

Gifted Education Director/ Coordinator Roles

Gifted students' learning and growth ensured by needed provisions and advocacy

Role in Administrative Units (AU)

- ◆ AU Directors/Coordinators facilitate collaborative development, submission, and successful implementation of the Gifted Education Comprehensive Program Plan. AU directors also administer the Early Access Plan (if utilized), budget allocations, Universal Screening and Qualified Personnel grant and review, and annual plan(s) (UIP Addendum) for the administrative unit.
- ◆ AU Directors/Coordinators, Leads, of a BOCES, are responsible for assisting member districts in technical assistance and professional development to implement their Annual Plan/UIP addendum. Development of the UIP addendum is either a joint effort of all BOCES member districts or created individually by districts. Each district is responsible for submitting their individual or collaborative BOCES UIP addendum, the annual plan, attached or embedded with district UIP.
 - Note: Administrative Units, who submit their Unified Improvement Plans bi-annually, also submit their Gifted Education “Annual Plan” biannually to align with AU submission requirements.
- ◆ Upon assuming the role of Gifted Education Director/Coordinator, leads are users of the ESSU data management system (DMS) for gifted education. This platform is the main portal for document submission and reporting. The AU gifted education lead will need to work with the local access manager (LAM) who manages the DMS at the AU level to set up a user account for gifted education. Training on the ESSU-DMS for gifted education is provided through support of the Regional Consultant, the Office of Gifted Education, and a webinar tutorial.
- ◆ Ensure that constituent schools or districts implement the AU’s comprehensive program plan and UIP program addendum.
- ◆ Articulate the mission, vision and goals of gifted education and the administrative unit’s gifted education program design to stakeholders. It is essential that parents and other stakeholders have access to information and procedures as per Colorado Exceptional Student Education Act (ECEA).
- ◆ Develop a team or steering committee to collaborate regarding gifted student achievement, growth and programming options.
- ◆ Ensure that staff is familiar and involved in identification procedures and advanced learning plan development. Webinars and professional development materials are available on the Web and by the regional consultant.
- ◆ Be a support and spokesperson for gifted students and gifted education information.
- ◆ Foster the assimilation of gifted education into MTSS and assessment programs implemented in the administrative unit.



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- ◆ Integrate the social-emotional needs of gifted students into ongoing, tiered programming options offered in the administrative unit. Affective goals are a required element of the advanced learning plan. Colorado has a set of standards for affective goals that guide instruction, and support in writing strength-based goals.
 - ◆ Build partnerships with district offices for the reporting of gifted student enrollment, achievement, growth and improvements through collaboration on annual Gifted UIP Addendum.
 - ◆ Develop positive partnerships with parents, educators and community members for the benefit of gifted student achievement and well-being, as well as with higher education for building capacity of educators to know and understand giftedness and gifted students.
 - ◆ Develop and implement a long-term plan for professional development, thereby increasing the capacity of educators to know, understand and serve gifted students.
 - ◆ Consider a strong gifted education program as a means to:
Maximize gifted student achievement, growth and development of exceptionalities, support proportionality in enrollment, provide accelerated learning opportunities, reduce potential drop-out rates, and provide Colorado with highly prepare candidates for high level university and employment opportunities.

Example: Timeline of Key Practices

Beginning of the School Year

- Disseminate information to schools about gifted identification and programming so that staff, parents and students may access and understand the established procedures
- Communicate to stakeholders information about the Comprehensive Program Plan, UIP Addendum, and CGER Improvement Plan (if applicable)
- Revisit the gifted education action plan in the UIP addendum to confirm targets, responsibilities, and benchmarks.
- Review gifted student achievement data (e.g., CMAS, PARCC, growth, and district assessments)
- Articulate gifted student achievement goals of the district or administrative unit to all stakeholders
- Assure that each gifted student's Advanced Learning Plan (ALP's) has been shared with the appropriate individuals
- Articulate the process by which parents, educators, and students are aware of their involvement in the ALP process.
- Submit the Adjusted Budget and Expended Budget in the Data Management System by September 30.
- Coordinate with the district's personnel in data collection to assure that gifted student enrollment is reported accurately across the district for the October 1 student count.
- Acknowledge and confirm the gifted education team, support system, and network for your administrative unit
- In-service new staff on the above so they are knowledgeable about the AU's focus on gifted education
- Attend Fall State Directors' meeting
- Attend Regional Network Meetings and regional professional development opportunities throughout the year to connect with your Gifted Education Regional Consultant (GERC), directors and coordinators in your region



Mid Year

- Checkpoint for Gifted Education budget expenditures
- Monitor gifted programming and make adjustments as necessary
- Address needs of staff and administrators
- Implement screening and identification procedures according to CDE guidelines
- Support Advanced Learning Plan monitoring and review procedures
- Begin review and updating of annual UIP Addendum along with Program Plan Goals and targets
- Attend Regional Network Meeting
- Submit Early Access Addendum, if applicable, by January of the year preceding the fall of admitting early access students

Spring

- Attend the Spring State Directors' Meeting
- Update the gifted student database
- Facilitate implementation of clear articulation/transition processes for gifted students
- Attend Regional Network Meeting
- Collect and review gifted student and programming data; or, feedback/evaluation data
- Submit the Gifted Education UIP Addendum with the district's UIP (Note: Some districts submit the UIP prior to spring.)
- on April 15th is the Universal Screening and Qualified Personnel Grant application
- Due on April 15th through the DMS: Assurance Page on the Profile tab
- Deliver an annual report to the local School Board of Education

Ongoing:

- Adjust your Comprehensive Program Plan in the Data Management System with staff or stakeholders in an ongoing manner as changes might be made in procedures, tools, personnel, and other program elements.
- If the administrative unit is working on a Priority Improvement Plan check-in with your gifted education regional consultant periodically as needed.
- Provide opportunities for professional development both in and outside the district that will increase the capacity of educators to identify and serve gifted students



Where can I learn more?

- The CDE Website has information valuable to GT Directors and Coordinators. Make sure to click on “Director’s Corner” along with other areas of interest:

<http://www.cde.state.co.us/gt>