _____

Student: _____   DOB: _____   Age_____

Mailing Address: _____   City: _____   State: _____

Home Address: _____   City: _____   State: _____

Parent: Father _____   H/W Phone: _____/_____

       Mother_____   H/W Phone: _____/_____

Classroom Teacher: _____   Grade: _____

Referred by: _____ (if different than classroom teacher)

Students Strengths (be specific)
-
-
-

Academic Levels: (Assessment Scores. Fill out the first half of the line. Alpine history of testing will be added.)

DRA: ____/____

DIBELS:
ORF ____/____   NWF ____/____   PSF____/____   ISF____/____   LNF____/____

NWEA
Reading _____/_____   Language_____/_____   Math _____/_____

CSAP:
Reading U/PP/P/A   Writing U/PP/P/A   Math U/PP/P/A   Science U/PP/P/A

Reading Concerns:

Comprehension	___ Fluency
___ Retell/summary	___ Vocabulary
___ Background Knowledge	Reading Strategies
___ Retention of Information	___ Word Attack Skills
Phonics	___ Voice print match
___ Letter/sound correspondence	___ Using pictures to confirm print
___ Doesn't Know the Alphabet	___ Directionality
___ Letter recognition	___ Reread for meaning
Phonemic Awareness	___ Other:_____
___ Rhyme	
___ Syllabication	
___ Sound Manipulation	

Writing/Spelling Concerns:

___ Illegible handwriting	___ Difficulty retaining common sight
___ Punctuation	words
___ Reversal of letters and numbers	___ Spelling Rules

___ Expression
___ Organization
___ Omits, substitutes, adds or rearranges letters, sounds or words

___ Difficulty using Phonetic Spelling
___ Word Endings
___ Other:_____

Math Concerns:

Numeration
   ___ Number Sense
   ___ Patterning
   ___ Counting
   ___ Recognizing numbers
   ___ Conservation of Number
   ___ One to one correspondence
___ Other:_____

Numerical Operations
   ___ Math Computation/Facts
   ___ Regrouping
   ___ Fractions
   ___ Word Problems
___ Other:_____

Academic Performance Concerns:
___ Failure to complete assignments
___ Failure to do independent work
___ Lack of motivation
___ Lack of academic engagement
___ Does not remain on-task
___ Rushes through work

___ Poor Listening Skills
___ Does not follow written directions
___ Does not follow verbal directions
___ Other:_____
___ Other:_____

Behavior Concerns:
___ Physical aggression
___ Can't sit still
___ Makes noises or disruptions
___ Impulsivity
___ Easily distracted
___ Shy/Passive
___ Defiant/obstinate/stubborn
___ Outbursts of anger
___ Inappropriate language or gestures
___ Health concerns

___ Attendance ___ no. days absent
                  ___ no. of tardies
___ Talks to much in class
___ Organization
___ Easily Frustrated
___ Appears withdrawn/anxious/worried
___ Needs constant adult contact/attention
___ Other:_____
___ Other:_____

Circle the services the child receives:

ELA/ ESL	Intervention Team(flooding, Small Group)	Special Education	GT	Mental Health Group	ILP	Tutor After School	Remedial Reading Group

Other information: (will parents need interpreters, home life that may be affecting student, any information you feel is important)

RTI Team Referral Checklist (Center MS/HS)

Date: _____

Student: _____ DOB: _____ Age_____

Mailing Address: _____ City: _____ State: _____

Home Address: _____ City: _____ State: _____

Parent: Father _____ H/W Phone: _____/_____

       Mother_____ H/W Phone: _____/_____

Classroom Teacher: _____ Grade: _____

Referred by: _____ (if different than classroom teacher)

Students Strengths (be specific)
-
-
-

Academic Levels: (Assessment Scores. Fill out the first half of the line. Alpine history of testing will be added.)

Reading Levels: ____/____

NWEA

Reading _____/_____ Language_____/_____ Math _____/_____

CSAP:

Reading U/PP/P/A Writing U/PP/P/A Math U/PP/P/A Science U/PP/P/A

Reading Concerns:

Comprehension

   ___ Retell/summary

   ___ Background Knowledge

   ___ Retention of Information

___Phonics

___ Phonemic Awareness

___ Fluency

___ Vocabulary

___Reading Strategies

Other:_____

Writing/Spelling Concerns:

___ Illegible handwriting

___ Punctuation

___ Reversal of letters and numbers

___ Expression

___ Organization

___ Omits, substitutes, adds or rearranges letters, sounds or words

___ Difficulty retaining common sight words

___ Spelling Rules

___ Difficulty using Phonetic Spelling

___ Word Endings

___ Other:_____

Math Concerns:
___Numeration

___ Geometry

___ Algebraic Method

___ Measurement

___ Real-life Skills

Numerical Operations

___ Math Computation/Facts

___ Regrouping

___ Fractions

___ Word Problems

___ Other:_____

Academic Performance Concerns:
___ Failure to complete assignments

___ Failure to do independent work

___ Lack of motivation

___ Lack of academic engagement

___ Does not remain on-task

___ Rushes through work

___ Poor Listening Skills

___ Does not follow written directions

___ Does not follow verbal directions

___ Other:_____

___ Other:_____

Behavior Concerns:
___ Physical aggression

___ Can't sit still

___ Makes noises or disruptions

___ Impulsivity

___ Easily distracted

___ Shy/Passive

___ Defiant/obstinate/stubborn

___ Outbursts of anger

___ Inappropriate language or gestures

___ Health concerns

___ Attendance ___ no. days absent

      ___ no. of tardies

___ Talks to much in class

___ Organization

___ Easily Frustrated

___ Appears withdrawn/anxious/worried

___ Needs constant adult contact/attention

___ Other:_____

___ Other:_____

Circle the services the child receives:

ELA/ ESL	Intervention Team(flooding, Small Group)	Special Education	GT	Mental Health Group	ILP	Tutor After School	Remedial Reading Group

Other information: (will parents need interpreters, home life that may be affecting student, any information you feel is important)

San Luis Valley Gifted Education Parent Evaluation
2009-2010 School Year

The San Luis Valley Board of Cooperative Educational Services is the Administrative Unit of Gifted Education in the San LuisValley. Gifted Education representatives from the fourteen member districts have collaborated to create a survey instrument to measure satisfaction with the Gifted Education programs in the districts. Please complete this survey and return to the designated person.

Parent Survey
(circle one)

1. Did the gifted education services meet your child's needs?
   (Lowest)   1   2   3   4   5   (Highest)   N/A

2. Did your child's identification process work effectively?
   (Lowest)   1   2   3   4   5   (Highest)   N/A

3. Was the school's Gifted Education Program explained adequately to you?
   (Lowest)   1   2   3   4   5   (Highest)   N/A.

4. Are you pleased with the programming provided for your child in his/her Advanced Learning Plan?
   (Lowest)   1   2   3   4   5   (Highest)   N/A

5. Are you satisfied with the growth your child is making through his/her Advanced Learning Plan.
   (Lowest)
          1   2   3   4   5   (Highest)   N/A
6. I feel I have adequate opportunity to be involved in the planning for my child's Advance Learning Plan.
   (Lowest)   1   2   3   4   5   (Highest)   N/A

7. I am satisfied with the efforts made by my child's school to address his /her intellectual or creative potential.
   (Lowest)   1   2   3   4   5   (Highest)   N/A

8. My child may complete the GT student survey.

   Yes   No   (for your review, a copy is attached)

Other Comments:

Optional:
Name: _____
District: _Center Schools_____

Return to: _____ by_____

GT Student Questionnaire
2009- 2010
Student Survey

(circle one)

1. Did the gifted education services meet your needs?

     1   2   3   4   5

    (Lowest)   **(Highest)**

2. *Write* about how you felt your Advanced Learning Plan helped or didn't help you meet your academic expectations.

3. Are you pleased with the goals in your Advanced Learning Plan?

    1   2   3   4   5

  (Lowest)   **(Highest)**

4. Are you pleased with the activities provided for you in your Advanced Learning Plan?

    (1   2   3   4   5

  (Lowest)   **(Highest)**

5. *Write* about suggestions you have for changes to your Advanced Learning Plan that would be helpful to you.

6. I feel good about the effort and I have made toward my Advanced Learning Plan goals.

    1   2   3   4   5

  (Lowest)   **(Highest)**

7. I feel good about the effort my school has made to support my Advanced Learning Plan goals.

    1   2   3   4   5

  (Lowest)   **(Highest)**

Other comments:

Name_____

Common Questions Parents Ask
About Gifted Education Programs

What are the advanced learning opportunities at my child's school?
The individualized Advanced Learning Plan (ALP) guides services that will be implemented for each student. Advanced Learning Plan - A record of gifted and talented education programming services, options, and strategies utilized with individual students shall be made part of the student's record and shall be considered in educational planning and decision-making concerning subsequent programming for that student. (see pg. 20 of Advanced by Design: An Overview of GT Guidelines). Advanced learning opportunities may include (but are not limited to): Accelerated Math and/or Accelerated Language Arts ; participation in various competitions at the local, state and national level such as science fair, SLV art show and knowledge bowl; mentoring; shadowing; field trips; etc.

How do you identify gifted students?
 Formal identification processes begin after a referral is made, a Body of Evidence is compiled, reviewed/evaluated by the RTI Team and a determination is made.
>   **I.**   Screening of all students with: KOI, Assessment Scores and Data (CSAP, NWEA-MAP, DIBELS, Classroom-based Assessments) Classroom performance and Teacher observation (Art, Music, Sports, Technology, Leadership, Performing Arts, Specific Academics).
>   **2.** Teacher and/or Parent referral begins the development of the Student Information Profile (Bodies of Evidence -Intellectual Ability, Achievement, Demonstrated Performance and Behaviors/Characteristics). Exceptional learners must show evidence of ability or potential, demonstrated performance, and/or superior academic achievement based on reliable and valid assessment tools or characteristic rating scales; e.g. a district measurement of academic giftedness at 95th percentile on a norm-referenced standardized test of general intellectual ability. No single assessment or its results denies or guarantees the eligibility of a student.
>   **3.** The GT RTI, including the classroom and/or referring Teacher will review and analyze the body of evidence compiled to determine if the student meets the criteria for the formal identification process.
>   **4.** Decisions regarding identification and programming are made by the GT RTI Team.

How are services decided and implemented?
An individualized Advanced Learning Plan (ALP) is implemented for each GT student. An ALP is a planning guide for making instructional decisions about materials, programming options and assessments for GT students based upon strengths, interests, learning characteristics and social-emotional needs. It is a tool for monitoring students with outstanding potential and for planning the necessary steps and instruction for students to gain exceptional skills in their area of strength. Considerations for success include structure and instruction, time, support and complexity. The ALP is reviewed with parents and the gifted student once a year. The ALP and GT Student Profile data are kept in a bright yellow folder, and it is a part of the regular cumulative folder record keeping system. The folder moves across grades with the student, from school to school as the student advances levels.

Is early entrance an option?
In keeping with District policy JEB, a child must be five years of age by June 1, to be eligible for enrollment in any Kindergarten program. However, there is an Early Access determination through

the SLV BOCES for children age's four and fives years of age who meet the 95 percentile in all areas and additional requirements set forth. Contact your child's pre-school director for additional details.

How will my child benefit from gifted programming?
Programming is a concept that embraces the broad components of what we do to address the needs of gifted students over time. Programming options include specific strategies and programs used to serve gifted student needs and to help build on their individual strengths. Gifted programming will address the dynamic and on-going process of challenging students to become aware of and to reach their full potential through the opportunities and services offered through the school program and parental support. The programming components are based upon Colorado Department of Education (CDE) guidelines, 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. Common goals, agreed upon by the school, the parent, and the student will be monitored, re-evaluated and documented periodically. All parties' responsibility is equally important for the success of the student striving to reach their full potential.

My child was identified for gifted services elsewhere; is he/she automatically included in the school's gifted program?
The same identification process will be followed for all students of Center Consolidated Schools. All students must have a Body of Evidence (BOE) that is compiled, reviewed/evaluated by the RTI Team for a determination to be made and services provided. BOE pieces and recommendations/referrals from former school districts will be considered and reviewed by the RTI in this process.   A GT committee meeting will convene to determine eligibility based on our district's eligibility standards. The student's progress will be monitored in the classroom to determine if his/her skill level in the area of strength is in the advanced range through interventions.

Will the gifted programming services mean more work for my child and not qualitatively different work?
The Goal of GT programming is not to increase the amount of work but to ensure quality educational achievement and success by providing services matched to the child's strengths and interests. Periodic reviews are held to plan for and make decisions about programming options, materials, assessments, and support for the student based upon his/her strengths, interests, learning, characteristics, and social-emotional needs.

How do we address the non-academic exceptionalities of my child?
Non-academic GT students will have individualized Advanced Learning Plans which are tailored to their own specific needs and goal attainment. The GT Committee will meet with parents, instructional teacher in the student's exceptionality, and any other resource personnel that may be helpful in the planning and decision-making of the GT student's programming needs. Specific measurable goals and objectives, time-lines, structure, materials, and support will be defined in the programming plan.

Monitoring of progress and goal attainment will be on-going by the teacher in the area of skill, and will be reviewed periodically by the GT committee.

In what ways can we work/communicate together?
The teacher and parent can set up a mode of communication that is suitable for both, such as; a periodic progress sheet, telephone contact, meetings, parent-teacher conferences, ALP review meetings. Parents can inform the teacher of any projects, research, extra-curricular activities the GT student is involved in that promotes or challenges his/her skills or area of strength.

What are criteria for grade skipping or other forms of acceleration?
Each GT student's situation is unique; therefore it should be examined on a case by case basis via the RTI Team with special consideration of the student's educational and social-emotional needs.

How do I assist my child in transitions to the next level of schooling?
Assist your student's transitions to the next level of schooling by maintaining open lines of communication with the principal, teachers and the GT RTI.

What are the ways I can participate in school activities/committees?
Parent support and involvement is welcomed in the school. The parent can meet with the teacher, principal and GT committee to discuss the options for participation of the parent.

How is appropriate instruction provided if my child does not want to participate in a specific g/t program or magnet school? The Center Consolidated Schools District does not have a GT program that students are 'sent to', rather students participate with their peers in the classroom and are provided with programming options that meet their needs through differentiation of instruction, curriculum, materials, and support. Programming options are developed based on the student's needs, skills, interests, and social-emotional needs in mind.   Periodically, GT students will have the optional opportunity to participate in functions provided within the district, the San Luis Valley, or the state.

If my child is twice-exceptional, how will his/her needs be met?
Students identified for special services on an IEP or 504 plans and who are also identified for gifted/talented services are considered "twice exceptional". The identification process for gifted/talented services is the same for all students but alternative assessments and methods of documentation are available. School RTI committees review documentation for students in their areas of strength for g/t identification. Once identified, the school RTI committee determines g/t services but the IEP and 504 plans in conjunction with the ALP.

What kind of assessment is used to monitor my child's progress, especially if state assessment scores are weak?
Other classroom-based assessment instruments, performance measures, and teacher observation can be used as part of the body of evidence. No single measure is used to determine success. Some students are poor test-takers, but are able to show their skills in other creative ways.

Specific measurable goals and objectives can be developed to show that student's record of progress. Every student's plan is individualized as are the tool(s) used to monitor progress.

What resources or support systems are available to parents of gifted children?
There are a variety of resources available to parents of gifted children: Center Consolidated Schools provide resources available for check out from the school libraries, web sites with various links of information, classroom teachers, administrators, the district GT Team, and building RTI Teams.

What are some ways I can support my child's strengths outside the school environment?
Education for the gifted and talented student begins in the family. The positive qualities of home relationships enhance the student's success. Enrichment programs, summer extension programs, mentors, individual tutoring (academic) or lessons (art, music, dance), and staying informed and participating in the GT student's interests are all beneficial to the student.

Giftedness doesn't automatically provide a child with experience and knowledge. Here are some ideas for helping the gifted child learn about the world:

- *Encourage the development of a mentally healthy self-image*
- *Create a stimulating learning environment in your home*
- *Help your child to become increasingly effective in problem solving*
- *Be patient, listen to thoughts, answer questions, and react to ideas*
- *Have realistic expectations*
- *Provide mental stimulation through materials, activities, and experiences*
- *Respect your child's opinions*
- *Praise and commend as deserved*
- *Accept and enjoy special abilities*
- *Involve your child in decision making, especially when the decision will involve your child*
- *Open many avenues of interest*
- *Foster sensitivity towards others by your own sensitive treatment of your child*
- *Provide guidance toward self-discipline by setting and consistently reinforcing reasonable behavior boundaries*
- *Develop a sense of responsibility for task assigned*

The staff and administration of Center Consolidated Schools looks forward to working with you and your student.

Glossary of Frequently Used Terms in Gifted Education

Ability Grouping   Class or group assignment based on observed behavior or performance. Ability grouping is not the same as tracking.

Accelerated Learning   A strategy of progressing through education at rates faster or ages younger than the norm.

Accountability   Holding students, teachers, administrators, and other school personnel responsible for instructional outcomes.

Advanced Placement (AP)   A program developed by the College Board where high schools offer courses that meet criteria established by institutions of higher education. In many instances, college credit may be earned with the successful completion of an AP exam in specific content areas. (Note: Individuals interested in policies related to earning college credit should contact the college or university of their choice for specifics.)

Affective Curriculum   Curriculum that focuses on person/social awareness and adjustment, and includes the study of values, attitudes, and self.

Aptitude   An inclination to excel in the performance of a certain skill.

Asynchrony   A term used to describe disparate rates of intellectual, emotional, and physical rates of growth or development often displayed by gifted children.

At-Risk   A term used to describe students whose economic, physical, emotional, or academic needs go unmet or serve as barriers to talent recognition or development, thus putting them in danger of underachieving or dropping out.

Authentic Assessment   Evaluating student learning through the use of student portfolios, performance, or observations in place or in conjunction with more traditional measures of performance such as tests and written assignments. The process allows students to be evaluated using assessments that more closely resemble real world tasks, such as a scientific experiment to demonstrate understanding of the laws of motion.

Bloom's Taxonomy	Developed in 1956 by Benjamin Bloom, the taxonomy is often used to develop curriculum for gifted children. There are six levels within the taxonomy that move from basic to high levels of thinking. These include knowledge, comprehension, application, analysis, synthesis, and evaluation.
Brainstorming	Brainstorming is an activity used to generate many creative ideas that have no right or wrong answers and are accepted without criticism. Effective brainstorming is characterized by fluency and flexibility of thought.
Cluster Grouping	A grouping assignment for gifted students in the regular heterogeneous classroom. Typically, five or six gifted students with similar needs, abilities, or interests are "clustered" in the same classroom, which allows the teacher to more efficiently differentiate assignments for a group of advanced learners rather than just one or two students.
Concurrent or Dual Enrollment	Most often refers to high school students taking college courses, often for college credit. Dual enrollment is viewed as providing high school students benefits such as greater access to a wider range of rigorous academic and technical courses, savings in time and money on a college degree, promoting efficiency of learning, and enhancing admission to and retention in college. The terms may also be used to refer to middle grade students taking high school courses and earning credit towards graduation.
Cooperative Learning	An instructional method that allows students to work in small groups within the classroom, often with a division of assignment of several specific tasks or roles. This group strategy allows students to practice working in a group and taking leadership roles. However, when gifted students participate in cooperative learning groups intentionally clustered by mixed ability students, special care must be taken to differentiate tasks appropriately.
Creativity	The process of developing new, uncommon, or unique ideas. The federal definition of giftedness identifies creativity as a specific component of giftedness.
Criterion-Referenced Testing	An assessment that compares a student's test performance to their mastery of a body of knowledge or specific skill rather than relating their scores to the performance of other students.
Curriculum Compacting	After showing a level of proficiency in the basic curriculum, a student can then be allowed to exchange instructional time for other learning experiences.
Differentiation	Modifying curriculum and instruction according to content, pacing, and/or product to meet unique student needs in the classroom.
Enrichment	Activities that add or go beyond the existing curriculum. Activities may occur in the classroom or in a separate setting.

Flexible Grouping	An instructional strategy where students are grouped together to receive appropriately challenging instruction. True flexible grouping permits students to move in and out of various grouping patterns, depending on the course content. Grouping can be determined by ability, size, and/or interest.
Gifted and Talented Students	The federal Elementary and Secondary Education Act defines gifted and talented students as "Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities." [Title IX, Part A, Definition 22. (2002)] Many states and districts follow the federal definition.
Heterogeneous Grouping	Grouping students by mixed ability or readiness levels. A heterogeneous classroom is one in which a teacher is expected to meet a broad range of student needs or readiness levels.
Homogeneous Grouping	Grouping students by need, ability, or interest. Although variations between students exist in a homogeneous classroom, the intent of this grouping pattern is to restrict the range of student readiness or needs that a teacher must address.
Independent Study	A self-directed learning strategy where the teacher acts as guide or facilitator and the student plays a more active role in designing and managing his or her own learning.
Individual Education Plan (IEP)	An IEP is a document that delineates special education services for special-needs students. The IEP includes any modifications that are required in the regular classroom and any additional special programs or services. Federal law and the majority of states do not require IEPs for gifted learners.
Intelligence	The ability to learn, reason, and problem solve. Debate revolves around the nature of intelligence as to whether it is an innate quality or something that is developed as a result of interacting with the environment. Many researchers believe that it is a combination of the two.
Intelligence Quotient (IQ)	A numerical representation of intelligence. IQ is derived from dividing mental age (result from an intelligence test) by the chronological age times 100. Traditionally, an average IQ is considered to be 100.

International Baccalaureate (IB) Program	A demanding pre-university program that students can complete to earn college credit. IB emphasizes critical thinking and understanding of other cultures or points of view. A diploma is awarded at the completion of the IB program which allows graduates access to universities worldwide.
Learning Styles	Preferred way(s) in which individuals interact or process new information across the three domains of learning identified in the taxonomy of education objectives: cognitive (knowledge), psychomotor (skills) and affective (attitude). An individual's preferred learning style is how he/she learns best.
Magnet Schools	A public school program that focuses on a specific learning area such as math, science, technology, or the performing arts. Magnet schools have been established to meet the specific learning needs of the gifted.
Mentor	A community member who shares his or her expertise with a student of similar career or field of study aspirations.
Norm-Referenced Testing	An assessment that compares an individual's results with a large group of individuals who have taken the same assessment (who are referred to as the "norming group"). Examples include the SAT and Iowa Tests of Basic Skills.
Parallel Curriculum Model	A curriculum modification strategy to meet the needs of gifted students in terms of depth, complexity, and novelty. This model has four simultaneous pathways of development: Core or Basic Curriculum, Curriculum of Connections, Curriculum or Practice, and the Curriculum of Identify.
Portfolio Assessment	An alternative or supplement to traditional measures of giftedness, portfolios offer a collection of student work over time that can help to determine achievement and progress. Many of the elements found in portfolios cannot be captured by a standardized test.
Pull-out Program	A program which takes a student out of the regular classroom during the school day for special programming.
Rubric	A rubric is a chart composed of criteria for evaluation and levels of fulfillment of those criteria. A rubric allows for standardized evaluation according to specified criteria, making grading simpler and more transparent.
Social-Emotional Needs	Gifted and talented students may have affective needs that include heightened or unusual sensitivity to self-awareness, emotions, and expectations of themselves or others, and a sense of justice, moral judgment, or altruism. Counselors working in this area may address issues such as perfectionism, depression, underachievement, or

career planning.

Talent Development   Programs, curricula, and services for gifted and talented students that can best meet their needs, promote their achievements in life, and contribute to the enhancement of our society when schools identify students' specific talent strengths and focus educational services on these talents.

Telescope   To cover the same amount of materials or activities in less time, thereby allowing more time for enrichment activities and projects that better suit the interests, needs, and readiness levels of gifted students.

Tiered Assignments   A differentiated instructional strategy in which all students work toward the same goal, but activities are geared toward each student's level of understanding.

Twice Exceptional   A term used to describe a student that is both gifted and disabled. These students may also be referred to as having dual exceptionalities or as being GT/LD.

Underachieving or Underachievement   A term used to describe the discrepancy between a student's performance and their potential, or ability to perform at a much higher level.

http://www.nagc.org/index.aspx?id=565

Appendix A

Gifted and Talented Education

In keeping with the intention of the state of Colorado to offer educational opportunities to all children which will help them to lead fulfilling and productive lives, the district may provide appropriate educational opportunities to all resident children, in accordance with the state statues.

The Board of Education is dedicated to providing comprehensive programming for the identification and education of the gifted and talented student. Gifted and talented students are those students between the ages of four and twenty-one whose abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. The Board believes that a quality instructional program that differentiates curriculum and instruction is essential so all students can learn and grow at their level of potential.

To the extent resources are available for this purpose, the superintendent or designee shall develop and implement programming designed to meet the particular educational needs of gifted and talented students that:

- encourages acceleration and enrichment beyond the basic curriculum
- offers a differentiated curriculum that includes higher cognitive concepts and processes
- uses instructional strategies that accommodate the learning styles of the gifted and talented
- assists students with pre-collegiate and/or pre-advanced placement programs
- provides guidance support systems, including identifying post-secondary options

The programming shall include early identification of gifted and talented students who are at least 5 years of age and may include the early identification of 4 year olds. The programming shall also include ongoing professional development of staff who administer, supervise or teach in such programs. The programs will be regularly evaluated.

Except as otherwise required by law, the superintendent or designee shall have the final determination regarding placement of students in district programs for the gifted and talented.

Current practice codified 1980
Adopted: date of manual adoption
Revised:

LEGAL REFS: C.R.S. 22-20-101 through 114 *(Exceptional Children's Educational Act)*
                C.R.S. 22-26-107
                1 CCR 301-8, 2220-R-12.00

Appendix B

Colorado Department of Education

Advanced Learning Plan

(Reference: Gifted Education Guidelines and Resources, Volume II: Programming)

http://www.cde.state.co.us/gt/download/word/ALP_Form.doc

Advanced Learning Plan

(Reference: CDE Gifted Education Guidelines and Resources, Volume II: Programming)

Initial ALP Date: _____

Initial GT ID Date/Grade:_____Revised ALP Dates:_____

Student Name   _____   DOB_____

School   _____   Grade _____

Identified Area/s of Strength

Student Interests

Parental Involvement

Programming

Structure: What delivery model, school setting, placement and/or grouping will be used to address student needs?

Initials: _____ Parent(s) _____ Student	1. 2. 3. 4. Parents will…… 5. Student will…… *Italic print indicates progress monitoring method/tool*

Content Options – What content options will provide continual learning and growth in the specific area/s of strength?

Results:

Was/Were the options provided beneficial to student learning?   ☐ Yes   ☐ No

If not, what will be the options provided next school year?_____
_____

Team Planning for Differentiation in the Strength Area/s

Acceleration – What acceleration approaches will support student learning?

Goals for depth, complexity, higher order thinking skills and achievement. Evidence?

	Attained		Minimally
	1	**2**	**3**
	1	**2**	**3**
	1	**2**	**3**
	1	**2**	**3**

Summary of Results

Affective Guidance and Counseling

What is the goal/s for peer support, individual self-esteem, planning for advanced coursework, self-advocacy and/or early career/college planning?

	Attained	Partially	Minimally
	1	2	3

Summary of Results

Teachers of the Student			
Subject	**Teacher**	**Initials**	**Support for student's strength**

Student Name _____

Date of Plan Review: _____ **Next Review:**
Date of Teacher Transition Review:_____ **Month**_____ **Year** _____

Signatures

Student _____ Facilitator _____

Parent _____ Parent _____

Classroom Teacher _____ Classroom Teacher _____

Classroom Teacher _____ Classroom Teacher _____

Other/Title _____ Other/Title _____

Date for developing ALP for next year: _____
(This may be the same date as the review date.)

Other Comments (optional)

Bibliography Page
Bright student vs. Gifted student:
http://www.education.com/magazine/article/Ed_Bright_vs_Gifted/
http://www.bownet.org/BESGifted/brightvs.htm
http://www.dripping-springs.txed.net/~pat.hennessee/GT%20brochure(b&w).pdf?FCItemID=S01276286
Glossary: http://www.nagc.org/index.aspx?id=565
Colorado Department of Education – ALP:
http://www.cde.state.co.us/gt/download/word/ALP_Form.doc