



COLORADO
Department of Education

Writing Standards-aligned Advanced Learning Plans (ALPs)

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Writing Advanced Learning Plans (ALPs) for Students Identified as Gifted

The Exceptional Children’s Educational Act (ECEA) is Colorado’s primary law with requirements for the implementation of specific elements and procedures for gifted education programs. These requirements include Administrative Unit (AU) provisions for the Advanced Learning Plan, the main topic for this guidebook.

The Advanced Learning Plan (ALP) is a legal document [22-20-R-12.00, C.R.S.] outlining programming for identified gifted students and is used as a guide for educational planning and decision-making. The Exceptional Children’s Educational Act states that there will be ALP content and procedures set in Rule for statewide implementation; and that goals in the ALP are standards-based. Sections 12.02(2)(f) – 12.02(2)(g)(vi) of the Rules clarify ALP content, procedures and responsibilities. For high school students the ALP may be blended with an Individual Career and Academic Plan (ICAP) if all contents of the ALP are inclusive in the ICAP, including achievement and affective goals.


An ALP shall be developed for every gifted student according to the student’s determined area(s) of giftedness, interests, and instructional and affective needs.

Standards-aligned ALPs:

A standards-aligned approach to developing an ALP incorporates standards-aligned education and best practices in gifted instruction. This approach identifies the appropriate standards, at or above grade-level, to challenge a gifted student, and provides opportunities to show application and transfer of those standards.

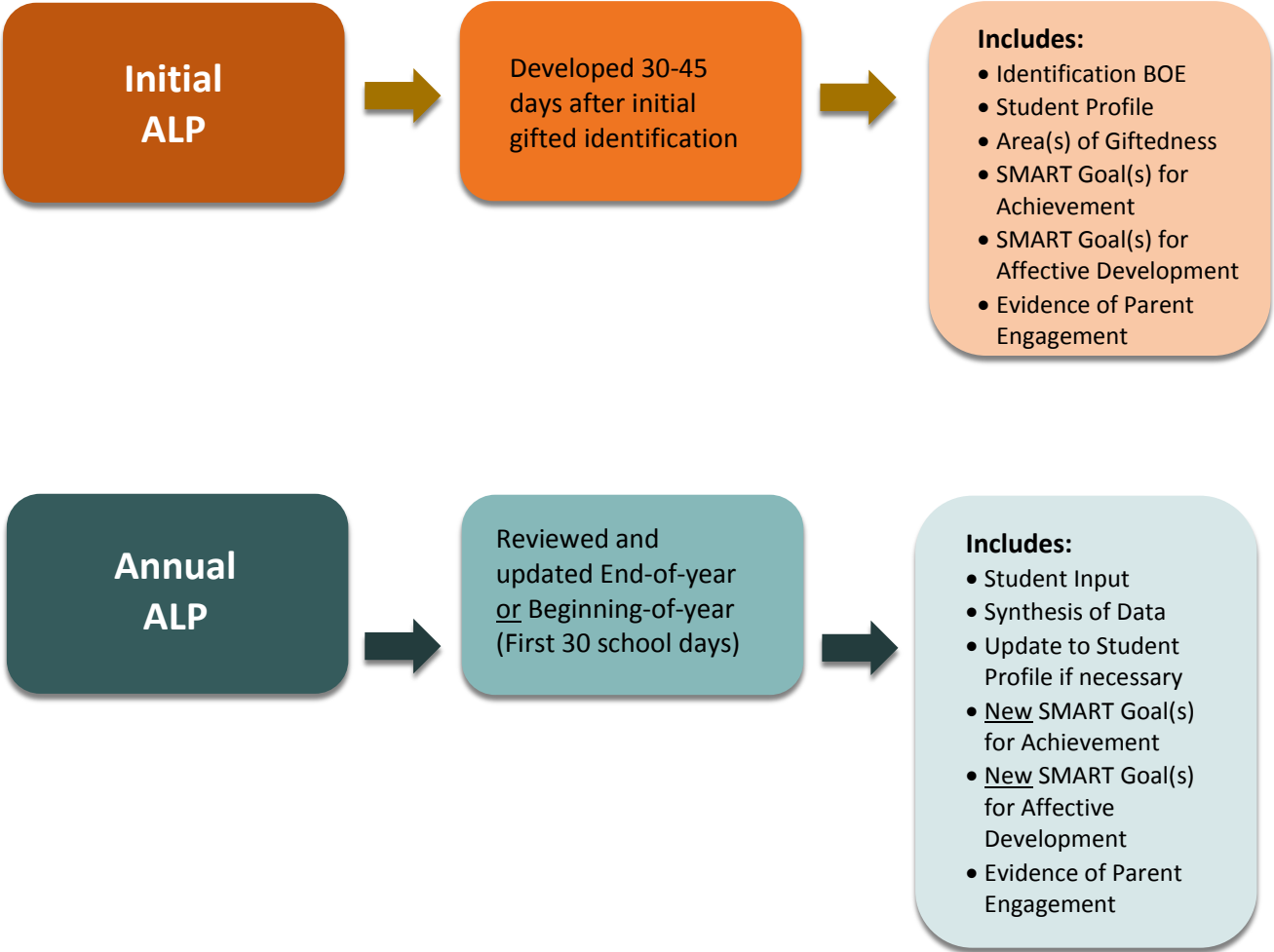
- A standards-aligned ALP is a process and a document that is informed by and based upon Colorado Academic Standards (CAS) and National Association for Gifted Children (NAGC) affective standards.
- Achievement goals are standards-based statements in a student’s strength area(s). Additional achievement goals may be needed to address documented achievement gaps or career interests [12.02(2)(f)(ii)].
- Affective goals reflect development of personal, social, communication, leadership, and/or cultural competency [12.02(2)(f)(ii)].

- The ALP is a collaborative effort between parent(s)/guardian(s), the student and school personnel. Parent and student participation in the ALP process is specified in the ECEA Regulations [12.02(2)(f)(v)].
- ECEA Regulations require a system to show evidence of **parent engagement and input** in ALP development and in the regular review of progress. Evidence may include, but is not limited to: signature, electronic signature or checkbox of involvement, checklist, or other assurance of parental support for the student's growth. If, after three documented attempts to contact the parents for signature, no parental signature is obtained, school personnel shall continue with ALP implementation and continue to engage parents in the process [12.02(2)(g)(vi)].
- Teacher(s) and other school personnel directly responsible for instruction or program delivery develop ALP goals in collaboration with gifted personnel at an end-of-year review or within the first month of the beginning of a school year.
- For identified gifted students new to a district, adjustments may need to be made in the ALP to match programming options available in the district. Communication to parents shall occur within **60 school days** of the district's start date or date the student entered the district outlining changes or modifications to the student's ALP.
- ALPs are managed and monitored in the school and filed in the student's cumulative file or e-file. Districts determine the process for management of ALPs within the cumulative file system including a procedure for transferring ALPs between grade levels, school levels, and districts. Student records that are collected and/or stored electronically shall be held to current state law and FERPA regulations governing the protection of personally identifiable information and the privacy interests of students [12.02(2)(g)(iv)].
- An ALP is created **30-45 days** from the time of formal identification.
- In order to receive per-pupil funding for Early Access students in kindergarten and first grade, an ALP must be completed by **September 30** and clearly marked as an Early Access ALP.
- An **initial** ALP is developed after identification to include information on the body of evidence (BOE) and a student profile. Achievement and affective goals are included within the initial and subsequent ALPs.
 - A body of evidence includes quantitative and qualitative data used for identification and area(s) of identification [12.02(2)(c)(v)].



The ALP Process is a collaborative effort between parents, the student and school personnel.

- A student profile includes area(s) of strength, student interest and parent input. The profile is periodically updated in terms of student interests and/or demonstration of previously unidentified strengths [12.02(2)(f)(i)].
- The working-document section of the ALP is updated at least **annually with routine progress monitoring reports during the year**. The report card cycle is a suggested routine. This portion of the ALP records annual measurable, attainable achievement and affective goals and progress. It describes supplemental curriculum, activities, specific programs or coursework, specific strategies, and/or extended or expanded learning opportunities available in the AU that match a student’s strength area(s) and support the goals [12.02(2)(f)(ii)-(iii)]. The ALP may also contain programming options that extend to community and/or university resources.





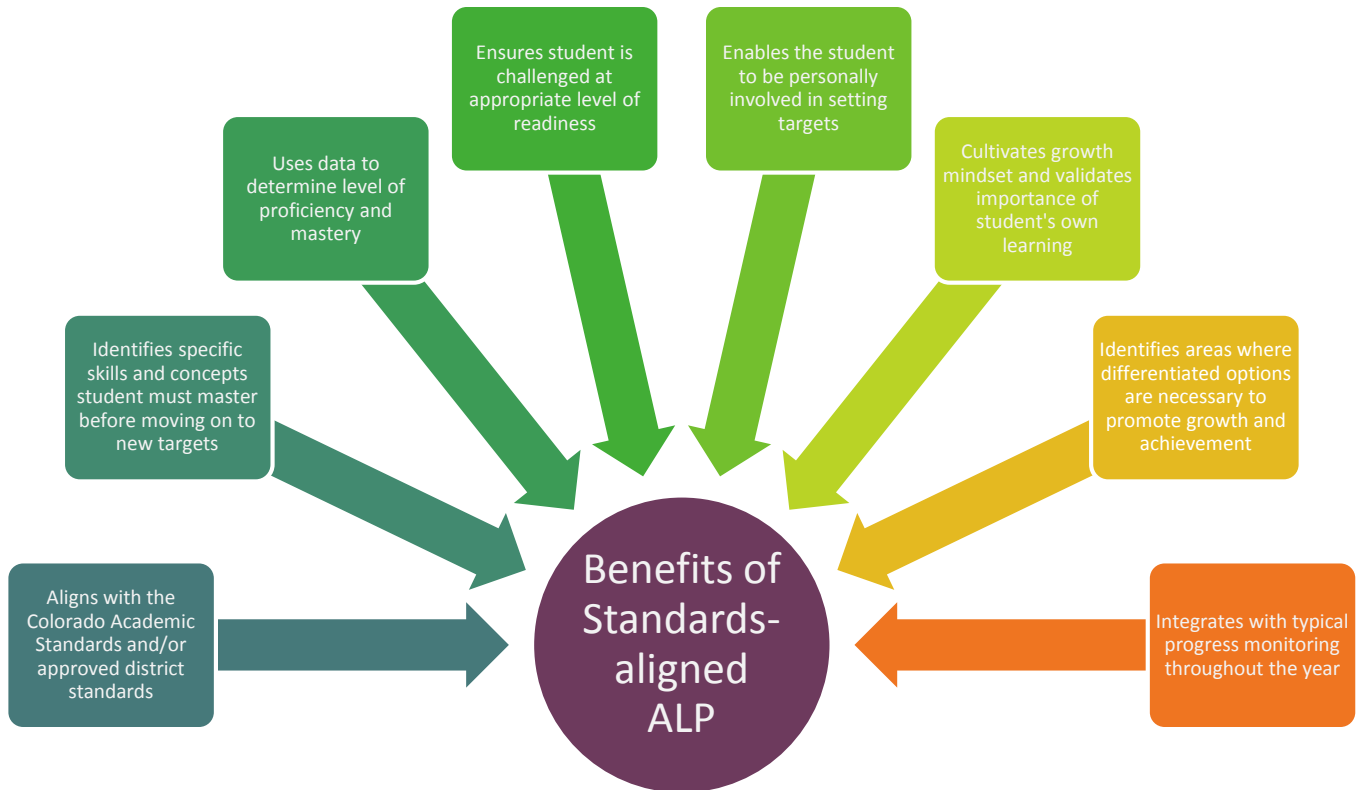
Advanced Learning Plan Content:

The AU determines the format and student data system used to develop and warehouse student learning plans. Many vendors of Colorado student information systems offer a template for developing an Advanced Learning Plan. AUs should ensure the template contains the information required by ECEA Rules. AUs may also choose to develop their own template or model the CDE example located on the gifted education website (www.cde.state.co.us/gt). While ECEA Rules require certain content to be included in an ALP, Colorado does not have a required state ALP.

The ALP shall include but not be limited to: [12.02(2)(f) – (v)]:

- Student profile described in a body of evidence;
- Updated student interests;
- Previously unidentified strengths;
- Annual standards-based achievement SMART goal aligned to strength area(s);
- Annual standards-based affective SMART goal;
- Description or delineation of supplemental curriculum, activities, specific programs or coursework, specific strategies, and/or extended or expanded learning opportunities available in the AU that match a student’s strength area(s) and support the goals;
- Progress reports;
- Personnel involved with ALP development;
- System to show evidence of parent engagement and input into ALP.

Benefits of Standards-aligned ALPs:



Achievement Standards

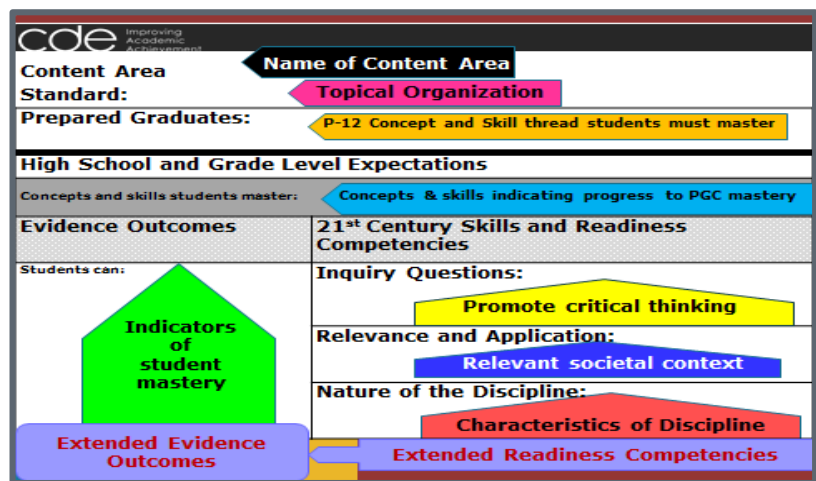
It is important for all stakeholders to be familiar with their district’s comprehensive curriculum, the Colorado Academic Standards (CAS) and components of the state assessment system. The Colorado Academic Standards are the framework upon which the district-adopted curriculum is designed. This framework guides the content that teachers teach, but not the methodology for teaching the concepts.

The Colorado Academic Standards include other critical elements for success, such as 21st Century Skills, postsecondary workforce readiness skills, personal financial literacy and the vocabulary and nature of the discipline. Colorado Academic Standards have been developed for ten content areas. These include:

- Comprehensive Health and Physical Education
- Dance
- Drama/Theatre Arts
- Mathematics
- Music
- Reading, Writing and Communicating
- Science
- Social Studies
- Visual Arts
- World Languages

What are the desired outcomes of the academic standards?

Each Colorado Academic Standard template has a **Prepared Graduate Competency** statement that describes what all students who complete the Colorado education system must master in order to ensure their success in a postsecondary and workforce setting. Gifted students might master these competencies at an early age, requiring opportunities for post-graduate work prior to high school graduation (i.e., early college entrance, concurrent enrollment, mentorships and internships).





What is the student expected to know, understand and be able to do?

Deconstructing or “unpacking” the concepts and skills required for mastery of a standard leads to a deeper understanding of the important concepts and progressions for each grade level.

The **Concepts and Skills statement** on each Colorado Academic Standard Template defines what the student needs to know and be able to do at each grade level. The **Evidence Outcomes (EOs)** are the indication that a student is meeting an expectation at the mastery level. (*How do we know the student can do it?*)

The **Concepts and Skills statement** provides an overarching view of the essential learnings defined at each grade level. The content standards are comprehensive and based on a continuum of learning. This means the student can experience a standard at varied levels of depth and complexity. Gifted students, who often master the evidence outcomes at a quicker rate, can still benefit from transferring these skills to a higher level of application through the inclusion of the 21st Century Skills and Postsecondary Workforce Readiness (PWR) Competencies.

What is included in the 21st Century Skills and Postsecondary Workforce Readiness Competencies?

- **Inquiry Questions:**
Sample questions are intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation. Inquiry questions require student to use creative and critical thinking to examine topics with a greater level of depth and complexity.
- **Relevance and Application:**
Examples show how the grade level expectation is applied at home, on the job or in a real-world, relevant context.
- **Nature of the Discipline:**
These are the characteristics and viewpoints one keeps as a result of mastering the grade level expectation.

Leadership Standards

The Colorado Gifted Leadership Standards support students identified in the area of Leadership. These standards were developed by the Executive Directors of the Student Council Associations and adopted by Colorado as the standards to align with gifted Leadership identification. More information on the Colorado Gifted Leadership Standards may be found at: <http://www.cde.state.co.us/gt>



Creativity Standards

The Colorado Academic Standards encompass many standards that support students identified in the area of Creativity. Consider standards in any content area that align to creative and critical thinking as indicated by the use of verbs such as:

- Create
- Produce
- Develop
- Analyze
- Construct
- Problem solve
- Evaluate
- Generate

Affective Standards

Standards for affective goal development come from **three areas**:

1. *National Association for Gifted Children (NAGC) Pre-K to Grade 12 Programming Standards* support affective goal development. More information on these standards may be found at: <http://www.nagc.org/resources-publications/resources/national-standards-gifted-and-talented-education/pre-k-grade-12>
2. Colorado Academic Standards:
 - Comprehensive Health: Emotional and Social Wellness <http://www.cde.state.co.us/cohealth>
 - Utilize knowledge and skills to enhance mental, emotional, and social well-being
 - Exhibit responsible personal and social behavior that respects self and others in physical activity settings
 - Social Studies: Civics <http://www.cde.state.co.us/cosocialstudies/statestandards>
 - Rights, roles and responsibilities of citizens
3. Colorado Career and Technical Education (CTE) Standards, Essential Skills for Postsecondary and Workforce Readiness (PWR) http://www.coloradostateplan.com/content_standards.htm

There are several **types** of affective goals written around these standards:

- Goals that further develop personal or social skills
- Goals that develop leadership and communication



- Goals that increase cultural awareness and understanding
- Goals that modify or eliminate personal or social behaviors that interfere with a student reaching his or her potential
- Goals that prepare students for college and/or a career

Affective goals may be **measured** in two ways:

- Student self-evaluation:
 - Document a behavior (graph, chart, calendar, journal reflection)
 - Develop a portfolio (experiences, visits, action steps completed)
 - Evaluate a performance (rubric, checklist, journal reflection)
- Teacher, parent or expert evaluation:
 - Interview about goal attainment
 - Observation of practice and/or mastery of goal
 - Review of documents, portfolios and performances

Factors that could interfere with a student's growth

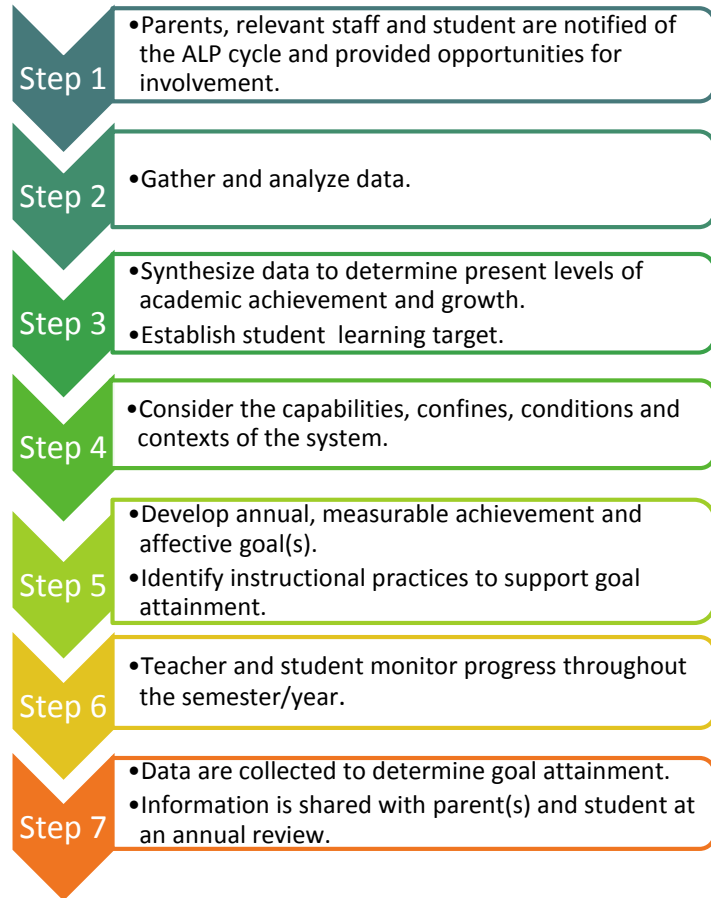
Sometimes it is determined that a gifted student is not performing to his/her full potential. The word "underachiever" should not be a label placed on a child, but rather a definition used to describe a child's current progress in school. Diane Heacox states, "Underachievement is defined as a discrepancy between the child's school performance and his or her actual ability." Sylvia Rimm suggests that the lack of control in making decisions contributes to behaviors of underachievement. It is important for the team to determine if the student is purposefully selecting to underperform or has developed a set of learned behaviors inhibiting achievement. Additionally, underachievement may be a result of an unidentified disability. If a disability is suspected, begin consultation with the school's student problem solving team including special education personnel.

Regardless, identify if certain pressures are being placed on the student causing the underachievement, analyze the purpose of underlying behavior, or explore possible specific social or emotional barriers creating roadblocks to learning. After determining possible causes of the underachievement, initiate a plan to address the situation with the development of student-led affective goals. **When a student is not performing to his or her potential, the answer is not to remove the child's gifted identification, but rather to support the student with a strong intervention plan that includes parent and family involvement and other support personnel as necessary.**

At a Glance: The Seven Thinking and Action Steps toward Meaningful Standards-aligned ALPs

The following seven steps highlight the process utilized in the initial development, annual update and review of an ALP. Not all steps require **actions** but are part of the **thinking** required in the process.

Steps 1-3 require thinking and actions on the part of the classroom teacher(s) who will provide instructional support to the gifted student. These steps integrate with **typical instructional routines** for all students and occur prior to the writing of the actual goal(s). **Step 1** requires a resource specialist, counselor or classroom teacher to notify all stakeholders the ALP process is beginning and to solicit their input. **Steps 2 and 3** exemplify the cognitive or thinking process that occurs within the typical classroom routine of data analysis, progress monitoring and planning for data-driven instruction.



Step 4 is part of the collaboration required in the ALP process. This step might promote conversations at a district level that ensure all possible instructional options for gifted students have been fully considered. An example might be a district that has never allowed content acceleration based on past experience. A discussion about the research on the subject as well as about scheduling conflicts and K-12 articulation might open doors that had previously been closed to gifted students. Such considerations may naturally occur annually when the gifted program plan is reexamined and self-evaluated.

Step 5 includes the actual writing of ALP SMART learning goals as well as documenting the instructional practices the teacher will implement to support the student's goal attainment.

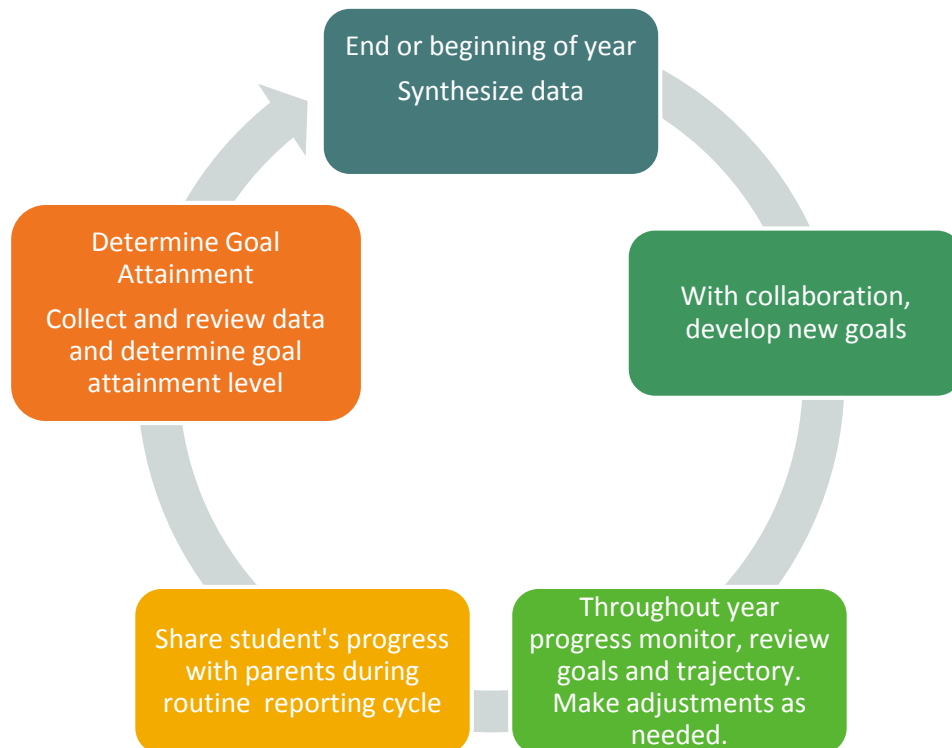
Steps 6 and 7 involve progress monitoring, the sharing of those monitoring responsibilities between teacher and student and the open communication necessary to promote goal attainment. It is highly recommended to blend progress monitoring with the reporting cycle of the school/district.

For Deeper Understanding: The Seven Thinking and Action Steps toward Meaningful Standards-aligned ALPs:

Step 1: Parents, relevant staff and student are notified of the ALP cycle and provided opportunities for involvement.

The initial creation of the ALP and regular updates are a **collaborative** process. Input is solicited from those who know the student best. This includes, but is not limited to, the student, the previous and current teacher(s), counselor, gifted personnel, and the parent(s). Feedback provides information that is both quantitative and qualitative (e.g., assessment data, questionnaire, checklist, survey, interview, observations). In preparation for an ALP conference, input is collected formally and informally in a number of ways such as email, traditional mail, phone call, and conference or school open house.

After the creation of an initial ALP, the process is a continuous cycle of review. The cycle typically begins at the end of a school year or at the very beginning of a school year when data are available.





Step 2: Analyze data to determine student’s performance level and potential

Type of data to examine	Why examining this data will inform the next steps
The body of evidence (BOE) that identified the student	<ul style="list-style-type: none"> A comprehensive BOE includes quantitative and qualitative data. While some qualitative and quantitative data are used as qualifying measures for gifted identification, additional data within the BOE are used to develop a student’s learning profile of strengths and interests that may vary over time. This profile assists in the development of the ALP and ICAP.
New data available since the student was first identified	<ul style="list-style-type: none"> Examination of data allows educators to define the performance level of a student and determine if the student is working to his/her full potential. Annual review of data may lead to the team adding a new area of identification to the student’s profile. If data demonstrate a student is not working to his/her potential, interventions are developed to address the poor performance.
Content standards in student’s area of strength for which the student has been and will be receiving instruction	<ul style="list-style-type: none"> Analysis of data allows educators to assess the student’s level of mastery. Data informs where the student needs to go next for continued growth and achievement.

Student Profile

BOE

Qualifying ID data	Additional data	Achievement data
<ul style="list-style-type: none"> • Norm-referenced test • Criterion-referenced test • Norm-referenced observation scale • Performance evaluation 	<ul style="list-style-type: none"> • Anecdotal records • Interview • Observation • Checklist 	<ul style="list-style-type: none"> • State assessment • District assessment • Class assessment

For more information on BOE or determining strength areas, see Chapter 3 - Gifted Identification at <http://www.cde.state.co.us/gt>

Data-driven decision making

Developing a standards-aligned ALP is centered upon using data to inform decisions. Data comprise the primary “cog,” which in turn drives the creation of SMART goals. Finally, the SMART goals propel decisions about effective instructional practices or programming options that will be required to move the student forward in his/her growth.

It is only through a thorough analysis of data that a complete picture can emerge of where a student is in relationship to the mastery of concepts and skills in the standards. Without that picture as the basis of decision making, next steps will be based on conjecture and assumptions, resulting in an ALP that is not useful to the student’s learning.



Questions to consider when analyzing data:

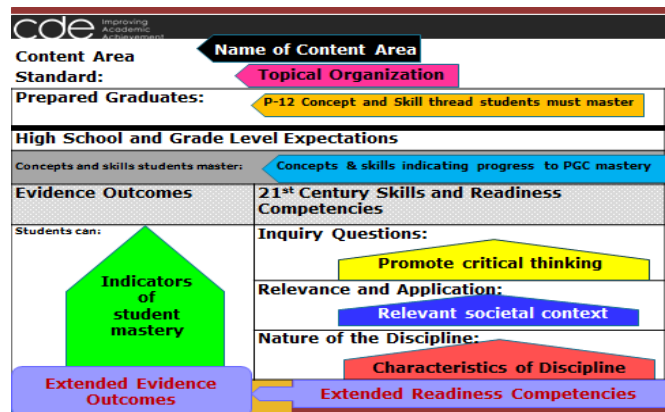
What do the data tell us about the student’s academic performance?

- Does the student exceed expectations on the state assessment in his/her strength area? If not, determine possible reasons for the current performance level.
- On which standards is the student scoring at the highest level on state, district and/or school assessments?
- On which standards is the student scoring below expectations compared to ability and competence?
- Does the student demonstrate a 95th percentile or higher on a norm-referenced test in his/her strength area? If not, determine the possible reasons for the performance level.
- Does the student demonstrate an advanced level of achievement or ability in an area not tested using state or norm-referenced assessments? If so, how do the data indicate next steps to ensure continued growth?
- Does the student demonstrate behaviors or characteristics that inhibit or may alter any of the data? If so, how will the team take this into consideration in developing the ALP?

Step 3, Part I: Synthesize data to determine student academic and affective needs

In step two, educators look at data and ask, “What are the data telling us?” In step 3, the question becomes, “Based on our data analysis, what conclusions can we make?” Each separate data point is combined together to make an informed decision on how best to meet the student’s unique needs.

An essential step in the synthesis of data is to review the vertical articulation of the standard to identify what the student should know, understand and be able to do within each grade-level standard. It is helpful to examine the Evidence Outcomes (EO) for this level of specificity. It is not uncommon for a gifted student to be above grade-level on a majority of grade-level standards, particularly in a content area that is a strength, but also to have a small number of standards where an additional level of focus is needed to increase and improve proficiency. “Gaps” in learning can inhibit access to and success in advanced learning opportunities.



Before moving a student to the next grade-level standard, consider programming options that allow the student to go deeper into standards-based grade-level learning. Examining the 21st Century Skills within each standard provides a framework for adding an additional level of depth and complexity. These might include content extension, extended learning opportunities, and capstone experiences.

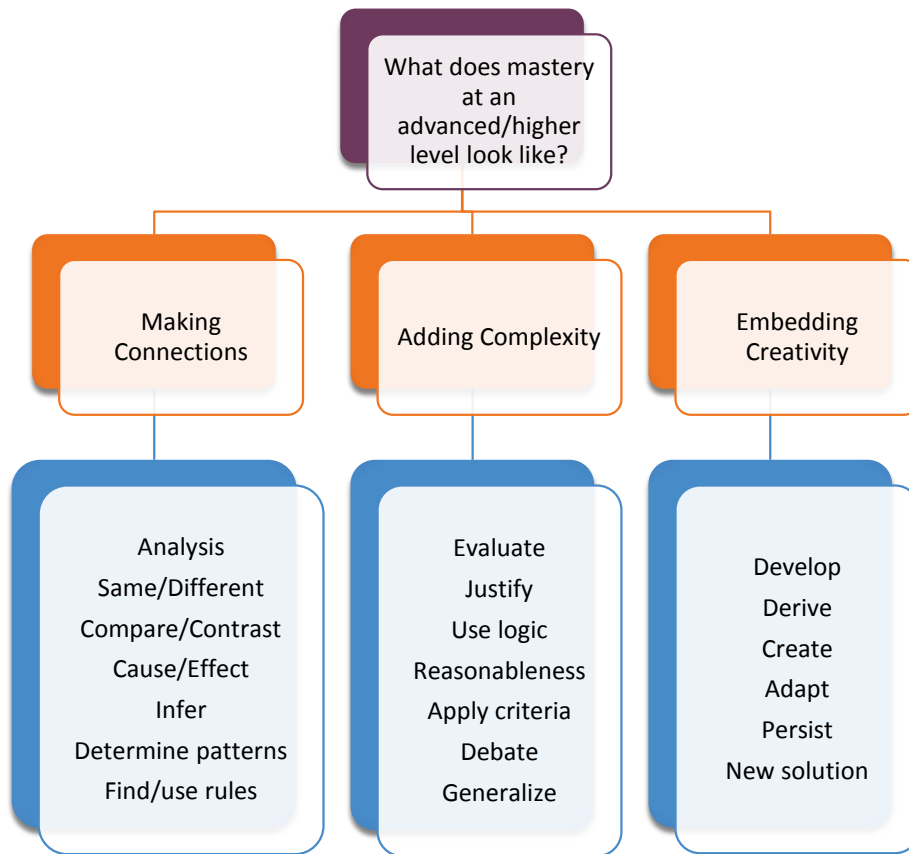
After examining the EO’s and the 21st Century Skills for Readiness Competencies, a team **may** determine a student has mastered all content standards at a grade level and is a candidate for acceleration. It is important to consider the types of acceleration that best meet the needs of the individual student, such as:

- Early Access to kindergarten or first grade
- Whole-grade acceleration
- Content acceleration
- Curriculum compacting
- Concurrent enrollment
- Advanced Placement
- International Baccalaureate
- Telescoping curricula
- Credit by examination
- Special fast-paced classes
- Individual tutoring in advanced subject matter

- Mentorships
- Early college entrance without a high school diploma
- College early entrance programs

For more information on Acceleration, see Appendix A.

Consider the following when evaluating level of mastery:



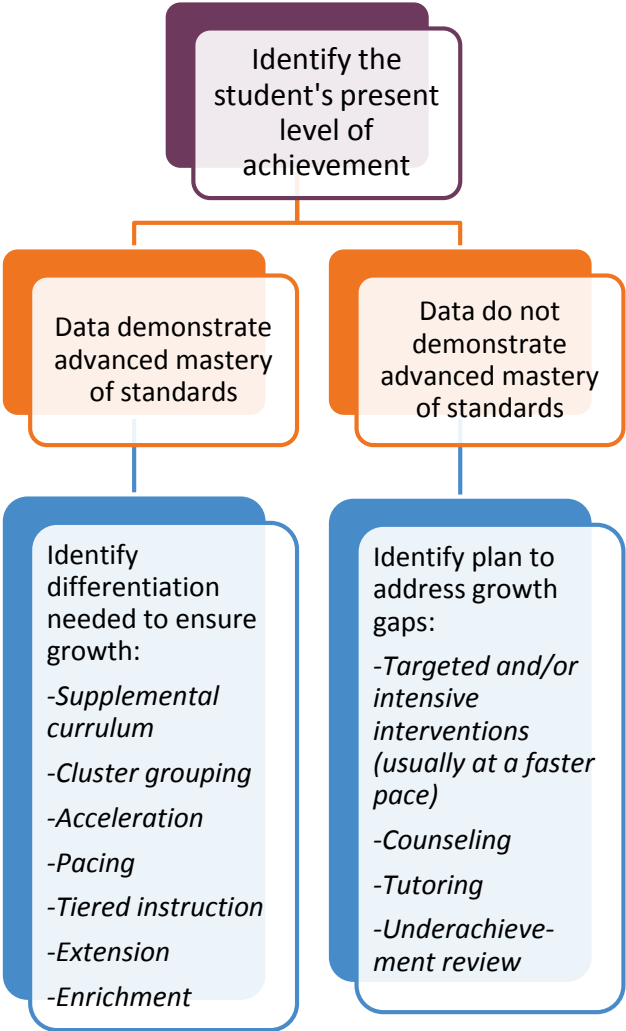
Lin Kuzmich (2011)

Standards-aligned goals for the accelerated student

When a team of educators, parents and the gifted child deem whole-grade or content acceleration is appropriate, it is important to understand this targeted programming strategy may sufficiently provide an adequate level of challenge and rigor to promote student growth and achievement. Therefore, the gifted student’s data may indicate student growth is proficient for the accelerated grade-level and not at an advanced/distinguished level. If data indicate that the student is making significant growth in the

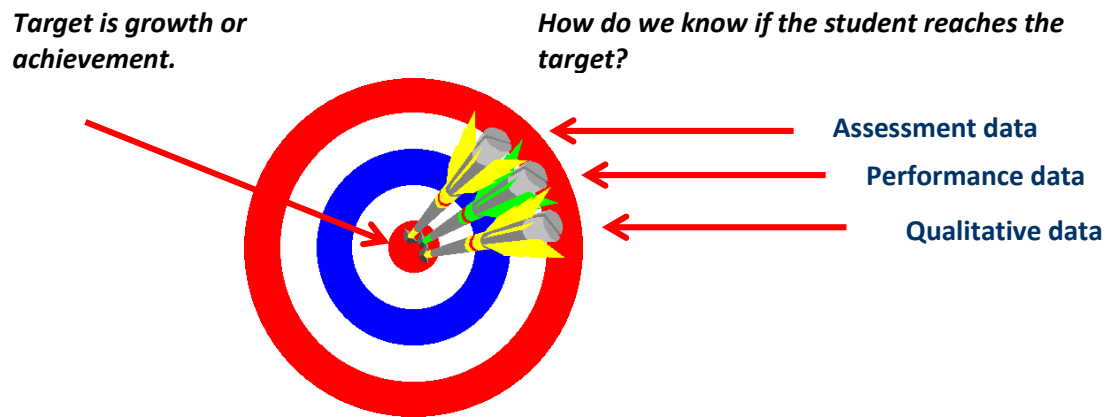
new grade-level, this is not perceived as a “gap” or weakness. Review the accelerated student’s data and develop SMART goals in the strength area(s) or area(s) of interest.

It may not be realistic to expect advanced or distinguished performance from the student immediately after acceleration has occurred. Remember, SMART goals must be attainable and realistic for the individual student. Accelerated students may need an additional level of affective support to develop realistic self-expectations. However, it is also not uncommon for a gifted student who has been accelerated to the next grade to still require content/subject level acceleration and/or curriculum compacting. Examining the data will drive these instructional decisions.



Step 3, Part II: Establish the learning target

Once data have been synthesized, set a student learning target. In most cases, the target is student growth, mastery or achievement. The target is **general and overarching**. For example, an appropriate target for a student identified in the Specific Academic Aptitude area of Mathematics might include the student demonstrating a year and a half of growth as measured by a norm-referenced assessment or exceeding expectations on a state assessment. After setting the target, the team determines how it will know if the student successfully reaches the target and the type of programming that will be required to support attainment of the target. Setting the target will lead to determining the specific standards that align to the student's needs.



Step 4: Consider capabilities, confines, conditions and context

Once a student’s target is established, consider the student’s needs and align those to the capabilities, confines, conditions and contexts of the system. The guiding question becomes, “How can we support the student in reaching the target within the designated period of time?”



Considering the capabilities, confines, conditions and contexts is not about being bound by system limitations, but rather providing opportunities for enhancing and growing.

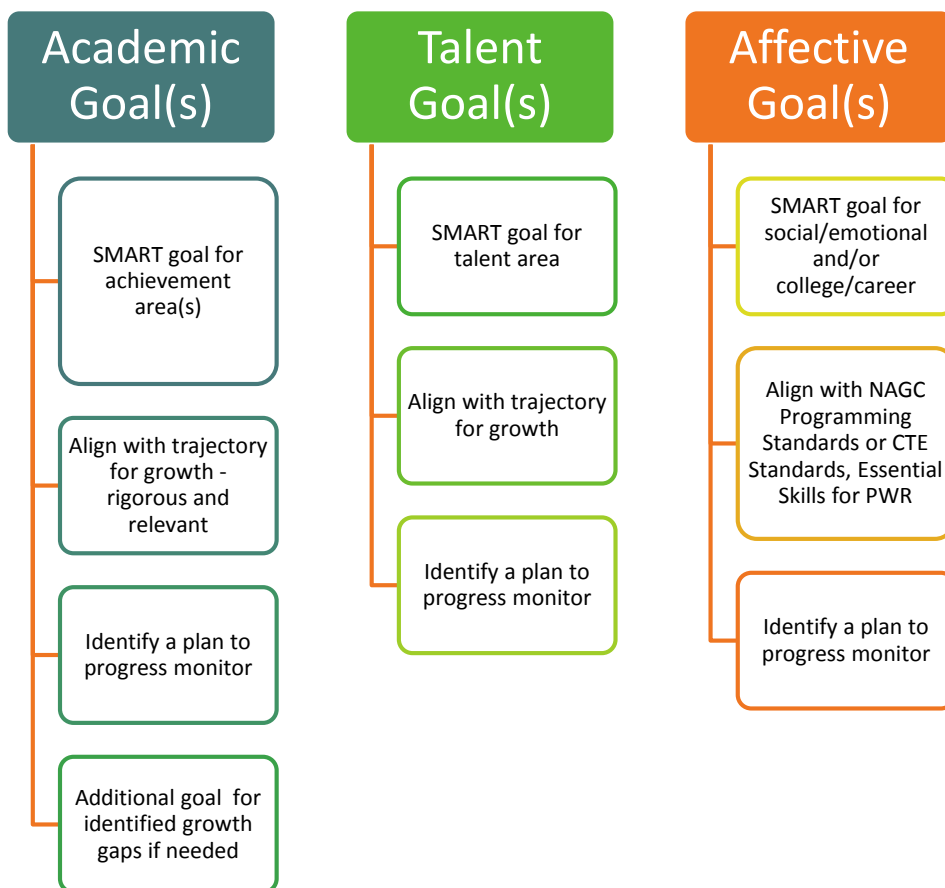
Limited capabilities, confines, conditions and context are **not** always fixed or unchangeable. A review of possible limitations creates an opportunity to examine systemic areas for programming growth and improvements. If teachers lack knowledge in differentiation, professional development can be offered to enhance teacher capacity. Rural schools are often limited by small populations. Cluster grouping may not be an option due to small numbers; however, accommodations can be made to allow students to accelerate in a variety of ways.

CONSIDER			
Capabilities <i>What are the capabilities within the system?</i>	Confines <i>What are the confines within the system?</i>	Conditions <i>In what type of condition or situation will learning occur within the system?</i>	Contexts <i>In what context will learning be delivered within the system?</i>
<ul style="list-style-type: none"> • What is the student’s potential? • What is the teacher’s proficiency level for providing advanced, differentiated instruction? • How effective is the curriculum for advanced learning? • Are appropriate materials available? • What personnel are available? • What course options can be provided? • What community resources are available? 	<ul style="list-style-type: none"> • Will transportation be required? • Do materials need to be purchased? • Is professional development required? • Are there affective concerns? • Does the plan align with district/school policy and procedures? • Will it require additional funds? • Is there time in the day/week/semester? 	<ul style="list-style-type: none"> • Classroom • Small group • Flexible group • Cluster group • Discussion group • Level • Course • Center • Computer • Pull-out • Club • Contest • Before/after school 	<ul style="list-style-type: none"> • Project-based learning • Acceleration • Supplemental curriculum • Tiered lessons • Mentorship • Independent study • Online • Internship

Step 5, Part I: Develop annual, measurable goals

ECEA Regulations require gifted students have at least two **SMART** learning goals within their ALPs:

- One achievement goal, academic and/or talent, for their identified area(s) of strength
- One affective goal for social-emotional development or college and career planning



Goals differentiated based on a student's grade-level

Elementary	<ul style="list-style-type: none">• Achievement learning goal(s) to support strength area(s)• Affective goal
Middle School	<ul style="list-style-type: none">• Achievement learning goal(s) to support strength area(s)• Affective goal that may include college and career goal
High School	<ul style="list-style-type: none">• Goals may be student-directed with educator support• Achievement learning goal for strength or interest area(s)• College and career goal (ICAP)• Additional affective goal addressing leadership, communication, social or cultural competence

Regardless of the grade level, students are always part of the ALP process. At the elementary and middle school levels, standards-aligned achievement goals are typically developed by the educator providing the primary, daily instruction to the student in his/her strength area. Middle school students begin examining pathways for college and career readiness. At the middle school level, an affective goal might include a focus on developing a student's leadership, communication, social or cultural competence. The affective goal may also include a focus on college and career readiness.

At the high school level, many AUs transition to student-directed ALPs and/or ICAPs. An ICAP may take the place of an ALP if the ICAP indicates the student is identified as gifted and includes achievement and affective standards-aligned SMART goals. For more information on the ALP/ICAP see page 31. At this level, goals may shift from the student's strength area to a passion or interest area to support college and career readiness. If students create their own goals, the goal must be aligned to standards and follow the SMART goal guidelines. Within the ICAP, all high school students must also have a college and career goal. The goal the student develops for the ICAP may also be considered as the affective goal required for an ALP. An additional affective goal might be added based on student need.

Selecting standards for goal development

There are many different standards within a content area. The question then becomes, “Which standards are selected for the student’s goal?” The lead teacher may consider the following:

1.

 - Synthesis of data show the student has mastered most of the Evidence Outcomes (EOs) in the content area
 - Select standards to extend readiness competencies or standards to support higher level thinking and problem solving; or
 - Select above grade-level standards
2.

 - Synthesis of data show the student scores lower in one or two standards compared to all the other grade-level standards in a content area
 - Select standards to support both the deficit and strength areas to ensure continued growth
3.

 - Synthesis of data show student is not performing at the expected level
 - Consider if the student is not receiving advanced differentiated instruction and/or potential reasons for underachievement
 - Select standards to support rigorous and relevant learning
4.

 - The classroom teacher has established Student Learning Objectives (SLO) for the course
 - Review the SLO and determine how it might be differentiated to support a greater level of depth and complexity

Examples of selecting appropriate standards

1.

A 5th grade student identified in mathematics scored a 91% on the beginning-of-the-year math pretest and scored 99th percentile on the norm-referenced math achievement test. She has scored advanced/exceeded expectations on her math state assessments. The team determines acceleration is not an option because the elementary school cannot provide personnel to teach a sixth grade math class. The student will receive a pretest prior to every math chapter and based on analysis of test data, she will receive a compacted curriculum. With her independent study time, she will be provided differentiated math activities requiring her to apply mathematical computational skills to solve multi-step, real-world contextual word problems. After reviewing the PARCC 5th grade Mathematics

Evidence Statements for Type III tasks on the state assessment and examining the 5th grade CAS for mathematics, a goal is developed that incorporates application and relevancy for each of the concepts and skills delineated in the **Grade Level Expectations (GLEs)** for 5th grade mathematics. Wording for the first part of the goal is uplifted from the PARCC 5th Grade Evidence Statements. The second part of the goal includes 5th grade GLEs for mathematics.

The student will solve multi-step contextual word problems requiring application of the following knowledge and skills: Decimal number system; multi-digit whole numbers; addition, subtraction, multiplication and division of fractions; number patterns; interpretation of data; and calculating volume of solids.

2.

A 7th grade middle school student identified gifted in reading demonstrates advanced command on all Reading, Writing and Communicating (RWC) Standards, with the exception of standards aligned to **informational text**. The student will be placed in the 7th grade Language Arts Honors class. The advanced course supports the student's strength area. The goal will include a focus on rigorous instruction provided by the use of complex text and the integration and application of knowledge. The goal will also address the student's area of weakness. The student's goal will include a focus on CAS 7th grade RWC Standard 2, Evidence Outcome (EO) 2.c.i – iv.

The student will use integration of knowledge and ideas of informational and persuasive complex texts to: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject; Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims; Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts; and Organize and synthesize information from multiple sources, determining the relevance of information.

3.

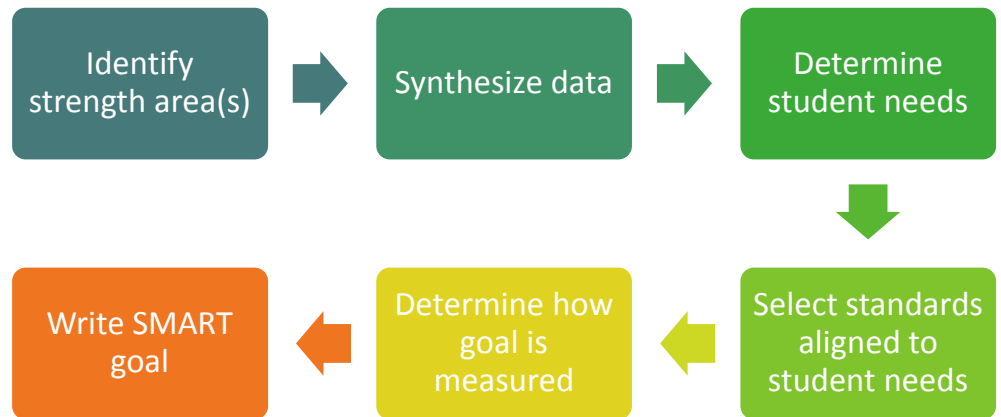
A 9th grade student identified in mathematics and science has demonstrated advanced and exemplary performance in these content areas until this school year. At mid-term, the student has a "C" in math and a "B" in biology. The counselor meets with the student who reports "high school is boring" and he sees no point in doing homework to practice concepts he already knows. Examination of his grades demonstrate he has earned an "A" on all assessments but has not completed many homework assignments. The counselor schedules a meeting with the student and the math and science teachers. The math teacher agrees to provide the student with a pretest prior to each new chapter and modify homework according to the score on the pretest. When the student is exempt from certain math assignments, he may use the time to work on his science research project. When the science teacher hears the student's ICAP goal is to become a doctor and cure diabetes, she provides the student with several options of an independent research project to work on in lieu of some of the more skill-based biology assignments. Together, the student and teacher developed the following goal that aligns to CAS for Life Science, Grade Level Expectation (GLE) 7.

The student will research the physical and behavioral characteristics of an organism and how they are influenced by varying degrees by heritable genes and compare and contrast this analysis as to how it plays a role in obesity. The student will develop, communicate, and justify an evidence-based scientific explanation on the type of genes most likely to suffer obesity and what can prevent this from happening to future generations.

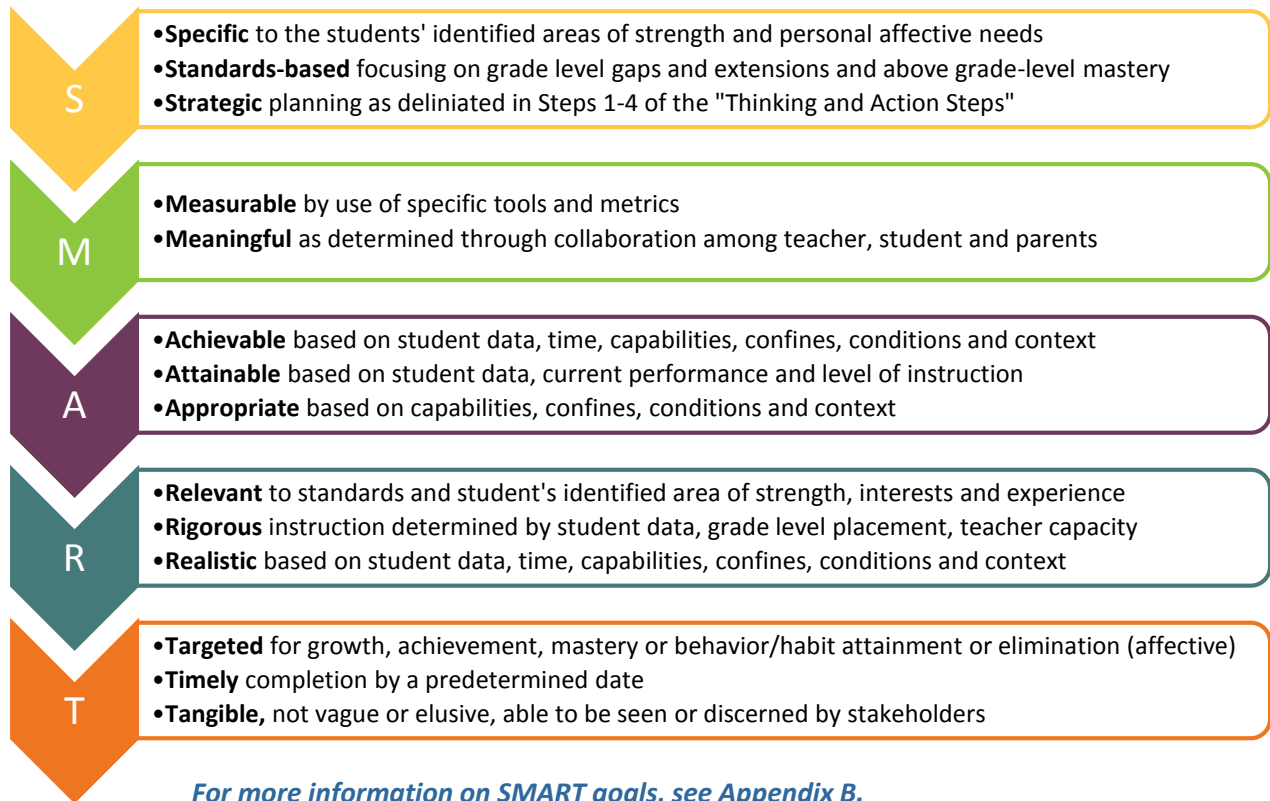
4.

An example of how a Student Learning Objective (SLO) might be used to develop a standards-aligned goal for a high school student is described on page 47.

Steps for considering standards for goal development



Achievement and affective goals must be SMART

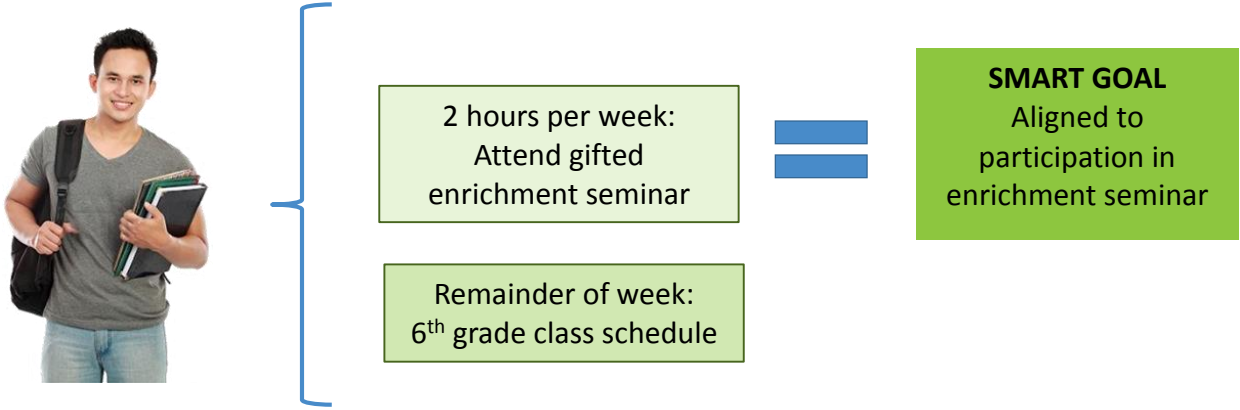


Student-focused goals

Standards-aligned learning goals are **student-focused** rather than activity-focused. Although a student may participate in a designated gifted activity or event or be provided a specific course to meet his/her gifted needs, goals quantify what the student will **know, understand or be able to do** over an extended period of time.

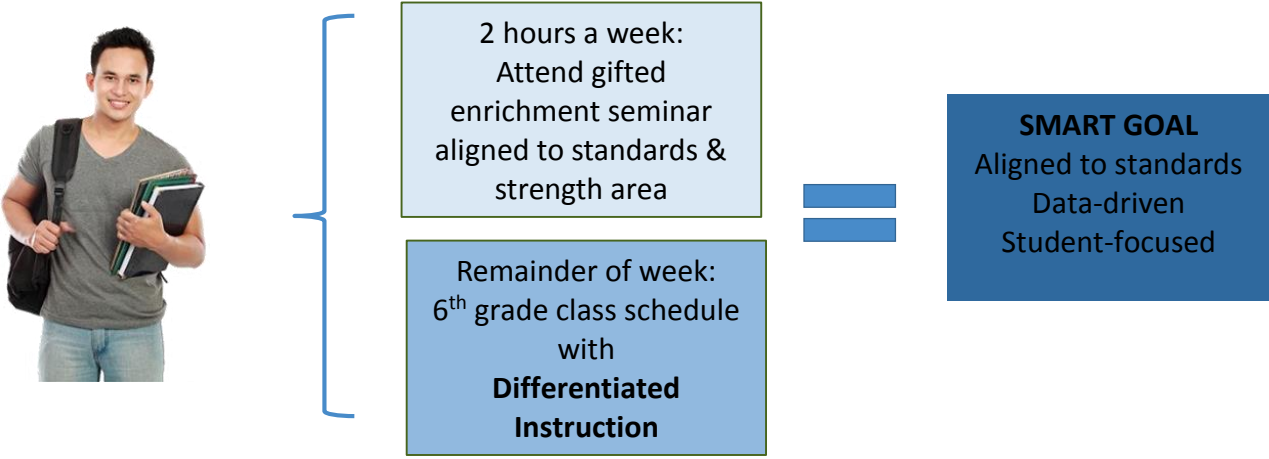
Goals align to and support the **daily**, rigorous, differentiated, direct instruction a gifted student receives in his/her strength area. Standards-aligned goals specify how the strength area is supported by **all** educators providing daily instruction in the student's strength area. Daily classroom instruction is differentiated to ensure individual student growth and achievement, and pull-out classes align to standards and the student's strength area.

Example of Early Model of Gifted Education



Early models of gifted education primarily consisted of pull-out programs for gifted students. Typically, these stand-alone enrichment programs were provided weekly by gifted personnel and may or may not have addressed student strengths. The remainder of the week, a gifted student attended regular education classes with instruction similar to that of other students. SMART goals aligned to participation in the pull-out program. While these enrichment classes provided students an opportunity to explore topics with greater depth and breadth, the student’s strength area may not have been supported the remainder of the school week or aligned to specific standards.

Example of Current Model of Gifted Education

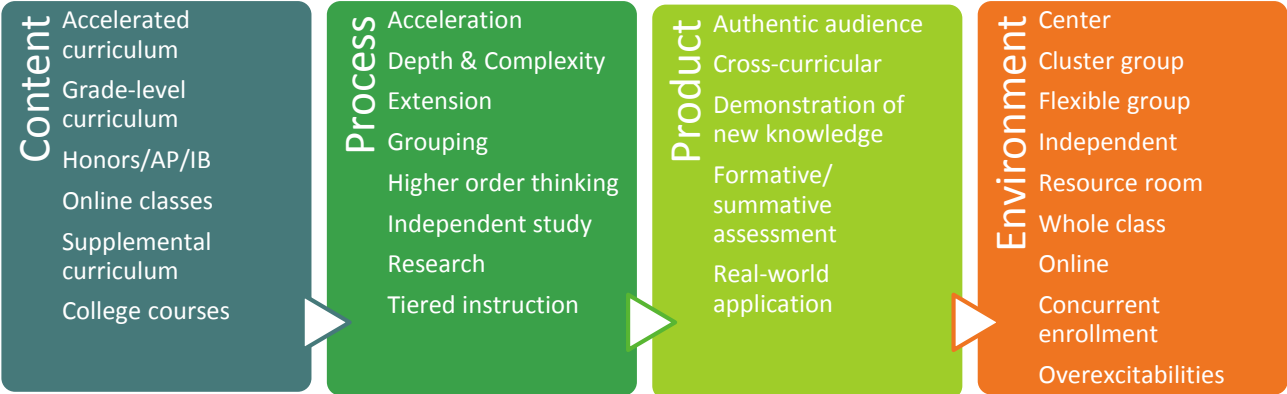


The current model of gifted education considers the individual needs of the identified student and ensures **daily**, direct instruction is provided to support achievement and growth in the student’s strength area. Supplemental activities, also aligned to standards, may be provided to support a student’s interest or passion area and to extend learning opportunities.

Step 5, Part II: Identify instructional strategies to support goal attainment

Whereas the goal specifies what the **student** will know, understand and/or be able to do over an extended period of time, **educators** working with the student examine instructional strategies that will be implemented to support goal attainment. Differentiated strategies often include:

- Content: *What will students learn?*
- Process: *How will students learn?*
- Product: *How will students demonstrate and apply their learning?*
- Environment: *Where and when will students learn?*



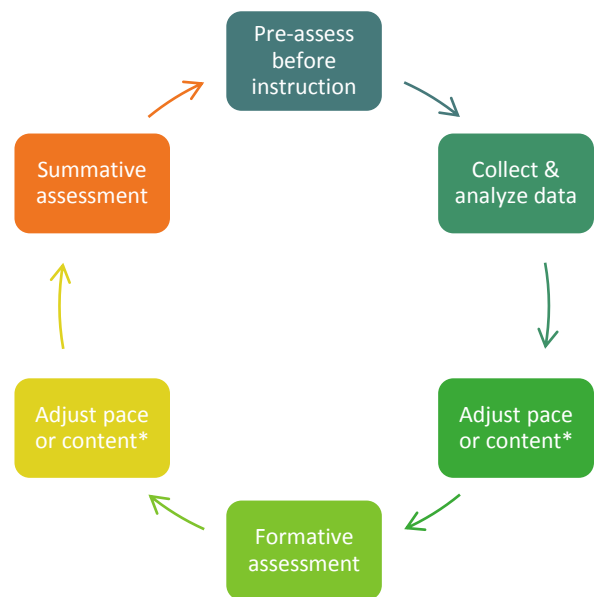
Step 6: Monitor student progress

Progress monitoring is an evidence-based practice that is used to assess students’ academic performance and evaluate the effectiveness of instruction. **The ALP is a working document.** This means once learning goals are written, it is important to continually review the document throughout the year and make changes when necessary. Progress monitoring data are used to inform instructional decisions. Generally, gifted students do not require the same intensity and frequency of progress monitoring as do students with general or special education needs. However, gifted student data should be monitored at the same scheduled intervals established by the district for all students. Some students in an accelerated or advanced class might need weekly check-points around knowledge and understanding to monitor student success or needed scaffolding. If at any time it is determined the student is not on target, modifications should be made in the programming options, curriculum, and/or instructional strategies provided to the student.

The following questions can help guide progress monitoring of student data:

- What pre-assessments will be administered to measure level of mastery prior to beginning a new unit?
- What assessments will be administered to monitor the progress of the student?
- What are the dates for progress monitoring review?
- What indicators will be used to ensure the student is on track?
- How will the student demonstrate what he/she knows?
- In what ways will the student be involved in monitoring his/her own progress?
- How does the student’s performance compare with the expected growth target of the SMART goal?
- If the student is not on-target, what changes should be made?
- How and when will progress be reported to parents?

An example of how progress monitoring informs instructional planning



* Adjusting the pace and/or content may include providing the student direct instruction, compacting the curriculum and/or providing extensions

Suggestions on measures to use for progress monitoring

Elementary	Secondary
<ul style="list-style-type: none">•Curriculum-based assessment•Norm-referenced test•Writing prompt•Standards-based, district-wide common assessment•Formative assessment•Performance assessment•Observation scale•Journal/Log	<ul style="list-style-type: none">•Mid-term or semester curriculum-based assessment•Norm-referenced test•Writing prompt•Standards-based, district-wide common assessment•Formative assessment•Performance assessment•Observation scale•Juried performance•Journal/Log

Step 7: Determine Goal Attainment

In the continuous ALP cycle, the seventh step is to collect and analyze data to determine the level to which the student attained annual goals. The information gathered at this step should be shared with the student and parent(s). The summary data become an essential element for dialogue in developing new goals. If the student successfully attained the established goals, new goals should align with a continued trajectory for growth and achievement. If the student did not attain the goal(s), an examination of potential causes should be explored and interventions and/or multi-tiered system of supports (MTSS) identified in the development of new goals.

New ALP goals are written at the end or beginning of the school year with student and parent involvement. ALP goals should be in place within the first 30 days of school. Fall and spring parent conferences or open houses provide an opportunity for reporting ALP progress or obtaining a parent signature if necessary.

Examining data is important to determine goal attainment. Additionally, it is important to review new data annually to reevaluate a potential change to a student's category of gifted identification. Remember, **gifted identification is not fixed**. As a student grows, new strength areas may emerge.

Guiding Questions

- 1
 - Who must be notified the ALP cycle is beginning?
 - How will input be collected?
- 2
 - What are the data telling us?
- 3
 - Based on our data analysis, what conclusions can we make?
 - What target should we set to ensure student growth and achievement?
- 4
 - How can we get the student to the target within the designated period of time?
 - What are the capabilities, confines, conditions and contexts of the system?
- 5
 - Which standards are selected to support the student reaching the target?
 - What instructional strategies will be necessary to support goal attainment?
- 6
 - How will we monitor the student's progress throughout the year?
- 7
 - Did the student attain the goal?
 - How will this be communicated to the student and parent?



Blending an ALP with ICAP

The Individual Career and Academic Plan (ICAP) is an individualized plan developed by the secondary student and the student's parent or legal guardian in collaboration with school counselors, school administrators, school personnel and/or approved post-secondary service providers. The ICAP is used to establish personalized academic and career goals, explore postsecondary career and educational opportunities, align course work and curriculum, apply to postsecondary institutions, secure financial aid and ultimately enter the workforce [22-2-R-2.00 (2), C.R.S].

It is critical that counselors and/or ICAP administrators meet with gifted students prior to the beginning of high school and throughout the high school years. Conversations with the student about post-secondary goals and aspirations ensure appropriate coursework is recommended to align with college entrance requirements. Providing the student and parent with information about the various institutions the student is capable of attending and the scholarships available can identify opportunities the parent or student might not have thought possible.

A district/school may choose to blend the ALP and ICAP for gifted secondary students. The requirements of both the ALP and ICAP need to be met on the singular portfolio system where data are collected and goals established and monitored. Districts may also choose to retain separate ALP and ICAP systems.

The personnel who support gifted students in developing the combined ALP/ICAP should have:

1. Training in the understanding of gifted students and their academic and affective needs;
2. Information for programming in the strength area(s) with appropriate course selection, rigor, acceleration methods or concurrent enrollment; and
3. Knowledge of differing college and university requirements such as AP exam scores and accepted core or elective credits, required ACT/SAT scores for admittance, foreign language and other course requirements, service hours, etc.

If the ICAP will replace the ALP, the following requirements must be met:

- Designation of gifted identification
- Annual academic SMART goals in strength area(s)
- Affective SMART goals
- Course selection plan appropriate for desired college/career path
- Evidence of parent collaboration and/or signature



Multi-Tiered System of Supports (MTSS)

A Multi-Tiered System of Supports (MTSS) is defined by the Colorado Department of Education as a whole-school, data-driven, prevention-based framework for improving learning outcomes for EVERY student through a layered continuum of evidence-based practices and systems.

The development of ALPs closely aligns with this framework by defining the individualized tiered interventions and programming specifically designed to address the needs of a gifted student. This systemic approach involves an examination of the interconnected influences of instruction, curriculum, and learning environment on student success.

For more information on MTSS, see Appendix C.

Example I: Elementary Language Arts

Step 1: Parents, relevant staff and the student are notified of the ALP cycle and provided opportunities for involvement

Lisa was identified in the area of Specific Academic Aptitude for Reading and Writing at the beginning of her 4th grade year using the data shown below. She is now beginning her 5th grade year. The first week of school Lisa was asked to complete an interest inventory. The inventory revealed she has joined a soccer team, and she continues to be passionate about horses. She also indicated an interest in continuing her involvement with the school’s student council. Lisa’s fifth grade teacher meets briefly with Lisa’s teacher from last year to review programming options that were successful in Lisa’s growth and achievement and to discuss any possible areas of concern. The teacher receives an email from the gifted resource teacher

indicating Lisa will be participating in a weekly pull-out class using *Jacob’s Ladder* as a supplemental curriculum.

The third week of school, Lisa’s parents receive a letter outlining the process for Lisa’s upcoming ALP review.

Parental information included:

- A review of the process to develop new achievement and affective goals;
- Form for parents to complete and return to the school to provide any new input important to Lisa’s programming;
- Dates of fall conference when ALP and progress monitoring data will be shared with the parent and a signature obtained;
- Invitation to contact the school if the parent wishes to make an appointment with the teacher before conference time.

Meet Lisa

Personal:

- 4th grade student
- First chair flute in elementary band
- Plays club volleyball, basketball & soccer
- Student council representative
- All "A" Honor Roll kindergarten-third grade

SIGS	Teacher Percentile
General Intellectual	93
LA	96
Math	88
Science	85
Social Studies	90
Creativity	90
Leadership	97

3rd Grade MAP					
Reading NPR			Math NPR		
99	99	99	93	92	93

TCAP			
	Reading	Writing	Math
3rd Grade	A-M	A-L	P-H

3rd Grade CogAT Percentile	
Verbal	98
Quantitative	97
Nonverbal	95



Step 2: Gather and analyze data

Data being examined are from 4th grade, but in moving forward, 5th grade Reading, Writing and Communicating (RWC) Colorado Academic Standards (CAS) are used as a resource to drive the next steps of the process. When results of these assessments are closely examined, it is possible to tell which areas of the standards are areas of mastery for Lisa and in which areas she still needs direct instruction.

New assessment data:

MAP					
3 rd Reading NPR			3 rd Math NPR		
Fall	Winter	Spring	Fall	Winter	Spring
99	99	99	93	92	93
4 th Reading NPR			4 th Math NPR		
Fall	Winter	Spring	Fall	Winter	Spring
99	98	96	91	93	95

District Writing Assessment – Opinion Writing	
5 th Grade Beginning of Year	3.2/4 = Proficient (Advanced rating on conventions & language/vocabulary, proficient-low on organization & development)

5 th Grade Basal Pre-test	
5 th Grade Beginning of Year	88% - Correctly answered all pre-test questions with the exception of incorrectly answering 4 of the 8 questions on informational text

State assessment data not available at this time

Step 3, Part I: Synthesize data

Data demonstrate Lisa scored a 95th percentile on the spring MAP Math assessment. The ALP team determines to collect additional data in mathematics to possibly add Mathematics to Lisa’s identification. The analysis of data indicate Lisa’s strengths in reading align to comprehension of fiction, knowledge of advanced vocabulary, and interpretation of literary text. Lisa’s lowest scores align to the



reading standards for analysis of informational text. Lisa's 4th grade teacher and current 5th grade teacher are slightly concerned Lisa earned a proficient rating on the district writing pre-assessment, as this does not reflect her writing abilities within the classroom. The writing prompt for the 5th grade writing assessment required Lisa to develop an opinion essay. Reviewing the writing rubric scores, Lisa received an advanced rating in conventions and language/vocabulary but was rated at the proficient-low level on organization and development. Lisa's teacher and the gifted resource teacher determine an area of focus this year should be using complex informational text to develop Lisa's opinion writing skills.

Step 3, Part II: Establish the learning target

Lisa's target is to demonstrate continued growth in reading as measured by her RIT Score on the MAP Reading assessment and end of year cumulative reading test.
Lisa will Increase her performance level in opinion writing as measured by the end-of-year district writing assessment.

Step 4: Consider capabilities, confines, conditions and context

Capabilities:

- Above grade-level on all RWC standards with the exception of informational text and opinion writing
- 5th grade teacher uses flexible grouping in language arts

Confines:

- Lisa stated a desire to continue her research on wild horses

Conditions

- Heterogeneous 5th grade class
- Whole class and small, flexible group instruction for language arts
- Gifted resource teacher in building once a week
- 5th grade *Jacob's Ladder* supplemental curriculum used in pull-out class 60 minutes week
- Media specialist available to provide support with independent research study 20 minutes a week

Context

- 5th grade basal series
- Leveled non-fiction readers included in basal series materials
- *Jacob's Ladder* curriculum
- *Every Child a Writer* curriculum
- Media Center resources with computer work stations



Step 5, Part I: Develop annual, measurable goals

Achievement SMART Goal:

(Red wording is uplifted from 5th grade Reading, Writing and Communicating Standards and NAGC PreK-Grade 12 Programming Standard 4.3. for her affective goal.)

Reading: Lisa will use complex informational text to compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts, and analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

She will demonstrate growth by increasing her RIT score by 100 points or more from the 5th grade fall MAP Reading test to the spring MAP Reading test and score a 95% or higher on the end of year basal cumulative assessment.

Writing: Lisa will write opinion pieces supporting point of view with reasons and information to include: cause and effect, opinions, and other opposing viewpoints in persuasive writing; create an organizational structure in which ideas are logically grouped to support the writer's purpose; provide logically ordered reasons that are supported by facts and details; link opinion and reasons using words, phrases, and clause; provide a concluding statement or section related to the opinion presented. She will demonstrate growth by increasing her end of year district writing assessment score to a 3.8 or higher.

She will conduct a research project of her choice that uses several sources to build knowledge through investigation of different aspects of a topic, earning a 90% or higher on the report evaluation rubric; and will score at the advanced level on the district end-of-year writing assessment.

4-Point Quality Review:

- I. The goal is focused on what the student will know, understand and be able to do.
- II. The goal includes the measure and metric used to determine goal attainment.
- III. The goal is aligned to standards.
- IV. The goal is SMART.

S – The goal is specific to Lisa's strength area and supports a potential learning gap. It is aligned to standards. It provides a strategic roadmap to drive instructional planning.

M – Uses metrics and measures that include district-level assessment, district-developed rubrics and assessments. The goal supports a passion area of the student, thereby making learning meaningful.

A – Goals are appropriate for all stakeholders and are attainable within the school year.

R – Standards selected are rigorous and relevant to learning. Independent study has personal relevancy to student.

T – Goal supports the target and is appropriate for the time available from all educators.



Affective SMART Goal:

Lisa will participate in a monthly gifted leadership lunch group, and demonstrate **personal and social responsibility and leadership skills** by successfully completing a leadership project of choice and presenting it to an evaluation team comprised of teachers, an administrator and a community member. She will earn a 45 or higher on the leadership evaluation form completed by the evaluation team.

Step 5, Part II: Identify instructional strategies to support goal attainment

Differentiation	Instructional Strategy
Content:	Compacted grade-level basal, leveled readers, <i>Jacob’s Ladder</i> , variety of resources on horses
Process:	Flexible grouping, gifted pull-out and independent study
Product:	Opinion essay for or against preservation of wild horses in their natural environment; extension projects aligned to <i>Jacob’s Ladder</i> and basal leveled readers
Environment:	5 th grade reading class with 20 minutes of daily small group instruction, 60 minutes gifted literacy pull-out, 15 minutes each week for individualized instruction to support research project

**Step 6:
Monitor student progress**

Progress Monitoring	
Mid-year MAP test	Examine RIT score to ensure Lisa is on track to increase score by 100 points.
End of each quarter	Review portfolio of writing and determine if rubrics represent continued growth in opinion writing. Make necessary interventions if growth is not demonstrated.
Monthly check-ins for independent study project	Review progress, set goals for next month, and check quality of completed work.

**Step 7:
Determine level of goal attainment**

Goal attainment will be determined following the spring MAP Reading test and end-of-year district writing assessment. The 5th grade teacher and Lisa will review her MAPS data, writing portfolio and independent study rubric to determine the level of Lisa’s goal attainment. Parents will be notified that they may attend the end-of-year review or an email/letter indicating the level of goal attainment will be sent home.



She will conduct a research project of her choice that uses several sources to build knowledge through investigation of different aspects of a topic, earning a 90% or higher on the report evaluation rubric; and will score at the advanced level on the district end-of-year writing assessment.

AFFECTIVE:

Lisa will participate in a monthly gifted leadership lunch group, and demonstrate personal and social responsibility and leadership skills by successfully completing a leadership project of choice and presenting it to an evaluation team comprised of teachers, an administrator and a community member. She will earn a 45 or higher on the leadership evaluation form completed by the evaluation team.

Instructional Strategies

Content	Process	Product	Environment
Compacted grade-level basal leveled readers, <i>Jacob's Ladder</i> , variety of resources on horses	Flexible grouping, gifted pull-out and independent study	Opinion essay for or against preservation of wild horses in their natural environment; extension projects aligned to <i>Jacob's Ladder</i> and basal leveled readers	5 th grade reading class with 20 minutes of daily small group instruction, 60 minutes weekly gifted literacy pull-out, 15 minutes each week for individualized instruction to support research project

Progress Monitoring

Mid-year MAP test	Examine RIT score to ensure Lisa is on track to increase score by 100 points.
End of each quarter	Review portfolio of writing and determine if rubrics represent continued growth in opinion writing. Make necessary interventions if growth is not demonstrated.
Monthly check-ins for independent study project	Review progress; set goals for next month; check quality of completed work using school-wide rubric.

Example II: Middle School Mathematics

Step 1: Parents, relevant staff and the student are notified of the ALP cycle and provided opportunities for involvement

Dustin was identified as gifted in the area of General Intellectual Ability in the spring of his 3rd grade year using the data shown below. During the identification process, Dustin was referred to the problem solving team based on concerns about his reading performance. In 4th grade, Dustin was diagnosed with dyslexia and placed on an IEP. Additionally, during his end-of-year ALP review, data supported adding the area Specific Academic Aptitude in Mathematics to his identification. Dustin is a twice-exceptional student concluding his 7th grade year where he has been accelerated one year in math and placed into the Algebra I class. The Algebra I class is typically intended for highly capable 8th grade mathematics students and gifted 7th grade mathematics students. Seventh graders who earn an “A” both semesters in Algebra I are placed in a high school Geometry class that is provided at the middle school.

Prior to the end of the year, Dustin, the 8th grade counselor/gifted case manager and the Geometry teacher meet to determine appropriate programming for Dustin and to develop achievement and affective goals for the following year.

At the meeting, Dustin shares his goal is to attend MIT to study engineering. The counselor provides Dustin a brochure on a summer engineering camp that he might wish to apply for next year. The camp is designed for students entering high school and scholarship options are available.

A month prior to the ALP review date, the counselor sent a group email to all parents of identified gifted students informing them of the dates of the upcoming ALP reviews and encouraged parents to respond to the email if they had any concerns or feedback to share. The email also reminded parents to view the student’s updated ALP at the end of the year using the parent’s secure log-in for the district’s

MEET DUSTIN

Personal:

- A well-liked boy with a precocious vocabulary
- 3rd grade student at a rural elementary school
- Has a diagnosis of ADHD; is not on medication
- Loves math; scores well on assessments; explains concepts and processes well
- Was identified last year as needing a READ Plan
- Student was referred after KOI was completed in second grade

CogAT (3rd grade)	
Verbal	48
Quantitative	98
Nonverbal	97

3rd Grade MAP—Fall and Midwinter			
Reading NPR		Math NPR	
13	17	95	98

KOI	Teacher
Advanced Language	Very Superior
Analytical Thinking	Very Superior
Meaning Motivation	Average
Perspective	Average
Sense of Humor	Very Superior
Sensitivity	Superior
Accelerated Learning	Very Superior (Math)

Student Interview
 Interests: Building things; telling jokes; math puzzles on the computer
 What is something you are good at? Math
 What subjects are difficult for you? Reading, Spelling, Handwriting

Teacher Interview
 “Dustin loves to learn, but his reading problems are starting to interfere with his ability to get information. Our interventions for reading have not been successful, and I don’t want him to get lost. He needs to have his reading improved now. Otherwise, it won’t matter how bright he is; he’ll just fall further and further behind.”



student information system. Parents are requested to check the appropriate box on the ALP to indicate their electronic signature.

The counselor received an email from Dustin's mother indicating her concern about Dustin's math grade this year and the frustration she is experiencing at home with Dustin not completing his nightly math homework.

Step 2: Gather and analyze data

Colorado Academic Standards for 8th grade Mathematics and High School Mathematics are used as a resource to determine appropriate programming for 8th grade and to develop Dustin's ALP achievement goal. Because Dustin was accelerated one year in math, it is important to determine Dustin's level of mastery of grade-level mathematic standards.

- Advanced Math TCAP 3rd, 4th, 5th, 6th grades
- Scantron Performance Series Math test 99th percentile 5th – 7th grades
- 1st place in city-wide Math Olympiad competition, scoring in top 10% of finishers in the nation
- Earned "B" in Algebra I 1st and 2nd semester as a result of incomplete homework
- Earned an 93% average on Algebra I chapter tests
- Earned a 76% average on homework, due to missing work
- 100% on Algebra I mid-term and a 99% on Algebra I final

Step 3, Part I: Synthesize data

Because Dustin received a "B" in Algebra I, his current math teacher does not want to recommend him for the high school Geometry course, instead recommending placing him in the 8th grade integrated math course. However, multiple data points demonstrate Dustin's exceptional ability in mathematics. The data analysis indicates Dustin has mastered 8th grade CAS for Mathematics and Algebra I. He is academically prepared for Geometry. Dustin's math grade this year is solely representative of incomplete homework assignments. Dustin's counselor/gifted case manager advocates for Dustin's placement into Geometry. The counselor and two math teachers agree to place Dustin in the Geometry course if Dustin agrees to work collaboratively with the 8th grade math teacher to address his lack of homework completion through his affective goal.

Step 3, Part II: Establish the target

Dustin will earn an 85% or higher on Geometry mid-year and end-of-year district assessments. Dustin will enter high school eligible for continued placement in advanced mathematics course options.



Step 4: Consider capabilities, confines, conditions and context

Capabilities

- Dustin demonstrates mastery of 8th grade mathematics standards and Algebra I standards as measured by chapter tests, mid-term, and Scantron end-of-year test

Confines:

- A student must earn an “A” first and second semesters in Algebra I to be placed in Geometry as an 8th grade student, according to traditional school procedures

Conditions:

- Dustin’s Algebra I teacher did not use pre-assessment or compacting as instructional strategies
- All students in the Algebra I class were expected to complete 30 textbook problems each night for homework as recommended by the curriculum
- The Algebra I teacher weighted homework completion as 40% of the final grade, and daily missing homework assignments could not be turned in late for credit

Context

- Curriculum being used for the Geometry course doesn’t require 30 nightly homework practice questions
- After-school Math Olympiad Club
- Ten 8th grade students each year selected for participation in summer engineering camp

Step 5, Part I: Develop annual, measurable learning goals

Achievement SMART Goal:

(Red wording is uplifted from High School Mathematics Standard 4: Shape, Dimensions, and Geometric Relationships and NAGC PreK-Grade 12 Programming Standard 1.6. for his affective goal.)

Dustin will complete a pre-assessment prior to each new mathematics chapter and receive a compacted curriculum that provides Dustin opportunities to: **apply geometric concepts in modeling situations and apply geometric methods to solve design problems** with an advanced degree of difficulty. Dustin will earn an 85% or higher on the Geometry mid-year and end-of-year district assessment.

Dustin’s IEP documents his need for the accommodations of text-to speech on the state mathematics assessment and oral presentation for math word problems on district math assessments.

4-Point Quality Review:

- I. The goal is focused on what the student will know, understand and be able to do.
- II. The goal includes the measure and metric used to determine goal attainment.
- III. The goal is aligned to standards.
- IV. The goal is SMART.
- V.



- S** – The goal is specific to Dustin’s strength area and supports his need for differentiated learning. It is aligned to standards. It provides a strategic roadmap to drive instructional planning.
- M** – Uses metrics and measures that include district-level assessments. The goal is meaningful because it supports Dustin’s post-secondary goal to become an engineer and attend MIT.
- A** – Goals are appropriate for all stakeholders and the goal is attainable within the school year.
- R** – Standards selected are rigorous and relevant to learning.
- T** – Goal supports the target and is appropriate for the time available from all educators.

Affective SMART Goal:

Dustin will work collaboratively with the Geometry teacher to develop **meaningful and challenging learning activities addressing his unique characteristics and needs** by developing a contract for each math chapter to determine the homework assignments that will be required of him. The teacher will contact Dustin’s mother when lack of completion of homework begins to impact Dustin’s class grade. Dustin’s mother will support Dustin at home by ensuring Dustin is upholding his end of the agreement. Dustin will complete 90% or more of his contracted math assignments. Additionally, Dustin will meet with the 8th grade counselor once a month as a check-in and to share current projects and assignments he is completing in math class.

Student Goal and Post-secondary Workforce Readiness Goal:

Although not required, Dustin decided he wanted to include the following goal on his ALP so his 8th grade counselor/gifted case manager would remember to keep him informed about registration for Engineering Camp.

Dustin’s personal goal this year is to be selected to participate in the summer Engineering Camp. His post-secondary goal is to attend MIT and study engineering.

Step 5, Part II: Identify instructional strategies to support goal attainment

Content:	Geometry curriculum Math Olympiad tests
Process:	Pre-assessment and compacting curriculum based on pre-assessment score Participation in after-school math club
Product:	85% or higher on all chapter tests Silver or Gold Pin winner for Math Olympiad
Environment:	8 th grade Advanced Geometry class, 55 minutes daily instruction After-school math club



Step 6:
Monitor student progress

Progress Monitoring	
Monthly check-ins	8 th grade counselor will check-in with Dustin monthly to track math grade and homework completion with him
End of chapter tests	If Dustin scores below 85% on chapter test, determine if there was difficulty understanding a concept or if grade was reflective of lack of effort or completion of homework
Mid-year district math test	If Dustin scores below a 90% consider necessary interventions
October parent open house or email if mother cannot attend	Check with Dustin's mother to see if she has been able to access Dustin's grades through the parent portal and seek her feedback on level of success of homework completion
February	Provide Dustin the application for Summer Engineering Camp

Step 7:
Determine level of goal attainment

Goal attainment will be determined by the math teacher upon review of the end-of-the year district assessment data. Prior to the end of middle school, Dustin will meet with the middle school counselor and the high school gifted case worker for his transition meeting to receive support in determining appropriate course placement for high school. At that time, Dustin will determine if he successfully attained his personal goal of being selected to attend Engineering Camp. Dustin and the counselor will review his homework completion for the year to determine if additional support in this area is required in high school.



Instructional Strategies			
Content	Process	Product	Environment
Geometry curriculum Math Olympiad tests	Pre-assessment and compacting curriculum based on pre-assessment score Participation in after-school math club	Solutions to real-world design problems Silver or Gold Pin winner for Math Olympiad	8 th grade Advanced Geometry class, 55 minutes daily instruction After-school math club
Progress Monitoring			
Monthly check-ins	8 th grade counselor will check-in with Dustin monthly to track math grade and homework completion with him		
End of chapter tests	If Dustin scores below 85% on chapter test, determine if there was difficulty understanding a concept or if grade was reflection of lack of effort or completion of homework		
Mid-year district math test	If Dustin scores below a 90% consider necessary interventions		
October parent open house or email if mother cannot attend	Check with Dustin's mother to see if she has been able to access Dustin's grades through the parent portal and seek her feedback on level of success of homework completion		
February	Provide Dustin the application for Summer Engineering Camp		

Example III: High School Language Arts

Step 1: Parents, relevant staff and the student are notified of the ALP cycle and provided opportunities for involvement.

Yulia is beginning her junior year in high school. In 9th grade, Yulia was identified gifted in Specific Academic Aptitude in the areas of Reading, Writing and World Languages. Beginning in ninth grade, gifted students at Yulia’s high school are guided through the process of merging their middle school ALP into their ICAP. Additionally, students are provided instruction on how to create their own personal learning and affective goals. Gifted students select one of their courses of study in which to develop an individual learning goal that supports their identified strength or an area of personal interest. In previous years, students typically wrote goals indicating a grade they wanted to achieve in a particular class. For

example, “I will earn an ‘A’ in AP Human Geography.” With the introduction of standards-aligned goals, students are directed to develop goals that identify what they want to know, understand and/or be able to do as a result of their participation in a specific course. The teacher of the class for which the goal will be written conferences with the student and provides assistance to develop an appropriate standards-aligned learning goal. The teacher also identifies avenues of differentiated support he/she will provide to the student throughout the year. Teachers may share the Student Learning Objective (SLO) they created for their course and then identify ways the SLO may be differentiated to ensure an appropriate level of challenge for the student. Or, if the SLO is not appropriate for the gifted student, a new goal might be developed that better aligns to the student’s individual and unique learning needs or interests.

After the first week of school, Yulia is intrigued with the topics they will explore in her AP Human Geography class and decides she would like to integrate what she will learn in the class with her passion

MEET YULIA

Personal:

- Russian female—adopted at age 4
- Speaks Russian and English
- 9th grader at public high school
- ELL student Kindergarten and first grade
- Fluent in English end of first, tested out of ELL
- Parent filled out a referral based on Yulia’s passion for writing and the learning of exotic languages. The parent feels her child has been overlooked for gifted education.

8th Grade Scantron					
Reading NPR			Math NPR		
99	99	99	90	92	91

TCAP			
	Reading	Writing	Math
6th Grade	A-L	A-M	P-H
7th Grade	A-L	A-M	P-H
8th Grade	A-M	A-M	P-H

GES-3 Percentile	LA Teacher	Foreign Language Teacher
Intellectual	94	98
Creativity	96	97
Academic Aptitude	97	99
Leadership	79	88
Performing & Visual Art	NA	NA

6th Grade CogAT Percentile	
Verbal	90
Quantitative	93
Nonverbal	85

Parent Checklist	
On the parent checklist, Yulia’s mother ranked her “exceptional” in all categories and indicated her passion for writing and interest in foreign languages.	

PERFORMANCE: Parents reported that this past summer, Yulia submitted one of the poems she wrote outside of school to the National Federation Of State Poetry Societies, Inc. Manningham Trust Student Poetry Contest and placed second in the junior division.

- The foreign language teacher reports that Yulia is quicker at language acquisition than all of the other students in her Mandarin Chinese class. He brought a video of Yulia’s first semester video project.
- On the state approved criterion-referenced Level I Chinese semester exam, Yulia earned a 98%. This was 12% points higher than any other student in the class.



for writing. She sets a time with her teacher, Mr. Wilson, to develop her personalized learning goal. During their 10 minute conference, Mr. Wilson reviews with Yulia the SLO he has developed for the class and they examine ways the goal might be differentiated to meet Yulia's interests and ideas.

The third week of school, the junior class counselor sets a time for his gifted students to come to the computer lab to type their annual learning and affective goals into their ICAP. Students are required to bring the designated form that includes the learning and affective goals they developed and signatures of their sponsor teachers/educators and their parents indicating all parties are aware of and have reviewed the student's goals.

Step 2: Gather and analyze data

It is important that high school students developing their own achievement and affective goals are aware of their assessment data and are able to identify their personal strengths and interests. Developing personal standards-aligned goals requires that students receive assistance with moving beyond the grade they hope to earn in a class to instead identifying what they want to know, understand and/or be able to do upon the conclusion of a course. It isn't necessary for Yulia to have a detailed level of understanding of all the specific course standards of AP Human Geography. However, it is important her teacher has shared with his students the overarching learning outcomes for the course. This information assists Yulia in determining what she would like to know, understand or be able to do upon the completion of her class of focus.

Mr. Wilson reviews the SLO he developed for AP Human Geography:

AP Human Geography students will earn an 85% or higher on the summative course assessment. The assessment will require students to select one of the seven broad topical units of study and write an argumentative thesis to justify their position on their topic. Students must construct a line of reasoning, based on multiple sources, to include at least three or more of the enduring understandings to defend their logical argument. Students will then present their argument to the class using visual and oral formats. Seventy-five percent of the grade will be based on the student's thesis and twenty-five percent will be based on the oral presentation.

Step 3, Part I: Synthesize data

Mr. Wilson and Yulia determine the SLO is appropriately aligned to Yulia's strength areas and personal interests; however, to provide an additional level of challenge to Yulia, Mr. Wilson suggests that Yulia not only cite current research to support her argument, but also conduct her own authentic research to support her claim. After presenting her thesis to the class, Yulia will facilitate a class debate on her research topic. Mr. Wilson encourages Yulia to also submit her final research to the community newspaper for possible publication.



Step 3, Part II: Setting the target

Yulia shares with her parents her desire to develop a learning goal based on the topics she will explore in her AP Human Geography class. Her father reviews her learning goal, course syllabus and then reminds Yulia of how the rural Colorado town he grew up in has drastically changed over time. Yulia’s grandfather is always expressing his concern about another farm going into foreclosure or another business closing in the community. Yulia has also had a long-standing debate with her grandfather because he believes there is no scientific evidence to prove “global warming.” Yulia decides she would like to explore the topic of rural decline and conduct research that will lead her to develop a claim that identifies the primary reasons for the agricultural and economic changes within her grandfather’s community.

Step 4: Consider capabilities, confines, conditions and context

Yulia is asked to reflect on the capabilities she will need to attain her goal, the conditions in which her learning will occur, the context in which she will demonstrate her new learning and any confines that might restrict or limit her goal attainment. Yulia identifies these on her Student Planning Form.

Step 5, Part I: Develop annual, measurable learning goals

Achievement SMART Learning Goal:

In AP Human Geography I will use the information we learn in class and also conduct my own research to write a minimum of a 10 page or longer argumentative research paper to defend my claim justifying the primary reasons for the agricultural and economic decline of the Peak River community. I will present my argument to the class and then facilitate a debate on my topic. I will earn a 90% or higher on the project and will evaluate the strength of my argument based on the outcome of the class debate after my presentation. Mr. Wilson also has encouraged me to present my research to the Peak River newspaper for possible publication.

4 Point Quality Review: *Students are directed to self-evaluate their goal.*

- VI. The goal is focused on what the student will know, understand and be able to do.
- VII. The goal includes the measure and metric used to determine goal attainment.
- VIII. The goal is aligned to standards.
- IX. The goal is SMART.



S – My goal is specific to my strength area and supports my need for differentiated learning. It is aligned to standards and/or the course outcomes. It provides me a road map for my school year.

M – My goal is measurable. My goal is meaningful to me and supports my post-secondary goals and/or an interest or passion area.

A – My goal is attainable for this school year.

R – My goal is rigorous and relevant to my learning.

T – My goal supports my target, and I have the appropriate amount of time to complete my goal.

Affective SMART Goal: *Post-secondary readiness goal*

At Yulia’s high school, affective goals are also developed by the student. The high school provides monthly lunch groups as an avenue to support the affective needs of gifted students. Lunch groups are led by the class counselor and assistant principal. Students may choose to attend these lunch groups and align their affective goal to lunch group topics, or create a goal that addresses a more personalized social/emotional need or interest. Within the goal statement, students identify an educator who will support them with their affective goal attainment.

I will participate in the monthly lunch groups to review the selective college admission process, tips on writing a successful college admission essay and strategies for searching for scholarship opportunities. **Completion of my goal will be measured by dated notes I take for each month’s meeting.** Mrs. Freemont is the leader of our lunch group.

Or

As a student council representative I will strengthen my leadership skills by planning and organizing our annual community food drive. **The successful measure of my goal will be the completion of the food drive. I am aiming for a 20% increase of food items over the 350 items collected last year.** Mr. DeHerrera is our student council advisor.

Step 5, Part II: Identify instructional strategies to support goal attainment

When Yulia meets with Mr. Wilson to develop her individual learning goal, Mr. Wilson sets up a monthly conference time when the two will meet for 15 minutes before school to review Yulia’s progress on her project and determine ways Mr. Wilson might support her with the development of her thesis.

**Step 6:
Monitor student progress**

Monthly student-teacher conferences before school.



Affective Goal

I will participate in the monthly lunch groups to review the selective college admission process, tips on writing a successful college admission essay and strategies for searching for scholarship opportunities. Completion of my goal will be measured by dated notes I take for each month's meeting.

Facilitator/Sponsor:

Mrs. Freemont



Appendix A

Acceleration

It is important to consider the types of acceleration that best meet the needs of the individual student, such as:

- Early Access
- Whole Grade Acceleration
- Content Acceleration
- Curriculum Compacting
- Dual Enrollment
- Advanced Placement
- International Baccalaureate
- Telescoping Curricula
- Credit by Examination
- Individual Tutoring in an Advanced Subject Matter
- Mentorships

These options can be tailored to the individual student and the resources available in a school. The goal is to provide gifted students with a combination of learning opportunities that can include acceleration, enrichment and outside activities. These options are continually adjusted by data that reflects the gifted student's needs for appropriate instruction.

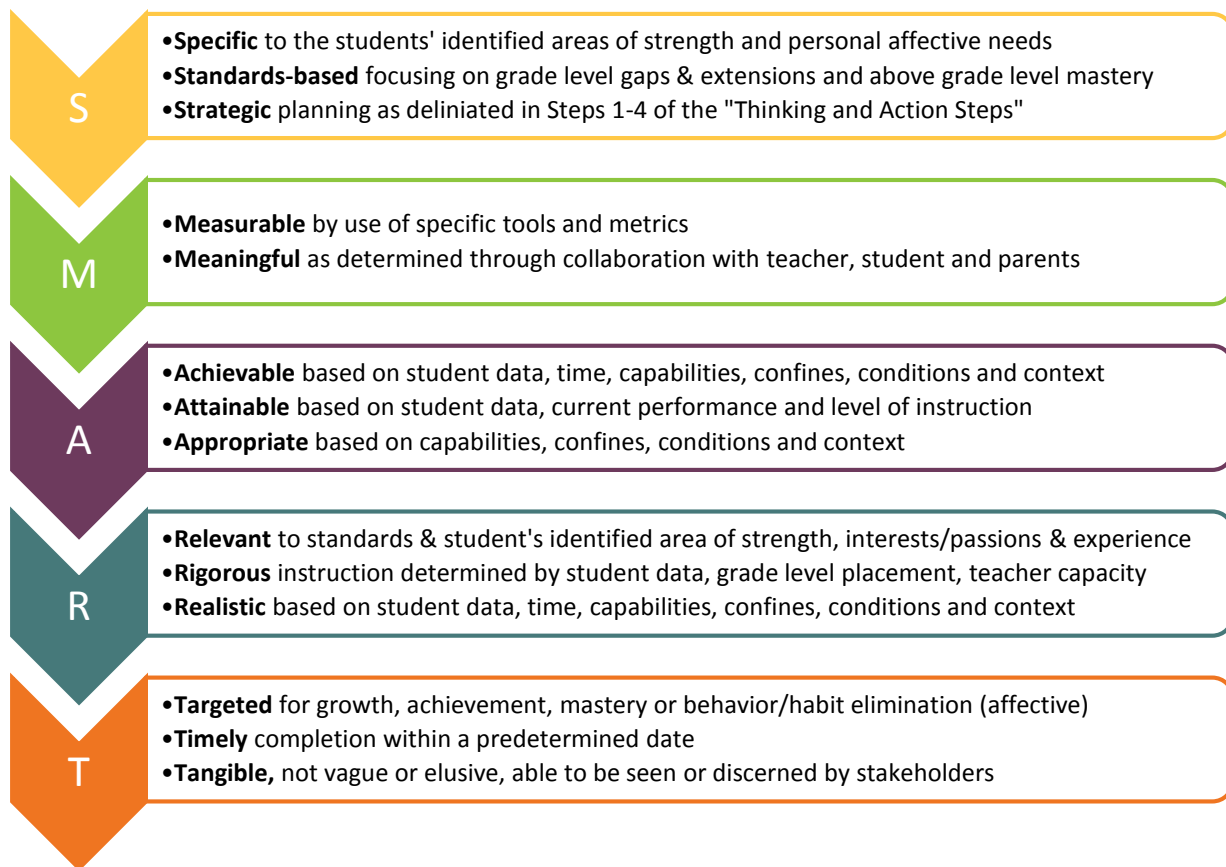
Keep in mind that acceleration is not just about pacing. The idea is not to rush through school but to "meet the needs of demonstrated precocity [through]...more rapidly paced instruction and advanced placement ... accommodations [for] the abilities, achievements, and needs of capable learners." (*VanTassel-Baska & Stephens, 2005*)

For more information on these types of acceleration view the [Focus on Best Practices in Gifted Education: Acceleration tutorial](#).

Appendix B

SMART Learning Goals

ALP goals should contain each of the following attributes:



Specific:

The goal is based on the student's specific academic or talent aptitude or other identified strength area (i.e., general intellectual ability) and personalized affective strength- or deficit-based needs.

Areas of Gifted Identification

The development of ALP goals are based on the **area** of gifted identification as specified in ECEA Rules [12.01(12)(a)-(e)] :

- General or Specific Intellectual Ability
- Specific Academic Aptitude



- Creative or Productive Thinking
- Leadership Abilities
- Visual Arts
- Performing Arts
- Musical Abilities
- Dance Abilities
- Psychomotor Abilities

Measureable:

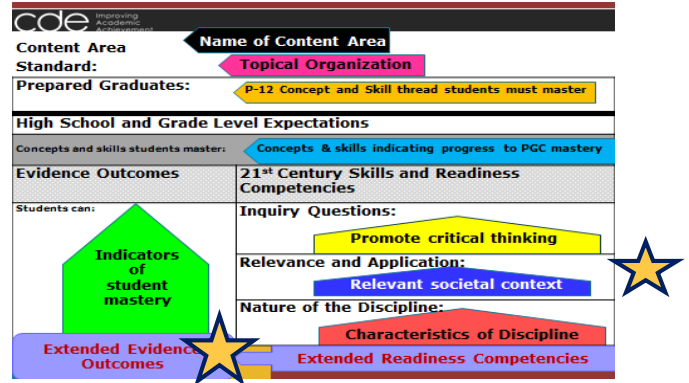
It is essential the goal contain the **tool** that will be used to determine student growth. The tool must be recognized as a reliable and valid instrument. Two measurement components should be identified within the goal, the measure and the metric. The “**measure**” refers to the tool or assessment that will be used. The “**metric**” is the scale or unit(s) of the measure that indicates growth. Metrics include percentages, percentiles, performance ratings, etc. Clearly defining the measure and the metric within the goal allows for progress monitoring throughout the year and evaluating goal attainment at the end of the year.

Achievable:

Goal achievement depends on student commitment to the goals and a school culture that values collaboration and shared accountability of staff to the success of all students within the parameters set by time, capabilities, confines, conditions and context. Educators directly responsible for the delivery of instruction and/or services develop the goals in conjunction with gifted personnel as needed. For example, a music teacher might be responsible for developing and progress monitoring the ALP for a musically gifted student. However, all educators who come into contact with the student should be aware of the ALP and review and support the goals within his/her content domain when appropriate. For instance, a student gifted in reading and writing should receive differentiated instruction in science and/or social studies when assignments align to reading and writing standards. Because mathematics is a component in science, a gifted mathematics student might benefit from advanced science courses, tiered science lessons, or outside opportunities such as science camps and competitions. Therefore, it is important for all educators to work together as a team to support the academic and affective growth of the student throughout and beyond the school day. This exemplifies the attributes of shared responsibility and decision making seen in MTSS.

Relevant:

Relevancy is built into the Colorado Academic Standards as 21st Century Skills and Readiness Competencies. A focus on Relevance and Application along with Nature of the Discipline extends understanding and promotes long-term memory by making personal connections and pointing out relationships beyond the specific content being taught. The connection of gifted students’ interests and passions to standards establishes relevancy and promotes student engagement.



Targeted & Timely:

Gifted students’ ALP goals relate to their performance as exhibited through the most recent data collected. While interim and summative assessments are important, pre-assessment is critical for targeting appropriate placement and instruction. Gifted students who pass a pre-assessment at 85% show mastery of the content. The focus of further instruction should be on extended learning or content in the next chapter, unit or at the next level. Pre-assessment provides opportunities for gifted students to complete timely goals at a pace commensurate with their rate of learning.



Connecting ALP and MTSS

Climate

Every student may require special support structures at different times.
Individualized planning facilitates implementation of special provisions that lead to student success.
Learning is a shared responsibility of enthusiastic, effective educators, students and families.
Systemic infrastructures in the school system permit open dialogue, data analysis, and informed instructional decisions for determining programming options for individual gifted students.

Leadership

Sets a proactive, positive tone in the school environment in terms of gifted programming
Supports the diversity and learning needs of every student
Provides professional development, time for coaching and team dialogue about gifted education and social-emotional needs of gifted students

Problem Solving

Team focuses on a student's strengths to ensure academic and affective growth.
Team investigates potential gap areas and implements appropriate interventions.

Layered Continuum of Supports

Select appropriate programming options
Consider flexible grouping and cluster grouping
Identify appropriate supplemental curriculum
Use above grade level curriculum if deemed appropriate
Offer extended and/or expanded learning opportunities
Provide counseling opportunities
Conduct peer seminars/groups

Progress Monitoring

Progress monitoring is as essential for gifted students as it is for other students.
Mastery of knowledge, skills, and understanding requires evidence (no assumptions)
Evaluation of the impact of programming options and interventions on student achievement and growth is a component of discussions for an ALP meeting.
Ongoing, regular progress monitoring and summary assessments will inform decisions about pace, depth and complexity, extensions, and when acceleration is required for growth and achievement.

For more information on MTSS: <http://www.cde.state.co.us/mtss>



Appendix D

Twice-Exceptional Students: Students Identified as Gifted with a Disability

Students who have been identified as gifted under state criteria and have been identified with a disability under federal and state criteria are termed “twice-exceptional” students if their disability qualifies them for either an IEP (individual Education Plan) or a 504 plan under Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act (ADA). These students will have two plans, either the IEP or 504, and their Advanced Learning Plan (ALP).

Because there are two separate plans, the need for collaboration among educators is critical, both in the creation and management of the plans and in the educational programming that meets the student’s needs.

All students have both strengths and weaknesses or areas of concern, but a twice-exceptional student has strengths and difficulties of such exceptional degree that both qualify him or her for specialized programming. The twice-exceptional student may be very difficult to identify or even to recognize, because the student’s strengths and weaknesses may mask each other. There are three situations in which we generally find a twice-exceptional student:

- Identified as gifted yet exhibits difficulties in school
- Identified with a disability but exceptional abilities are unrecognized and unmet
- Abilities and disabilities mask each other – student is not identified for either exceptionality

Often, the twice-exceptional student in the third situation, the “hidden” twice-exceptional student, comes to the attention of educators only because of extreme behaviors. By that time, the focus is on getting rid of the poor behavior, not looking at the underlying causes for it.

Since a twice-exceptional student may be first recognized as such by a general classroom teacher, a special education teacher, or a teacher of the gifted, that person must take the initiative to involve other teachers who may have or may need to have responsibility for the student’s instructional program. In addition, specialized service providers, such as those who may work with the student’s specific disability (e.g., speech/language therapists, occupational or physical therapists, school psychologists or social workers), need to be in the planning loop so that collaboration may begin as soon as possible.

Collaboration among gifted education, special education, general education, and families should begin as soon as paradoxical characteristics and behaviors or discrepant data are noted. An established Multi-Tiered System of Supports (MTSS) makes this more likely and increases the chances that the student will begin receiving interventions right away, both to nurture the strength and to compensate for the weakness. As the problem-solving process continues, the need for accurate and thorough data is crucial.

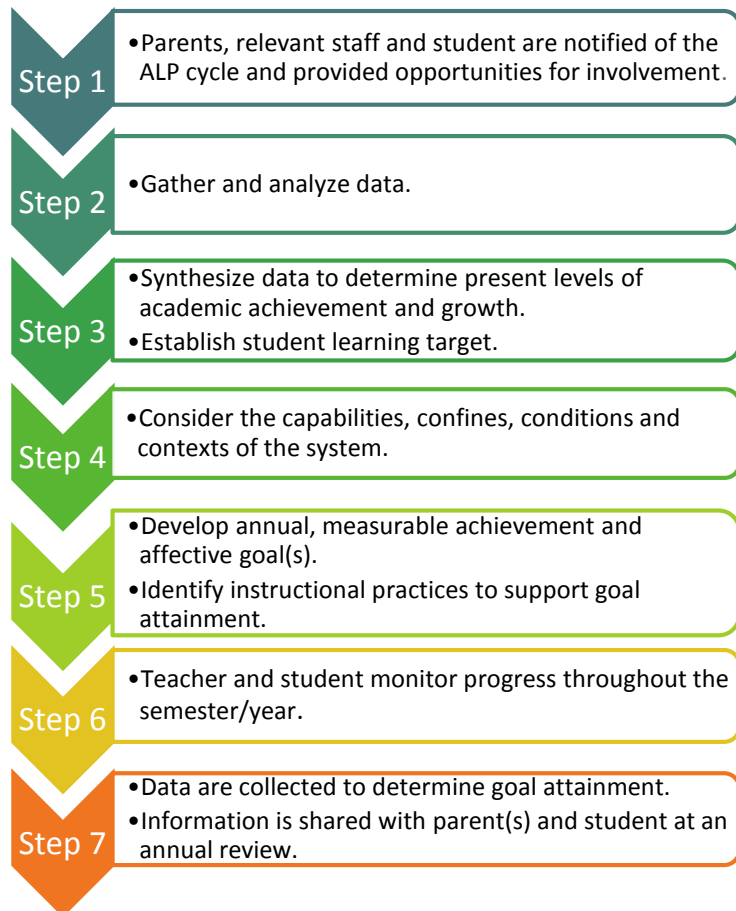
The more data collected for identifying the twice-exceptional student, the better informed the team will be to create a thorough and accurate ALP, as well as to add information to the student’s IEP or 504 Plan.

The 7-Step Process

The process for creating a standards-aligned ALP for a twice-exceptional student follows the same steps as it would for any gifted student. In **Step 1**, there may be a larger group of people that need to be involved including other teachers who may have or may need to have responsibility for the student’s instructional program. In addition, specialized service providers, such as those who may work with the student’s specific disability (e.g., speech/language therapists, occupational or physical therapists, school psychologists or social workers), need to be in the planning loop.

Special attention is needed in **Steps 2-3** because the student will likely have very discrepant data. The identification process will already have shown the team that the student’s aptitude or cognitive ability and his/her achievement are vastly different from each other. In addition, disruptive behaviors are often developed by the student of high ability who is frustrated with the inability to fully demonstrate and communicate that ability. The team must concentrate on teasing out the *reasons* for poor behavior and the *true* academic needs. Academic targets for twice-exceptional should be as rigorous as are those for gifted students without disabilities. The difference is that accommodations may need to be in place for the student’s disability, so that the student does not experience barriers to the achievement of rigorous targets.

Educators may find they need to stretch the boundaries of what they normally consider the capabilities and conditions of the system at their school or in their district when they think about the needs of the twice-exceptional student in **Step 4**. Recent research indicates that many successful people, especially those whose work involves creativity and problem solving (e.g., entrepreneurs and inventors) are not only highly gifted, but also have some type of learning disability. Meeting the combined needs of a





student with high-level thinking ability and insatiable curiosity while also helping him or her learn the basics of reading or learn simple organizational skills will most likely involve changing the status quo, not for every student, but certainly for this particular twice-exceptional student.

In **Step 5**, the academic learning goal will still need to be based on the student’s area of giftedness. It is a common misconception that twice-exceptional students must first work on their area of disability before they are “permitted” to work on their strengths. More than twenty years of research shows that developing the gift is so important to the student’s motivation and future success that it must be considered **before** devoting instruction to the student’s area of disability. (See *Gifted Child Quarterly*, 57(4), 2013, for a retrospective on this research and new research on twice-exceptionality.) Remember that the student’s IEP or 504 Plan will address his/her disability.

Instructional practices to help the student meet the academic and affective goals may be drawn from evidence-based practices in gifted education or special education, but successful implementation may require practices that are different from those in either specialty. This “third type” of differentiation is very individualized because it must be based on the student’s specific strength(s), specific disability, and the interaction between the two exceptionalities. The team approach is especially helpful in generating ideas for such unusual circumstances.

Steps 6-7 are similar to those taken for gifted students without disabilities. Because progress monitoring is being done in connection with two different plans, however, the need for communication and collaboration continues.

For more information on twice-exceptional students, see the resources [here](#).