

# Navigating Resources for Gifted Secondary Learners



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# Purpose



To collaborate and share ideas that support gifted learners at the secondary level

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# Nudge A Neighbor

What are the strengths and challenges that you encounter while programming for secondary gifted learners in your district?



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# Format

We will spend approximately 10 minutes discussing each question and will get through as many questions as time allows. Share your ideas for meeting these challenges!

Topics include:

ALP Plans

Affective Needs

Professional Development

Family Engagement

# FAQ

The ALP process is time consuming at many high schools (and some middle schools) due to large caseloads. What strategies have you tried to streamline the ALP process at the middle/high school? What have you found that helps to make the ALP process more efficient at the middle/high school?

# FAQ

How are you engaging classroom teachers in the ALP process?  
What are your challenges and celebrations?

# FAQ

How are you incorporating student voice into ALP development?

# Advanced Learning Plan Update

NAME: \_\_\_\_\_ AREA OF GIFTED IDENTIFICATION: \_\_\_\_\_

## Advanced Learning Plan Update 2016-2017

My strengths (this can be school, social, other):

My interests:

My activities (designate in school or out of school):

My challenges/concerns (this can be school, home, friends, other):

My future plans (post-high school) as of now:

This is what else my teachers need to know about me:

**\*\*This is how you can support me this year:**

**My goals (academic, affective, career/college, other):**

(1) Develop an **academic/achievement goal** for your area(s) of identification/strength (math, leadership, music, etc...), including steps to accomplish it, your timeline, and how we will monitor progress throughout the year. (2) Develop a **college/career goal**, including steps to accomplish it, your timeline, and how we will monitor progress throughout the year. (3) Optional: Develop a social-emotional goal (same steps as above). \*Please let me know if you need information in order to set you goals. I know in meeting with you that many of you have been working toward goals since the beginning of the year. Please include those here- these do not need to be brand new goals. ☺

SMART GOALS (Specific, Measurable	MOTIVATION FOR GOAL (Why is this	STEP(S) TO ACCOMPLISH GOAL	SUPPORT PERSON (Who can you	TIMELINE (BY WHEN?)	PROGRESS MONITORING/ EVIDENCE OF	GOAL MET? MODIFY GOAL?
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**Gifted and Talented Roster**

***THIS IS WHAT ELSE I WANT MY TEACHERS NEED TO KNOW ABOUT ME...***

<b>FIRST</b>	<b>GR</b>	<b>GT ID</b>	<b><i>This is what else I want my teachers need to know about me...</i></b>
Hannah	8	3	I work better individually. I catch on quickly and get bored if things are moving too slowly. I like to dance.
Kyasurina	9	4	My teachers should know that I'm a hardworking dedicated student. I'm also a very bad speller. I'm also not a very social person.
Amaya	9	3	I terribly dislike stress, lots of homework, summaries, and reading that is required (ex; 3 chapters by _____, read chapter 5 by _____, etc), and I love composing, writing, and music.
Jurrien	9	2	I am horrible at spelling.
Garrett	9	3	I am a busy person, as well as a hardworking student.
Willi	9	3	I have a job; it's hard to find time for homework.
Jadyn	9	2	I can get stressed out easily.
Alexis	9	3	I love public speaking, and I'm sociable.
Joseph	9	3	This year I would like to prepare myself for more AP and Honors classes in the future.
William	9	3	There are many things that are bringing down my self-esteem, and have been embarrassing me or putting me under stress, for example, I have trouble getting enough sleep to get to school on time, and I tend to wait until passing period so that I do not have to walk into a class that had already started.
Samantha	9	3	I'm very quiet when you first meet me, but I work hard and am kind.
Stephanie	9	4	I catch on to lessons very fast. Especially in math. I prefer to work alone rather than in a group.
Ethan	9	3	I have ADHD. I work better when not around others. I have lots of stress from home.
Hope	9	2	I am quiet until people get to know me, and I do not like sitting in the front of the classroom.
Oscar	9	4	I am willing to help with as much as I can.
Eric	9	3	I am sometimes lazy, and I don't like homework.
Nicholas	9	2	I get bored really quickly.
Robert	9	1	I respond well to moving around in class.
Jeremiah	9	2	Little higher level education, get bored a lot when not doing something, active in beliefs and school
Emma	9	1	Something my teachers need to know about me is that I really don't like to speak in front of large groups or the class. I know that it is a necessary life skill but forcing me to do it isn't going to make my issue any better.
July	9	4	I'm awesome...
Evan	9	3	I will do work, but don't just give me a packet. Actually teach me something. Also, mandatory Cornell-formatted notes are not for me. Neither is anything that requires superfluous formatting. That includes SMART goals.
Tanner	9	2	I have a very hard time concentrating on boring things such as notes.
Sophie	9	3	I want you to know that I am still unsure of what career I for sure want to do.
Heather	9	3	I work hard to get good grades but get distracted very easily. Working for straight A's freshman year for an academic letter.
Savannah	9	1	I am really focused and try my hardest to do well in class and will not hesitate to ask for help if I need it.
Valeria	9	3	I work well in groups or alone.
Dominic	9	2	I'll work hard in class and will try to get work done.

# FAQ

Professional development is an important component of all gifted programs. What professional development topics and resources are you using in your district?

# FAQ

What have you found effective as far as involving parents at the secondary level?

## Advanced Learning Plan - Parental Involvement

### **Parent Involvement (select one or more):**

- Contribute to the ALP process.
- Seek out and share information about community resources with schools.
- Coordinate, facilitate, or provide transportation for content extension opportunities as needed.
- Offer support with content extension opportunities or assignments.
- Monitor student progress and satisfaction.
- Commit to attend parent, teacher, student conferences to review academic achievement and social-emotional development.
- Provide homework space and time.
- Establish ongoing collaboration with teachers and your child; be as involved as possible.
- Talk about homework with child.
- Model mistakes and humor in fixing mistakes.
- Expect school attendance.
- Help child with time management.
- Help child with organizational skills.
- Celebrate school successes.
- Assist child with realistic life goals and aspirations.
- Seek opportunities to praise students on their effort rather than innate ability
- Encourage child to equate effort with success.
- Other (Specify)

My child's strengths (this can be school, social, other):

My child's interests:

My child's activities (designate in school or out of school):

My child's challenges/concerns (this can be school, home, friends, other):

This is what else my child's teachers need to know about her/him:

A photograph of a person's legs and feet on a staircase. The person is wearing green pants and dark sneakers with white soles. The staircase has grey concrete steps and bright yellow wooden nosings. The image is partially obscured by a black rectangular overlay in the lower right quadrant.

## Next Steps?

Share with your neighbor!