

Vision

All gifted students will accomplish challenging post secondary workforce goals and become productive, creative citizens capable of succeeding in their area of strength.

Mission

Ensure gifted student growth and achievement through systems of support, programming and advocacy.

Priorities established for 2012-2016:

Programming

- * Gifted students and families have access to provisions available in local communities for appropriate instruction and attainment of post-secondary workforce goals. Talent potential - academic, performance, musical, artistic, leadership and creative – develops over time by extending or accelerating academic standards and programming.
- * Programming options match a gifted student's strength area/s as reflected on the advanced learning plan, collaborated among parents, teacher/s and the student. At the secondary level, the ALP and I-CAP are coordinated or merged, as determined locally. Classroom teachers in consultation with staff in gifted education are leaders in ALP implementation and successful transitions of gifted students and families.
- * Flexible learning environments are accessible to gifted students. As examples, technology and school choice provide avenues for appropriate pacing, acceleration, and adequate growth. Evidence of competency in courses of study is an option to traditional class seat time which can be used to determine course completion.

Instruction and Accountability

- * Effective educators implement tiered instructional strategies and programming options using Response-to-Intervention (RtI) components in identification and programming. Professional development provides support for implementing educator performance standards related to the instruction of gifted students.
- * Identification demographics and achievement that addresses performance levels and growth of gifted students meet district/school targets. Districts/schools set local targets as guided by provisions of statute for all student groups. The Unified Improvement Plan (UIP) models a process to organize and analyze gifted student data and determine goals and improvement strategies.

Partnerships and Support

- * The State Board of Education and the Colorado Department of Education support the needs of gifted students and their families in statewide priorities. Representation for gifted education – parents, educators, students, organizations - is evident on state committees.
- * Partnerships among educators, businesses, agencies and organizations create learning communities to support professional development, policy, budget, and programming efforts. State and federal policies support gifted student achievement and growth in all district settings.
- * Institutions of higher education and alternative teacher education program increase preservice gifted education and partner with districts for local and regional gifted education professional development.