![Colorado Department of Education logo] COLORADO
Department of Education

Gifted Education

BOCES Quality Program Assessment Rubric

AU Name:
Date Completed:
Name/role of person completing:

Please use the check box to indicate where your AU is on the rubric.

1. Vision: Provides a foundation for an equitable, high impact Gifted Education program within the AU increasing opportunity and access for all Colorado gifted learners.					
Domains	**Not Evident**	**Needs Improvement**	**Meets Expectations**	**Exceeds Expectations**	**Exemplary**
A. **Vision**	☐No vision for gifted education exists.	☐Vision for gifted education exists but fails to address diversity, access, equity, and inclusion.	☐Vision for gifted education exists including a focus on diversity, access, equity, and inclusion. Vision addresses both the academic and social emotional needs of gifted learners. Vision has been communicated with stakeholders.	☐Vision for gifted education exists including a focus on diversity, access, equity, and inclusion. All programming and identification practices align with this vision. Vision addresses both the academic and social emotional needs of gifted learners. Vision has been communicated with stakeholders.	☐ Vision for gifted education has embedded diversity, access, equity, and inclusion in all aspects. Vision addresses both the academic and social emotional needs of gifted learners. Identification and programming are driven by disaggregated data. Data indicates practices are effective in attaining proportionality and eliminating gaps in gifted student achievement. Vision has been communicated with stakeholders.

2. Identification: Best practices are followed to identify all gifted students in pre-K through grade 12 to create a system that promotes equitable access and opportunity for all Colorado gifted learners.					
Domains	**Not Evident**	**Needs Improvement**	**Meets Expectations**	**Exceeds Expectations**	**Exemplary**
A. **Universal Opportunity/ Access**	☐ Process to review every student for gifted services or talent development is non-existent.	☐ Inconsistent implementation (in some schools but not all within the BOCES) of universal student review/screening	☐ A process exists to monitor individual districts and ensure every student enrolled within the AU has been reviewed/screened to	☐ Every student enrolled within the AU has data reviewed/screened to determine potential need for gifted services or talent	☐ BOCES-level support is available to assist in ensuring that every student enrolled within the AU has data reviewed/screened to determine

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		is employed for identification for gifted services or talent development.	determine potential need for gifted services or talent development at least once.	development on multiple occasions. Support is provided from the BOCES-level to assist in this review.	potential need for gifted services or talent development annually.
B. Multiple Avenues Exist for Identification of Student Strengths	☐ No identification avenues exist to identify students' areas of strength(s).	☐ Identification avenues are inconsistently implemented to identify students' areas of strength(s) in all grade levels offered in the AU. BOCES-level support is available on a limited basis, and school coordinators have primary responsibility for identification practices.	☐ BOCES-level coordinator works collaboratively between schools, families, and community to provide avenues for referral and identification in all areas. Training and accountability tools are provided to school-level coordinators to allow for consistent implementation of identification practices, culturally responsive measures, and multiple referral sources and evidence of gifted abilities in all grade levels offered in the AU.	☐ Identification avenues are consistently implemented, and regular training and assistance is available to support districts. School coordinators understand and use a variety of culturally responsive measures, referral sources, and include universal screening procedures in all grade levels offered in the AU.	☐ Identification avenues are consistently implemented, use a variety of culturally responsive measures, referral sources, and provide a variety of avenues for students' gifted abilities to be documented across different academic and talent areas in all grade levels offered in the AU. The identification process includes data reviews from the BOCES-level that examine typically underrepresented groups and additional avenues for these groups if needed to support equity in identification. Data is disaggregated to school districts to support this understanding and promote equity within the district.
C. Diversity & Equity	☐ No promotion of diversity and equity in practice.	☐ Awareness of need and conversations related to promoting diversity and equity have taken place, but no practices exist.	☐ BOCES has provided training and protocols to assist in developing practices and identification efforts that are consistently implemented which focus on diversity and equity. School-level coordinators apply these practices to provide multiple avenues for student gifted identification.	☐ Practices exist, identification efforts are consistently implemented, and monitoring occurs through ongoing data collection at the BOCES level which focus on diversity and equity, providing several avenues for students' gifted abilities to be identified across a variety of academic and talent areas.	☐ Diversity and equity are embedded in all aspects of the identification process and on-going data analysis. Both BOCES-level and school-level coordinators monitor data for indicators that identification practices are effective in attaining proportionality.
D. Body of Evidence	☐ AU does not use a body of evidence when determining the need for gifted services.	☐ Inconsistent use of a body of evidence when determining the need for gifted services. Schools within the BOCES may vary considerably in identification practices.	☐ BOCES has provided common forms, protocols, or processes to assist in consistent use of a body of evidence that includes multiple types of evidence including the use of nationally normed assessment(s). BOCES-level coordinator	☐ Body of evidence collected directly aligns to individual students using a variety of normed, observational, and anecdotal data sources to identify the unique needs of the student. School-level coordinators collaborate with BOCES-level coordinator as	☐ Body of evidence collected directly aligns to individual students using a variety of normed, observational, and anecdotal data sources to identify the unique needs of the student. A variety of data sources is employed to help reduce bias, and review is employed at the BOCES level to provide support and feedback to school districts. Data from

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			assists in monitoring for consistency and/or documenting bodies of evidence for school districts as needed.	needed to ensure that a variety of data sources are employed to help reduce bias.	body of evidence is transparent and shared with parents, students, and teachers as appropriate.

3. Programming: Is in place to develop gifted students' strengths and interests and support their academic, developmental, and social-emotional needs.					
Domains	**Not Evident**	**Needs Improvement**	**Meets Expectations**	**Exceeds Expectations**	**Exemplary**
A. Structure of Programming Support Services	☐ No evidence exists to show tiered programming within school district classrooms or structured support through BOCES-level, online, or other common programming.	☐ BOCES provides occasional programming and/or supports school district training for tiered classroom programming as requested. Districts are inconsistent in methods used to meet programming needs of individual students.	☐ Consistent efforts are made at the BOCES level to provide a variety of programming opportunities and training to school districts that target gifted students at all ages. Programming may occur through individual school district classrooms (tiered instruction), BOCES-level offerings, and/or online. School-level coordinators understand the options and employ them as applicable to gifted students within their schools to meet student needs.	☐ Consistent efforts are made at the BOCES level to provide a variety of programming opportunities and training to school districts that target gifted students at all ages. While programming may occur through a variety of options, school-level coordinators understand the options and employ them as applicable to gifted students within their schools to meet student needs. Progress monitoring and adjustment are on-going as student needs change.	☐ Both school-level and BOCES-level coordinators work to ensure a variety of programming supports are utilized, both in school and at the BOCES-level as needed. Feedback from students, teachers, and families is evaluated to ensure that services for gifted students at all ages and in any strength area are based on individual student needs. Progress monitoring and adjustment are on-going and leads to positive outcomes for gifted students.
B. Alignment with Identification	☐ There is no process to examine whether programming aligns with identification.	☐ Programming inconsistently aligns with identification. There is some support from the BOCES level, but inadequate resources are available to review and evaluate programming decisions.	☐ BOCES-level coordinator works with school coordinators to assess available options and ensure that programming aligns with identification and is aligned to an individual gifted student area of strength.	☐ School level coordinators understand and implement programming that aligns with identification and is culturally responsive to the individual needs of the gifted student. Systems exist for BOCES-level review and feedback related to programming utilization.	☐ Programming aligns with identification, is culturally responsive to the individual needs of the gifted student and is embedded into systems of student support within the Administrative Unit/ District. BOCES-level coordinator provides feedback and support between schools to leverage shared opportunities within area schools.
C. Cultural Responsiveness	☐ Gifted programming does not respond to the needs of the students it serves; context, ability to access, and/or cultural sensitivity are not apparent.	☐ Inconsistent alignment of programming to student cultural and diversity needs (may exist in some schools but not others). Training and resources from the	☐ BOCES provides relevant and timely training and support to school-level coordinators related to the cultural context and needs of the gifted students in the AU. This impacts school-level alignment of	☐ Consistent implementation of a variety of programming options aligned to individual student needs including relevance to cultural context and accessibility. BOCES and school-level coordinators	☐ Systemic application within school districts of culturally responsive practices implemented in all programming including gifted programming which addresses the individual needs of the learner. BOCES level systems and training

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		BOCES-level needed to identify areas of culturally responsive programming are irregular or absent.	programming to individual student needs that include relevance to cultural context and accessibility.	collaboratively review data to understand impact and need within the AU.	include threads of cultural responsiveness in all student populations.
D. **Systems for Struggling Gifted Students**	☐ No evidence of support for struggling gifted students.	☐ Inconsistent efforts to support struggling gifted students.	☐ A regular system of support is in place and used to address struggling gifted students. This system may be independent of school systemic structures but does seek input from other stakeholders as needed.	☐ Systemic support for struggling gifted students includes stakeholders across disciplines to create a whole child system of support. Data is used and shows inconsistent effectiveness within all AU gifted populations.	☐ Systemic support for struggling students which includes stakeholders across disciplines. Data is used and shows effectiveness within all AU gifted populations.
E. **Evaluation and Use of High-Impact Instructional Strategies**	☐ The evaluation of whether programming is providing appropriate challenge and high-impact instructional strategies are being used is absent both at the BOCES level and the school level.	☐ A process may exist in some schools to evaluate whether programming is providing appropriate challenge, active progress monitoring exists, and high-impact instructional strategies are being used, but there has been no training or discussion to support this at the BOCES level.	☐ BOCES provides school district support through shared forms, process development, and/or training to assist school-level coordinators in evaluating the use and effectiveness of challenging programming, high-impact instructional strategies, and consistent progress monitoring.	☐ BOCES and school-level coordinators work together to monitor and evaluate the use of challenging programming, high-impact instructional strategies, and consistent progress monitoring. Feedback from students and educators is used to determine next steps and needed support that can be communicated to building-level administrators.	☐ Training needed for educators to provide high-impact instructional strategies and challenging programming is provided at the BOCES level and/or in shared PD forums which are available to all educators across districts. Consistent progress monitoring, feedback from students and educators, and community resource use are evident. Gifted student data and experiences show growth in individual strength areas at all ages.
F. **Social-emotional (SE) Programming and Support for Gifted Students**	☐ No evidence of programming or use of data to support the social emotional growth of gifted students exists.	☐ Evidence in some school districts, but not all, of beginning to commit to promoting the social-emotional growth of gifted students but does not include targeted support for gifted students' needs. BOCES-level support is not universally applied to all districts.	☐ Collaborative programs and training are offered from the BOCES-level GT Coordinator that address the social emotional needs of gifted students and include support for common characteristics of giftedness. Evidence exists that most or all school districts have social-emotional programs in place, with some including targeted support for gifted students.	☐ Most or all districts within a BOCES show evidence of systemic staff training and programming for the social emotional needs of gifted students is aligned and includes support for common characteristics of giftedness, and includes support specific to the needs of culturally, linguistically diverse, students experiencing poverty, and trauma. Program evaluation is shared between the BOCES Coordinator and school-level GT Coordinators to examine effectiveness.	☐ BOCES-level GT Coordinator provides ongoing training or district-level training to support systematic programming for the social emotional needs of gifted students in all schools. Training is available to all classroom teachers and aligned with professional development efforts. Collaborative efforts between districts and BOCES assist in providing feedback and system change to target practices that are effective in meeting the social-emotional needs of all gifted populations in the AU.

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Domains	Not Evident	Needs Improvement	Meets Expectations	Exceeds Expectations	Exemplary
G. College and/or careers Readiness	☐ No practices are in place to expose students to college and career options.	☐ Options vary widely by district, but some exist for students to be exposed to college and career choices.	☐ Practices exist to expose students to college and career options. These options may be part of a school-wide commitment or part of a BOCES-wide offering or program.	☐ School-level GT Coordinators make targeted efforts to assist gifted students in exploration and support of college and career opportunities in most or all districts. Programs may exist at the BOCES level that also target gifted students specifically in college and career pursuits.	☐ Organizational efforts at the BOCES-level assist in sharing and collaborating between school districts which expand and build on existing practices within districts to assist gifted students in exploration and support through a wide variety of college and career opportunities throughout their educational career.
H. Talent Development	☐ No opportunities exist for students to access services without formal gifted identification.	☐ BOCES-level coordinator leads training and conversations to establish and define talent pool and talent development activities. Some districts, but not all, are beginning to provide opportunities for students to access services regardless of formal gifted identification in order to support talent development.	☐ Most districts within the BOCES provide opportunities for students to access services regardless of formal gifted identification in order to support talent development. Additionally, programs may exist at the BOCES-level in support of talent development services to allow for sharing and/or provide regional opportunities.	☐ BOCES-level coordinator provides networking and establishes relationships with program providers to assist schools in providing culturally relevant opportunities for students to access services regardless of formal gifted identification in order to support talent development. Most or all districts have systemic efforts in place that allow programming for talent pool students (e.g., RtI meetings that address high ability students).	☐ Systems exist to provide culturally relevant opportunities for students to access services within school districts, at a regional and a community level regardless of formal gifted identification in order to support talent development. Feedback from programming is examined and used to establish future options. Data is evaluated by school-level and BOCES-level coordinators and shows evidence that talent development is increasing gifted identification efforts.

4. **Personnel/Professional Development Indicators:** Evidence of staffing and leadership that is conducive to dynamic program implementation.					
Domains	**Not Evident**	**Needs Improvement**	**Meets Expectations**	**Exceeds Expectations**	**Exemplary**
A. Alignment of student need to staff training	☐ No data collection efforts present to help determine need in order to allow for alignment of professional development and resource allocation.	☐ BOCES-level training does not necessarily incorporate or consider gifted training in the system-wide offerings. Some schools collect data, but some do not. Data may be in the form of student interviews/feedback,	☐ BOCES-level administrative meetings and planning consider gifted needs when designing and implementing BOCES-wide professional development. Collaborative efforts between the BOCES GT Coordinator and school-level coordinators collect and evaluate data at school level related to instructional	☐ Annual or regular training at the BOCES-level includes gifted needs in AU-wide and/or district initiatives. Collaborative data collection efforts between BOCES and school-level coordinators are shared with appropriate BOCES staff to assist with planning for gifted student instructional strategies,	☐ Annual or regular training at the BOCES-level includes gifted needs in AU-wide and/or district initiatives. Collaborative data collection efforts between BOCES and school-level coordinators are shared with appropriate BOCES staff to assist with planning for gifted student instructional strategies, growth and achievement, and social and

	Not Evident	Needs Improvement	Meets Expectations	Exceeds Expectations	Exemplary
		staff surveys, and/or growth and achievement analysis.	strategies, growth and achievement, and social and emotional strategies. Information is shared to give input on aligned professional development and resource allocation.	growth and achievement, and social and emotional strategies. Efforts are driven by impact on students to help determine need and effectiveness is evaluated regularly through feedback and analysis.	emotional strategies. Efforts are driven by impact on students to help determine need and effectiveness is evaluated regularly through feedback and analysis. Efforts align between CPP, UIP, and stakeholder feedback showing needs of gifted students are being met.
B. **Staff Growth and Development**	☐ Staff lack training in gifted education and/ or have no professional development opportunities.	☐ Inconsistent training or professional development opportunities in gifted education.	☐ Training and professional development opportunities are available to build understanding for new staff in gifted education.	☐ Any staff, regardless of discipline, may participate in ongoing professional development opportunities in gifted education and demonstrate application of learning.	☐ Staff across disciplines are highly trained in gifted education and have the opportunity to share learning, coach, or mentor other staff members to build capacity within the AU.
C. **Communication**	☐ Lack of effective communication between BOCES-level GT Coordinator, school district coordinators, and leadership regarding the needs of gifted learners.	☐ Ineffective or disorganized communication between BOCES-level GT Coordinator, school district coordinators, leadership regarding the needs of gifted learners.	☐ BOCES GT coordinator has established regular communication threads through Principal, Superintendent and/or BOCES leadership meetings and communications. School-level coordinators and BOCES GT Coordinator have established a communication process/strategy regarding the needs of gifted learners.	☐ Roles between BOCES GT Coordinator, school-level coordinators, and BOCES/school leadership are clear and communication strategies are well-defined channels. Needs of gifted learners and allocation of gifted resources are transparent for all involved parties.	☐ BOCES GT Coordinator, school-level coordinators, and BOCES/school leadership have various well-defined channels of regular communication, transparent and clear guidelines for roles, and a feedback process regarding the needs of gifted learners.

5. Communication and Family/Community Engagement: Communication and family engagement efforts support inclusion, equity, and access to ensure all families of gifted learners are knowledgeable about opportunities for their students.					
Domains	**Not Evident**	**Needs Improvement**	**Meets Expectations**	**Exceeds Expectations**	**Exemplary**
A. **Family Engagement Opportunities**	☐ No family engagement opportunities are offered.	☐ Family engagement opportunities are limited, may happen in some districts, but not all, and are not culturally responsive. No BOCES-level family engagement opportunities exist.	☐ BOCES-level coordinator works with school-level coordinators to provide family engagement opportunities that are aligned to family needs and are culturally responsive. These may occur at the district level, BOCES-level, or in shared spaces.	☐ Opportunity for collaboration and shared ideas exists at the BOCES-level to support district efforts in providing family engagement opportunities. Most, if not all, districts provide consistent opportunities that are responsive to the needs of individual communities and are culturally responsive.	☐District-level family engagement opportunities are aligned to family needs, provided consistently, are culturally responsive. BOCES-level coordinator works with school coordinators to evaluate feedback, share strategies, and make adjustments.

B. Continuum of Communication Options	☐ No communication options are employed to engage the community and families of gifted learners.	☐ Districts vary in what communication options are employed to engage the community and families of gifted learners in understanding identification and programming options. BOCES-level support may not be consistently used/applied.	☐ BOCES GT Coordinator provides training and shared time to evaluate and provide feedback on school-level communication processes and forms. Most districts have established a communication process/strategy to engage the community and families of gifted learners in understanding identification and programming options.	☐ District-level GT coordinators and leadership have various well-defined channels of regular communication to engage the community and families of gifted learners in understanding identification and programming options. These align with other systemic communication patterns. BOCES GT Coordinator provides feedback and support to improve communication options.	☐ BOCES-level Coordinator provides review and feedback annually to school districts on communication options and use to engage the community and families of gifted learners. Collaboration with school-level coordinators allows for shared ideas and strategies to be employed. District-level staff adjust as needed to improve communication based on feedback from stakeholders.

6. Program Evaluation: On-going evaluation of program effectiveness to ensure equity in all aspects of gifted education within the Administrative Unit/ District.					
Domains	Not Evident	Needs Improvement	Meets Expectations	Exceeds Expectations	Exemplary
A. Resource Allocation	☐ Resources are not allocated to support gifted identification or programming.	☐ Resources are allocated but are not leveraged in the most effective manner to meet gifted student needs.	☐ Resources from the BOCES level are allocated and leveraged sufficiently to support ongoing identification and programming needs within the AU to meet gifted student needs.	☐ Resources from the BOCES level are allocated and leveraged to support ongoing identification and programming needs within the AU allowing for a focus on increasing access and equity. Additional resources are contributed at the AU level through school district participation and agreement.	☐ Resources from the BOCES level are allocated and leveraged to support increasing access and equity through ongoing identification and programming needs within the AU. The AU commits to resource acquisition and improvement for gifted students.
B. Student Growth and Achievement	☐ The academic growth and/or achievement of gifted students is not increasing.	☐ The academic growth and/or achievement of gifted students is increasing in some areas of identification but not others.	☐ The academic growth and/or achievement of gifted students is increasing for many populations of gifted learners. The AU shows an awareness of others and engages efforts to assist gifted learners who are not growing.	☐ The academic growth and achievement of gifted students is increasing for all populations of gifted learners. Excellence gaps are decreasing.	☐ The academic growth and achievement of gifted students is increasing for all populations of gifted learners. Excellence gaps are non-existent.

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C. **Data Driven Decision Making/Continuous improvement**	☐ Data analysis systems for continuous improvement are not in place either at the school district level or the BOCES level.	☐ Some school districts use data analysis systems for continuous improvement that include gifted students, but not all. BOCES level coordinator is not engaged with data analysis conversations or assistance.	☐ Most or all school districts have data analysis systems for continuous improvement in place and use them consistently. The BOCES coordinator provides shared space and/or time to evaluate and analyze school district and/or BOCES-level data to include a focus on areas of diversity, access, and equity relevant to the AU and the populations it serves.	☐ Most or all school districts have data analysis systems for continuous improvement which are consistently implemented and are used. The BOCES-level coordinator provides input on overall AU reflection, growth and goals, including a focus on areas of diversity, access, and equity relevant to the AU and the populations it serves. Ongoing monitoring and feedback for annual reflection are provided through systems of support in the CPP and/or UIP.	☐ All school districts within the AU have data analysis systems for continuous improvement which are consistently implemented. Diversity, access, and equity are embedded in all aspects of data analysis and decision making. BOCES-level coordinator acts as a liaison between school district administrators and school-level GT coordinators to communicate and ensure that data is used to indicate practices that are effective in attaining proportionality and eliminating gaps as well as indicating where gaps may exist and adjustments are made as a result.
D. **Stakeholder Feedback**	☐ No systems for stakeholder feedback in place.	☐ Inconsistent systems for gathering stakeholder feedback are employed. Some school districts, but not all, seek feedback related to gifted students. BOCES-level coordinator is available for assistance as requested.	☐ Most or all school districts have consistent on-going systems for stakeholder feedback. BOCES-level coordinator provides time and assistance to evaluate the feedback to make changes to existing practices. Methods for gathering stakeholder feedback include culturally responsive strategies relevant to individual school districts.	☐ Consistent on-going systems for stakeholder feedback are employed and the feedback is used to make changes to existing practices at both the school level and the BOCES level. Methods for gathering stakeholder feedback include culturally responsive strategies. Survey results reflect AU demographics and school district representation.	☐ Consistent on-going systems for stakeholder feedback are employed and the feedback is used to make changes to existing practices at both the school level and the BOCES level. Methods for gathering stakeholder feedback include culturally responsive strategies. Survey results reflect AU demographics and school district representation and are disaggregated at the BOCES level to make informed program decisions.

SCORING

Areas	A. Number of domains that were met, exceeded, or exemplary	B. Possible domains	C. % of domains that were met, exceeded, or exemplary (A/B)
1. Vision		1	
2. Identification		4	
3. Programming		8	
4. Personnel/Leadership/Professional Development		3	
5. Communication and Family/Community Engagement		2	
6. Program Evaluation		4	
Total		**22**	Overall % =

Overall Comments (Optional):