



Reference Series



**Advanced Learning Plans
and SMART Goals**



*Gifted Student Learning and Growth
Ensured by needed provisions and advocacy.*

Reference Series

The Reference Series are small packets of information regarding topics relevant to statewide improvements in gifted program designs or gifted student achievement. The Series is a quick way for implementers of gifted programming and the public to gain an initial understanding of the topic. Representatives of the gifted education directors' network select the topics based upon immediate need or legislation that requires a tutorial for building statewide understanding and implementation.

The overview of the gifted education topic will be described in terms of definition, description or characteristics, resources, assessments, common tips or evidence based practices in relation to the topic. Examples of methods or tools referenced in the series are not exclusive. If legislation is the topic, the purpose is to clarify the law and procedures for implementation. The authors encourage further study and application of the particular topic.



Gifted Student Learning and Growth

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Reference Series

In Appreciation Advanced Learning Plans and SMART Goals

Development of the Reference Series is largely due to the volunteer efforts and expertise of gifted educators in Colorado. The following educators are recognized for their contributions to the Early Access packet and their dedication to ongoing improvements for gifted student education.

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Advanced Learning Plans and Smart Goals

Tutorial

Colorado Department of Education
Gifted Education Unit

SECTION I: Overview

What is an ALP?
What are important
premises about ALPs?

Definition

- ECEA statute: 22-20-103
- Rule Section 12.01 (2)

“Advanced Learning Plan” or “ALP”
means a written record of gifted and talented programming utilized with each gifted child and considered in educational planning and decision making.

Exceptional Children’s Education Act

- 22-20-104.4
 - ...A program plan adopted by an administrative unit pursuant to the section shall be consistent with the advanced learning plans of the gifted children who are identified by the administrative unit
- Over time, program plans will adjust according to the needs described in ALPs of students identified as gifted in the AU.

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Monitoring

- ALPs are dynamic, working documents developed and reviewed through collaborative efforts of the teacher/s, parents and student.
- The areas selected as priorities for SMART goals are monitored through ongoing assessment and parent-teacher conferences.
- ALPs are managed and monitored in the school and filed in the student's cumulative file.

Monitoring

- ALPs are signed annually by parents, the child's teacher/s, the student (as appropriate) and other personnel involved in development.
- A clearly articulated transition process describes how ALPs are transferred from one level of schooling to the next.
- ALPs are reviewed during CDE's Continuous Improvement and Monitoring Process (CIMP).

ALP Elements

- Student information
 - Strengths, interests
 - Achievement data
 - Affective needs
- Collaborative goal setting
 - Parents
 - Student
 - Teacher
 - Gifted Education Specialist- consultant
- Annual review
 - Integrated with ongoing systems in the school/district

ALP Elements (continued)

- **Balanced programming**
All components are addressed over time
 - Differentiated instruction, curriculum and assessment
 - Decisions about pace, depth and complexity
 - Determination of Tier I, II, or III interventions
 - Affective guidance
 - Content extensions
 - Structure for learning; placement

ALP Elements (continued)

- **Data driven decisions**
 - Current student information and annual review will present data that guides decisions for acceleration and other programming emphasis.
 - Achievement targets are annual primary obligations.
 - SMART goals describe the specific and measurable programming emphasis for annual learning and growth.

Section II: SMART GOALS

What is the purpose of
SMART goals?
What does it mean?

SMART Goals

- We use SMART goals in the ALP to inspire students toward new levels of learning and growth.
- SMART goals provide clear instructional and affective guidance each year.
- SMART goals provide a measure of where we believe the student will progress as a result of programming.
- Results of SMART goals provide the student with an indicator of success, self-efficacy, and next steps.

A Next Step

- Goal writing enhances the instructional decision making process.
- After writing a SMART goal, there needs to be thinking and implementation of *instructional strategies, rigorous curriculum and progress monitoring* that will be used to build/increase student knowledge, understanding, skills and application of the indicator being addressed.

S = Specific

- Goals are specific. Prior to writing a goal think about the
 - Who, what, when, where, and how of the action or learning that is to be accomplished based upon student information.
- To be specific, a goal has a clear *INDICATOR* that will be emphasized for learning and growth.
- The indicator is a standard, used to determine what the student should know, understand, and do academically, personally, or affectively.

Examples of Indicators

- Content standards
- Continuum of grade level benchmarks
- Various habits of mind continuums
- Standards for college planning
- Behavioral standards and expectations for positive interactions

M = Measurable

- To be measurable, a goal has an action or expectation toward a higher level of performance.
- Measures are often stated by increases in: rate, percentage, number, level of benchmark, level of performance, rubric standards, juried level of standard, and accelerated content course grade.

A = Attainable

- To be attainable, a goal defines an indicator that is important and relevant.
- An attainable goal expands the match between student profile and programming in reasonable steps.
- Attainable goals inspire positive attitude, skill development, opportunities for developing self-esteem and breakdown barriers to learning.

R = Realistic

- To be realistic, a goal has a *TARGET* or endpoint for guiding annual learning and growth.
- A target is a prediction of where the student will be, or how far the student will learn and grow.
- A target demonstrates growth in the standards of the INDICATOR.
- Realistic long term targets for gifted students in the area of strength is two years or more.

T = Timely and Tangible

- To be timely, a goal has a time frame for accomplishing the measurable target or measuring the growth expected in the specific continuum of indicators identified in the goal statement.
- To be tangible, a goal is dynamic. Ongoing progress monitoring provides data for making pace, content and skill decisions for adjusting the learning experience toward the goal.

Section III: Developing SMART Goals

Where do you start?
What needs to be in a SMART goal?
Student examples
Writing SMART goals using the worksheet template.

Where do you start?

- Start with data – data – data
 - Initially, the student profile provides baseline data for setting academic and affective goals, programming options and placement.
 - What are the strengths of the student
 - What indicators are most relevant?

Annual reviews

- Thereafter, the annual review starts with a discussion of current student information, effectiveness of programming interventions and options and student results that lead to adjusted decisions about goals, options and placement.

Example Data: Student Profile

Science	Elementary School
Gender: Female	Age: 10
Grade: 4 th grade	Current Placement: 2 year GT Program
Achievement Data: CSAP Math= low advanced , Reading = high proficient, Writing = low proficient, Science district assessment = 98%, NWEA spring of 3 rd grade science score in gifted range	
Aptitude: CogAT verbal 118, quantitative 132, nonverbal 122, composite 126	
Behavioral traits/ Affective Considerations: Perfectionist, non risk taker, likes to work on her own, easily distracted, moderate motivation	
Parental and other environmental factors: Busy parents, but helpful, low SES	
Interests/anecdotal records: Reader of non-fiction, wants to become a veterinarian, plays chess, on a soccer team	

SMART Goal Example

- **SMART Goal for Learning and Growth:**
 - By May, this student will successfully complete a mentorship with a veterinarian as measured by the mentorship rubric, a classroom presentation of investigation (with product) with a rubric score average of 3 out of 4, and compete at the County Fair with her product in June as documented by entrance paperwork.

SMART Goal Example

- **SMART Goal for Affective Growth**

There will be a reduction in perfectionist tendencies/behaviors/anxieties between now and May as measured through parent/teacher observations along with a reduction over time in student requests for assistance with this behavior as recorded in calendar log by adults.

Implementation

- SMART Goals are linked to specific instructional strategies.
- What instructional strategies will you use with this student profile to ensure successful completion of the goal?

Example Data: Student Profile

STUDENT PROFILE	
Reading/Language Arts	High School
Gender: Male	Age: 14
Grade: 10 th grade	Current Placement: 8 years GT Programming advanced reading/writing, now in 10 th grade Honors English
Achievement Data: ACT – Reading = 26, Writing = 26, Science = 26, Math = 17	
Aptitude: Ravens- 99+	
Behavioral traits/ Affective Considerations: Leadership capabilities, wants to fit in, has worked through underachievement, is charming, took a risk by playing sports and did well, can do anything well, not keeping up with his ability in math, needs to push himself in ways that would be beneficial to learning, feels he is different from anyone else, could use a mentor for career planning and focus, needs to be encouraged to explore options i.e. military and academics	
Parental and other environmental factors: Young mother, has a step father, supportive, not college graduates, low-mid SES	
Interests/anecdotal records: Voracious reader, interested in science	

SMART Goal Example

- **SMART Goal for Learning and Growth**

By May, Student A, will demonstrate advanced level skills in Reading, evidenced by Advanced scores in Reading CSAP and other district level assessments and obtain at least a “B” grade in Honors English.

SMART Goal Example

- **SMART Goal for Affective Growth**
 - By May, Student A will have studied and reflected upon 3 Habits of the Mind as measured through journaling and interviews; and set and achieved 3 related personal goals to be measured through self-evaluation, parent and teacher observations and interviews.
 - A three-year career goal has been set for Student A to be monitored by the school counselor.
 - By the end of 10th grade Student A will complete an interest inventory, volunteer 2 hours a month in an area of interest, and visit one college that offers a degree in one area of interest
 - By the end of first semester 11th grade Student A will complete a vocational aptitude test; volunteer, find an internship or work at least 1 hour a week in an area of interest and vocational aptitude; visit 2 colleges that offer a degree in one or more areas of his vocational aptitude and interest. By the end of second semester 11th grade Student A will have completed essays and applications to 3 colleges.
 - By the end of 12th grade Student A will complete a personality test, visit three job sites in his area of interest and aptitude that are atypical careers and complete a one semester paid or unpaid internship in his area of interest.

Implementation

- SMART Goals are linked to specific instructional strategies.
- What instructional strategies will you use with this student profile to ensure successful completion of the goal?

Application

- What does this mean to your students?
 - Review Student Data
 - Write content and affective SMART Goals
 - Choose specific instructional strategies to ensure success

Section IV: Management of ALPs

In what ways are ALPs filed?
Who manages ALPs?
How do people get together for discussing ALPs?
In what ways do ALPs engage parents and students?

Filing ALPs

- A living, dynamic document for parent-teacher conferencing and monitoring
- A document for cumulative files that is adjusted at least annually
- Dependent upon local system for maintaining student files
 - Infinite Campus
 - Alpine
 - Folders

Managing ALPs

- The local area determines who will assist the classroom teacher in managing the cyclical process of ALP development, monitoring and review
- Examples
 - Counselor and grade level teacher
 - Building gifted liaison and classroom teacher
 - Assistant principal and cluster teacher
 - Gifted Education Specialist
 - Peer consultant (another teacher in the building)

Collaborative ALP Discussions

- Formal identification assessment
- Problem solving team approach
- Standard protocol discussions with ALP team
- Parent-teacher conferences
- Progress monitoring adjustment

Engaging parents and students

- Initiated when clues of exceptionality are recognized
- Input regarding activities, behaviors and interests outside school
- Collaborative partners in making programming and other intervention decisions
- Shared responsibility for ALP
- Feedback on academic and affective progress
- Input on personal preferences for learning, study habits, and organization; for college planning

Being SMART for Gifted Learners

Mark the Goal Area: Academic _____ Creativity Leadership Performing Arts Visual Arts

Indicators – Goal Areas <ul style="list-style-type: none"> • Standards, benchmarks, skills • Academics, creativity, leadership, performing arts, visual arts • Habits of mind • Affective evidence-based areas • Career and College counseling 	Measure <ul style="list-style-type: none"> • Type of tools or assessments to measure status and whether there is improvement • Benchmarking, pre-assessment, formative and/or summative • Aligns with the goal area • Reliable 	Target <ul style="list-style-type: none"> • A stretch toward individual, district or state expectations • Should be motivating for student and teacher • Progress monitor over the year 	Specific Tools <ul style="list-style-type: none"> • Examples of quantitative and qualitative assessments and tools

SMART Goal for Learning and Growth

Mark the Goal Area: Academic _____ Creativity Leadership Performing Arts Visual Arts

Next Steps

Instructional Strategies

- Evidence-based
- Process: meaning and understanding
- Product: demonstration of learning
- Critical thinking

Curriculum

- Content: depth and complexity
- Examples (e.g., titles, texts, programs)

Progress
Monitoring:

Tools, Frequency,
Timeline:

Instructional Decision Making and Problem Solving
Guiding Questions - Examples

What are the strength, interest and need of the student?	<ul style="list-style-type: none"> • Academic • Behavioral • Career and college planning • Creativity 	<ul style="list-style-type: none"> • Habits of mind • Leadership • Visual and Performing Arts • Social-emotional
How do you know?	Data to describe the student profile	
What does the data tell you?	Analyze the data Identify factors contributing to strengths and/or challenges in learning	
What SMART goals are most important?	<ul style="list-style-type: none"> • Specific and strategic • Measurable • Attainable 	<ul style="list-style-type: none"> • Results-based • Time bound
Who/what resources exist or will be needed to support student progress?	Evidence-based practices Strength-based curriculum and instruction Tiered programming for each area of giftedness Personnel, school and community	
What will you do or change to address the strengths, interests and needs of the student?	Use data to drive ALP goals Use data to influence curriculum and instructional decisions Plan Tier II and/or Tier III programming/interventions Consider individual, small group and accelerated strategies	
How will you monitor student progress?	Time line and frequency Assessment type Student involvement	
In what way will you evaluate how programming and/or interventions are impacting student achievement and personal success?	Summative assessments Data dialogues ALP success Student and parent involvement	

Being SMART for Gifted Learners – ALP Generic Reference Chart

Goal Areas: Academic Affective Creativity Leadership Performing Arts Visual Arts

Indicators for Targeted Growth <ul style="list-style-type: none"> • Use of standards, benchmarks, observable skills and behaviors to indicate strength and potential in academic content areas creativity, leadership, performing arts, and visual arts; growth needed in affective areas 	Target <ul style="list-style-type: none"> • A stretch toward individual, district or state expectations • Should be motivating for student and teacher • Progress monitor over the year 	Measure <ul style="list-style-type: none"> • Type of tools or assessments to measure status and whether there is improvement • Benchmarking, pre-assessment, formative and/or summative • Aligns with the goal area • Reliable 	Specific Tools <ul style="list-style-type: none"> • Examples of quantitative and qualitative assessments and tools
<ul style="list-style-type: none"> • State standards • District standards, benchmarks, essential learnings • Curriculum benchmarks • NWEA Measures of Academic Progress • Prior ALPs • Teacher/parent input on what strategies have been effective in the past • Habits of mind • Affective evidence-based areas • Career and College counseling 	<ul style="list-style-type: none"> • Growth from pre to post assessment levels • Percentage increase in scores or criteria on checklists • Advanced Level • At least 1 year's growth from current level • Increase samples, products, from ___ to ___. • Submit ___ # of items • Participate in ___# of extracurricular contests, juried performances, shows, leadership opportunities etc. • Advanced level on rubrics • Increase to • Decrease from • Attempts • Grade maintenance/improvement • Meets or exceeds expected growth on MAP continuum • CSAP performance level=Advanced • Number of areas reflected upon • Number of personal goals met 	<ul style="list-style-type: none"> • Standardized Assessments (national, state, district) • Norm reference test • Formative and summative • Classroom data • Pre-post assessments • Rubrics • Advanced Performance Level Descriptors • Pre/Post classroom assessments • Career-based interest inventory • Personality test • Career aptitude test • Honors class assessments, above level text assessments and completed product/s • Shows, fairs, competitions • Journaling • Check lists • Observations • Pre and post self-evaluation • Demonstration • Interview • Log/anecdotal record • Sketch book 	<ul style="list-style-type: none"> • CSAP, ACT, NWEA, ITBS, ACT or SAT; District Assessment Tools (STAR Reading, DRA, QRI) • CSAP Rubrics, Kingore rubrics, • Bloom's Taxonomy (Leadership Edition) • Leadership Talent Scale (Lester) • The Ball Aptitude Battery • Differential Aptitude Test®, • Department of Labor's Ability Profiler™. • Strong Interest Inventory™ • Self-Directed Search®. • 16 PF® Myers-Briggs Type Indicator® (MBTI).

STUDENT "A" PROFILE

Reading/Language Arts	High School
Gender: Male	Age: 14

Grade: 10 th grade	Current Placement: 8 years GT Programming advanced reading/writing, now in 10 th grade Honors English	
Achievement Data: ACT - Reading = 26, Writing = 26, Science = 26, Math = 17		
Aptitude: Ravens- 99+		
Behavioral traits/ Affective Considerations: Leadership capabilities, wants to fit in, has worked through underachievement, is charming, took a risk by playing sports and did well, can do anything well, not keeping up with his ability in math, needs to push himself in ways that would be beneficial to learning, feels he is different from anyone else, could use a mentor for career planning and focus, needs to be encouraged to explore options i.e military and academics		
Parental input: Parents would like to support additional reading interests by a monthly family trip to the bookstore or library. They will also look into leadership summer camp opportunities using resources provided by the student council counselor at the school. If an internship is acquired, they will provide transportation to and from the internship.		
Interests/anecdotal records: Voracious reader, interested in science		
<p>SMART Goal for Learning and Growth</p> <p>By May, Student A, will demonstrate advanced level skills in Reading, evidenced by Advanced scores in Reading CSAP and other district level assessments and obtain at least a "B" grade in Honors English.</p>		
<p>SMART Goal for Affective Growth</p> <ol style="list-style-type: none"> By May, Student A will have studied and reflected upon 3 Habits of the Mind as measured through journaling and interviews; and set and achieved 3 related personal goals to be measured through self-evaluation, parent and teacher observations and interviews. A three-year career goal has been set for Student A to be monitored by the school counselor. <ul style="list-style-type: none"> By the end of 10th grade Student A will complete an interest inventory, volunteer 2 hours a month in an area of interest, and visit one college that offers a degree in one area of interest By the end of first semester 11th grade Student A will complete a vocational aptitude test; volunteer, find an internship or work at least 1 hour a week in an area of interest and vocational aptitude; visit 2 colleges that offer a degree in one or more areas of his vocational aptitude and interest. By the end of second semester 11th grade Student A will have completed essays and applications to 3 colleges. By the end of 12th grade Student A will complete a personality test, visit three job sites in his area of interest and aptitude that are atypical careers and complete a one semester paid or unpaid internship in his area of interest. 		
<p style="text-align: center;">Instructional Strategies</p> <ul style="list-style-type: none"> Evidence-based Process: meaning and understanding Product: demonstration of learning Critical thinking 	<p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> Content: depth and complexity Examples (e.g., titles, texts, programs) 	

<p><u>Content</u></p> <ul style="list-style-type: none"> • Socratic Seminar • Class Discussion • Advanced Questioning strategies • Independent/Small group book study (teacher monitored) <p><u>Affective</u></p> <ul style="list-style-type: none"> • Independent research on three Habits of the Mind • Mentorships in area of career interest and aptitude • Bibliotherapy related to both bullets above 	<p><u>Content</u></p> <ul style="list-style-type: none"> • Honors class materials will be supplemented with one of the following <ul style="list-style-type: none"> ○ College of William and Mary Language Arts Curriculum ○ Junior Great Books/Great Books ○ Touchstones <p><u>Affective</u></p> <ul style="list-style-type: none"> • www.habits-of-mind.net (choose books and/or articles for student to research) <p>Student chooses at least three biographies (at a challenging reading level) of successful people in his area of interest and career aptitude to compare, contrast, and reflect upon the characteristics that made them successful.</p>
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Progress Monitoring (tools, frequency, timeline):

<p><u>Content</u></p> <ul style="list-style-type: none"> • Student's grades will be monitored every six weeks for at least a B average. • Parent, student and teacher conferences will be held at least once a semester and on an as needed basis. <p><u>Affective</u></p> <ul style="list-style-type: none"> • Counselor will set up and administer all tests • Student and counselor will set up regular phone conferences or written form to validate volunteer, internship and/or work hours • Student, parent and counselor will coordinate college visits • Counselor and parent will read and give feed back on college essays and applications
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STUDENT "B" PROFILE

Math

Middle School

Gender: Female

Age: 11

Grade: 6th grade

Current Placement: 4 years GT Program, subject acceleration to 7th grade math class

Achievement Data: CSAP Math = high advanced, Reading = advanced, Writing = low advanced, NWEA Reading =253, Math= 270 , Language Usage 250

Aptitude: CogAT from 3rd grade- Verbal 128, Quantitative 133, Nonverbal 135, composite 132, TOMAGs from 3rd grade- 98%

Behavioral traits/ Affective Considerations: Very creative, really enjoys school, highly concerned about acceptance into middle school population—particularly going into 7th for math, organizational/time management skills VERY weak, works well with groups

Parental input: Parents have agreed to help their child form a time management plan and review the plan daily, if she reminds them each night to do so. They are already committed to transporting her to equestrian practices and competitions.

Interests/anecdotal records: Competes in dressage horse events (likes the symmetry of event), loves to do sudoku puzzles, quilts original designs for 4H

SMART Goal for Learning and Growth

By May, this student will demonstrate proficient to advanced performance in a 7th-grade math course as evidenced by classroom rubrics, curriculum-based tests, and CSAP performance.

SMART Goal for Affective Growth

Within 3 weeks from the beginning of school, the student will identify 2 ways they will keep organized (e.g. daily assignment calendar, "to do" lists with timetable) and manage their time. Student B (with assistance from parents/teacher if needed) will create a plan for the year with guidelines/priorities on how to complete all school assignments as well as equestrian practices/competitions.

<p style="text-align: center;">Instructional Strategies</p> <ul style="list-style-type: none"> • Evidence-based • Process: meaning and understanding • Product: demonstration of learning • Critical thinking 	<p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • Content: depth and complexity • Examples (e.g., titles, texts, programs)
<p><u>Content</u></p> <ul style="list-style-type: none"> • Pre-assessments (to support any gaps identified) • Breadth of conceptual mathematical understandings • Encourage multiple solutions, problem solving and open-ended questions • Advanced Questioning strategies • Time management / organizational skills • Connect mathematics with student interests (dressage, quilting, suduko) <p><u>Affective</u></p> <ul style="list-style-type: none"> • Lunch bunch focused on creating new friendships, time management, organizational skills • Book discussion 	<p><u>Content</u></p> <ul style="list-style-type: none"> • Acceleration into seventh grade math course content used at building with emphasis on reasoning and problem solving • If needed, supplement with TIMS curriculum <p><u>Affective</u></p> <ul style="list-style-type: none"> • www.habits-of-mind.net (choose books and/or articles for student to read) <p>Focus on topics addressing friendships, accepting self</p>
<p>Progress Monitoring (tools, frequency, timeline):</p>	
<p><u>Content</u></p> <ul style="list-style-type: none"> • The teacher will monitor pre-assessments, assignments and grades weekly to assure that student B is not falling through the cracks. Additional assistance will be given to assure progress if needed. • Parents will support acceleration by providing tutoring assistance if required. • Student B's organization/time management plan will be checked daily by parents to assist with any support student may need <p><u>Affective</u></p> <ul style="list-style-type: none"> • Counselor will set up multi-grade lunch bunch and monitor social-emotional needs as required • Student created plan and its components (e.g. assignment calendar") will be reviewed daily by parents. Adjustments will be made to assure all assignments are completed and turned in on time. • Teacher will touch base bi-weekly with student on assignment completion and progress. They will communicate via email or phone with parents weekly to give updates. <p>The 6th grade team will be sure to have student review in their weekly team discussions.</p>	

STUDENT "C" PROFILE

Science

Elementary School

Gender: Female

Age: 10

Grade: 4th grade

Current Placement: 2 year GT Program

Achievement Data: CSAP Math= low advanced (566) , Reading = high proficient (648), Writing = low proficient (473), Science district assessment = 98%, NWEA spring of 3rd grade science score in gifted range

Aptitude: CogAT verbal 118, quantitative 127, nonverbal 122, composite 122

Behavioral traits/ Affective Considerations: Perfectionist, non risk taker, likes to work on her own, easily distracted, moderate motivation, very limited friendships with classmates

Parental input: Parents will be responsible for taking their child to the vet for periodic visits. They will keep the calendar log on the refrigerator to mark each evening and will mark their calendar for monthly phone conferences with the teacher.

Interests/anecdotal records: Reader of non-fiction, wants to become a veterinarian, plays chess, on a soccer team

SMART Goal for Learning and Growth

By May, this student will successfully complete a mentorship with a veterinarian as measured by the mentorship rubric, a classroom presentation of animal/career investigation (with product) with a rubric score average of 3 out of 4, and compete at the County Fair with her product in June as documented by entrance paperwork.

SMART Goal for Affective Growth

There will be a reduction in the number of perfectionist tendencies/behaviors/anxieties between now and May as measured through parent/teacher observations along with a reduction over this time in student requests for assistance with this behavior as recorded bi-weekly in calendar log by parents.

<p style="text-align: center;">Instructional Strategies</p> <ul style="list-style-type: none"> • Evidence-based • Process: meaning and understanding • Product: demonstration of learning • Critical thinking 	<p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • Content: depth and complexity • Examples (e.g., titles, texts, programs)
<p><u>Content</u></p> <ul style="list-style-type: none"> • Real-world problems • Study of substantive concepts and issues • Constructivists teaching • Communication/ Presentation Skills • Research Skills • Inquiry Skills • Time management • Communication/ Presentation Skills • Research Skills • Advanced Questioning strategies including open-ended inquiry <p><u>Affective</u></p> <ul style="list-style-type: none"> • Bibliotherapy • Book discussion • Use of metacognition • Counselor hold groups on perfectionism 	<p><u>Content</u></p> <ul style="list-style-type: none"> • Veterinary Science and Zoology materials from CSU Extension Office • Veterinary unit from 4H (can do animal specific) <p><u>Affective</u></p> <ul style="list-style-type: none"> • www.habits-of-mind.net (choose books and/or articles for student to read) • Books by James Harriot • <i>When Gifted Kids Don't Have All The Answers</i> by Jim Delisle (section on perfectionism) • <i>Nobody's Perfect: A Story for Children About Perfectionism</i> by Ellen Flanagan Burns • <i>When Perfect Isn't Good Enough: Strategies for Coping With Perfectionism</i> by Martin Antony and Richard Swinson
<p>Progress Monitoring (tools, frequency, timeline):</p>	
<p><u>Content</u></p> <ul style="list-style-type: none"> • The classroom teacher will monitor progress through conferencing with the student each Friday during class time. Parents will be contacted if needed. • The teacher will be responsible for connecting with the mentor via telephone on the first day of each month to discuss progress. <p><u>Affective</u></p> <ul style="list-style-type: none"> • Both the teacher and the parents will be responsible to daily monitor anxiety/stress caused by perfectionism and record in calendar log to be discussed at student conferences. • Both the teacher and parents will be in contact with each other the last day of the month (sooner if needed due to concerns) to discuss progress in assisting student in their pursuit of Excellence vs. Perfectionism. • Counselor will monitor progress in attitude and coping skills through weekly counseling groups 	

STUDENT "D" PROFILE

Social Studies

Middle School

Gender: Male

Age: 13

Grade: 8th grade

Current Placement: 5 years GT program, accelerated one year in math

Achievement Data: CSAP Math = high advanced score, Reading =low advanced score, Writing =middle proficient score, Social studies district assessment = 98%, Science district assessment =95%, Middle school honor roll every semester

Aptitude: CogAT scores from 4th grade - Verbal 95 percentile, Quantitative 99 percentile, Nonverbal 94 percentile Identified in Pennsylvania as GT in math. Moved to Colorado in 4th grade. Body of evidence from 4th grade also supported Social Studies identification from teacher records - high scores on district assessments in 4th grade, able to make overarching generalizations to world events from study of Colorado, intense general knowledge of world cultures and geography

Behavioral traits/ Affective Considerations: Prefers to work alone or in small groups of serious-minded students, perfectionism, high motivation and pride in work, plans to go to a good college, needs scholarships, not very creative, has a small circle of good friends, prefers to be with brother

Parental input: At least one parent will be present for his oral presentation. Parents are committed to visiting one college over spring break.

Interests/anecdotal records: Engineering and alternative energy sources, global issues including energy, uneven distribution of wealth, and conflicts, reads nonfiction and fantasy, participated in Destination Imagination in 5th and 6th grades - placed 2nd at state in 5th grade, has played double bass for 5 years, is in advanced orchestra

SMART Goal for Learning and Growth

By the end of the second trimester, the student will analyze historical development of religions and philosophies that the regular class is studying and relate that knowledge to the overarching concept of conflict by preparing a PowerPoint presentation for a chosen audience. The work and presentation will be evaluated using a rubric created by the social studies teacher and student, and the average score will be at least a 3 out of 4.

SMART Goal for Affective Growth

By May, student D will have begun initial investigation, based on his current interests, into a min. of 3 future career paths and the colleges that support such study. (appropriate career choices which will help with articulation of HS courses and activities/contests to achieve scholarship goals) Investigation will include internet research, job site visits when possible, review of college scholarship application requirements, and interviews. Information gleaned will be shared via a formal oral presentation to social studies teacher, counselor and parents with specific written proposal of next steps outlined to reach his career goals.

<p style="text-align: center;">Instructional Strategies</p> <ul style="list-style-type: none"> • Evidence-based • Process: meaning and understanding • Product: demonstration of learning • Critical thinking 	<p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • Content: depth and complexity • Examples (e.g., titles, texts, programs)
<p><u>Content</u></p> <ul style="list-style-type: none"> • Using inquiry for critical thinking, reasoning, and investigation • Using graphic organizers to reason through situations or events • PowerPoint technology • Presentation skills • Independent study skills <p><u>Affective</u></p> <ul style="list-style-type: none"> • Knowledge of college scholarship process • Knowledge of career options and educational path to obtain them 	<p><u>Content</u></p> <ul style="list-style-type: none"> • Web Quest • William and Mary Curriculum—conflict topic <p><u>Affective</u></p> <ul style="list-style-type: none"> • www.habits-of-mind.net (choose books and/or articles for student to read)
<p>Progress Monitoring (tools, frequency, timeline):</p>	
<p><u>Content</u></p> <ul style="list-style-type: none"> • The social studies teacher will monitor progress through conferencing with the student each Friday during class time. • Part of the rubric will include the requirement that the student keep a daily log on goals and progress to share with the teacher. <p><u>Affective</u></p> <ul style="list-style-type: none"> • Counselor will check in twice a month on progress and supply additional resources or guidance as requested by the student. • Throughout the year, parents will assist with any reasonable travel requests for college investigation, interviews, job site visits, etc. 	

STUDENT "E" PROFILE

Leadership	High School
Gender: Female	Age: 15
Grade: 10th grade	Current Placement: 4 years GT program, skipped 8 th grade
Achievement Data: NWEA = Reading = 256 Math= 270 Language Usage= 225, GPA - 1.7 - high in subjects she likes e.g. Bio = 4.0, Art = 4.0, CSAP from 8 th /9 th grade: Reading= advanced, Writing= proficient Math= advanced, Science (8 th)= advanced	
Aptitude: PSAT - Reading = 78, Writing Skills = 53, Math = 35 (did not finish test)	
Behavioral Checklist: : Renzulli Leadership Rating Scale =Raw score of 36; 95th percentile based on local norms	
Behavioral traits/ Affective Considerations: Underachiever, selective consumer, lack of sleep issues, organized school-wide Earth Day Program passionate and focused within interest areas, organized, able to think "outside the box," impatient when others don't catch her vision Has leadership skills and initiative, but there seem to be gaps in her knowledge of what leadership encompasses; needs more self understanding, how to motivate others, knowledge of leadership characteristics and concept of team work	
Parental input: Parents will share their observations of their child's perfectionist tendencies at a parent, student, and teacher conference. At least one parent will be present for the quarterly conference	
Interests/anecdotal records: Computer, dance, music, arts and crafts, works w/ 5 th grade student as mentor/big sister, works in summer at Gore Range Natural Science School as assistant	
<p>SMART Goal for Learning and Growth</p> <p>Student E will identify and practice 4 characteristics of a leader that she has not yet adopted while leading another Earth Day Program for this school year as measured through a self-pre and post assessment of those skills and a survey by students, teachers and administrators following the Earth Day Program</p>	
<p>SMART Goal for Affective Growth</p> <p>Student E will read <u>The Gifted Kids' Survival Guide</u>, write a plan for addressing the issue of perfectionism with her parents and at least one teacher to measurably improve her anxiety over perfectionism as measured through a student journal and student-made pre and post assessment</p>	

<p style="text-align: center;">Instructional Strategies</p> <ul style="list-style-type: none"> • Evidence-based • Process: meaning and understanding • Product: demonstration of learning • Critical thinking 	<p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • Content: depth and complexity • Examples (e.g., titles, texts, programs)
<p><u>Content</u></p> <ul style="list-style-type: none"> • Bibliotherapy • Using committees and delegating responsibility • Motivating others • Problem solving <p><u>Affective</u></p> <ul style="list-style-type: none"> • Habits of Mind considered are: striving for accuracy (not perfectionism) 	<p><u>Content</u></p> <ul style="list-style-type: none"> • Biographies of successful leaders in the area of environmental awareness (Rachel Carson, Al Gore) • Use some of John Lester's work on leadership programming <p><u>Affective</u></p> <ul style="list-style-type: none"> • www.habits-of-mind.net (choose books and/or articles for student to read) • <i>The Gifted Kids Survival Guide</i> by Judy Galbraith and Jim Delisle • Other books on perfectionism as referenced in the above book
<p>Progress Monitoring (tools, frequency, timeline):</p>	
<p><u>Content</u></p> <ul style="list-style-type: none"> • Student's progress on the Earth Day Project will be monitored monthly by her teacher or counselor for adherence to her timeline and work on leadership characteristics <p><u>Affective</u></p> <ul style="list-style-type: none"> • Student's journal of her ideas, goals and actions related toward a better understanding of perfectionism will be monitored weekly by her school counselor • Parents, counselor and student will meet once a quarter to discuss perfection issues as identified by student 	

STUDENT "F" PROFILE

Creativity

Elementary School

Gender: Female

Age: 7

Grade: 3rd grade

Current Placement: Just formally identified as creatively gifted

Performance Data:

Aptitude: Torrence Tests of Creative Thinking = 95th percentile

Behavioral Checklist: Scales for Rating the Behavioral Characteristics of Superior Students (Creativity sub score) = Raw score of 53; 99th percentile based on local norms

Behavioral traits/ Affective Considerations: The student is very introverted and has troubles completing projects because she is a perfectionist. She is very passive aggressive about doing any assignments not to her liking.

Parental input: Parents find the child's ideas delightful and encourage her creative thinking to the point that they set no boundaries as to when creative thinking is useful and when it is not. This has caused problems in the classroom for example when the student tries to use scissors or glue in ways that are not appropriate to that setting. Parents volunteered to read some books on parenting gifted children and will monitor their child's creative behaviors at home to discuss with the teacher and student at conferences

Interests/anecdotal records: She loves cats and often balks at doing any assignment or project that has nothing to do with felines.

SMART Goal for Learning and Growth

Student F will score in the advanced/superior range on a creative product rubric when she chooses one content area each six weeks and modifies a general class project to show how cats relate to the content area.

SMART Goal for Affective Growth

By the end of the first semester Student F will identify one area at home and at school where her creativity has been associated with misbehavior and will set guidelines and boundaries within those areas that will help her use her creativity in a more positive manner as measured by teacher/parent observations and a student journal.

<p style="text-align: center;">Instructional Strategies</p> <ul style="list-style-type: none"> • Evidence-based • Process: meaning and understanding • Product: demonstration of learning • Critical thinking 	<p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • Content: depth and complexity • Examples (e.g., titles, texts, programs)
<p><u>Content</u></p> <ul style="list-style-type: none"> • Fluency • Flexibility • Originality • Elaboration <p><u>Affective</u></p> <ul style="list-style-type: none"> • Habits of Mind considered are: managing impulsivity; creating, imagining, innovating; thinking flexibly; posing and managing problems; metacognition • Use Creative Problem Solving to help identify, modify, set guidelines and boundaries for behaviors. 	<p><u>Content</u></p> <ul style="list-style-type: none"> • Graphic organizers for brainstorming • SCAMPER • <u>Thinking with Standards</u> (Elementary Level); Donald J. Treffinger, Carole Nassab, Patricia Schoonover, Edwin Selby, Cindy Shepardson, Carol Wittig, and Grover Young <p><u>Affective</u></p> <ul style="list-style-type: none"> • www.habits-of-mind.net (choose books and/or articles for student to read) • <u>Creative Problem Solving An Introduction</u>; Donald J. Treffinger, Scott G. Isaksen, K. Brian Stead-Dorval
<p>Progress Monitoring (tools, frequency, timeline):</p>	
<p><u>Content</u></p> <ul style="list-style-type: none"> • Student's progress on project will be monitored each six weeks by the teacher who grades the project under the same criteria as the rest of the class with the addition of a creative product rubric. <p><u>Affective</u></p> <ul style="list-style-type: none"> • Student will keep a journal of her behavior changes to be monitored by the teacher weekly. • Parent and teacher will keep an observation log of student behaviors to discuss with student at parent teacher conferences. 	

STUDENT "G" PROFILE

Visual Arts

Middle School

Gender: Female

Age: 13

Grade: 8th grade

Current Placement: 2 years GT
Independent programming with middle school art teacher

Performance Data: Scored 23 out of 24 on the Ohio Department of Education Rubric for scoring visual art display of work

Aptitude: Clark's Drawing Ability Test = 5 or superior

Behavioral Checklist: Scales for Rating the Behavioral Characteristics of Superior Students (Visual Arts sub score) = Raw score of 55; 98th percentile based on local norms

Behavioral traits/ Affective Considerations: The student's area of strength and interest in art is pottery, but she has a reluctance to branch out beyond that medium. She needs to work on taking some calculated risks within her art work. She is also very sensitive to criticism.

Parental input: Parents will continue to pay for private art lessons and transport child to art shows with enough advanced notice

Interests/anecdotal records: She has an interest in student government and is involved in a number of service projects

SMART Goal for Learning and Growth

By the end of the second six week grading period Student G will demonstrate advanced techniques and a willingness to experiment with a variety of mediums by combining two art elements of her choice to produce a sculpted representation of a masterpiece from a medium different than sculpted pottery as measured by a score between 21-24 points on the Ohio Department of Education Rubric for Scoring Visual Art Display of Work.

SMART Goal for Affective Growth

By May, Student G will have entered 2 pieces of artwork in a juried show to gain more experience with professional criticism; she will serve as a student judge for the elementary art show to get a better idea of the process of critiquing; and she will take a calculated risk in her art project by combining two other art mediums out of her comfort area to produce her sculpted representation all to be monitored and recorded by the teacher and parents.

<p style="text-align: center;">Instructional Strategies</p> <ul style="list-style-type: none"> • Evidence-based • Process: meaning and understanding • Product: demonstration of learning • Critical thinking 	<p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • Content: depth and complexity • Examples (e.g., titles, texts, programs)
<p><u>Content</u></p> <ul style="list-style-type: none"> • Processes include: demonstrate, communicate, synthesize, create, compare, research • The product is a sculpture combined with two other mediums of the student's choice • Critical thinking based on State Art Standards: • Compare different ways that artist make visual their ideas using memory, observation and imagination. • Compare and contrast artistic works that express ideas and feelings about life experiences throughout the ages. <p><u>Affective</u></p> <ul style="list-style-type: none"> • Processes used as an art judge will include: evaluation, judging, observing, communication, interpreting and defending. • Habits of Mind considered while having her art judged include taking responsible risks and being open to continuous learning 	<p><u>Content</u></p> <ul style="list-style-type: none"> • Visit Art Museum and use art literature to choose masterpiece to replicate • Read biography of master to better understand the work of art <p><u>Affective</u></p> <ul style="list-style-type: none"> • www.habits-of-mind.net (choose books and/or articles for student to read) <p>Consider habits of mind of master chosen above.</p>
<p>Progress Monitoring (tools, frequency, timeline):</p>	
<p><u>Content</u></p> <ul style="list-style-type: none"> • Student's progress on project will be monitored once a week with art teacher checking student-made timeline • Parent, student and teacher conferences will be held at the beginning of the first and second six-weeks to clarify project requirements and review progress <p><u>Affective</u></p> <ul style="list-style-type: none"> • Art teacher will find juried shows and provide student with necessary information. Parent will be responsible for transportation. • Teacher will interview student following each show and when evaluating her product asking questions related to affective goal area. 	