

**Colorado Department of Education (CDE)  
 Gifted Education Program Plan  
 2008 – 2011**

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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.		
<b>STATE PERFORMANCE PLAN    For Information, Guidance and Technical Assistance</b>		
<b>Goal Area I: Student Achievement - Targets</b>		
<i>Administrative units will set gifted student achievement targets to demonstrate improvement toward accelerated or advanced levels of performance.</i>		
<b>Indicator 1:</b> 100% of administrative units will progress toward locally determined targets for gifted student achievement in reading, writing, and/or math.		
Evidence 1: 100 % percent of administrative units moving toward locally determined targets.		
<b>Goal Area I: Student Achievement – Record Keeping</b>		
<i>Gifted students will have advanced learning plans that guide instructional and affective programming.</i>		
<b>Indicator 2:</b> 100% of gifted students in the administrative unit will have advanced learning plans by December 2009.		
Evidence 2: 90 % 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: 100 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 Rtl intervention framework.*

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

Evidence 4: 100 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: 90 % 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: 25 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: 100 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: 90 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: 100 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: 100 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: 100 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: 100 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: 90 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.

**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:**

x  Check here if not applicable

**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:**

X  Check here if not applicable

<b>Section II: Elements of the Program Plan</b>
<b>Local Student Achievement Indicators</b>
<p><b>Indicator 1A: 80 Percent of identified for reading in each district in the Administrative Unit will make at least one year's growth in reading.</b></p> <p>Evidence 1A: Districts will report to the administrative unit the percent of students achieving at least one year's growth in literacy using achievement measures such as CSAP Growth, NWEA or Scantron.</p>
<p><b>Indicator 1B: 80 Percent of identified for writing in each district in the Administrative Unit will make at least one year's growth in writing.</b></p> <p>Evidence 1B: Districts will report to the administrative unit percent of students achieving at least one year's growth in writing using achievement measures such as CSAP Growth, NWEA or Scantron.</p>
<p><b>Indicator 1C: 80 Percent of identified for math in each district in the Administrative Unit will make at least one year's growth in math.</b></p> <p>Evidence 1C: : Districts will report to the administrative unit percent of students achieving at least one year's growth in math using achievement measures such as CSAP Growth, NWEA or Scantron.</p>
<b>Community Outreach</b>
<p>Although the sophistication of parent involvement practices varies from district to district, the general practice is to have parents informed of the districts (schools) gifted education program through handbooks or letters. Parents are notified when their students are identified as gifted and the category of giftedness is explained along with the identification process. Parents are included in the development of the Advanced Learning Plan. Often parents are actively participating in special activities, events and projects of their children. When appropriate, products or projects produced by gifted students are displayed in the community. In addition, community resources such as professionals (such as representatives from Adams State College) in specific fields are often called upon to provide support for identified gifted students. In 2008-2009 we will develop a Valley-wide parent support group of parents to encourage networking among them and to increase the availability of specific mentors in specific interest areas. This will be done informally by having parent meetings at least three times during this school year in conjunction with activities for gifted students. The local newspapers will receive articles related to these events. By 2011 we intend to cultivate internal leadership among the parent group so the can provide advocacy and support for their gifted students throughout the San Luis Valley.</p>
<b>Definition</b>
<p>Gifted and talented students are those persons between the age of five and twenty-one whose abilities, talents and potential for accomplishments are so exceptional or developmentally advanced that they require special provisions to meet their educational needs. Gifted students also include students with disabilities (i.e. twice exceptional).</p> <p>Outstanding talents are present in students from all cultural groups across all economic strata and in diverse areas of human endeavor.</p> <p>These students are capable of high performance, exceptional production or exceptional learning behavior by virtue of any or a combination of these areas:</p> <ul style="list-style-type: none"> <li>• General academic/intellectual ability</li> <li>• Specific academic/intellectual aptitude/ability</li> <li>• Creative or productive thinking</li> <li>• Leadership and human relations ability</li> <li>• Visual arts, performing arts, spatial or musical abilities</li> <li>• Body awareness, coordination and physical skills</li> </ul>
<b>Identification</b>
<p>Each District in the Administrative Unit has a universal screening procedure in place to identify potentially gifted students at one grade or more. Students who demonstrate the potential for giftedness are referred to</p>

a student study team (names of teams vary from to district) where a body of evidence is collect before final determination of identification as gifted. The body of evidence is organized around the state of Colorado four pronged model. Students have to meet the criteria for at least two prongs of the model. These criteria are 95<sup>th</sup> percentile and above on standardized tests and high levels of behavior characteristics or distinguished levels of performances. For the intellectual ability prong districts in the AU used cognitive ability test: Naglieri, Ravens Progressive Matrices, K-BIT, WISC and Kaufman ABC. For the achievement prong tools include: CSAP, NWEA, Scantron, Terra Nova and ITBS. For the Behaviors and Characteristics prong districts use Kingore Observation Inventory, Slocumb/Payne Inventory and Centennial BOCES SIT forms. For the demonstrated performance portfolios and juried performances. Further identification processes include staff training of characteristics of gifted students and the formation of talent pools where bright students are exposed to experiences geared for gifted students to determine their capacity. The underserved populations are included in this process and care is taken to ensure their opportunities for identification.

The student study teams are typically composed of district or school gifted education representative, a school administrator, classroom teacher(s) and possibly school counselor. This team will review the body of evidence that has been collect. If the decision is reached to proceed with developing an Advanced Learning Plan the student's parents are involved in the development of this plan. ALPs are reviewed and updated annually. If ALP is developed midyear review may not happen until the spring one year later. This depends on the comprehensiveness of the ALP and the grade level of the student. In addition, transition meetings are held as the students move from grade to grade or to a new school.

Parents provide input into the identification process either by interview or in written form in their primary language. Parents are then contacted either by phone or by letter of the assessment process and the identification determination. The parents are then involved in the ALP development.

In 2008-09 we will pilot the new tool kits developed by CDE in the areas of creativity, leadership and the visual and performing arts. We will initiate the discussion about early access with the superintendents of the member districts and reach a decision about addressing early access and the process to use. Each district will have a written document explaining their identification process.

In 2009-10 we will implement the decision concerning early access and determine which tools from the tool kits are useful for our AU and acquire them.

In 2010-11 we will continue to refine the identification process in the districts and continue to update new GT coordinators and personnel.

### **Programming Structure**

Students are included in the regular class for most of their educational experience. Some students are pulled out for specific advanced instruction and small group activities. High School students have opportunities for honors classes, advanced placement in core areas, advanced online classes and autonomous learner classes. Larger districts have opportunities for cluster grouping and some districts have cross grade grouping. Some districts use flexible grouping and some use compacting.

Goal: By 2011 each district will determine which structures are best for them at each level and provide evidence of using these structures.

### **Differentiated Instruction**

The Administrative Unit has the resource of local differentiated instruction trainers regularly present to educators in our districts. Identified students receive an individualized plan through a formal Advanced Learning Plan. Alternative instructional strategies, content, pacing, materials and products are considered and implemented for identified students. Pre-assessments, ongoing assessments, learning style inventories, authentic assessments and alternatives assessment are tools for adapting curriculum in student strengths areas.

Goal: Spring 2008 – Each district will assess where Differentiated Instruction is and is not happening for gifted students in their system.

Goal: Fall 2009 we will provide DI training with Bertie Kingore for all districts.  
 Goal: In 2009-11 G/T Network meetings will continue to focus on differentiation strategies to meet the needs of identified gifted students through discussions and shared experiences with the goal of increasing the use of differentiated instructional strategies as goals in ALPs.

### **Affective Guidance and Counseling**

Many districts include school counselors and psychologist on their Gifted Education Teams. An affective/social/emotional component is included in ALPs written as a SMART goal. Advanced college planning and career planning are also provided. All classroom teachers help support these goals to create consistency and foster an environment of growth. Additionally in many schools the counselor is available as needed to address the goals and provide support. In some districts psychologist assist G/T personnel in conducting affective needs groups for students. District G/T coordinators serve as a support person for gifted students, offering course work about understanding the nature of giftedness, bibliotherapy and providing book studies with students for perfectionism. Coursework delivered by the gifted coordinator includes elements designed to address the affective needs of the students in the group. Materials are also supplied to parents by the gifted coordinator to help them better understand and work with their children.  
 Goal: 2008-2011 Continue to include counselors and psychologist in affective needs trainings. Expand the use of counselors and psychologists in helping to meet these students' affective needs.  
 Goal: By 2008-2009 develop parent support group to assist parents in understanding the unique affective and emotional needs of their gifted children.  
 Goal: 2009-2011 maintain and increase parent group participation.

### **Content Extensions**

(Districts use different content extension elements based upon their resources and the needs of their students in any year)

#### **Language Arts:**

ES- GT students are offered opportunities to enroll in summer camps that will further develop their skills in writing and research. They are exposed to multiple activities that engage them further in the enjoyment of learning.

HS- College Level Online course work, College Level English Courses (101 & 102) offered on campus semester curriculum is spread out over on year.

Post secondary literature

Literature circle

Differentiated writing prompt

Junior Great Books

William and Mary Literature Units

Advanced language arts learning centers

Literature at advanced instruction level

#### **Math:**

Post secondary math

AP math

Competitions

Specialized math curriculum

Math Project

Technology

M3 Math Curriculum

William and Mary Math Units

Chess Club

#### **Science and Social Studies:**

College courses

AP science and social studies

Advanced sections of science/social studies

Science and social studies extended enrichment programs

William and Mary Science Units  
 History Day  
 Attend Legislative Day  
 Historical research projects  
 FOSS science units  
 Complex product and real-world products  
 Science Fair  
 Science Olympiad  
 Science: MS: Forensics exploration  
 HS: Science explorer class, summer internship program  
 San Luis Valley Area Health Center Summer Institute on Health.

**Creativity:**

Destination Imagination  
 Studies of inventors

**Leadership:**

MS and HS Leadership summer camp—National Youth Leadership Forum  
 Student Councils  
 Exchange Programs  
 Knowledge Bowl  
 Initiate organizations  
 Service training  
 Debate and Simulation  
 Peer mentorship  
 Conflict resolution  
 Fund raising and decisions about use of funds

**Performing Arts/Music/Visual Arts:**

Studies of professionals in these fields  
 Develop confidence through performances  
 Summer camp opportunities  
 Juried arts exhibitions  
 ES fieldtrip to Art museum/children's art  
 Direct theatre productions  
 Perform in a performing arts recitals  
 Choreograph original work  
 Perform a significant role in a play  
 Perform in community music productions  
 Mentorship with professionals  
 Advance placement in music class  
 Focused visits from musicians  
 Honor Band  
 Drama  
 Student use of music as a media to express learning by creating original music

**General Cognition:**

Instruction in problem solving  
 William and Mary spatial reasoning curriculum

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Goal: 2008-2011 Provide more specific training about the implementation of these programs. Continue dialogue among districts related to their implementation and the effectiveness in increasing student learning of different content extension events and programs.

**Programming: Acceleration Plan**

(examples from member districts)

Acceleration occurs in both content areas and whole grade level throughout the AU. For consideration of

acceleration in one district the primary grades children are tested with DIBELS and measured for consistent performance in comparison to the next higher grade. Observations by at least three professionals regarding social/emotional development are also required. In another district in the upper elementary through high school, decisions to accelerate are based on C-SAP scores, and also testing out of the content of a discrete class (e.g. testing out of Algebra I by performing 80% or better on a comprehensive Algebra I content area test). Many high schools are using post-secondary enrollment options for identified students. For whole grade acceleration some districts use the Iowa Acceleration Scale and the RtI process. For content acceleration they gather a body of evidence including ability and achievement scores, input from parents, classroom teachers, gifted coordinator, student and counselor and apply the RtI process.

Goal: In 2008-9 determine if AU is going to embrace early access as a policy. If so, 2009-2010 develop the procedure to be used for early access throughout the AU. Subsequently, implement the procedure as designed.

Goal: 2008-2011 districts will be certain to have an acceleration plan. Increase the use of acceleration as an evidence based practice either by content or whole grade. Emphasize the use of the Iowa Acceleration Scale and the RTI process when make decisions about acceleration.

### **Programming: Appropriate Match to Strengths**

(examples from member districts)

The body of evidence is used to indicate through standardized test scores, behavioral characteristics and juried portfolios or performance indicators (such as in music) what the strengths and interests are. Always students are asked to participate in the process of creating and reviewing their ALPs. Teacher observation in classroom, achievement and ability test scores and interviews with student and parents about interest areas are all used to find appropriate match to strengths. Programming is developed in partnership with parents, student and school. Parents and student complete hardcopies of questionnaire for initial identification which includes strengths, interests, concerns, academics and this information is also used to develop SMART goals in programming for the ALP as part of the RTI process.

Goal: 2008-2009 Emphasize the use of CDE Reference Series; Advanced Learning Plans and SMART Goals and the use of the RTI process.

Goal: 2009-2011 Monitor the implementation of the use of SMART Goals in ALPs for appropriate match to strengths.

### **Programming: Pre-collegiate and Post Secondary**

Students are given opportunity to receive concurrent college credits. College level courses may be offered if appropriate. Some high schools offer AP classes on campus or online. Students are given options to take online classes for college credit. Students are also given options through Adams State to enroll in college courses. Some schools offer honors classes.

### **Programming: Advanced Learning Plan**

The AU's plan for developing ALPs is:

1. A body of evidence
2. The BOE is reviewed.
3. Areas of giftedness and areas of deficit are noted
4. The RTI Team determines whether more assessment is necessary in order to develop the ALP
5. Resources and programs are considered by the RTI and parents as to their potential effectiveness with the student.
6. The ALP is written by District Coordinator and/or the RTI Team in conjunction with classroom teachers, parents and students with regard to areas of interest, areas of gifted ability, and areas of deficit to be remediated.
7. ALPs are reviewed at least annually, and changes are made when the next ALP is written.

Goal: 2008-2009 All identified students have an ALP.

Goal: 2009-2011 Monitor the implementation of the use of an annual review and updating of ALPs.

### **Programming: Articulation**

Each building administrator should receive a copy of the district GT program. The district gifted/talented coordinator works in concert with building principals to pass on information, ALPs and programs to next years' teachers and ensure that the ALP is followed. The needs of gifted students and programming options are articulated through the RtI process/reviews and via regular communication with parents and students. ALPs are transferred with students transitioning between buildings. Many districts will be keeping ALP information on the Alpine Achievement System.

Goal: 2008-2009 Review the use of Alpine ALPs for those interested. Encourage districts to have a written transfer of information policy.

Goal: 2009-2011 Monitor that the transfers of information policies are being followed.

### **Programming: Gifted Students New to the District**

All district registration information should include an inquiry about gifted identification. When gifted students move into a district the information from their previous school is reviewed by the gifted coordinator and the child's progress is monitored in the classroom by the classroom teachers. If there is no question about the child's designation of gifted then the coordinator looks for a current ALP and modifies it/ or develops a new ALP that allows for the student's need to be met in the current school setting.

Goal: 2008-2009 Each district will ensure that the gifted inquiry is on the registration form.

Goal: 2009-2011 Monitor the registration process. Gather data about identified gifted student movement between districts and note any concerns.

### **Evaluation and Accountability**

District members of the Administrative Unit use a similar process for evaluation and accountability. This narrative includes examples of these processes.

- Quantitative Data: CSAP, Aimsweb, AR Math and Reading, DIBELS, DRA, DRP, NWEA, SCANTRON, EXPLORE, PLAN, and ACT and other standardized reading assessments. Curriculum based assessment and district created assessments.
- Qualitative Data: Observation, anecdotal records, rubrics, journals, student surveys and discussions are used to monitor ALP goals.
- The goals are reviewed by the parents and SST members in meetings 1-3 times per school year). At that time, needed adjustments in order to obtain goals or change them are made.
- The methods used to ensure that gifted student achievement and reporting are consistent with accreditation requirements however disaggregated data yields small numbers in small districts and is a concern for data reliability. GT results are included in the Annual Report to the Public in some districts which is required for accreditation.

Goal: 2008-2009 Build capacity for use of tools and evaluate their effectiveness in gathering student achievement data.

Goal: 2009-2011 Monitor the effectiveness of achievement gathering tools and research new tools and processes as they become available and implement the ones that are affective.

### **Evaluation and Accountability: Social and Emotional**

District members of the Administrative Unit use similar process for evaluation and accountability in the area of social emotional. This narrative includes examples of these processes.

- Measurable social emotional goals are written into the ALP. The nature of these goals varies depending on the needs of the students. Some include teacher tallies of baseline and monitored progress in increasing or decreasing a certain behavior. Other indicators are student self-report in discussion (which is part of every ALP review), student surveys, journals and/or anecdotal evidence may also be used.
- Career planning begins at various levels in various districts depending upon the needs of the students.

Goal: 2008-2009 Assemble examples of tools to create a tool kit of what is being used throughout the districts. Pilot some of these tools. Monitor social and emotional growth.

Goal: 2009-2011 Determine effectiveness of the tools and continue to update the tool kit.

### **Evaluation and Accountability: Program Evaluation**

District members of the Administrative Unit use similar process for evaluation and accountability in the area of program evaluation. This narrative includes examples of these processes.

- Spring: Students, parents and teachers are asked to complete a survey/reflection piece that assists the district with determining overall satisfaction with GT programming. These results are then used to adapt the GT program.
- Informal processes of evaluation of the gifted program are on-going and involve schedule planning, class assignments, principal and superintendent recommendations, and new information from workshops, etc. But no formal process for feedback loops, etc. currently exist in the district other than the parent survey.

Goal: 2008-2011 To systematically review selected SPP indicators that apply at the district level at each GT Network meeting and have districts self assess where they are by using the rubric that is being developed by CDE for each indicator and work towards being on target or distinguished for the indicators.

### **Personnel**

In districts in the Administrative Unit personnel that work with GT students are/will be licensed teachers. Most of the teachers are highly qualified by NCLB. Special education teachers and school psychologist work closely with the personnel providing services and planning for the Gifted Ed Program. Qualified mentors with expertise in their areas are used as needed.

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      X  In Progress

### **Personnel: Professional Development**

The San Luis Valley BOCES PD/GT Coordinator in conjunct with the Gifted Education Regional Consultant continues to offer many opportunities for professional development in the area of Gifted Education.

Training on using the Ravens

Training on using the Differentiated Instruction by Bertie Kingore

Training on using the Mathematics Programs used with gifted learners

Training on using the William and Mary Curriculum

Training on using the Destination Imagination

Training on using the Junior Great Books

Training on using the Iowa Acceleration Scale

Training on using the ALPs on Alpine

Training on using the RTI process in gifted education

At each GT Network meeting cover a evidence based strategy that is effective for educating gifted students with discussion.

### **Personnel: Higher Education Support**

The gifted and talented coordinator for the administrative unit meets regularly with personnel for Adams State College. Arrangements are made to provide professional development graduate credit for gifted education related professional development. Frequently, gifted education professional development activities are held on the Adams State College campus. Adams State College provides the credit options for all state-wide Javits modules for gifted education. Members of the administrative unit have been in consultation with Adams State personnel about the development of gifted education components and programs to be offered by Adams State College.

Goal: 2008-2011 Continue consultations with ASC about the need for a program of endorsement in gifted education for our region of the state.

### Budget

Generally, each district develops their own budget based upon their program needs. Some districts develop their budgets in consultation with the GT Coordinator. The district budgets are then compiled to form the Administrative Unit budget.

**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

Each district in the Administrative Unit follows their district's policies and procedures for maintaining, financial records, inventory of equipment and student records. Most district use the ALP model provided by the state of Colorado. However, this past year most of the districts have purchased the Alpine Achievement Data System which includes an ALP form. This next year the GT Network will explore the possibility of using the Alpine form in a move toward uniformity within the Administrative Unit to facilitate record keeping for students moving from one district to another.

Goal: 2008-2009 District need to ensure that they have a procedure for making gifted students records easily identifiable.

### Dispute Resolution

Parents will first take their concerns to district gifted education coordinator and then to the building principal. If the issue cannot be resolved at that level, it will then go to the Superintendent. Parents will be notified by letter of all final decisions. In some occasions the SLV BOCES G/T Coordinator may be consulted.