Colorado Department of Education (CDE)
Gifted Education Program Plan
2008 – 2012

Administrative Unit's Name: **Douglas County School District Re. 1**		**Region:** **Metro**
Name of Gifted Education Director/ Coordinator	**Jennifer Gottschalk (as of July 1, 2008)**	
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Name of Superintendent/BOCES Director	**Dr. Jim Christensen**	
Superintendent's Signature **Date: _____**		

The BOCES consolidated signature page is the last page of the template. It is also available on the CDE web page. Copy and mail with signatures from the BOCES' superintendents.

Section I: State Performance Plan (SPP)

⇒ The State Performance Plan comprises a set of six goal areas and indicators that provide focus for technical assistance and monitoring when prioritizing statewide improvements in gifted education. SPP goals are based upon statute and Rules for the Implementation of the Exceptional Children's Education Act (ECEA). SPP goals and indicators are the collaborative efforts of the State Advisory Committee, Forum and the Gifted Education Unit at CDE. The goals are integral to the monitoring process in Gifted Education called CIMP – Colorado's Improvement and Monitoring Process. The placement of the SPP indicators into the Program Plan integrates the two documents into one and provides reference for decisions made about the local Program Plan.

The listed State Performance Plan goals and indicators are determined areas for improvement. Administrative units do not write additional indicators for the SPP (except for local student achievement indicators). The measurable indicators use 2011 as the targeted time line, unless otherwise noted. Results toward the measurable indicators will be monitored on the administrative unit's end-of-year report.

STATE PERFORMANCE PLAN
For Information, Guidance and Technical Assistance

Goal Area I: Student Achievement - Targets

Administrative units will set gifted student achievement targets to demonstrate improvement toward accelerated or advanced levels of performance.

Indicator 1: 100% of administrative units will progress toward locally determined targets for gifted student achievement in reading, writing, and/or math.

Evidence 1: Percent of administrative units moving toward locally determined targets.

Goal Area I: Student Achievement – Record Keeping

Gifted students will have advanced learning plans that guide instructional and affective programming.

Indicator 2: 100% of gifted students in the administrative unit will have advanced learning plans by December 2009.

Evidence 2: Percent of gifted students with an advanced learning plan.

Goal Area I: Student Achievement – Assessment Tools

For gifted students who ceiling the CSAP at grade level, alternative assessment methods will be used for assessing learning as determined by the administrative unit.

Indicator 3: 100% of administrative units will name and use assessments other than grade level CSAP to measure gifted student learning when gifted students consistently ceiling the CSAP assessment.

Evidence 3: Percent of administrative units naming and using alternative assessments to measure gifted student learning.

Goal Area II: School Capacity – Training and Programming

Gifted student programming and achievement is facilitated through the tiered programming or RtI intervention framework.

Indicator 4: 100% of administrative unit program plans will implement tiered programming interventions/options for each category of giftedness.

Evidence 4: Percent of administrative unit program plans that contain evidence of implementing tiered programming for the various categories of giftedness.

Goal Area II: School Capacity – Personnel

Administrative units will build the capacity of educators to address the instructional and social-emotional needs and interests of gifted students.
12.02 (1)(f)(i)
Indicator 5: *Beginning with the 2010-2011 school year, every administrative unit shall employ or contract with a person who is responsible for management of the program plan, and professional development activities.*

Evidence 5: Percent of administrative units with a director or coordinator for management of the Program Plan.

12.02(1)(f)(i)
Indicator 6: *To improve and enhance the skills, knowledge and expertise of teachers and other personnel who provide instruction and support services to gifted students; and,*
To increase, to the extent practicable, the number of qualified personnel providing instruction to gifted students.

Evidence 6: Percent (increase the percent) of educators in the administrative unit who have had training in gifted education.

Qualified personnel are preferred in specific programs and classrooms consisting of mainly gifted students.
Qualified Personnel means a licensed, content endorsed teacher who also has an endorsement or higher degree in gifted education; or who is working toward an endorsement or higher degree in gifted education.

Goal Area II: School Capacity – Professional Development

Administrative units will support improvement of the knowledge and competencies of personnel through appropriate professional development relating to the instruction, programming and counseling for gifted students.

Indicator 7: 100% of Administrative units will provide professional development in gifted education.

Evidence 7: Percent of administrative units implementing professional development.

Goal Area III: Representation in the Gifted Population

Administrative units will increase the proportional racial and ethnic representation in the gifted population compared to the AU's total enrollment if needed.

Indicator 8: 100% of administrative units will demonstrate close proximity in racial and ethnic representation in the gifted population compared to the administrative unit's total enrollment.

Evidence 8: Percent of administrative units with appropriate proportionality in the gifted population compared to the administrative unit's total enrollment.

Goal Area III: Representation in the Gifted Population – Categories

A reference for the identification assessment of students gifted in the visual and performing arts, music, creativity and leadership will be developed by CDE and regional representatives.

Indicator 9: CDE and regional representatives will create an improvement plan with annual targets for the development of a resource packet used in identifying gifted students in the arts, music, creativity and leadership areas.

Evidence 9: Percent of annual targets met on the CDE improvement plan for resource development.

Goal Area III: Representation in the Gifted Population – Cohort Identification

CDE will partner with interested administrative units to increase the implementation of the USTARS program at the K-2 level.

Indicator 10: The number of schools involved in USTARS for the identification of gifted students from underserved populations increases.

Evidence 10: Number of schools using USTARS increases from the 2007 baseline level.

Goal Area IV: Partnerships – Parents

Family engagement is evident throughout the state. Parents of gifted students are involved as a means of improving services and results for students with Advanced Learning Plans, ALPs.

Indicator 11: 100% of administrative units will provide parents and students with information and support to advocate, communicate and collaborate in educational programming and ALP development.

Evidence 11: Percent of parents who report schools facilitated their involvement as a means of improving services and results for children with ALPs.

Goal Area IV: Partnerships – Higher Education

Administrative units will explore and encourage the resources of the institutions of higher education to facilitate the growth of gifted education.

Indicator 12: 100% of administrative units will initiate discussions with higher education to help with the

growth of gifted student education.

Evidence 12: Percent of administrative units using the resources of higher education for professional development or gifted student programming.

Goal Area V: Unique Populations – Early Childhood

Administrative units provide gifted programming in the early childhood years through recognition of exceptional abilities and methods to respond to performance, products and observations. (Pre-K is optional.)

Indicator 13: 100% of administrative units provide early recognition, interventions and assessments for K-2 students building a body of evidence of strengths, needs and interests.

Evidence 13: Percent of administrative units with written procedures and interventions for grades K-2 and implemented procedures to collect a body of evidence that may be used toward identification assessment and programming.

Goal Area V: Unique Populations – Support Structures

Gifted students from traditionally underserved populations (e.g., poverty, minority, twice exceptional) will have support structures for successful gifted programming and retention.

Indicator 14: 100% of administrative units will identify support structures implemented for underserved gifted populations (e.g., support groups, social skill development, family involvement, skill scaffolding, shelter classes, tutoring, multi-cultural training)

Evidence 14: Percent of administrative units reporting support structures for gifted students identified from underserved populations.

Goal Area VI: Supervision and Monitoring

Administrative units participate in the Gifted Education monitoring and data collection system that is embedded into the Colorado Improvement and Monitoring Process (CIMP).

Indicator 15: Selected administrative units from each of the 8 educational regions will participate in CIMP.

Evidence 15: Number of administrative units from each region participating in CIMP

Indicator 16: 100% of the administrative units will submit an annual report based upon requirements for data collection and reporting.

Evidence 16: Percent of administrative units submitting completed annual reports by the due date of September 30.

Directions: Goal Area VI: Colorado Improvement and Monitoring Program (CIMP) is completed only by administrative units defining improvement indicators as a result of the CIMP process. This section may be added as an addendum after the due date of the original 2008-2011 Program Plan.

Goal Area VI: Administrative Unit's CIMP Targets

Type in this space CIMP indicators. Label all indicators in sequence 17A, 17B….

Indicator 17A:

Indicator 17B:

☒ Check here if not applicable

Directions - Optional: Administrative units may write additional goals that reflect specific areas and/or uniqueness for developing program and/or improving gifted student outcomes.

Goal Area VI: Administrative Unit's Unique Goal/s and Indicator/s (optional)

Type in this space, unique goals and indicators. Label all indicators in sequence, 18A, 18B….

Goal:

Indicator 18A:

Indicator 18B:

☒ Check here if not applicable

Section II: Elements of the Program Plan

Section II is completed by every administrative unit – A Program Plan includes all elements and describes the gifted program based upon district and community resources.

Directions:
Write the administrative unit's description of each Program Plan element in the blank (white) space provided in the template. An explanation of each component provides guidance for meaning and details for the description.

Local Student Achievement Indicators

This section will provide data for SPP Indicator #1: 100% of administrative units will progress toward locally determined targets for gifted student achievement in reading, writing, and/or math.

Examples of Student Achievement Indicators

- Indicator 1A: Students gifted in language arts performing at the advanced level on CSAP reading will increase from 25% to 60%.
  Evidence 1A: Percent of gifted in language arts students performing at the advanced level on CSAP reading tests.
- Indicator 1B: Students gifted in math will demonstrate significant growth scores on curriculum-based assessment annually.
  Evidence 1B: Percent of students gifted in math who demonstrate significant growth scores on the district's curriculum-based assessment.
- Indicator 1C: The percent of students gifted in "Other" categories will increase performance on the CSAP reading test from 80% proficient to 100% proficient.
  Evidence 1C: Percent of students gifted in "Other" categories performing at the proficient level in reading.

Directions: Type the administrative unit's student achievement indicators that will be a focus for 2008-11, indicating the content area and measurement demonstrating success. To assist the administrative unit in setting local indicators, review local data and prioritize by: #1 needs in literacy; #2 needs in math; #3 needs in the "Other" category of giftedness. The AU determines the number of targets to list below. Add (white) boxes as needed and label the statements as modeled in the next box. Label each indicator in this Student Achievement area in a sequence beginning with 1A, 1B, … Write an evidence statement that is measurable (e.g., percent, number).
** BOCES: If individual district indicators are determined, type the name of the district after the Indicator number (e.g., Indicator 1 A: Moffat School District -).

Indicator 1A:
Needs in Literacy – Writing
Elementary students performing at the advanced level on CSAP writing will increase to 75%
Evidence 1A: - CSAP scores for elementary students identified as gifted with a strength in Language Arts.

Indicator 1B: Mathematics
Students gifted with a strength in Math will demonstrate significant growth on the MAP assessments.

Evidence 1B: - Percentage of students growing 5 or more points between Fall and Spring MAP tests.

Community Outreach

Describe how the administrative unit will communicate to parents and educators about the options available for gifted programming.
How will the stakeholders access the process for identification assessment and programming options?
How are parental engagement opportunities fostered and implemented? How do parents provide input about their student's strengths and challenges? In what ways are parents from traditionally underrepresented groups informed and engaged in gifted education procedures? The descriptions should include, but are not limited to internal and external communication methods.

Information is available to community stakeholders in many ways. Direct communication about the Discovery magnet programming (both elementary and middle school) happens through a series of presentations to parents throughout the year. Direct information about neighborhood schools programming is available through the GT facilitators at each school. Parents can also access the GT page of the DCSD website where baseline information about identification and programming options is detailed.

Parents provide input regarding their student's strengths and challenges through the Discovery application process and through the ALP development and monitoring process.

At this time none of our community outreach processes are targeted toward traditionally underrepresented groups. Our gifted leadership team will be taking on this topic during 2008-2009.

Definition

Directions: Write the administrative unit's definition for gifted students that aligns with the State's definition. If the definition is the same as the State's definition merely mark the box and do not rewrite the definition. The definition answers the question: Who are exceptional ability students who require special provisions to meet their instructional, assessment and affective learning needs?

Gifted and talented students are those students whose abilities, talents and potential for accomplishment are so exceptional, or developmentally advanced, that they require special provisions to meet their educational needs.

Identification

Describe the assessment process used for identifying gifted students; include how student interests, strength area/s and needs are determined.
What are criteria used for determining exceptional ability and eligibility for gifted services?

Clearly delineate the procedures for identification: referral and screening procedures; evidence of multiple sources of data; include information for all categories of giftedness.

In what ways are students from underserved populations (economically disadvantaged, ethnic and cultural minorities, or with disability) recruited/informed, identified and served?
What method/s will ensure equal and equitable access to all students?

Describe a review team (e.g., ALP team, Student Intervention Team, or problem solving team) and its procedures for identification assessment).

Explain the communication procedures by which parents are made aware of the assessment process, the gifted determination, and development and review of the student's advanced learning plan (ALP).

In terms of assessment, the CogAT is used as a universal screen for 3rd graders in 5 of the 8 DCSD feeder areas. The TCS test is offered on two dates for elementary-age students and on two dates for middle-school-age students during each year as well. On the CogAT test, scores at or above the 95th percentile can be one indicator of exceptional ability. And on the TCS test, scores in the 130 range can be an indicator of exceptional ability. We also accept outside testing administered by a licensed psychologist – tests such as the WISC-IV, the Stanford-Binet V or the DAS.

All identification is done through the collection and analysis of a body of evidence. Sources of information include: students, parents, teachers, curriculum-based assessments, state testing – such as the CSAP and cognitive testing. Using the body of evidence, students are identified with a strength in Math, Language Arts, Both or Other.

Our neighborhood programming is our best vehicle for reaching students in underserved populations because the GT facilitators work closely with students and teachers on a daily basis. GT facilitators not only provide professional development for teachers on the characteristics of gifted learners. They also are able to provide opportunities for students to develop and show potential who may not have been able to do so otherwise. Any student who is showing need may work with a GT facilitator regardless of formal identification.

The information for students who need the full-day, self-contained programming of our Discovery magnet classrooms is reviewed by a team of teachers from the district. All team members have GT background and/or classroom experience with gifted learners. Each body of evidence is screened at least twice, by two different pairs of teachers. When a file is in question, it receives a third and sometimes fourth review. In the neighborhood programming model, the body of evidence is collected and reviewed by the GT facilitator, usually in conjunction with the classroom teacher.

Parents are informed of the district processes either through the parent presentations or through communications from the neighborhood school. When a child has been identified as a gifted learner, parents receive notification via letter. Parents, students, classroom teachers and GT personnel all work together to develop and monitor a student's advanced learning plan.

Programming

Describe the options and strategies that will be implemented by the administrative unit in each programming component area.
What *structure* – continuum of delivery of services – will be available in the administrative unit?
What are key *differentiated instruction methods* used in the administrative unit?
Name affective *guidance and counseling support systems* for gifted students.
List *content extensions/strategies* available for each category of giftedness.
Administrative units are advised to collaborate with parents and other community members to provide options and strategies for full family engagement and shared responsibility for gifted student education and learning. (When pull-out programs are used, the work of pull-out programs aligns with standards and supplements the core curriculum with Tier II or Tier III opportunities and instruction.)

Structure

DCSD offers full-day, self-contained magnet classrooms for grades 2-6 in four elementary schools, distributed across each region of Douglas County. In 5 of the 8 feeder areas, GT facilitators are available in each elementary school to provide targeted interventions for gifted learners. Advanced math courses (Algebra 1, Algebra 2 and Geometry) and advanced language arts courses are available for gifted learners in all 9 district middle schools.

Differentiated Instruction

Differentiation through pacing, complexity and depth are the key elements in tuning curriculum and instruction to the needs of gifted learners. Alternate grouping and alternate assignments are also key strategies utilized in the Discovery Program magnet and in neighborhood schools gifted programming. The magnet program classrooms use differentiated materials designed for high ability learners, such as the units published by the College of William and Mary.

Affective Guidance and Counseling

At each of the four elementary magnet sites, the school psychologist is tasked to spend part of his/her time working with the gifted students. Many teach a weekly guidance lesson on topics such as making friends and managing stress. Some may also work with group or individuals on an as-needed basis. At the middle level, each Discovery team has a counselor assigned to it.

Content Extensions

Language Arts: Language Arts units for High-ability learners from the College of William and Mary, Junior Great Books

Math: EveryDay Math Extensions, Connected Math, Navigations (from NCTM), various Algebra and Geometry texts

Science: science extensions vary by site

Creativity: the Autonomous Learner Model and passion project activities

Leadership: no specific extensions for leadership are available at this time – *this is also a target area for the DCSD GT leadership team to examine*

Performing Arts/Music/Visual Arts: no specific extensions for the arts are available at this time; however, students access the district's fully developed Arts programming.

General Cognition: extensions vary by site based on curricular needs/connections

Programming: Acceleration Plan

In what ways are students accelerated? For example, when grade skipping decisions are made what process is used, what criteria are required and what proven tools are used to provide guidance and data in decision making (e.g., Iowa Acceleration Scale).

From the DCSD Grade Acceleration Process:

The Douglas County School District strives to meet the needs of highly able/gifted learners in a variety of ways, through flexible grouping practices and differentiation of instruction in the neighborhood schools, and through the self-contained classrooms in the Discovery magnet program for gifted learners. When appropriate, students will need further acceleration than these strategies and placements can provide. When this is true, grade acceleration may be explored. The grade acceleration process applies to students currently attending grades K-8. The following process is based on recommendations from the National Association for Gifted Children.

Academic Grade Acceleration Guidelines

Student Name_____ **School**_____

Grade _____ **Teacher** _____

Student Characteristics

- Manipulate abstract symbols
- Learn complex, new skills

- Process large amounts of information
- Process information at a fast rate
- Readers who achieve two to six years above age-level peers
- Cognitive abilities in the 130 range or above
- Demonstrated understanding of skills and concepts on a variety of assessments (classroom, projects, state testing, etc.)
- Motivation and commitment to acceleration
- Age of student
- Physical maturity

Family Questions to Consider:

1. Does the child choose older friends (intellectual peers) to be with?
2. How does the child feel about leaving grade-level peers?
3. Does the child understand the idea of more challenging work with extended time commitment?
4. Have you considered the impact of driving age, school dances, and other high school activities that may be impacted by age?
5. How will the onset of puberty (late compared to classmates) be approached?
6. How would this change affect your child involved in competitive sports?

Process:

1. Parent or Teacher referral must be initiated with the Principal.
2. Teacher/GT Resource/Principal will use up to 45 days to observe/interview student and gather data for the decision.
    - Teacher/GT Resource/Principal examines samples of student work
    - Teacher and Principal discuss student characteristics
    - Principal/GT Resource interviews parents
    - Teacher/GT Resource gathers assessment data
    - Teacher/GT Resource follows the ***Iowa Acceleration Scale*** in collecting information
3. After all the data has been collected, a meeting will be arranged to review options and family considerations. Participants will include:
    - Parents
    - Principal
    - Current grade level teacher
    - Appropriate support staff
    - Student, when appropriate
4. Team makes collaborative decision regarding placement options. As stated in Administrative Policy: Superintendent File IKE, "final decision to promote or retain a child shall rest with the building principal."
5. If grade acceleration is recommended, placement begins on a trial basis.
6. Teacher/GT Resource monitor student for social/emotional issues.
7. If grade acceleration is not recommended, continue to monitor student and explore other appropriate academic service options

Placement Decision:_____

Signatures:

Parent(s)_____ date:_____

_____ date:_____

Principal_____ date:_____

Teacher_____ date:_____

Student_____ date:_____

GT Coordinator_____ date:_____

Other_____ date:_____

Programming: Appropriate Match to Strengths

How will the administrative unit ensure that a gifted student's individual programming is matched to his/her strengths and interests? What assessment data is used for decisions to match programming options to the development of the advanced learning plan?

Gifted magnet classroom teachers and GT facilitators closely monitor and assess student need using a variety of assessment tools including the DRA2, MAP, curriculum based measures, and student performance. Programming flows directly from the indicators on the advanced learning plan.

Programming: Pre-collegiate and Post Secondary

Describe pre-collegiate or pre-advanced placement support systems available to gifted students.
What post secondary options are available to gifted students?

Two Douglas County high schools offer the International Baccalaureate Program. All high schools offer advanced placement courses. Prior to entering either of these two programs, advanced or honors coursework is available in most subject areas. Some high school sites offer college-level courses, such as Calculus 3 and students have the opportunity for dual enrollment at a post secondary school such as ACC or the School of Mines.

Programming: Advanced Learning Plan

Describe the advanced learning plan development and review processes.

Advanced learning plans are developed through the collaborative efforts of students, parents, and teachers (both regular classroom and GT). Each plan is reviewed at least twice a year as part of the parent-teacher conference. The information on the plan determines the initial goal setting in students' strength areas. Growth in the strength areas determines next steps for each student.

Programming: Articulation

How are the needs of gifted students and programming options articulated through the P-16 system?

The advanced learning plan accompanies each identified gifted learner. Details about student need are communicated via the plan in addition to vertical articulation between teachers. Special transition meetings between elementary and middle school teachers ensure all information travels with students as they move from 6th to 7th grade.

Programming: Gifted Students New to the District

What process is used when gifted students move into an administrative unit's district?

When a student who has been identified as gifted moves into DCSD, the receiving school gathers the same body of evidence indicators used for district students. It is most important to determine the level of service (targeted or intensive) the student was receiving is his/her prior district. Once the student's need is understood, all efforts are made to place him/her in the most appropriate setting. The next step is to update or write an advanced learning plan for the student.

Evaluation and Accountability

Describe methods and tools that monitor and measure gifted student achievement and how these methods align with the State accreditation process.
What methods ensure that gifted student achievement and reporting are consistent with accreditation requirements?
In what ways are advanced learning plan (ALP) goals monitored?
What are progress monitoring methods? What state, district and school data monitor gifted student achievement?

For the first and last question, we would include CSNAP analysis, MAP data, Department Scorecard monitoring achievement gap for sub pops, etc. As for the ALP goals monitoring, GT Facilitators in collaboration with classroom teachers, students, and parents develop and monitor the ALP. The ALP is developed in the Fall and monitored in the Spring with ongoing adjustments made as necessary.

Evaluation and Accountability: Social and Emotional

Describe how gifted students' social, emotional and/or behavioral development is monitored for appropriate progress (e.g., rubrics for personal journals, interviews, student surveys, demonstrations of self-advocacy, career and/or college planning, anecdotal data).

In addition to using the Social/Emotional goal setting and progress monitoring via the ALP, we also use school psychologists and/or school social workers to provide direct services to our gifted learners with the most intense needs. These observations, along with student surveys, student interviews and other written work, help to monitor the social/emotional/behavioral development of our gifted students.

Evaluation and Accountability: Program Evaluation

In what ways does the administrative unit evaluate the gifted program? Include in the evaluation description: a schedule for periodic feedback and review of specific components of gifted program design; and, how parents are informed and participate in evaluation methods.

We use both formative and summative data to assess our program. Formative data includes perception data from all stakeholders: students, teachers, parents, district personnel (such as building principals), and other anecdotal data such as monitoring trends in phone inquiries, gaps in self-reporting of staff development needs, etc. Summative data includes accountability data such as CSAP and MAP scores. Parents are informed via newsletters from school sites and the GT page of the district website. Parents and staff members are also encouraged to access the district's website to use the Feedback Central link.

Personnel

Describe personnel that provide instruction, counseling, coordination of the program design and other programming elements for gifted students and families.
If paraprofessionals provide supplemental support services describe their responsibilities and time with gifted students.

For 2008-2009, DCSD will have one Coordinator for gifted education and one program assistant. We will continue to have 15 full time teachers spread across 4 elementary GT magnet sites. We will also continue to have 26 GT facilitators who are either .5, .75 or 1.0 at 29 elementary sites and 3 middle school sites. A school psychologist or social worker at each of our four elementary magnet sites also provides services to gifted learners. It is the district's goal to increase the number of GT facilitators so that all elementary and middle schools have a .5 person directly responsible for supporting gifted learners.

Does the administrative unit ensure that core subject teachers for gifted students are highly qualified according to NCLB requirements?

Mark the box with the administrative unit's response:

X Yes ☐ In Progress

Personnel: Professional Development

What is the plan for increasing qualified personnel to facilitate the learning and growth of gifted students? Is there a requirement that qualified personnel teach gifted students in specific programs or classrooms of mainly gifted students? Are qualified personnel responsible for management of the program plan?

Describe professional development opportunities that will be planned to improve the skills, knowledge and expertise of teachers and other personnel who provide instruction and other supportive services to gifted students.
What content and/or skills will be the focus based upon the administrative unit's gifted student data and related to the instruction, programming and counseling of gifted students?

The DCSD coordinator for Gifted Education must have a master's degree in Gifted Education. The job postings for magnet classroom teachers and gifted and talented facilitators go through the GT office.

Postings for GT teaching positions indicate:
JOB DESCRIPTION AND REQUIREMENTS: Teacher of self-contained class for gifted and talented students possessing the following required characteristics:

> strong content area knowledge, e.g. verbal, mathematical, scientific; documented experience working with gifted learners; competency in standards-based education; skills in facilitation of learning; ability to extend, enrich, and adapt content to meet a variety of learning needs and styles; commitment to ongoing professional growth; ability to differentiate instruction; strength in classroom management; commitment to working closely with parents; ability to work collaboratively with students, parents, and peers; strong communication skills; commitment to addressing affective needs of gifted and talented students; availability to work on non-student-contact days for staff and curriculum development; ability to involve parents in the educational process.

Preferred characteristics: Masters degree in gifted education; hold or working toward Endorsement in gifted education; experience teaching gifted and talented students; experience and desire to work with students in a multi-age classroom; ability to integrate technology into learning activities. **Required:** specialized training in gifted and talented education; at least two years of successful classroom teaching; teaching license in the state of Colorado or qualifications to obtain licensure.

Postings for GT Facilitator positions indicate:
JOB DESCRIPTION: Facilitator for gifted and talented elementary school students possessing the following required characteristics:

> ability to effectively oversee the identification process and educational plans for students at the site; strong content area knowledge; demonstrated knowledge and experience in curriculum compacting, effective grouping practices, and the design of tiered assignments; ability to extend, enrich, and adapt content to meet a variety of learning needs and styles; ability to differentiate instruction in content, process, and product; ability to act as consultant and to provide in-class teaming with classroom teachers; commitment to working closely with parents; ability to work collaboratively with students, parents, and teachers; commitment to addressing affective needs of gifted and talented students; skills in facilitation of learning; strong communication skills; strong organizational skills; commitment to ongoing professional growth.

REQUIREMENTS: Teaching license in the state of Colorado or qualifications to obtain licensure. Coursework and/or experience working with gifted and talented students is required. A minimum of at least two years of successful classroom teaching is required. Applicants holding or working toward the Gifted and Talented Endorsement or Master's Degree in Gifted and Talented Education are preferred.

The online modules for gifted education created by CDE will be instrumental in increasing the skills of current and future staff members. Differentiation, writing, higher level math instruction and the social-emotional needs of gifted learners are all important targets for staff growth.

See attached Blueprint for GT staff.

Personnel: Higher Education Support

In what ways does the administrative unit collaborate with universities and colleges for the development of qualified personnel; or collaborate with other administrative units/regions for such partnerships? Or, in what ways would a partnership with higher education be helpful to administrative units – how could higher education provide assistance?

At this time, DCSD does not collaborate with higher education for the development of qualified personnel. It is possible that teachers of the gifted, like those for other "hard to fill" positions, may become included in the district's waiver program for providing additional certifications.

Budget: Narrative

Directions: Describe the administrative unit's collaborative methods to plan a budget for gifted programming. How are stakeholders involved and informed of the budget?

Provide a brief narrative describing the purposes and activities related to the total budget (State funds and the administrative unit's funds). The total budget for gifted student education must support the comprehensive Program Plan developed by the administrative unit.

The district's Gifted and Talented budget supports the comprehensive Program Plan in three main areas:
1) expansion of programming (supported by the district in salary and benefits for GT Facilitators);
2) professional development in the areas of writing and math for gifted learners (including support in paying for substitute teachers); and
3) instructional materials for the magnet program and the neighborhood schools gifted programming.

Additionally, the GT budget supports the use of technology materials as an instructional tool for gifted learners.

Stakeholders are involved via the GT Leadership Team, with representation from magnet and neighborhood schools gifted programming and via the GT Advisory Council, which is comprised of parents and teachers.

Budget: Form

Complete and e-mail a budget page available at: http://www.cde.state.co.us/gt/index.htm with the Program Plan template. Note: The administrative unit's portion is equal to or more than State funds. State gifted funds may be used for:

1) Salaries for appropriately certified, endorsed or licensed personnel serving gifted students (gifted education directors, resource teachers, teachers of gifted student classrooms and counselors for gifted students);
2) Professional development related to gifted education;
3) Programming options specific to gifted students and outlined on advanced learning plans;
4) Supplies and materials used in instructional programming for gifted education; and,
5) Technology and equipment necessary for the education of gifted students, not to exceed twenty-five percent of the total amount of the annual state allocation.

Additional budget information: In 2009 and 2010, only a budget page is due April 30 of each year as a projection of funds available for gifted student education for the following year. State distributions are dependent upon annual funding allocations from the State Legislature.

Record Keeping

Describe briefly methods for maintaining the following state and student gifted education records: 1) financial records, 2) inventory of equipment purchased with state funds, and 3) student education records.

Describe the administrative unit's system for the maintenance, retention and destruction of gifted student education records. (AUs may reference district policy to complete this section.)

Provide a copy (attachment) of the administrative unit's or districts' advanced learning plan (ALP). ALP

description: The ALP records programming options and strategies utilized with individual gifted students. The ALP is used for planning and decision making concerning gifted programming, K-12.

1) Financial records are kept within the district's Oracle database, as well as within the gifted department's own electronic records.
2) Inventory purchased is tracked via our purchasing documentation and department records.
3) Student education records are maintained via Infinite Campus for identification, and department database for magnet program placements. Student files and advanced learning plans are maintained by GT magnet classroom teachers or GT facilitators.

Dispute Resolution

Describe the administrative unit's dispute resolution process used for resolving disagreements about identification and programming for gifted students. What are the procedures for parents to access the process? How will parents be heard? Who makes the final decision? How will parents be notified of the decision?

Parents may appeal identification and placement decisions by supplying new and/or additional data about the student. Parents may access the appeals process through phone, fax, email or letter. The final decision on an appeal is made by a small group of individuals within the district who have both training and experience with gifted learners. Parents are notified of an appeal decision via letter.

Additional Administrative Unit Information

Directions: Optional
Attach or U.S. mail documents that further describe the administrative unit's gifted education program design; unique elements of addressing the instructional and affective needs of gifted students; handbooks; and/or provisions for family engagement.

In the space below, list the title/s of the document/s submitted to Colorado Department of Education.

Douglas County_GT Teacher Blueprint (for professional development)
Douglas County_ALP_08-09 (printed ALP document, from Infinite Campus. This is in development, but is expected to be utilized in Fall of '08)

The administrative unit's program plan is due April 30, 2008.

E-mail the completed program plan, budget page, and other documents to DeLinda Rose, **rose_d@cde.state.co.us**. Use the administrative unit's name in the subject line of the e-mail. Label document files according to the following examples, starting with the name of the administrative unit:

File Name Examples:
Douglas County_ProgramPlan_08-11
Douglas County_Budget_08-09
Douglas County_ALP_08-11
Douglas County_PPAttachment_08-11

E-mail the Program Plan to
DeLinda Rose, Program Assistant
rose_d@cde.state.co.us

CDE Mailing Address:

Colorado Department of Education
Exceptional Student Leadership

Gifted Education Unit
201 East Colfax Avenue
Suite 300
Denver, Colorado 80203-1799

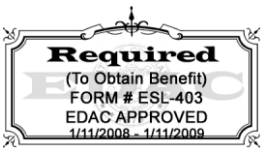
CDE Contact Persons:

Jacquelin Medina
medina_j@cde.state.co.us
303.866.6652

Kathy Thurman
thurman_k@cde.state.co.us
303.866.6414

Gifted Education Regional Consultants (GERCs) are also available for assistance in writing the Program Plan.

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



Colorado Department of Education (CDE)
Gifted Education Program Plan
2008 – 2011

BOCES Consolidated Signature Page

Administrative Unit's Name:		**Region:**
BOCES Executive Director Signature: **Date: _____**		
Number of Districts within Administrative Unit:		
List the name of each district within the administrative unit below:	**List the name of each district's superintendent within the administrative unit below:**	**Signature of the district's superintendent reviewing the Program Plan:**

<u>Copy, complete signatures and mail to:</u>

Colorado Department of Education
Exceptional Student Leadership
Gifted Education Unit
201 East Colfax Avenue
Suite 300
Denver, Colorado 80203-1799