

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

Administrative Unit's Name: South Central BOCES		Region: Southeast/Pikes Peak (Regional Service Area 11)	
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Superintendent's Signature			
Date: <u>4/27/08</u> Orig) <u>4/15/09</u>			

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:

X 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:

X 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: Establish baseline performance data in reading and math for students identified as gifted on the basis of a complete body of evidence and meaningful, agreed upon targets for improved achievement of gifted students for 2009-2010.

Evidence 1A:

Compilation of data by district, level and AU as a whole to include:

- **Percentage of gifted students scoring proficient in reading, math, and writing on CSAP 2009**
- **Percentage of gifted students scoring advanced in reading, math and writing on CSAP 2009**
- **Percentage of gifted students demonstrating growth that exceeds school average and/or 70th percentile in reading, math, and writing on CSAP 2009**

Agreed upon targets for improved reading, math and writing achievement for gifted students across the AU established in gifted education plan for 2009 – 2011.

Indicator 1B:

Identified gifted students will meet or exceed the NWEA expected annual growth targets in reading, math, and language at their assessed instructional level.

Evidence 1B: At least 85% of the identified gifted students will meet or exceed nationally normed fall-to-spring growth targets, assessed at instructional level (rather than assigned grade level).

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.

Priorities for 2008-2009

- **The Administrative Unit will provide district Gifted Education representatives a powerpoint with script and Frequently Asked Questions and answers for use in presentation of the gifted education identification process and programming options to faculty and parents at the local level.**
- **The identification process includes gathering of information from parents through completion of interviews/checklists regarding their student's strengths and needs (Gifted Education Planner) and submission of samples of**
- **Parents are invited to participate in the RTI process, including the team meeting to review the collected Body of Evidence, determination of eligibility for gifted education, and development of classroom supports/interventions or the Advanced Learning Plan (if appropriate).**
- **Student's progress related to the APL is reviewed with parents at regularly scheduled parent-teacher conferences and updated annually.**

Priorities for 2009 – 2011

- **The AU Gifted Working Group will develop written materials and outreach strategies to expand parent communications.**

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?

X Check the box if the administrative unit uses the State definition for gifted students.

Given the past inconsistencies of gifted education identification and programming in the AU, we have agreed to provide service to “potentially” gifted students scoring at the 92nd percentile at the discretion of the RTI team in order to determine if lack of support and challenge has impacted the student’s expression of performance consistent with state gifted criteria.

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).

The AU process for identification and programming for gifted education is fully integrated with the existing BOCES-wide Response to Intervention (RTI) process.

- **During the 2007-08 school year, all students in grades 1-10 in AU districts were screened using the non-biased, valid and reliable Naglieri Non-Verbal Abilities Test. Students in grades 11-12 were also assessed at the discretion of the district. Annually, incoming First graders and students new to the district are screened with the NNAT. Students with scores at or above the 92nd percentile are identified for nomination through the RTI process.**
- **Academic assessments conducted at least annually for all students in AU districts (CSAP and NWEA Measures of Academic Progress (MAP)) are reviewed to identify students performing at the Advanced level (CSAP) and/or at or above the 92nd percentile on MAP in one or more subject areas are identified for nomination.**
- **Any teacher or parent may nominate a student for consideration through the RTI process.**
- **The RTI team reviews NNAT and achievement data and classroom strategies for meeting the students’ strengths and needs; the RTI team determines the gathering of additional information for the Body of Evidence.**
- **Parents/guardians are notified by letter of the request for permission to gather individual student information for potential identification of the student for gifted education.**
- **If permission is secured, a complete Body of Evidence is gathered to include:**
 - **Completion of the Gifted Education Scale (GES2) by the teacher(s) who know the student best.**
 - **Completion of Gifted Education Planner checklists (may be done as a interview if desired; translation to be provided if home language is other than English): Parent and Student (Attitudes Toward School/Learning and How Do You Like to Learn); additional inventories in specific subject areas, interests, and teacher input are optional as appropriate for the individual student.**
 - **Collection of work samples from school and outside activities**
- **If permission is not granted, no individual Body of Evidence is collected. The student’s strength and needs are addressed through the on-going RTI process.**

- The parents are invited to the RTI team meeting to review the Body of Evidence, participate in the determination of the student’s eligibility for gifted education programming, and the development of an appropriate Advanced Learning Plan (ALP). Planning for students not identified for gifted education occurs through discussion of on-going classroom supports to meet their needs.
- The student’s identification for gifted education and implementation of the ALP are confirmed by the school principal and the district gifted education representative.
- The student’s ALP and progress toward goals are discussed with parents at regularly scheduled parent-teacher conferences; the ALP is updated annually.
- Each student’s identification for gifted education is reviewed through the RTI process and an updated Body of Evidence every three years and/or at the time of transition between levels (elementary/middle/high), whichever occurs first.

Priority for 2008-09: Consistent implementation of the AU process for identification of gifted students in all districts and establishment of benchmarks for gifted student achievement in reading and math.

Indicators:

- Review and critique of the Body of Evidence for randomly selected students who were identified as gifted students and those who were nominated but not identified as gifted.
- Establishment of achievement benchmarks in reading/language and math based on NWEA percentile, NWEA expected growth targets, and CDE Growth Model for each district and the AU as a whole.

Priority for 2009 – 2011: Development of consistent and appropriate processes and tools to improve the identification of gifted students in the “other” areas of creativity, leadership and visual/performing arts.

Indicators:

- Written guidelines and assessment tools to supplement the identification process in the designated “other” areas of giftedness.

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: The structure of gifted education programming varies across AU districts, based on size, personnel availability and local district policy. (For example, some districts have policy that prohibits grade advancement.) The primary programming strategies used are:

- Differentiation within the classroom, consistent with RTI Level I and II (Curriculum enrichment, compacting, questioning strategies -- creative/critical thinking, extension projects.
- Gifted support groups organized around extensions / projects, socialization/affective needs, competitions (e.g. Destination Imaginations)
- Curriculum Acceleration through advanced curriculum/ concurrent enrollment
- Individualized support through internships and mentoring

Differentiated Instruction : See above

Priority for 2008-09: BOCES-wide focus on refinement of RTI process for all students; expansion of differentiation strategies based on spring needs assessment using Sopris West survey.

Affective Guidance and Counseling : Affective support and academic/college/ career counseling provided through school.

Support from specialists (school psychologist and educational social workers) are available for consultation to teachers and parents within the RTI process (generally not direct service provision).

Content Extensions NWEA MAP assessment / content strands aligned with Colorado standards used to adjust content to match student's instructional level.

Language Arts: Content extension consistent with local curriculum developed at the local level.

Math: Content extension consistent with local curriculum developed at the local level.

Science: Content extension consistent with local curriculum developed at the local level. Currently, pursuing grants and partnerships with CU – Boulder to enrich science instruction overall.

Creativity:
Leadership:

Generally provided through individual and group projects, individual / team competitions; encouragement and support for student involvement in school and community programs related to ALP goals.

Performing Arts/Music/Visual Arts:
General Cognition:

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).

NWEA MAP assessment / content strands aligned with Colorado standards used to adjust content to match student's instructional level.

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?

The student's teachers and parents are part of the RTI team meeting to review the Body of Evidence, participate in the determination of the student's eligibility for gifted education programming, and the development of an appropriate Advanced Learning Plan (ALP). The ALP places emphasis on the further development of the student's strengths as identified within the Body of Evidence -- ability as measured by NNAT, academic achievement in one or more areas (CSAP and NWEA MAP scores, including content strand at student's instructional level), GES profile, and Gifted Planner Inventories – all of which provide a multi-faceted and detailed view of the student's strengths and interests.

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?

Options vary by district, primarily focusing on access to accelerated content and differentiation in the classroom.

Programming: Advanced Learning Plan

Describe the advanced learning plan development and review processes.

- **The student's teachers and parents are invited to the RTI team meeting to review the Body of Evidence, participate in the determination of the student's eligibility for gifted education programming, and the development of an appropriate Advanced Learning Plan (ALP). The ALP places emphasis on the further development of the student's strengths as identified through the Body of Evidence. Planning for students not identified for gifted education occurs through discussion of on-going classroom supports to meet their needs.**
- **The student's identification for gifted education and implementation of the ALP are confirmed by the school principal and the district gifted education representative.**
- **The student's ALP and progress toward goals are discussed with parents at regularly scheduled parent-teacher conferences; the ALP is updated annually.**
- **Each student's identification for gifted education is reviewed through the RTI process and an updated Body of Evidence every three years and/or at the time of transition between levels (elementary/middle/high), whichever occurs first.**

Programming: Articulation

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

- **At the recommendation of the South Central BOCES Superintendents' Advisory Council (SAC), the BOCES Board of Directors declined to allow early admittance of gifted pre-schoolers.**
- **The gifted education process is integrated with a consistent RTI process at all levels K-12.**
- **An updated Body of Evidence and revised ALP are required at the transition point between levels (elementary, middle, senior high).**
- **The BOCES and Regional Council are considering strategies to strengthen pre-collegiate opportunities for all students.**

Programming: Gifted Students New to the District

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

Incoming first graders and students new to the district are screened using the NNAT each year. Additionally, students in grades K-10 in AU member districts are assessed three times each year (fall, winter, and spring) using NWEA MAP; scores are used to identify students with advanced performance in reading, language, math, and/or (optional at district level) science. Advanced performance on these BOCES-wide assessments, as well as teacher or parent nomination, provides for a student to moved into the RTI/ gifted education identification process at any time.

Students whose educational records indicate prior designation for gifted education are advanced immediately into the RTI/gifted education identification process. Any existing Body of Evidence is reviewed, additional information to meet AU requirements is collected, and identification for gifted education and/or classroom intervention/support is confirmed. Any existing ALP is reviewed for acceptance by the RTI team or modified/updated as appropriate.

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?

Implementation of consistent , compliant identification process for gifted students in the AU's primary focus for 2008-09 and a pre-requisite for overall monitoring of gifted student achievement. Once these benchmarks are set, the AU will monitor the achievement of gifted students (by district, by level, and for the entire AU) based on:

- The percentage of gifted students who increase NWEA percentile scores or maintain performance at or above 95;
- The percentage of gifted students who meet or exceed the NWEA expected annual growth measures, and
- The percent of gifted students whose achievement is placed within the high achievement/high growth quadrant of the Colorado Growth Model.

Achievement of individual student's ALP goals is monitored at the individual and district level. If an individual student fails to achieve adequate process toward his/her goals, the ALP will be reviewed and revised to specify interventions.

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).

Currently the monitoring of gifted students' social, emotional and behavioral development is purely anecdotal and inconsistent.

Priority for 2009-11: Collection of baseline data and development of strategies and tools for monitoring gifted students' social, emotional, and behavioral health and development.

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.

With the expected implementation of the AU gifted education program in all districts by December, 2009, the AU Working Group will develop a comprehensive program evaluation process to be conducted in 2010 and every three years thereafter. The program evaluation model will include, but not be limited to:

- Surveys of gifted students, their parents, teachers and principals regarding the program impacts and effectiveness;
- Focus groups with representative stakeholders (as above) to generate input for program improvement;
- Compilation of longitudinal achievement data for gifted students; and
- Other measures to be determined.

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.

The AU gifted education program is coordinated by the BOCES executive director as one of many project management responsibilities. The Executive Director has extensive experience in leading Gifted Education programs, but does not hold specific licensure in GT. District representatives include superintendents, principals, classroom teachers, counselors and special educators. Most have experience and some have coursework related to gifted education but not licensure.

In most AU districts implementation of gifted education services is the primary responsibility of the special education teacher and general educators who are licensed/highly qualified for their grade level and/or subject area, but not gifted education specialists.

Priority for 2009-2011: The AU will consider options for hiring a fully endorsed gifted education teacher at the BOCES level to meet state requirements in 2010-2011.

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?

Priorities for 2008-09: (Please note: Half of the district gifted education representatives will turn over during this school year.)

- **Provision of training and individualized coaching support for new district representatives to the Gifted Working group to insure appropriate process for identification of gifted students, development of ALPs and implementation of appropriate programming options based on developing students strengths.**
- **BOCES-wide focus on refinement of RTI process and strategies for all students, including gifted, including: on-site coaching support for RTI teams and participation in RDPC-sponsored training**
- **NWEA training for identified district representatives regarding use of assessment data for differentiated instruction and progress monitoring with growth metric.**

Priorities for 2009-10:

- **Development of peer mentoring relationships between experienced and new district gifted education representatives in order to strengthen continuity and consistency across the AU.**
- **Continuation of book study presentations regarding major types of programming options for gifted students (e.g. classroom differentiation strategies, curriculum compacting/enrichment, structuring mentorships/independent study and research/project-based learning, etc. Completed presentations, books and handouts to be packaged for BOCES lending library.**
- **Focus on instructional differentiation and affective needs/support for gifted students.**
- **Project-focused learning to develop identification process, tools, and programming options related to giftedness in visual and performing arts, leadership, and creativity.**

Priorities for 2010 – 2011:

- **Individualized program consultation through endorsed gifted specialist at the BOCES.**
- **Continued focus on programming options.**
- **Project-focused learning related to parent involvement and support and collaborative gifted education programming across districts.**
- **Other emergent needs**

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?

AU districts provide concurrent enrollment for students with advanced academic needs through local community colleges.

Opportunities could be expanded through distance learning strategies with colleges/universities, on-line Advanced Placement or other specialized course work, and shared instruction with larger districts, but most AU districts currently lack broadband access to support real-time streaming video. The AU is pursuing increased connectivity through state-wide partnerships and grants.

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.

All of the state funding allocated for gifted education is provided to the AU districts in reimbursement for documented, appropriate expenditures in support of gifted education up to the district's share of funds matched by local resources. Typical allowable expenses include:

- **Salary and benefits (partial) for teachers who specifically serve identified gifted students in 3-4 member districts;**
- **Stipends for teachers who serve as district representatives as extra duty (most districts);**
- **Costs associated with the gifted education identification process, including replenishing assessment protocols;**
- **Instructional materials for identified gifted students;**
- **Purchased services for gifted education programming (e.g. tuition, program fees, etc.)**
- **Purchased services and materials for professional development.**

The annual budget is based on projected expenditures. The annual budget report reflects actual, documented expenditures.

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.

- **The AU maintains financial records related to disbursement of state gifted education funds on reimbursement of documented, appropriate expenditures and matching local funds for gifted education.**
- **AU districts maintain inventory of equipment purchased (if any) and student education records. Gifted students' annual ALP are included in individual cumulative files.**
- **Student records are maintained at the district, consistent with state record retention rules and district policies.**

The AU uses the state-developed ALP form; copy attached.

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?

- **Disagreements regarding the decisions of the RTI team may be referred by verbal or written request for review by the school principal and district gifted education representative.**
- **If not resolved at the district level, disagreements may be referred to the AU by submitting a written request for review to the South Central BOCES Executive Director.**
- **The Executive Director will appoint a review team composed of herself and two district gifted education representatives from other AU members to meet with the parent, review documentation (e.g. Body of Evidence, ALP etc.).**
- **The review team will make a determination related to the disagreement, including recommendations to meet the student's needs.**
- **A written letter of determination and recommendations will be mailed to the parent, principal and district gifted education representative.**

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.

Gifted Education Body of Evidence

Gifted Working Group / SC BOCES Program Goals 2008 – 2011

Advanced Learning Plan form

Superintendents' Signature Page

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.



Copy, complete signatures and mail to:

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