

**Colorado Department of Education (CDE)
 Gifted Education Program Plan
 2008 – 2012**

Administrative Unit's Name: Jefferson County Schools		Region: Metro
Name of Gifted Education Director/ Coordinator Susan Ashbridge		
Director's e-mail sashbrid@jeffco.k12.co.us		
Director's Address: 1829 Denver West Drive. #27		City: Golden, CO Zip 80401
Director's phone number 303/982-3335		Fax 303/982-66533
Name of Superintendent/BOCES Director	Debbie Backus, Chief Academic Officer	
Superintendent's Signature	Cynthia Stevenson, Superintendent	
Date: _____		

The BOCES consolidated signature page is the last page of the template. It is also available on the CDE web page. Copy and mail with signatures from the BOCES' superintendents.



Section I: State Performance Plan (SPP)

⇒ The State Performance Plan comprises a set of six goal areas and indicators that provide focus for technical assistance and monitoring when prioritizing statewide improvements in gifted education. SPP goals are based upon statute and Rules for the Implementation of the Exceptional Children's Education Act (ECEA). SPP goals and indicators are the collaborative efforts of the State Advisory Committee, Forum and the Gifted Education Unit at CDE. The goals are integral to the monitoring process in Gifted Education called CIMP – Colorado's Improvement and Monitoring Process. The placement of the SPP indicators into the Program Plan integrates the two documents into one and provides reference for decisions made about the local Program Plan.

The listed State Performance Plan goals and indicators are determined areas for improvement. Administrative units do not write additional indicators for the SPP (except for local student achievement indicators). The measurable indicators use 2011 as the targeted time line, unless otherwise noted. Results toward the measurable indicators will be monitored on the administrative unit's end-of-year report.

**STATE PERFORMANCE PLAN
 For Information, Guidance and Technical Assistance**

Goal Area I: Student Achievement - Targets

Administrative units will set gifted student achievement targets to demonstrate improvement toward accelerated or advanced levels of performance.

Indicator 1: 100% of administrative units will progress toward locally determined targets for gifted student achievement in reading, writing, and/or math.

Evidence 1: Percent of administrative units moving toward locally determined targets.

Goal Area I: Student Achievement – Record Keeping

Gifted students will have advanced learning plans that guide instructional and affective programming.

Indicator 2: 100% of gifted students in the administrative unit will have advanced learning plans by December 2009.

Evidence 2: Percent of gifted students with an advanced learning plan.

Goal Area I: Student Achievement – Assessment Tools

For gifted students who ceiling the CSAP at grade level, alternative assessment methods will be used for assessing learning as determined by the administrative unit.

Indicator 3: 100% of administrative units will name and use assessments other than grade level CSAP to measure gifted student learning when gifted students consistently ceiling the CSAP assessment.

Evidence 3: Percent of administrative units naming and using alternative assessments to measure gifted student learning.

Goal Area II: School Capacity – Training and Programming

Gifted student programming and achievement is facilitated through the tiered programming or RtI intervention framework.

Indicator 4: 100% of administrative unit program plans will implement tiered programming interventions/options for each category of giftedness.

Evidence 4: Percent of administrative unit program plans that contain evidence of implementing tiered programming for the various categories of giftedness.

Goal Area II: School Capacity – Personnel

Administrative units will build the capacity of educators to address the instructional and social-emotional needs and interests of gifted students.

12.02 (1)(f)(i)

Indicator 5: *Beginning with the 2010-2011 school year, every administrative unit shall employ or contract with a person who is responsible for management of the program plan, and professional development activities.*

Evidence 5: Percent of administrative units with a director or coordinator for management of the Program Plan.

12.02(1)(f)(i)

Indicator 6: *To improve and enhance the skills, knowledge and expertise of teachers and other personnel who provide instruction and support services to gifted students; and, To increase, to the extent practicable, the number of qualified personnel providing instruction to gifted students.*

Evidence 6: Percent (increase the percent) of educators in the administrative unit who have had training in gifted education.

Qualified personnel are preferred in specific programs and classrooms consisting of mainly gifted students.

Qualified Personnel means a licensed, content endorsed teacher who also has an endorsement or higher degree in gifted education; or who is working toward an endorsement or higher degree in gifted education.

Goal Area II: School Capacity – Professional Development

Administrative units will support improvement of the knowledge and competencies of personnel through appropriate professional development relating to the instruction, programming and counseling for gifted students.

Indicator 7: 100% of Administrative units will provide professional development in gifted education.

Evidence 7: Percent of administrative units implementing professional development.

Goal Area III: Representation in the Gifted Population

Administrative units will increase the proportional racial and ethnic representation in the gifted population compared to the AU's total enrollment if needed.

Indicator 8: 100% of administrative units will demonstrate close proximity in racial and ethnic representation in the gifted population compared to the administrative unit's total enrollment.

Evidence 8: Percent of administrative units with appropriate proportionality in the gifted population compared to the administrative unit's total enrollment.

Goal Area III: Representation in the Gifted Population – Categories

A reference for the identification assessment of students gifted in the visual and performing arts, music, creativity and leadership will be developed by CDE and regional representatives.

Indicator 9: CDE and regional representatives will create an improvement plan with annual targets for the development of a resource packet used in identifying gifted students in the arts, music, creativity and leadership areas.

Evidence 9: Percent of annual targets met on the CDE improvement plan for resource development.

Goal Area III: Representation in the Gifted Population – Cohort Identification

CDE will partner with interested administrative units to increase the implementation of the USTARS program at the K-2 level.

Indicator 10: The number of schools involved in USTARS for the identification of gifted students from underserved populations increases.

Evidence 10: Number of schools using USTARS increases from the 2007 baseline level.

Goal Area IV: Partnerships – Parents

Family engagement is evident throughout the state. Parents of gifted students are involved as a means of improving services and results for students with Advanced Learning Plans, ALPs.

Indicator 11: 100% of administrative units will provide parents and students with information and support to advocate, communicate and collaborate in educational programming and ALP development.

Evidence 11: Percent of parents who report schools facilitated their involvement as a means of improving services and results for children with ALPs.

Goal Area IV: Partnerships – Higher Education

Administrative units will explore and encourage the resources of the institutions of higher education to facilitate the growth of gifted education.

Indicator 12: 100% of administrative units will initiate discussions with higher education to help with the growth of gifted student education.

Evidence 12: Percent of administrative units using the resources of higher education for professional development or gifted student programming.

Goal Area V: Unique Populations – Early Childhood

Administrative units provide gifted programming in the early childhood years through recognition of exceptional abilities and methods to respond to performance, products and observations. (Pre-K is optional.)

Indicator 13: 100% of administrative units provide early recognition, interventions and assessments for K-2 students building a body of evidence of strengths, needs and interests.

Evidence 13: Percent of administrative units with written procedures and interventions for grades K-2 and implemented procedures to collect a body of evidence that may be used toward identification assessment and programming.

Goal Area V: Unique Populations – Support Structures

Gifted students from traditionally underserved populations (e.g., poverty, minority, twice exceptional) will have support structures for successful gifted programming and retention.

Indicator 14: 100% of administrative units will identify support structures implemented for underserved gifted populations (e.g., support groups, social skill development, family involvement, skill scaffolding, shelter classes, tutoring, multi-cultural training)

Evidence 14: Percent of administrative units reporting support structures for gifted students identified from underserved populations.

Goal Area VI: Supervision and Monitoring

Administrative units participate in the Gifted Education monitoring and data collection system that is embedded into the Colorado Improvement and Monitoring Process (CIMP).

Indicator 15: Selected administrative units from each of the 8 educational regions will participate in CIMP.

Evidence 15: Number of administrative units from each region participating in CIMP

Indicator 16: 100% of the administrative units will submit an annual report based upon requirements for data collection and reporting.

Evidence 16: Percent of administrative units submitting completed annual reports by the due date of September 30.

Directions: Goal Area VI: Colorado Improvement and Monitoring Program (CIMP) is completed only by administrative units defining improvement indicators as a result of the CIMP process. This section may be added as an addendum after the due date of the original 2008-2011 Program Plan.

Goal Area VI: Administrative Unit's CIMP Targets

Type in this space CIMP indicators. Label all indicators in sequence 17A, 17B....

Indicator 17A:

Indicator 17B:

Check here if not applicable

Directions - Optional: Administrative units may write additional goals that reflect specific areas and/or uniqueness for developing program and/or improving gifted student outcomes.

Goal Area VI: Administrative Unit's Unique Goal/s and Indicator/s (optional)

Type in this space, unique goals and indicators. Label all indicators in sequence, 18A, 18B....

Goal:

Indicator 18A:

Indicator 18B:

Check here if not applicable

Section II: Elements of the Program Plan

Section II is completed by every administrative unit – A Program Plan includes all elements and describes the gifted program based upon district and community resources.

Directions:

Write the administrative unit's description of each Program Plan element in the blank (white) space provided in the template. An explanation of each component provides guidance for meaning and details for the description.

Local Student Achievement Indicators

This section will provide data for SPP Indicator #1: 100% of administrative units will progress toward locally determined targets for gifted student achievement in reading, writing, and/or math.

Examples of Student Achievement Indicators

- * Indicator 1A: Students gifted in language arts performing at the advanced level on CSAP reading will increase from 25% to 60%.
Evidence 1A: Percent of gifted in language arts students performing at the advanced level on CSAP reading tests.
- * Indicator 1B: Students gifted in math will demonstrate significant growth scores on curriculum-based assessment annually.
Evidence 1B: Percent of students gifted in math who demonstrate significant growth scores on the district's curriculum-based assessment.
- * Indicator 1C: The percent of students gifted in "Other" categories will increase performance on the CSAP reading test from 80% proficient to 100% proficient.
Evidence 1C: Percent of students gifted in "Other" categories performing at the proficient level in reading.

Directions: Type the administrative unit's student achievement indicators that will be a focus for 2008-11, indicating the content area and measurement demonstrating success. To assist the administrative unit in setting local indicators, review local data and prioritize by: #1 needs in literacy; #2 needs in math; #3 needs in the "Other" category of giftedness. The AU determines the number of targets to list below. Add (white) boxes as needed and label the statements as modeled in the next box. Label each indicator in this Student Achievement area in a sequence beginning with 1A, 1B, ... Write an evidence statement that is measurable (e.g., percent, number).

** BOCES: If individual district indicators are determined, type the name of the district after the Indicator number (e.g., Indicator 1 A: Moffat School District -).

Indicator 1A: Academically gifted students in reading (grades 3-10) will increase in the aggregate CSAP reading weighted index scores from 118.4 to 119.4. (The weighted index formula is aligned with the Colorado School Accountability Report and is based on each CSAP performance Level: $-0.5 \times$ percent not scored + $-0.5 \times$ percent unsatisfactory + $0.5 \times$ percent partially proficient + $1 \times$ percent proficient + $1.5 \times$ percent advanced)
Evidence 1A: Growth of gifted students in reading as evidenced by Aggregate CSAP reading weighted index scores.

Evidence 1B: Growth of gifted students in writing as evidenced by Aggregate CSAP writing weighted index scores.
Indicator 1B: Academically gifted students in writing (grades 3-10) will increase in the aggregate CSAP reading weighted index scores from 119.2 to 120.2. (See above definition in 1A)

This is a maintenance goal as stated in the Jefferson County Public Schools Strategic Plan.

Indicator 1C: Academically gifted students in math (grades 3-10) will increase in the aggregate CSAP math weighted index scores from 130.8 to 125 (maintenance goal). (See above definition in 1A)

Evidence 1C: Maintenance of gifted students in math as evidenced by Aggregate CSAP math weighted index scores.

Community Outreach

Describe how the administrative unit will communicate to parents and educators about the options available for gifted programming.

How will the stakeholders access the process for identification assessment and programming options? How are parental engagement opportunities fostered and implemented? How do parents provide input about their student's

strengths and challenges? In what ways are parents from traditionally underrepresented groups informed and engaged in gifted education procedures? The descriptions should include, but are not limited to internal and external communication methods.

Current Community Outreach:

General Communication:

- The GT department meets monthly as active participants with the board of directors of JAGC (Jefferson County Association of Gifted Children) to:
 - provide updates on the process for identification assessment and programming options.
 - participate in the bi-annual gifted parent gatherings for the district. These meetings may be attended by as many as 150-200 people. Examples of specific topics have been: Characteristics of Gifted Children, Twice-Exceptional Gifted Learners, Visual-Spatial Learners, Identification and Programming for Gifted Learners, and Social-Emotional Needs of Gifted Students.
 - serve as a contact point for issues/concerns directed from JAGC.
- Jefferson County's GT website includes informational links on topics of interest including but not limited to:
 - GT Center program identification, application information, and program description.
 - Parent links that provide information and resources about gifted children, programming, and gifted identification.
- Parent Handbook will be updated to reflect current and pertinent information.
- Efforts are made by the District Director of Gifted Programs and Gifted Resource Consultants to meet with community members representing special populations for a variety of events and community meetings so that their concerns can be heard and addressed.

School-based Communication via GT Staff:

- Parent information nights in response to school requests.
- GT Center School Information Nights.
- Individual conferences with parents and school staff regarding gifted students.
- GT Resource Consultants provide support to schools based on parent/community need via face-to-face, telephone, and e-mail.

Individualized Communication Regarding Student ALP:

- Initial conference held with parent, teacher and student during which ALP is created. Conferences focus on explaining areas of student strength, programming and methods to measure progress toward achieving goals.
- Fall and spring school-based conferences allow parents, teachers, and students to provide input about student ALP goals.
- Spring review of ALPs by GT Resource Consultants monitor progress on goals met/unmet based on teacher and/or parent feedback at the elementary level.
- Middle and high school ALP information nights and spring reviews provide opportunities for input from students, teachers and parents.

Principal, Teacher, and Departmental Communication:

- Center School tab on Blackboard that incorporates the Center Principal PLC, Center Teacher PLC, and Resource Consultant PLC
- GT PLC on Blackboard for non-center principals and teachers

Future Communication Goals:

- The District Gifted Steering Committee will be reestablished. This group will advise the district about gifted issues with representation from administrators, teachers, parents, and community members. Members will represent the cultural diversity of the community. This advisory group will meet as needed, either as a full group or in sub-groups concerned with specific aspects of the program. Members of the District Gifted Steering Committee will be asked to provide feedback on the 2008-2011 Gifted Education Program Plan in order to ensure smooth transition and improvement from the last plan to the current one as well as to oversee and advise the implementation of the revised 2008-2011 plan.

- The GT Communication Committee has set a goal focusing on reaching out through both non-print and print media:
 - Flyers will be posted in libraries and other community gathering places to inform parents about GT identification and programming options.
 - Meetings will be held in community gathering places such as recreation centers and libraries to share information about the GT identification process and programming options.
 - Communication will be provided through local papers/magazines via newspaper releases and other oral/written platforms that showcase gifted initiatives; for example, Destination Imagination.
 - School newsletters will contain information about upcoming events such as JAGC meetings, Center School application process, SENG parent groups, and other topics of particular interest.
 - District GT website will post information for parents/guardians about gifted education events, gifted identification information, programming options, surveys, parent and teacher resources, a calendar of gifted education events, and highlights in gifted education.
 - Center School Information:
 - Parent memos are distributed annually before the Center School parent information session to inform parents about the Center School option.
 - District-wide information sessions for Center Schools are held each fall before the Center School deadline for nomination.
 - A Center School Brochure and Power Point have been developed to describe this program option, mission, philosophy, and curricular design and expectations.
 - Parent-student orientations for students new to Center Programs are held each spring.
 - Parents are informed of all gifted programming placement decisions via letter.
 - Written documents with GT policies, procedures, and guidelines will be available in schools, main offices, and throughout the community.
 - GT Brochures will be created and translated in multiple languages to address the needs of multiple stakeholder groups. These brochures will be shared at school sites to inform and engage parents from traditionally underrepresented groups about gifted education programming and identification procedures.
 - Cross-department collaborations are taking place on an ongoing basis with the multi-cultural department and assessment department to develop strategies to identify and program for under-represented groups.
 - Appropriate documents will be translated into major languages in Jefferson County (Spanish, Russian, Vietnamese) on gifted identification and programming, the GT referral process, and the ALP process. Newsletters, flyers, and parent nomination letters will likewise be translated.
 - On-line surveys will be created to provide an opportunity for parent input and documentation of answers to open-ended questions. The same opportunity for input will be mailed to households not having e-mail addresses.
 - Online discussion forums for key stakeholders will be posted and monitored as needed.
 - The 2008-2011 Gifted Education Program Plan, information about its development, and historical information regarding previous gifted education plans will be posted on the district website.
 - A parent resource library containing information, periodicals, information about extra-curricular and summer camp opportunities, and books will be created.

Definition

Directions: Write the administrative unit's definition for gifted students that aligns with the State's definition. If the definition is the same as the State's definition merely mark the box and do not rewrite the definition. The definition answers the question: Who are exceptional ability students who require special provisions to meet their instructional, assessment and affective learning needs?

Check the box if the administrative unit uses the State definition for gifted students.

Identification

Describe the assessment process used for identifying gifted students; include how student interests, strength area/s and needs are determined.

What are criteria used for determining exceptional ability and eligibility for gifted services?

Clearly delineate the procedures for identification: referral and screening procedures; evidence of multiple sources of data; include information for all categories of giftedness.

In what ways are students from underserved populations (economically disadvantaged, ethnic and cultural minorities, or with disability) recruited/informed, identified and served?

What method/s will ensure equal and equitable access to all students?

Describe a review team (e.g., ALP team, Student Intervention Team, or problem solving team) and its procedures for identification assessment).

Explain the communication procedures by which parents are made aware of the assessment process, the gifted determination, and development and review of the student's advanced learning plan (ALP).

Identification:

In order to determine exceptional ability and eligibility for gifted services, multiple data points are collected using a variety of tools to develop a comprehensive profile of a student's potential and to determine a student's exceptional ability and eligibility for gifted services. A body of evidence is created that consists of multi-criteria based processes to identify area/s of giftedness and determine the appropriate instructional accommodations and/or other opportunities for each student. This body of evidence includes but is not limited to:

- Verbal, non-verbal, or written objective assessment methods including group and individual measures of achievement, general ability, specific aptitudes, and creativity. Assessments may include norm-referenced standardized and criterion-referenced standardized tests. (CogAT, NNAT, CSAP, KBIT,)
- Subjective assessment methods such as referral, observations, pupil product evaluations, auditions, rating scales, biographical data, interview, and grades.
- A variety of informational sources including input from teachers, peers, parents, community members, subject area experts, and/or the learners themselves.

Procedures for Identification:

- Information will be provided annually in a variety of languages to parents, educators, students and other community members regarding the process for referring students for gifted education programming services as well as characteristics and needs of gifted students via parent meetings, faculty meetings, and web.
- Referral for identification is accepted from multiple sources including but not limited to teachers, parents, community members, and the students themselves. Referral is actively sought through examination of student performance data.
- Initial Screening is provided for all students to develop a pool of possible candidates for gifted education services at designated elementary grade levels. Verbal, non-verbal, and/or written objective assessments including group and individual measures of achievement, general ability, specific aptitude, and creativity are administered. These measures include, but are not limited to: CogAT, NNAT, other group ability tests, the Kingore Observation Index (KOI), and portfolios.
- Watch lists are created at each grade level at school sites. These lists consist of students whose bodies of evidence are not complete, but are in the data collection process.
- The identification process is open and ongoing and screening of any student occurs during the year as needed. Students are screened with multiple and appropriate tools at each local school.
- Student data are collected, both qualitative and quantitative, and are used for inclusion, not exclusion in gifted identification as well as to identify a student's strength area(s) and need for gifted programming.
- Collection of a body of evidence, including the student's Response to Intervention over time, as a tool for formal identification based on reliable and valid student data:
 - Intellectual ability
 - Achievement Ability
 - Various rating and behavioral scales (from teachers and parents)
 - Possible demonstrated performance

Future Plans To better identify and assess underserved populations:

The following initiatives will foster early recognition, interventions, and assessments for K-2 students by building a body of evidence of student strengths, needs and interests:

- JEFFCO plans to take part in the USTARS program at a targeted school in order to better address the early identification and the assessment of students with an outstanding ability in grades K-2.
- Schools have been selected in impacted articulation areas to employ the use of the Kingore Observation Inventory so as to better identify underserved populations and ensure more equitable representation in the gifted population when compared to district demographics: gender, ethnicity, ESL, and socio-economic levels.
- Assessments will be provided in a student's primary language, or if not available, non-verbal assessments or rating scales will be used. Assessments utilized will be selected, working in collaboration with the multicultural and assessment departments, to be responsive to students' economic conditions, gender, developmental differences, and handicapping conditions.
 - Student assessment data will come from multiple sources and multiple assessment methods. No single assessment or its results will deny a student's gifted eligibility.
 - Documents will be translated into multiple languages to provide broader access to ESL families.
 - Staff development will be provided to ensure awareness of GT characteristics in underserved populations (gender, ethnicity, ESL, and socio-economic levels).

Review Team:

We are working toward a collaborative review team which may include, but is not limited to: GT resource consultants, GT director, principal(s), and classroom teachers as appropriate (elementary, middle, or high school) will meet (as needed) for the purpose of:

- To look over the body of evidence gathered and determine the need for advanced programming of identified students including CogAT screening data.
- Provide consistency as we look at portfolio documentation, as well as test data.
- Review parent and/or teacher recommendations.

Assessment Process:

- Ability screeners are provided at a designated grade level for each elementary school.
- Screeners are selected based on student demographics and may include, but are not limited to: CogAT, NNAT, KOI.
- A body of evidence is created using measures of intellectual ability, achievement, demonstrated performance, and behavior/characteristics rating scales.
- The body of evidence collected is used to determine eligibility.
- Students whose body of evidence is not complete enough to determine gifted identification are placed on a watch list.

Review of ALP:

At each elementary school site, GT supports bi-yearly parent meetings to facilitate communication between the school and the parents.

- During the fall conference, parent/s, teacher/s and student review the ALP goals in designated strength areas. Suggestions are made regarding ways to meet ALP goals.
- In the spring, student goals are reviewed to confirm that students have met their goals. If goals are unmet, plans are made with the school to support students in meeting goals. Parents of ALP students review the ALP goals and identify goals and ways for students to meet the goals for the student during the school year.
- After the school site has given the CogAT or other ability screener, a letter is sent home explaining the test results and additional data is collected from the parents. After the ALPs have been generated, a parent meeting is scheduled to explain the identification process and how the ALPs

were created and how they will be implemented at the school site.

Programming

Describe the options and strategies that will be implemented by the administrative unit in each programming component area.

What *structure* – continuum of delivery of services – will be available in the administrative unit?

What are key *differentiated instruction methods* used in the administrative unit?

Name affective *guidance and counseling support systems* for gifted students.

List *content extensions/strategies* available for each category of giftedness.

Administrative units are advised to collaborate with parents and other community members to provide options and strategies for full family engagement and shared responsibility for gifted student education and learning. (When pull-out programs are used, the work of pull-out programs aligns with standards and supplements the core curriculum with Tier II or Tier III opportunities and instruction.)

Current Programming Structure

Jefferson County provides a comprehensive range of programming services for its students who are gifted. Services depend on the intensity of student need as well as the time necessary for gifted students to interact with like-ability peers in order to best meet their needs and interests. Jefferson County uses the following placement options to deliver instruction and content extensions to gifted students within classroom and school environments:

- Flexible instructional grouping within the general education classroom.
- Cross-grade grouping for specific instruction when a gifted student requires ongoing acceleration in one or more academic areas.
- General education classroom with cluster grouping of gifted students with support from a Gifted Resource Consultant.
- General education classroom with resource room to provide programming that extends, challenges, and/or accelerates curriculum.
- GT Center classrooms, both multi-age and straight grade level, where gifted students with like ability coexist within a regular school setting.
- School within a school where gifted students are placed in self-contained classes at each grade level in an otherwise heterogeneous school.
- Honors, Advanced Placement, and International Baccalaureate classes.

Future Programming:

- Middle School Programming: In 2008-2009, additional programming options will be provided to gifted middle school students living in the mountain area. Program design, staffing ratios, and supplemental resources to support the standards-based curriculum, the Curriculum Alignment Project, are being addressed on an ongoing basis. Parent communication has been a major consideration throughout this effort.
- High School Programming: In 2009-2010, Wheat Ridge High School will offer a programming strand for students who are gifted. A Gifted Resource Consultant has been dedicated to the design and implementation of this project. Topics currently under discussion are who will be served, how will students be selected, what programming models will be used, what types of services will be offered, and when and where services will be delivered.
- On-line Education Opportunities: The district is in the process of adopting accelerated online learning tools to meet the needs of its gifted students. Full-time online learning, supplemental online learning, hybrid courses, and online enhanced courses that are face to face classes that utilize digital resources to extend learning opportunities and expand the learning space are in the process of being created and will be put in place to meet the needs of GT learners.

Differentiated Instruction

Jefferson County encourages the differentiation of instruction through modification of content, process, product, and learning environment. The GT Department works with schools to help determine what constitutes appropriate advanced curriculum and provides site support for teachers, grade level teams, and whole school faculties. The Gifted Resource Consultants co-teach and co-plan lessons for gifted learners, providing advanced level support materials for curriculum differentiation, curriculum compacting, and the characteristics and needs of gifted learners. CORE 20 strategies on differentiation continue to be used in schools who piloted this program.

- Teachers are supported in the delivery of differentiated curriculum that provides appropriate levels of challenge, depth, complexity, and novelty.
- Standards-based differentiated curriculum and instruction are data-driven and utilize ongoing student assessment.
- Flexible instructional pacing allowing for acceleration, in-depth work, and options for curriculum compacting through progress monitoring is encouraged in all schools and content areas and is based on a student's strength and needs.
- Compacting curriculum, tiered lesson design, content extensions, cluster grouping, and higher order thinking skills are targeted areas in site support for gifted learners.
- Supplemental resources have been identified. Junior Great Books, William and Mary Literature, Science, and Math units are examples of these supplemental materials that are used to extend the curriculum.
- Structures and timelines are being developed and put in place to provide professional development to ensure that teachers district-wide have access to the support they need to implement advanced curriculum effectively as well as to implement research-supported instructional strategies for gifted students.
- A plan delineating explicit staff development that is based on best practices in gifted and talented education and is clearly results-oriented is being constructed utilizing the CDE Training of Trainer Modules in Gifted Education as well as materials developed by the GT Department.

Affective Guidance and Counseling

The district's GT Department recognizes, appreciates, and understands the importance of building awareness among educators and parents/guardians about the unique social-emotional needs of gifted students K-12. To a large degree, the needs of gifted students are the same as those of other students. Some needs, however, occur more often among gifted students. Several intellectual and personality attributes characterize gifted students. These attributes may be strengths, but potential problems can also be associated with them. More often, combinations of these characteristics lead to behavior patterns such as:

- Uneven development
- Peer relations
- Excessive self-criticism
- Perfectionism
- Avoidance of risk-taking
- Multi-potentiality

Outside sources may contribute to difficulties for gifted students:

- School culture and norms
- Expectations of others
- Peer relations
- Depression
- Family relations

Some students with dual exceptionalities suffer frustration because of the juxtaposition of their abilities and disabilities. Gifted students who experience depression, underachievement, or emotional/behavioral difficulties related to learning disabilities are at greater risk for problems in social and emotional adjustment. As a result, these students need to be provided coping skills through appropriate interventions. Curricular and instructional strategies designed to address socio-emotional issues pertaining to gifted learners will be incorporated into the student's curriculum, since curricular content and instructional practices can be targeted to address the healthy and holistic development of self-concept.

This 2008-2011 Gifted Education Program Plan supports all gifted learners in the socio-emotional area in the following ways:

- Appreciation for and embracing of diversity through curricular content and instructional strategies.
- Cluster and flexible groupings to accommodate the need for developmental and intellectual peers.
- A range of programming options to meet a variety of intellectual and social emotional needs of students.
- Interest-based projects to develop student strengths and self-efficacy.
- Advanced Learning Plans that are matched to academic and socio-emotional accommodations with access to guidance and counseling as needed.
- Integrated affective curriculum and resources, such as bibliotherapy, metacognitive and reflective approaches.
- Curricular entry points based on individual strengths, such as those accommodated in the Multiple Intelligences Model.
- Development of self-advocacy and strategies for coping with challenge.
- Provision of extra-curricular activities to promote social and emotional well-being.
- Counseling services to provide for students' academic and emotional support as well as guidance for accomplishment of long-term goals.
- Gifted programming for high school students who are at-risk students and in need of academic, intellectual, social, and emotional support. Allocation of a part-time position at each high school will be sought for the purpose of supporting the socio-emotional needs of students identified for gifted programming in grades 9-12.

Methods and strategies are currently or will be put in place to prevent or minimize these problems. Reaching out to parents, focusing on parents of young children, educating and involving mental health providers, using educational flexibility, and establishing parent discussion groups are some ways to cope with these problems. Jefferson County is currently planning a SENG parent discussion group that will begin in the 2008-2009 school year.

Content Extensions

Resource packets have been developed for use in identifying and working with identified GT students in the areas delineated below:

Language Arts: The GT Department has developed resource packets using differentiation strategies in the areas of reading, writing, and high level questioning. Content extensions and ideas are provided on the topics of *Increasing Achievement in Writing*; *Verbal Accommodations/ Advanced Learning Plans*; *Reading/Writing Strategies for Advanced Learners*; *Questions, Questions, Questions*; and *Bookmarks*. Additionally, in the area of Language Arts, the following William and Mary Units are utilized (*Persuasion, Literary Reflections, Journeys and Destinations, Autobiographies, 1940s: A Decade of Change, Threads of Change*). These materials foster interdisciplinary application in authentic settings. The GT Department has been invited to participate in Sally Reis's SEM-R Reading Program. This reading program is an intervention that stimulates students' interest in and enjoyment of reading.

Math: The GT Department has developed an ALP Quantitative Accommodation packet to provide differentiation strategies for ALP Math students. Additionally, GT is currently working in concert with the Math Department to develop grade level unit planners that differentiate instruction in mathematics in order to complement the Jeffco core math resource of *Investigations in Number, Space and Data, and Connected Math*. Strategies being utilized are curriculum compacting, flexible instructional grouping, learning centers, and acceleration. Currently under development are unit and grade level pre and post assessments that align with standards, and appropriate extensions for math concepts to more effectively meet the needs of our gifted students. The GT Department expects that the work that is being modeled by this collaboration will be followed by further cooperation with other content areas.

Science: William and Mary Science Units (*Electricity City; No Quick Fix; Acid, Acid Everywhere*) and Units from the Lawrence Hall of Science (*Bubbleology, etc*) are recommended for use by teachers of the gifted as supplements/extensions to the Curriculum Alignment Project (CAP). The GT Department has been working with vertical teams to delineate pathways and content extensions for gifted learners.

Creativity: The GT Department provides support to nurture creativity through open-ended activities and products to encourage fluency, flexibility, originality, and elaboration to:

- Learn and use creative problem solving and divergent thinking techniques.
- Utilize biographies of creative/talented individuals to promote awareness of characteristics.
- Provide opportunities for students to connect prior knowledge to new learning experiences and to establish relationships across disciplines.

Leadership: The GT Department has developed materials to support teachers in understanding and documenting leadership through the following activities:

- Teaching leadership skills and provide in-school leadership and authentic problem solving activities.
- Developing the interpersonal/intrapersonal intelligences (belief, goals, coping with differences).
- Developing written/verbal communication skill development (letters, speeches, discussions)
- Studying biographies of leaders and topics of significant historical events or human nature.

Performing Arts/Music/Visual Arts: Multiple intelligences, brain-based learning, learning styles, and creativity are incorporated to meet each gifted student's needs. Advanced learning plan talent goals are integrated into one or more content areas by:

- Nurturing talent through awareness of opportunities in/outside the classroom, and through use of talent in classroom activities and products.
- Collaboration with administration on flexible scheduling to accommodate nurturing student talent.

General Cognition: The following elements are applied across all content areas to allow for depth and breadth of curriculum and special interest studies:

- Higher order questioning techniques
- Thinking skills to be used by the learner.
- Differentiation techniques
- Specific assessment tools
- Management strategies

Additional units have been developed to:

- Meet the Social/Emotional Needs of the Gifted Learner
- Supporting the Visual/Spatial Learner
- Meet the Needs of the Twice-Exceptional Student in the Regular Classroom

Programming: Acceleration Plan

In what ways are students accelerated? For example, when grade skipping decisions are made what process is used, what criteria are required and what proven tools are used to provide guidance and data in decision making (e.g., Iowa Acceleration Scale).

Acceleration Plan

For elementary, middle, and high school students with documented need for acceleration, there are a variety of options available. Parents are given the opportunity to discuss and provide input into options for student placement and services. The following options for acceleration are available for students in Kindergarten through Grade 12 for part of the instructional day or school year as needed.

- In-class grouping as a result of curriculum compacting: students are pre-assessed and grouped by skill levels for differentiated instruction in the regular classroom.
- Subject Area or Content Acceleration: If evidence is established that a student needs out-of-grade placement for a single subject for all or part of a grade level's course of study, the student will be placed in the most appropriate setting.
- Grade Acceleration: Requests to skip a grade are determined on an individual basis in accordance with a

needs assessment. The principal requests evidence and the advice of teachers and the Gifted Program Team to determine a student's academic, social, emotional, physical, and motivational maturity in making the decision to grade-skip.

- Advanced Placement (AP) courses
- Dual enrollment at another school, college, or university (or other approved service provider): For gifted students who have exhausted appropriate options at their schools and have established and documented needs for acceleration of academic coursework, provisions may be made for them to attend a higher level institution for the identified area(s) of study.
- Placements for Internships, Apprenticeships, Mentorships, and Independent Studies: Gifted learners may be placed with an expert or professional or in a separate setting for exploration and advancement of a specific academic need or area of interest that cannot be provided in the regular setting. This option for placement is directed by the Gifted Resource Consultant and/or the classroom teacher.

A clear protocol for acceleration has been developed to delineate a pathway for acceleration of gifted students, both subject-based and grade-based. This acceleration protocol includes gathering a body of evidence consisting of cognitive data, appropriate achievement data, parent and teacher information as well as information on the student's social-emotional needs. After this data is gathered, the principal or principals (if the acceleration includes the possibility of a change in school), teacher, GT Resource Consultant and/or GT Director, and the parents review the data to make a determination if acceleration is the most appropriate option at that time.

Programming: Appropriate Match to Strengths

How will the administrative unit ensure that a gifted student's individual programming is matched to his/her strengths and interests? What assessment data is used for decisions to match programming options to the development of the advanced learning plan?

Programming: Appropriate Match to Strengths

The Advanced Learning Plan utilized by Jefferson County incorporates the alignment of services and programming matched to the student's academic and affective needs and strengths. All students identified as gifted have ALPs. The gifted student's ALP is created based on a body of evidence which includes both academic and talent area data. In addition, at the beginning of each school year, the student's strengths and interests are compiled and reviewed. When fall conferences are held at schools, goals are discussed with the parent and student. The Gifted Resource Consultants review all ALPs at each school every spring to determine if the students' goals are met/unmet. The ALP is reviewed at regularly scheduled intervals and at transition periods (elementary to middle school and middle school to high school) to ensure that the ALP goals are appropriate and continue to meet the students' needs. The ALPs are placed in cumulative files located at the schools, and that information is reviewed with staff members that work with the gifted students.

- Parents and teachers are part of the ALP development process and understand the student's goals. Effective collaboration between student, family, and school results in comprehensive programming that is targeted to include affective counseling, guidance, and career counseling. Most students have input into planning and evaluating their progress toward meeting ALP goals. The ALP aligns services and programming matched to the student's academic and affective needs. Programming options are incorporated throughout a student's instructional day and utilize standards-based differentiated curriculum based upon data and ongoing assessment. These programming options include but are not limited to compacted curriculum, tiered lesson design, content extensions, acceleration, cluster grouping and higher order thinking skills
- Student assessment data is used to develop a comprehensive assessment profile of the student's potential and to make programming decisions matching programming options to the student's needs when developing the

ALP. This assessment profile is ongoing and flexible so as to reflect a student's response to intervention through progress monitoring using multiple sources and multiple assessment methods including district assessment data (I2A data, Acuity, YPP, BEAR, DRA2, Dibels, district math assessments); intellectual ability assessments including but not limited to the CogAT, the NNAT, or K-BIT; CSAP in the areas of reading, writing, and math; teacher observation scales in the areas of creativity, art, music, drama and leadership and/or performance based observations in the talent areas and from leadership activities.

- Currently, many records and plans are stored electronically and can be easily accessed. The district is presently looking into adopting the CDE ALP electronic format using Infinite Campus to house the ALP.

Programming: Pre-collegiate and Post Secondary

Describe pre-collegiate or pre-advanced placement support systems available to gifted students.

What post secondary options are available to gifted students?

Programming: Pre-collegiate and Post Secondary

Pre-collegiate or pre-advanced placement support systems are available for gifted students. Options for high school students consist of an array of courses that offer enrichment, extension, and acceleration of curriculum and instruction. High school Honors and Advanced Placement (AP) course offerings provide enrichment, extension, and acceleration of the regular curriculum to provide rigorous, relevant, and engaging experiences for gifted students in grades 9-12.

Throughout the Honors and AP course selection process, the high school instructional and counseling staff provides guidance to students in choosing appropriately challenging courses. During this process, all school personnel recognize and encourage students having the potential to succeed in advanced courses and recommend them to department chairs. Guidance counselors coordinate supportive interventions for identified students who are not performing satisfactorily or who are not enrolled in appropriately challenging courses. Gifted Resource Consultants provide site specific support to gifted students and their teachers in honors, pre-advanced placement, and advanced placement courses.

In addition, Jefferson County offers the International Baccalaureate Program which provides college level credit based on successful completion of the IB exams.

Dual enrollment at another school, college, or university (or other approved service provider): For gifted students who have exhausted appropriate options at their schools and have established and documented needs for acceleration of academic coursework, provisions are available for them to attend a higher level institution for the identified area(s) of study. Jefferson County offers concurrent enrollment opportunities for students to attend the Colorado School of Mines, Red Rocks Community College, Metro State College, etc., particularly in the content areas of math and science. A student wishing to pursue post secondary options obtains permission to register for the course selected, the student pays for the course, and if the student receives an grade of A, B, or C in the class, his/her tuition is reimbursed.

In the fall of 2008-2009, Wheat Ridge High School will open a gifted high school strand, providing gifted programming options throughout a GT student's instructional day. Standards-based differentiated curriculum and instruction will be provided matched to the students' needs.

Programming: Advanced Learning Plan

Describe the advanced learning plan development and review processes.

Programming: Advanced Learning Plan

Jefferson County will provide parents and students with information and support to advocate, communicate and collaborate in educational programming and ALP development through the following means:

- All students identified as gifted have ALPs. The gifted student's ALP is created based on a body of evidence which includes both academic and talent area data. In addition, at the beginning of each school year, the student's strengths and interests are compiled and reviewed. At fall conference time, goals are discussed with the parent and student. The Gifted Resource Consultants review the ALPs of all gifted students at each school every spring to determine if the student's goals are met/unmet. The ALP is reviewed at regularly

scheduled intervals and at transition periods (elementary to middle school and middle school to high school) to ensure that the ALP goals are appropriate and continue to meet the students' needs. The ALPs are placed in cumulative files and communicated to staff members that work with the gifted students

- Parents and teachers are part of the ALP development process and understand the student's goals. Most students have input into planning and evaluating their progress toward meeting goals. The ALP aligns services and programming matched to the student's academic and affective needs. Programming options are incorporated throughout a student's instructional day and utilize standards-based differentiated curriculum based upon data and ongoing assessment. These programming options include but are not limited to compacted curriculum, tiered lesson design, content extensions, acceleration, cluster grouping and higher order thinking skills
- Student assessment data is used to develop a comprehensive assessment profile of the student's potential and to make programming decisions matching programming options to the student's needs when developing the ALP. This assessment profile is ongoing and flexible so as to reflect a student's response to intervention through progress monitoring using multiple sources and multiple assessment methods including district assessment data (I2A data, Acuity, YPP, BEAR, DRA2, DIBELS, district math assessments). Off level assessment options will be developed to measure one year of commensurate academic growth for those students who have "ceilinged out" on district level assessments. Also utilized will be intellectual ability assessments including but not limited to the CogAT, the NNAT, or K-BIT; CSAP in the areas of reading, writing, and math; teacher observation scales in the areas of creativity, art, music, drama and leadership and/or performance based observations in the talent areas and from leadership activities.
- Currently, records and plans are stored electronically and can be easily accessed. The district is presently looking into adopting the CDE electronic ALP format using Infinite Campus to house the ALP.

Programming: Articulation

How are the needs of gifted students and programming options articulated through the P-16 system?

After a student has been identified for gifted programming, their area/s of strength is/are entered into a district data base that is articulated automatically from school to school and level to level. Meetings are held throughout the year with grade level teams in each elementary school to review students on ALPs and their programming accommodations. In addition, as students move into middle school and high school, parent meetings and student meetings are held to explain gifted programming options at the applicable individual school sites. Vertical team meetings within content areas are planned twice a year to plan for curricular options in grades 6-10. For twice-exceptional students, transition meetings are held when students move from elementary to middle school and from middle school to high school.

Programming: Gifted Students New to the District

What process is used when gifted students move into an administrative unit's district?

When a gifted student moves into Jefferson County, the following process is utilized to determine his/her gifted eligibility and need for gifted programming:

- If the student is an in-state transfer, the pre-existing ALP is used to develop an ALP in Jefferson County that aligns services and programming matched to student's needs and strengths, both academic and affective, to ensure the continuation of gifted programming.
- If the student is an out of state transfer, an ALP is developed for the student on an interim basis; the need for gifted programming is reevaluated based on student's response to programming.

Evaluation and Accountability

Describe methods and tools that monitor and measure gifted student achievement and how these methods align with the State accreditation process.

What methods ensure that gifted student achievement and reporting are consistent with accreditation requirements?

In what ways are advanced learning plan (ALP) goals monitored?

What are progress monitoring methods? What state, district and school data monitor gifted student achievement?

Evaluation and Accountability

The Gifted Resource Consultants, GT district level staff, and district and building level administrators have been trained to data-mine disaggregated CSAP results for gifted students to improve instruction. These disaggregated results are used to work with school staff to drive instruction for gifted students in areas targeted for growth and improvement. Jefferson County’s Board of Education has funded several proposals to increase student achievement:

- **I2 (a) initiative**: This initiative is a district funded proposal that provides schools with tools and supports to increase student achievement in the areas of reading and math and has been created to help educators effectively implement core curriculum, plan instruction, and provide interventions using ongoing assessment information.
- **Acuity Benchmark Assessment**: The data from Acuity is being used by schools to target their core instruction and measure school, grade level, and student progress toward state content standards. Acuity assesses the degree of mastery of grade level content standards across an entire school year. Acuity reports are based on the percentage of items scored correctly for each content standard. The Acuity assessment tests the Colorado State grade level standards, which align with Jefferson County’s curriculum and essential learnings. Each benchmark assessment is a “picture” in time of students’ progress on grade level standards.
- **Data Walks** at I2 (a) schools are a method for looking at students K-12 to monitor and measure student achievement. Selected GT staff participates in these data walks.
- **Off level assessment options** will be developed to measure one year of commensurate academic growth for those students who have “ceilinged out” on district level assessments and/or on CSAP.
- **Assessment Profiles**: The Gifted Resource Consultants in concert with district and school staff create an assessment profile to analyze a gifted student’s body of evidence which includes standardized testing, criterion based assessments, and authentic performance assessments in order to show commensurate growth in gifted students. This assessment profile is ongoing and flexible so as to reflect a student’s response to intervention through progress monitoring using multiple sources and multiple assessment methods including district assessment data. State, district and school assessment data monitor gifted student achievement. Examples of these assessments are YPP (Yearly Progress Pro), BEAR (Basic Early Assessment of Reading) DRA2 (Developmental Reading Assessment), DIBELS (Dynamic Indicators of Basic Early Literacy), district math assessments; intellectual ability assessments including but not limited to the CogAT, the NNAT, and K-BIT; CSAP in the areas of reading, writing, and math; teacher observation scales in the areas of creativity, art, music, drama and leadership and/or performance based observations in the talent areas and from leadership activities. The YPP can be used for off-level testing for students who have ceilinged out on other assessments.

Evaluation and Accountability: Social and Emotional

Describe how gifted students’ social, emotional and/or behavioral development is monitored for appropriate progress (e.g., rubrics for personal journals, interviews, student surveys, demonstrations of self-advocacy, career and/or college planning, anecdotal data).

Evaluation and Accountability: Socio-Emotional

Meeting a gifted student’s social and emotional needs is necessary for the student’s health, well-being, and self-understanding. Some students with dual exceptionalities suffer great frustration because of discrepancies between their abilities. Gifted students who experience depression, underachievement, or emotional/behavioral difficulties related to learning disabilities are at greater risk for problems in social and emotional adjustment. As result, they need to be provided coping skills through appropriate interventions. Curriculum and instruction are designed to address socio-emotional issues pertaining to gifted learners, since curricular content and instructional practices can be targeted to address the healthy and holistic development of self-concept. This 2008-2011 Administrative Unit Plan supports all gifted learners in the socio-emotional area in the following ways:

- Appreciation for and embracing of diversity through curricular content and instructional strategies.
- Cluster and flexible groupings to accommodate the need for developmental and intellectual peers.
- A range of programming options to meet a variety of intellectual and social emotional needs of students.
- Interest-based projects to develop strengths and self-efficacy.
- Advanced Learning Plans that are matched to academic and socio-emotional accommodations with access to guidance and counseling as needed.

- Integrated affective curriculum and resources, such as bibliotherapy, metacognitive and reflective approaches.
- Curricular entry points based on individual strengths, such as those accommodated in the Multiple Intelligences Models.
- Development of self-advocacy and strategies for coping with challenge.
- Extra-curricular activities to promote social and emotional well-being.
- Counseling services to provide for students' academic and emotional support as well as guidance for accomplishment of long-term goals.
- Some high school students who need gifted programming are at-risk students in need of academic, intellectual, social, and emotional support. Allocation of a part-time resource at each high school will be sought for the purpose of supporting the socio-emotional needs of students identified for gifted education services in grades 9-12.
- Depending on the grade level of the student, the Resource Consultant's work with the classroom teacher, the social worker, special education teachers, school psychologist, instructional coach, and counselors to support the social-emotional needs of the students using the RtI model. This support includes but is not limited to:
 - pull-out groups to support students in the areas of underachievement and motivation
 - support for twice-exceptional students
 - participation in problem-solving teams using RtI
 - gifted student observations, surveys, and focus groups to monitor gifted students' social, emotional and/or behavioral development

Evaluation and Accountability: Program Evaluation

In what ways does the administrative unit evaluate the gifted program? Include in the evaluation description: a schedule for periodic feedback and review of specific components of gifted program design; and, how parents are informed and participate in evaluation methods.

Evaluation and Accountability: Program Evaluation

Jefferson County participated in an outside audit last year which included gathering information from these stakeholders:

- GT Resource Consultants
- GT Assistant Director
- GT Director
- GT Technicians
- GT Center Principals
- GT Center Teachers
- Principals
- GT Building Liaisons
- Parent Group (JAGC)

- The following areas were addressed:

Finding	Response/Targets
<ul style="list-style-type: none"> • Redesign professional development standards for Resource Consultants, G/T Center School teachers, neighborhood teachers and building liaisons using the following strategies <ul style="list-style-type: none"> ○ Trainer of Trainers ○ Blackboard ○ 2X training ○ Site support for teachers, grade-level teams, whole staff ○ Comprehensive plan to address needs of G/T math students: short term/long term ○ Professional Development offerings revised to create menu of G/T training opportunities ○ Acceleration Policy 	<ul style="list-style-type: none"> • Provide targeted professional development for center school teachers, general education teachers, support staff and G/T Resource Consultants (Teachers on Special Assignment) to ensure effective instruction for G/T learners. • Require working toward the timely completion of gifted endorsement for G/T teachers responsible for teaching G/T students. • Build capacity at the building level to ensure a skill set for working with G/T learners based on needs of individual child. • Work with HR and Center Principals to create a pool of qualified candidates to teach GT students
<ul style="list-style-type: none"> • Revise G/T identification process. As the district has become more diverse, the G/T program needs to reflect this diversity. • Under identification of minority students; over identification of other ethnic groups. • Center school identification process revised 	<ul style="list-style-type: none"> • Identify a variety of assessments to be utilized in the identification process using current research-based best practices. • Develop a district wide plan for GT identification based on multiple criteria, create a timeline for implementation • Focus on identifying students with exceptional potential including those from underserved populations (minority, low-income, English Language Learners, and twice-exceptional).
<ul style="list-style-type: none"> • Redefine programming options for G/T at elementary, middle, and high school levels. <ul style="list-style-type: none"> ○ Mountain Center Middle School ○ G/T High School ○ Vertical Team Support ○ Collaboration with DOI to provide seamless services to schools ○ G/T Elementary Center School in Central Area ○ Revise and automate ALPs to make them specific and meaningful. ○ Acceleration Policy ○ Math 	<ul style="list-style-type: none"> • Develop comprehensive, consistent menu of options for G/T programming to meet the needs of all G/T students. • Delineate program options for K-12 G/T learners. • Plan and implement a high school gifted program that meets the needs of G/T learners • Provide a continuum of services for G/T students across the district • Align G/T program delivery with district initiatives. • Implement a responsive delivery model based on data driven student instruction and performance that supports increased student achievement based on understanding of GT student needs. • Collaborate with Math Department to define pathways to meet needs of G/T students • Resource Consultant roles and responsibilities redefined to provide more direct service to students, teachers, and schools
<ul style="list-style-type: none"> • Define and execute a communication plan between and among the Gifted and Talented Department and its stakeholders <ul style="list-style-type: none"> ○ Superintendent and School Board ○ Community Superintendents ○ Division of Instruction ○ Parents/JAGC ○ Principals ○ GT Leadership ○ GT Resource Consultants ○ GT Steering Committee ○ Teachers ○ GT Support Staff 	<ul style="list-style-type: none"> • Develop a communications plan that is proactive and systemic • Execute the plan to provide ongoing consistent messages • Build relationships with stakeholders based on common understandings and goals

Program Evaluation results have been used to develop goals and a strategic plan for program improvement by the following:

- District Leadership monitors specific components of gifted program design as well as how parents are informed and participate in evaluation methods.
- Regular meetings are scheduled with the Executive Director of Exceptional Student Services and the Chief Academic Officer to communicate progress toward identified goals/targets of the strategic plan for improvement
- Provide an opportunity for feedback on implementation of specific components of gifted program design.

Gifted education goals are embedded in the District's Strategic Plan. Gifted education is part of the accountability planning and stakeholders are informed of progress toward these goals on an ongoing basis. Updates on gifted education have been provided to the Community Superintendents and Principals in the Articulation Areas in September of 2007 and April 2008, as well as to the Cabinet in December of 2007. Since this information has been shared with schools, supported by the schools' Gifted Resource Consultants, individual schools are expected to use the targeted responses to meet the needs of gifted students. Results are reported to the district and stakeholders. An update/ School Board study group will be scheduled for the fall of 2008.

Personnel

Describe personnel that provide instruction, counseling, coordination of the program design and other programming elements for gifted students and families.

If paraprofessionals provide supplemental support services describe their responsibilities and time with gifted students.

Personnel

Jefferson County employs a Director of Gifted and Talented, who is responsible for management of the Gifted Education Program Plan and gifted professional development activities. The Director plans, develops, coordinates, and monitors gifted programming. The Director works to improve and enhance the skills, knowledge and expertise of teachers and other personnel who provide instruction and support services to gifted students as well as providing opportunities, to the extent practicable, to increase the number of qualified personnel providing instruction to gifted students. The Director oversees the financial management of the gifted program and communicates district-wide gifted programming concerns to Central District Administration, principals, and community as appropriate.

The district employs Gifted Resource Consultants who work with schools to improve and enhance the skills, knowledge, and expertise of teachers and other personnel who provide instruction to gifted students. The Gifted Resource Consultants provide targeted professional development and review and approve Advanced Learning Plans for identified GT students. They help develop and disseminate programming information to school staff and parents through a variety of formats and sources.

The Director and Gifted Resource Consultants are licensed, content endorsed teachers who also have an endorsement or higher degree in gifted education, or are working toward an endorsement or higher degree in gifted education.

A Secretary to the Director and a Financial technician support the GT office.

A Gifted Center School placement is an option within the Jefferson County School District for students with unique academic, social, and emotional needs that provides more focused support to the learning needs of high potential learners in an alternate setting. Teachers at these sites are supervised by school based administration and support a collaborative partnership with GT office.

Does the administrative unit ensure that core subject teachers for gifted students are highly qualified according to NCLB requirements?

Mark the box with the administrative unit's response:

Yes In Progress

Personnel: Professional Development

What is the plan for increasing qualified personnel to facilitate the learning and growth of gifted students? Is there a requirement that qualified personnel teach gifted students in specific programs or classrooms of mainly gifted students? Are qualified personnel responsible for management of the program plan?

Describe professional development opportunities that will be planned to improve the skills, knowledge and expertise of teachers and other personnel who provide instruction and other supportive services to gifted students. What content and/or skills will be the focus based upon the administrative unit's gifted student data and related to the instruction, programming and counseling of gifted students?

Personnel: Professional Development

Personnel Requirements:

Gifted endorsement is preferred for teachers in the gifted center program and other teachers of gifted students and is required for Gifted Resource Consultants. The State of Colorado and the Director of Gifted Programs provide information about institutions of higher learning that offer gifted endorsement. On-line and on-site college/university courses are available to support teachers seeking state endorsement or a higher degree in gifted education.

Professional Development Plan:

The district will offer professional development opportunities about gifted education topics and strategies annually. Teachers and Gifted Resource Consultants across all grade levels are supported by the district and school administrations for participation in district-wide and school-based embedded professional development for the planning and delivery of differentiated curriculum to support academic, intellectual, and socio-emotional needs of gifted learners. The district and schools provide a variety of student and teacher resources designed to support teachers in the differentiation of curriculum and instruction and in using assessment to make data driven decisions to guide instruction for student growth and learning.

Specific groups of teachers will also receive additional training to meet the needs of GT learners. Differentiation training will be provided by the district to ensure personnel working with gifted students are knowledgeable about the characteristics of gifted students and differentiated instructional strategies needed for teaching gifted students. Personnel will be made aware of advanced degree programs and opportunities for seeking the gifted endorsement.

There is need for systematic differentiation of curriculum and instruction in the general education classroom. Differentiation, a process used to ensure student growth and learning by matching various curriculum modifications to characteristics shared by subgroups of learners and looking at cognitive ability, prior knowledge, learning style preference, interests, multiple intelligences, and learning rates, will be utilized in conjunction with and building from the Curriculum Alignment Project (CAP) and Colorado State Standards and will support gifted students in maximizing their potential.

The Director of Gifted Programs and Gifted Resource Teachers will develop school-based opportunities and district-sponsored workshops for teachers of elementary, middle and high school gifted students each year. Teachers of students identified for Center programming are expected to participate in two professional development modules in their first year of teaching a gifted center-based program and one module each year thereafter. Teachers who are not assigned to Center School classrooms are encouraged to complete one or more modules as needed each year. Principals may recommend participation by other teachers. "Only qualified personnel should be involved in the education of gifted learners." (*Pre-K – Grade 12 National Gifted Program Standards*, National Association for Gifted Children.)

The following models for district-wide and school-based professional development for center teachers and other personnel who are responsible for the instruction and facilitation of learning for students who are gifted reflect a differentiated approach for teachers and others who have a range of needs.

- Continuing collaboration for training in Professional Learning Communities (PLC) grade level meetings with the support of a trained teacher coach, Gifted Resource Consultant, or other specialist (school-based).
- Instruction, modeling and coaching for the creation of differentiated curriculum and instruction (district or school-based).
- Embedded professional development during planning sessions provided by the Gifted Resource Consultants, or other specialists (district or school-based).
- In-service workshops, conferences, or institutes facilitated by the Director of Gifted Programs and other Department of Instruction Division personnel (district-based).
- Workshops, conferences, and courses presented by area universities, CDE, College Board, or other recognized educational institutions.
- Teacher study groups (school or district-based).
- Field observations and site visits (arranged by principal).
- Action research (school or district-based).
- Individual and PLC follow-ups to district or school-wide training sessions provided by the Gifted Resource Consultants.

Examples of “Best Practice” Strategies and Topics for Professional Development:

- Flexible grouping
- Concept-based instruction
- Thematic instruction
- Curriculum compacting
- Taxonomies for Higher Levels of Thinking
- Problem-based learning/guided discovery learning
- Inquiry Learning
- Extensions
- Depth of Knowledge
- Abstract content
- Complex content
- Advanced or complex product choices
- Tiered rubrics and assessments
- Tiered instruction
- Learning contracts
- Higher order thinking and questioning
- Pre-assessments and curriculum compacting
- Portfolios as tools for growth, reflection, and metacognition
- Portfolios as tools for identification of potential and/or achievement
- Paideia Seminars
- Open-ended thinking, training, and practice
- Multiple Intelligences Model
- Learning styles and instructional applications
- Multi-disciplinary and integrated content and instruction
- Independent projects/Independent Study
- Issues and trends in gifted education
- Creating curriculum and instruction to nurture and develop potential
- Differentiation for underachievers and at-risk populations
- Curriculum and instruction to address social and emotional needs (e.g. bibliotherapy)
- Advanced research and literacy skills in technology

Gifted endorsement is preferred for teachers in the gifted Center program and other teachers of gifted students and is required for Gifted Resource Consultants. The State of Colorado and the Director of Gifted Programs provide information about institutions of higher learning that offer gifted endorsement for state endorsement. On-line and on-site college/university courses are available to support teachers seeking state endorsement.

Proposed Professional Development in Gifted Education

Topic	Provider	Audience
Differentiating Instruction for Gifted Learners <ul style="list-style-type: none"> ○ Higher Order Questioning Strategies ○ Curriculum Compacting ○ Tiered Assignments 	District provided to defined groups as needed	Open to anyone; training for Grade level and subject area teachers
Gifted Endorsement Coursework <ul style="list-style-type: none"> ○ Affective Guidance ○ Differentiating for Gifted Learners ○ Raising Thinking Skills for Gifted Learners ○ The Gifted Learner ○ The Gifted Reader 	CDE modules facilitated through district	Open to anyone; preference given to Center teachers and other teachers working directly with gifted students
Twice Exceptional Gifted learners	District provided to defined groups as needed	Open to anyone; preference given to Center teachers and other teachers working directly with gifted students
Gifted Underachievers	District provided to defined groups as needed	Open to anyone; preference given to Center teachers and other teachers working directly with gifted students
Critical Thinking	District provided to defined groups as needed	Open to anyone; preference given to Center teachers and other teachers working directly with gifted students
Multiple Intelligences	District provided to defined groups as needed	Open to anyone; preference given to Center teachers and other teachers working directly with gifted students
Learning Styles	District provided to defined groups as needed	Open to anyone; preference given to Center teachers and other teachers working directly with gifted students
Authentic Assessment	District provided to defined groups as needed	Open to anyone; preference given to Center teachers and other teachers working directly with gifted students
Meeting the Needs of the Visual Spatial Learner	District provided to defined groups as needed	Open to anyone; preference given to Center teachers and other teachers working directly with gifted students
Meeting the Needs of the Creative and/or Talented Learner	District provided to defined groups as needed	Open to anyone; preference given to Center teachers and other teachers working directly with gifted students

Managing a Differentiated Classroom	District provided to defined groups as needed	Open to anyone; preference given to Center teachers and other teachers working directly with gifted students
Developing Leadership Potential	District provided to defined groups as needed	Open to anyone; preference given to Center teachers and other teachers working directly with gifted students

Personnel: Higher Education Support

In what ways does the administrative unit collaborate with universities and colleges for the development of qualified personnel; or collaborate with other administrative units/regions for such partnerships? Or, in what ways would a partnership with higher education be helpful to administrative units – how could higher education provide assistance?

Personnel: Higher Education Support

The district will initiate discussions with institutes of higher education to utilize their resources for professional development and gifted student programming. There will be ongoing collaboration with institutes of higher education in concert with CDE to offer opportunities for educators to work toward their gifted endorsement or an advanced degree in gifted education. Adams State will continue to offer graduate credit for completion of the CDE online gifted education modules. The district also collaborates with other administrative units/regions to partner in offering professional development activities that facilitate the learning and growth of gifted students.

Budget: Narrative

Directions: Describe the administrative unit’s collaborative methods to plan a budget for gifted programming. How are stakeholders involved and informed of the budget?

Provide a brief narrative describing the purposes and activities related to the total budget (State funds and the administrative unit’s funds). The total budget for gifted student education must support the comprehensive Program Plan developed by the administrative unit.

The budget for gifted programming is embedded in the Administrative Unit’s long-term strategic plan. The GT Department is working toward integrative, collaborative efforts between departments in the district to provide programming, student activities, and professional development. Needs assessments will include a component that addresses budgeting for the advanced learning needs of gifted students. The district’s budget clearly describes Jeffco’s commitment to match or exceed the fund amount received by the Administrative Unit from CDE. Matching funds provided by the district reflect a portion of actual

costs and are not in-kind costs.

CDE funds are supplemental in nature and used for:

- Salaries for certified, endorsed, or licensed personnel serving primarily gifted students
- Professional development and training related to gifted education
- Identification of gifted students
- Activities associated with gifted programming options specific to gifted students and their advanced learning plans
- Supplies and materials used in the instructional programming for gifted students
- Technology and equipment for the education of gifted students up to 25% of the budget

Funding is apportioned to ensure the continuum of gifted educational services provided in the administrative unit/district.

* A budget page is included in the application to verify matching funds between state gifted funds and other funding sources.

Budget: Form

Complete and e-mail a budget page available at: <http://www.cde.state.co.us/gt/index.htm> with the Program Plan template. Note: The administrative unit's portion is equal to or more than State funds.

State gifted funds may be used for:

- 1) Salaries for appropriately certified, endorsed or licensed personnel serving gifted students (gifted education directors, resource teachers, teachers of gifted student classrooms and counselors for gifted students);
- 2) Professional development related to gifted education;
- 3) Programming options specific to gifted students and outlined on advanced learning plans;
- 4) Supplies and materials used in instructional programming for gifted education; and,
- 5) Technology and equipment necessary for the education of gifted students, not to exceed twenty-five percent of the total amount of the annual state allocation.

Eligible Expenditures of State Gifted and Talented Education Funds	A. Projected Request GT Funds	B. Admin. Unit's Matching Funds		
		Actual	In-Kind	Other (e.g. federal or local grant)
I. Certified, endorsed, or licensed personnel working with gifted and talented students				
Salary	\$469,806	\$2,611,481		
Substitute Teachers				
Additional Earnings/Stipend	\$8000			
Benefits	\$156,602	\$641,971		
Sub-total of I.	\$634,408	\$3,253,452		
II. Professional Development for educators of gifted students				
Consultant Fees				
Contracted Services		\$10,400		
Workshop Fees		\$10,400		

Substitute Teachers	\$23,500	\$39,520		
Additional Earnings/Stipend				
Printing				
Sub-total of II.	\$23,500	\$60,320		
III. Activities associated with instruction for gifted students				
Contracted Services		\$26,000		
Additional Earnings/Stipend				
Field Trips				
Transportation				
Printing	\$6,500			
Sub-total of III.	\$6,500	\$26,000		
IV. Instructional Materials				
Materials	\$75,987	\$110,500		
Sub-total of IV.	\$75,987	\$110,500		
V. * Instructional Equipment				
Attach completed equipment sheet to plan	\$4,500	\$10,000		
Sub-total of V.	\$4,500	\$10,000		
Totals: Sum of sub-totals in each column. Column B is equal or greater than Column A	**\$744,895	\$3,460,272		

Equipment purchased from state g/t funds may not exceed 25% of the total request from the state. Equipment must be maintained on an inventory list throughout the useful life of the equipment.

** Total request is based upon the amount allocated to the administrative unit in a given year.

Additional budget information: In 2009 and 2010, only a budget page is due April 30 of each year as a projection of funds available for gifted student education for the following year. State distributions are dependent upon annual funding allocations from the State Legislature.

Record Keeping

Describe briefly methods for maintaining the following state and student gifted education records: 1) financial records, 2) inventory of equipment purchased with state funds, and 3) student education records.

Describe the administrative unit's system for the maintenance, retention and destruction of gifted student education records. (AUs may reference district policy to complete this section.)

Provide a copy (attachment) of the administrative unit's or districts' advanced learning plan (ALP). ALP description: The ALP records programming options and strategies utilized with individual gifted students. The ALP is used for planning and decision making concerning gifted programming, K-12.

Record Keeping

1) District guidelines are followed for maintaining financial documents. For current year and previous years the following documents are kept on site: all credit card receipts, employee travel documents, expenditure accounting files, petty cash records, vouchers for the purchase of goods and services, physical inventory records, departmental

billings and journal entries, payroll records, time and labor records, accounts receivable invoices, revenue contracts, and finalized deposits, etc. Documents that are from the previous five years are stored in archives.

- 2) Any equipment that is purchased with state funds is inventoried and those documents are also kept on site for the current year and previous year, and are archived from the previous five years.
- 3) As part of on-going progress monitoring of student goals, teachers use specific collection sheets or on-line formats to indicate student progress and are finalized during the spring. These report forms are part of the Advanced Learning Plan and are kept in the cum folders. When students change schools, these ALPs follow the individual student to the new location. Also, if students leave the district, the documents are stored at a central location with the original cum folders documents.

To maintain gifted student education records, all documents are kept in a green folder and are stored in the cumulative folders at the appropriate school. If a student moves out of the district, the cum is sent to central area archives. If the student moves back into the district, schools request the information from archives. In addition, since ALPs will be housed in Infinite Campus, GT can recreate any green folder if it is misplaced.

Dispute Resolution

Describe the administrative unit's dispute resolution process used for resolving disagreements about identification and programming for gifted students. What are the procedures for parents to access the process? How will parents be heard? Who makes the final decision? How will parents be notified of the decision?

Dispute Resolution Process

The dispute resolution process used for resolving disagreements about identification and programming for gifted students is described below along with the procedures for parents to access the process, how will parents be heard, who makes the final decision, and how will parents be notified of the decision.

If a parent/guardian has a dispute with GT services within the classroom, the following steps may be taken:

1. The parent/guardian should meet with the classroom teacher to share concerns and seek a resolution.
2. If this meeting does not resolve the problem, the parent/guardian should document the concerns and the parent's perspective of the situation in a letter to the teacher, requesting a written response within five school days.
3. Upon receipt of this letter, the parent/guardian may then apply to the school Administration (principal or assistant principal) on the child's behalf.
4. Another school level option is for the parent/guardian to contact the Gifted Resource Teacher assigned to the school for a review of the concern.

If a resolution is not reached at the school site level, parents should contact the following succeeding Central Office levels:

4. Director of Gifted Programs
5. Executive Director for Exceptional Student Services
6. Chief Academic Officer
7. Superintendent
8. Board of Education

If a parent/guardian has a dispute that has not been resolved at the school level, the following steps may be taken. If the parent/guardian is dissatisfied with the outcome of the school level meeting, the parent may submit a letter to the District Director of Gifted and Talented within 10 school days following the school based conference to request a district level meeting to seek a resolution or further information.

- The parent should meet with the District Director of Gifted and Talented to seek a resolution or further information. During this meeting, the parent may present data showing the need for gifted identification or gifted programming options. Following this conference, the District Director of Gifted and Talented in consultation with the school's Gifted Resource Teacher, the student's classroom teacher(s), and the school's administration will make the final recommendation and send the decision to the parent/guardian within five working days of the meeting.
- If the parent/guardian is dissatisfied with this recommendation, he/she may appeal in writing within 10 school days to the Executive Director of Exceptional Student Services.
- The Executive Director of Exceptional Student will review the process and evidence and will respond in writing to the parent/guardian within 10 school days of receipt of the appeal.
- If the parent/guardian does not agree with the response of the Executive Director of Exceptional Student Services, he/she may appeal in writing to the Chief Academic Officer.
- The Chief Academic Officer will review the process and evidence and will respond in writing to the parent/guardian within 10 school days of receipt of the appeal. If the parent/guardian does not agree with the response of the Chief Academic Officer, a written appeal may be made within 10 school days to the Superintendent.
- The Superintendent will review the process and/or the policy and will respond in writing to the parent/guardian within 10 school days of the receipt of the appeal.
- If the parent/guardian does not agree with the Superintendent's decision, an appeal may be made within 10 school days to the Board of Education. The Board Chairperson will contact the parent/guardian within 10 school days of the receipt of the appeal to establish the next steps.

Additional Administrative Unit Information

Directions: Optional

Attach or U.S. mail documents that further describe the administrative unit's gifted education program design; unique elements of addressing the instructional and affective needs of gifted students; handbooks; and/or provisions for family engagement.

In the space below, list the title/s of the document/s submitted to Colorado Department of Education.

The administrative unit's program plan is due April 30, 2008.

E-mail the completed program plan, budget page, and other documents to DeLinda Rose, rose_d@cde.state.co.us. Use the administrative unit's name in the subject line of the e-mail. Label document files according to the following examples, starting with the name of the administrative unit:

<u>File Name Examples:</u>	Jefferson County_ProgramPlan_08-11
	Jefferson County_Budget_08-09

**E-mail the Program Plan to
DeLinda Rose, Program Assistant
rose_d@cde.state.co.us**

CDE Mailing Address:

Colorado Department of Education
Exceptional Student Leadership
Gifted Education Unit
201 East Colfax Avenue
Suite 300
Denver, Colorado 80203-179

CDE Contact Persons:

Jacquelin Medina
medina_j@cde.state.co.us
303.866.6652

Kathy Thurman
thurman_k@cde.state.co.us
303.866.6414

Gifted Education Regional Consultants (GERCs) are also available for assistance in writing the Program Plan.



BOCES Consolidated Signature Page

Administrative Unit's Name: Susan Ashbridge		Region: Jefferson County
BOCES Executive Director Signature:		
Date: _____		
Number of Districts within Administrative Unit:	1	
List the name of each district within the administrative unit below:	List the name of each district's superintendent within the administrative unit below:	Signature of the district's superintendent reviewing the Program Plan:
Jefferson County	Cynthia Stevenson	

Copy, complete signatures and mail to:

Colorado Department of Education
Exceptional Student Leadership
Gifted Education Unit
201 East Colfax Avenue
Suite 300
Denver, Colorado 80203-1799