

## Gifted Education Common Acronyms, Terms and Definitions

Above Level Assessment	Assessment that measures performance above the grade level of the student's age peers, addressing the instructional level or coursework (knowledge, skills, application) of the individual student
Affective	Social and emotional goals and programming addressing: personal, social, cultural, leadership, communication, and career college skill development
ALP	Advanced Learning Plan – required for a gifted student; must adhere to Rules and be aligned to standards
AU	Administrative unit: A school district, consortium of school districts, or board of cooperative services (BOCES) that administers gifted and special education
BOCES	A cooperative formed by school districts to pool funding and personnel for various educational services (Board of Cooperative Educational Services); also sometimes called BOCS. Typical services include special education, gifted education, library/online resources, and professional development.
BOE	Body of Evidence: Qualitative and quantitative data from a variety of sources that helps identify a gifted student and/or monitor learning and growth
CAGT	Colorado Association for Gifted and Talented, state affiliate of NAGC
CAS	Colorado Academic Standards (10 areas of standards including academic and talent aptitude areas)
CGER	Colorado Gifted Education Review: The monitoring process that documents evidence of the implementation of program plan elements and assists AUs in continually improving gifted student learning and education
CMAS	Colorado Measures of Academic Success is the state assessment program.
CogAT	Cognitive Abilities Test is used by many AUs to measure cognitive reasoning
CPP	Comprehensive Program Plan is a description of the administrative unit's gifted program that meets the requirements in the Rules for Administration of the Exceptional Children's Educational Act (ECEA) and

	sets targets for program improvement as needed.
Concurrent Enrollment	Provision of the Colorado Revised Statutes that allows districts to enter into an agreement with a college or university and pay for the tuition of high school students that take college classes; students earn college credit
DMS	Data Management System: ESSU's online system for storing and communicating about district and AU programming for gifted students
Early Access	Provision of the Colorado Revised Statutes that allows AUs to admit highly gifted 4- and 5-year-olds into kindergarten or first grade if they meet certain requirements. AUs receive the full amount of per-pupil funding for early access students.
Early Entrance	Kindergarten or grade one grade level acceleration into the public school as determined by a district or school administrator based upon district practice. Early Entrance does not meet the provisions for state pupil funding as per Early Access law.
ECEA	Exceptional Children's Educational Act – the Colorado law that mandates appropriate education for exceptional students (i.e., those with disabilities and those who are gifted); the State Board of Education adopts Rules that guide administrative units on how the law is to be administered
EDAC	Education Data Advisory Council is a CDE committee comprised of data and research personnel that approves survey, questionnaire and other data-related documents and activities between CDE and districts
EL or ELL	English learners, or English language learners – those who learn English as a second language (ESL)
EOY	The <u>end of year</u> report submitted to CDE on or before September 30 for the prior fiscal year, reporting how grant monies and state budget allocations were expended. This is submitted via the ESSU Data Management System for Gifted Education.
ESSA	Every Student Succeeds Act is the federal law pertaining to elementary and secondary education. ESSA replaced the No Child Left Behind legislation. ESSA includes provisions for gifted education, and consideration of gifted student needs in use of funds.
ESSU	The Exceptional Student Services Unit at CDE; contains the Offices of Gifted Education, Office of Special Education, and Office of Facility Schools
Forum	Gifted education Forum consists of AU directors or coordinators that represent their region of the state, as well as GERCS; Forum meets in person or via conference call several times a year to promote two-way communication about initiatives in the field and to provide feedback on

	new developments and Directors' Meeting topics
FY	Fiscal Year (FY16 = July 1, 2015 – June 30, 2016); budgets are reported by fiscal year expenditures as is the end-of-year report data
GERC	Gifted Education Regional Consultant – They serve each region by serving administrative units, providing professional development, and facilitating network meetings. There are 11 network regions in the state.
GE-SAC	Gifted Education State Advisory Committee reports to the State Board of Education; GE-SAC explores questions about gifted education, gathers data from stakeholders in each congressional district, and reports back to constituents
G. E. T.	Gifted Education Tuesdays – online professional development offered by the Office of Gifted Education through webinars with chat sessions
G-Ed	Shorthand when people are talking about gifted education and gifted students
GES	Gifted Evaluation Scales-3 is a tool used in the identification assessment of gifted students and for the planning of programming options. It also has an additional subscale, Motivation to assist in identification.
Good Faith Effort	Statute requires administrative units to make effort to hire and retain at least a half-time qualified person to administer and monitor the implementation of the AU's gifted program.
HOTS	Higher Order Thinking Skills
ICAP	Individual Career and Academic Plan – an individualized plan developed by the students and parent or guardian in collaboration with school counselors that is used to establish and monitor academic and career goals, including postsecondary education; required of every Colorado high school student; may be combined with the ALP
ID	Identification – shorthand for the procedures used to formally identify a student as gifted according to the state definition
KOI	The Kingore Observation Inventory for observing gifted behaviors in K-8 students
MTSS	Multi-Tiered System of Supports is a prevention-based framework of team-driven data-based problem solving for improving the outcomes of every student through family, school, and community partnering and layered continuum of evidence-based practices applied at the classroom,

	school, district, region, and state level.
<b>NAGC</b>	National Association for Gifted Children
<b>Network</b>	A regional group of AUs that are served by a GERC(s); networks meet periodically throughout the year for technical assistance and professional development
<b>NNAT</b>	The Naglieri Nonverbal Ability Test is a tool used to measure cognitive reasoning
<b>Online Modules</b>	Online professional development classes on a variety of topics in gifted education; courses are self-paced, are taught by a qualified facilitator, require implementation in the classroom with a gifted student, and are available for graduate credit
<b>PARCC</b>	The Partnership for Assessment of Readiness for College and Careers (PARCC) is a multi-state consortium that has worked together to create next-generation tests in English language arts and mathematics
<b>PBIS</b>	Positive Behavior Intervention and Support – the behavioral component of MTSS
<b>PD</b>	Professional development – in-service training/workshops for educators
<b>Progress Monitoring</b>	Practices and tools utilized to assess a student’s ongoing performance on academic and affective goals
<b>Qualified Personnel</b>	A licensed educator with endorsement in gifted education: Core Endorsement, Specialist, Director, or working towards an endorsement. AUs are encouraged to hire qualified personnel to run their gifted programs; partially funded through an annual USQP grant
<b>R4R</b>	Right 4 Rural – A Jacob K. Javits federal grant award to Colorado to build capacity of selected rural administrative units to implement a relevant local program plan, increase identification of student from underrepresented groups, and increase leadership involvement and support.
<b>Rtl</b>	Response to Intervention – Rtl is a framework that promotes a well-integrated system connecting general, compensatory, gifted, and special education in providing high quality, standards-based instruction and intervention that is matched to students' academic, social-emotional, and behavioral needs.
<b>Rules</b>	Colorado Rules for the Administration of the Exceptional Children’s Educational Act (ECEA) are regulations of law promulgated by the State Board of Education. Rules guide minimum expectations for implementing gifted education programs

SIGS	Scales for Identifying Gifted Students is a tool used in the identification assessment of gifted students.
SMART goals	Academic and affective goals on students' ALPs must be: <b><u>S</u>pecific, <u>M</u>easurable, <u>A</u>ttainable, <u>R</u>ealistic, and <u>T</u>ime-bound</b>
TA	Technical assistance – CDE/GERC support and service that provides to districts and AUs specific assistance in procedures or practice; delivered in terms of mentoring, calibration (data), collaboration, consultation, and/or coaching
Twice Exceptional	2e: Twice Exceptional is a gifted student with one or more disabilities.
UIP	Unified Improvement Plan: Plan and process developed by CDE to support schools and districts in managing both state and federal accountability requirements The Gifted Education UIP Addendum is required from every district and functions as the gifted education annual plan. The gifted education components of the addendum may be intergraded – blended – embedded into the district UIP. The UIP Addendum is on the same submission cycle as the district, thus may be biennial.
UNC, DU, UCCS	Universities in Colorado that offer endorsement and degree programs in gifted education (University of Northern Colorado, University of Denver, University of Colorado at Colorado Springs)
Universal Screening	The systematic assessment of all students at a grade level for the purpose of identifying exceptional ability or potential, especially in underrepresented populations; partially funded through an annual grant
USQP Grant	The Universal Screening and Qualified Personnel grant is available to each administrative unit as supplemental funds to: 1) hire up to .5FTE of a qualified person in gifted education; and, 2) purchase screening exams for students at the K-2 level and middle school level.
U-STARS PLUS	Using Science, Talents and Abilities to Recognize Students Promoting Learning for Under-Represented Students – a program of K-2 science and literacy supplemental materials, a learning framework, and a family engagement component for recognizing and nurturing potential