



COLORADO DEPARTMENT *of* EDUCATION

Colorado-Gifted Education Review (CGER)

Self-Assessment and Review Team Process

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Introduction

The Colorado Department of Education (CDE) invites directors and coordinators of gifted student programs to collaborate in a monitoring process that continually improves gifted student learning and education. This process, called the Colorado - Gifted Education Review, or C-GER, is a shared responsibility of administrative units and CDE. In this joint effort, C-GER increases the capacity of educators and educational systems to identify and program for gifted learners. The results of C-GER allow each administrative unit to prioritize areas for improvement as demonstrated in program plans and goals. The strengths of programs uplifted through C-GER will be shared among regional network systems that foster collegial support and cultivate models for shared interests and growth in gifted student education.

In accordance with state statute, C-GER aligns with the Rules for the Implementation of Gifted Education under the Exceptional Children's Education Act, Rule Section 12.07. The intent of C-GER is to be a support system in fulfilling the monitoring requirements. To accomplish this goal, C-GER will combine the current annual CDE visit to administrative units with an extended visit every 4 years. The annual visit is a reflective dialogue about the results of the administrative unit's annual report and needs for individual or network group assistance. Extended visits are one to three days, depending upon the size of the AU and factors to be considered. The extended visit verifies the implementation of program plan elements, accreditation requirements and progress toward the AUs state performance plan program goals. Over the course of time, C-GER will continue to evolve as it responds to the results of the process and feedback from participants.

This C-GER handbook provides basic information to participants in the shared monitoring process which is tailored for the individual AU in collaboration with the C-GER review team.

As a team of educators,

Celebrate the small steps of progress along the pathway to quality gifted student education!

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CGER: Overview

The Colorado Department of Education is committed to improving outcomes for identified gifted students through efforts that focus on providing technical assistance and data-based decision making. C-GER is a collaborative multi-component process. The purpose is to create a partnership in reviewing regulations, performance and program plans. Results will validate strengths and develop strategies for student outcomes and continuous improvement. The C-GER process relies on using meaningful data, such as parent/staff survey data, the performance of identified gifted students on state and local assessments, enrollment data and indicators outlined in the State Performance Plan.

COMPONENTS:

C-GER is an ongoing improvement process that occurs over time, including an onsite visit within a 4-year cycle. Components of C-GER include verification of documents described in the desk audit (page __). The desk audit typically involves the comprehensive program plan and documentation submitted to CDE on an annual basis, like the proposed budget form, budget expenditures, the UIP program addendum (2014), and enrollment information.

The gifted education regional consultant also meets AU directors and coordinators on a regular basis to inform implementation needs and collaborative technical assistance. These conversations may include:

- Data driven questions
- Verification of movement toward improvement goals and/or student targets
- Discussion to determine if technical assistance is needed and how that might work best for the administrative unit
- Discussion of specific programming options or other services for gifted students; and family involvement considerations



with

THE COLORADO GIFTED EDUCATION
REVIEW PROCESS IS A FOUR-YEAR CYCLE
THAT INCLUDES THE ANNUAL SUBMISSION
OF THE UIP ADDENDUM AND A TEAM
REVIEW ONCE WITHIN THE CYCLE.

Administrative Unit Checklist: The AU checklist is a key tool for self-evaluation and for indicating to the review team evidence that program plan elements are being implemented. The AU Checklist is typically completed by the director, coordinator, and/or team of personnel responsible for gifted education. When completing the AU checklist, a column is provided to indicate evidence that exists in support of program plan implementation. If evidence is not yet available, this

opens opportunity for conversation and questions.

Team Review: On a rotating basis (every four years or as needed), a team of external experts in the field of gifted education will conduct a review with an Administrative Unit. This Review Team, identified by the Colorado Department of Education, will visit the site to document and validate the Administrative Unit's progress in meeting the elements of the State Performance Plan. They will review data on current status, review evidence in support of program elements and address



GIFTED EDUCATION DIRECTORS AND CGER REVIEW TEAM MEMBERS USE THE DESK AUDIT CHECKLIST FOR COLLECTION, SUBMISSION, AND VERIFICATION OF GIFTED PROGRAM ELEMENTS.

questions requested by the Administrative Unit. In addition to validation, the team will provide recommendations for next steps. The Team Review Process is one that captures the administrative unit at a point in time; it is not an event, but supports continuous movement toward exemplary practices. If any areas are found to be out of compliance with Colorado Gifted Education Statutes, an action plan with timeline for implementation will be required. An

action plan with timelines may also be required for areas that are "developing" and not yet "on target." Depending on the situation this might include an additional site visit the following school year to review progress on suggested actions. Additionally, Administrative Units that are distinguished in certain program elements might be asked to serve as models and resources in the State.

- **Composition.** The review team is comprised of:
 - Four to six (dependent on district size) gifted education personnel from other administrative units and the Department
- **Structure.** The team review occurs over a –period of one month. The review includes the following components:
 - **Desk Audit.** Four weeks prior to the actual team review visit, the following data is submitted to the team lead by the administrative unit's Director of Gifted Education:
 - AU Checklist
 - 2013-16 AU Program Plan
 - Budget Form
 - Acceleration strategies and options
 - Differentiated programming options for all categories on definition.
 - Prior CGER report, CGER Timeline, and evidence of completion of priority improvements



THE TEAM REVIEW CONSISTS OF A DESK AUDIT AND AN ADMINISTRATIVE UNIT SITE VISIT.

- Professional Development Documentation
 - Program evaluation documentation
 - Advanced Learning Plans
 - Disaggregated GT data
 - achievement and growth
 - sub groups (proportionality)
 - areas of giftedness (identification)
 - Dispute resolution policy
- **Administrative Unit Site Visit.** The team gathers at the Administrative Unit’s site to meet with the



SCHOOL SITE VISITS HELP REVIEW TEAM MEMBERS TO VERIFY PROGRAM ELEMENTS THROUGH AUTHENTIC DATA COLLECTION, AND INDIVIDUAL AND SMALL GROUP INTERVIEWS.

Gifted Education Director and other personnel, as deemed necessary. During this time the director will provide a brief description of how the AU has addressed the designated priority improvements indicated on the last CGER report and any other areas on which the AU has focused since the last review. (Turn-

around and priority improvement district AUs and multi-district AUs, with such districts under their umbrella, will also discuss with the CGER Team and any other personnel present about how gifted students fit into improvement plans for the district. A summary of gifted student data, e.g. achievement, growth and demographics, will also be presented to the CGER team. The overview includes what the Administrative Unit learned from its self-evaluation and delineates specific areas or questions the Administrative Unit would like the review team to consider. The presentation provides Review Team members with a chance to gain perspective of the Administrative Unit and what it views as its strengths and weaknesses. Additional information is reviewed by the team through interviews, parent focus groups, and evidence provided by the Gifted Education Director to support work on current State Performance Plan Indicators.

- **School Visits.** The review team will visit a random sample of schools in the Administrative Unit as well as identified priority improvement and turnaround schools. (The review team might split into smaller sub-groups for larger Administrative Units.) The school visits provide an opportunity for the

team to review and verify evidence that supports accomplishments of indicators in the State Performance Plan. During the school visits, the team may also conduct focus group sessions/interviews with school stakeholders.

- **Report Writing & Sharing.** The review team meets at a pre-arranged location outside of the school district to complete its verification work, review evidence collected during the visit, and craft a preliminary report of the team's findings. Review team deliberations allow the team an opportunity to reach consensus, draft a report, and write commendations and recommendations. An Executive Summary of the report is then shared with the Gifted Education Director and other administrative personnel. The focus of the summary is on two priority improvements areas that will have the most impact on gifted student learning and growth.
- **Summary of the Review Team's Activities.** Over the course of the Gifted Education Team Review, the review team engages in evidence/artifact review, focus groups, school visits, and professional interviews. These activities help the review team gather and analyze evidence and determine how well the administrative unit is addressing the needs of gifted and talented students. When making written recommendations for next steps, the team will focus on those activities that will most impact the growth of gifted students.

CGER: Responsibilities of the AU

The Colorado Gifted Education Review includes consideration of annual submissions of documentation to the Colorado Department of Education along with a team review visit which will occur once over a 4 year cycle or earlier as requested. Both are an ongoing process of reflection engaging in continuous improvement, and demonstrating growth in program enhancements. The following chart outlines how the process unfolds and the responsibilities of the administrative unit.

Timing	Administrative Unit Responsibilities
Every year	<ul style="list-style-type: none"> • Submit the UIP Program Addendum to CDE • Submit budget expenditures and student enrollment information to CDE through ongoing regular district procedures • Participate in resource and verification conversations with GERC
Gifted Education Team Review (every 4 years or earlier as needed)	<p>Prepare for the C-GER Team:</p> <ul style="list-style-type: none"> • Collect data from a self-evaluation process that includes feedback from stakeholders and review of the gifted programming rubric and gifted student outcomes • Conference with the review team chair and coordinate logistics for the review: <ul style="list-style-type: none"> • Arrange for focus group participants • Establish the review schedule • Identify schools to be visited during the School Visits • Coordinate logistics for the team during review • Address any questions and/or concerns related to visit preparation • Ensure the Administrative Unit is ready for the review • Prepare presentation of self-assessment findings: priority improvement timeline and student

Gifted Education Team Review (continued)

achievement summary; questions and elements for confirmation by the review team

- Gather evidence/artifacts examples to document the district's fulfillment of the state performance plan indicators.
- Invite Superintendent(s) or other district personnel for review team summary meeting on final day
- Host C-GER review team and coordinate all logistics.
- Culminate the Review:
 - Review team shares findings from the Colorado-Gifted Education Review with the Gifted Education Director and other personnel as deemed necessary
 - Celebrate accomplishments and recognize personnel impacting the success of their gifted education program
 - Prioritize recommendations from the review process that the Administrative Unit will incorporate into its gifted education program

Review follow-up (every four years following Gifted Education Team Review)

Follow-up to the C-GER

- Share findings of review with AU/district stakeholders
 - Parents
 - Teachers
 - Counselors
 - Administrators
 - Students
 - School Board
 - Communitythrough a copy of the report, Website, meetings, etc.
- Prepare and begin implementation of an improvement action plan, if required, with assistance of district personnel
- Share progress on a regular basis with your stakeholders

CGER: Keys to Successful Partnerships

The C-GER team will ...

- **Be positive and forthright.** C-GER team members will maintain a positive attitude and presence at all times, and constantly engage in active listening. The team will maintain an objective and professional approach with all AU stakeholders.
- **Be supportive.** Team members will ask questions and provide input to support the needs of the AU.
- **Verify programming targets.** It is the job of the C-GER team to gather evidence from the AU that supports and verifies the state programming targets, and to provide commendations and/or recommendations for improvement.



AUs THAT HAVE HOSTED A GIFTED EDUCATION PEER REVIEW OFFER THE FOLLOWING ADVICE TO THEIR COLLEAGUES.

- **Be open and honest with the team.** The more authentic and accurate your responses are to the team, the better able the team is to assess the strengths and needs of the Administrative Unit.
- **Stay on schedule.** Use the schedule to guide the visit.
- **Communicate with all stakeholders about the visit.** The more people who know about the visit and the activities of the team, the better. Be as open and transparent about the process as possible.
- **Share and encourage the team to review specific pieces of evidence/artifacts.** Include those that you feel are critical to the team's understanding of your work.
- **Highlight the areas where you need the review team's assistance.** The earlier in the process that the team discovers the challenges the district is facing the more time the team has to consider and craft powerful recommendations to support the Administrative Unit in addressing those challenges.
- **Remember, you get out of a process what you put into it.** The more committed the Administrative Unit is to the process and gaining valuable support and feedback from peers, the more likely it is to receive a meaningful Gifted Education Team Review.

CGER: Developing a Review Schedule

The Administrative Unit's Gifted Education Director works with the review team chair to develop the site visit schedule. A typical review lasts two days. Decisions on review length will be made between the team chair and Gifted Education Director. The following is an overview of key components of a C-GER visit.

Key Components of a Typical 2 day Peer Review Schedule

Day 1 – Administrative Unit Priority Improvement Update and Artifact/Evidence Review

- AU Coordinator/Director provides general orientation to Team and a brief description of how the AU has addressed the designated priority improvements indicated on the last CGER report and any other areas on which the AU has focused since the last review. (Turn-around and priority improvement district AUs and multi-district AUs with such districts under their umbrella, will also discuss with the Gifted Education Director and any other personnel present about how gifted students fit into improvement plans for the district.) Also include a brief summary of student data e.g. achievement, growth and demographics. This presentation will last approximately 45 minutes.
- Team interviews the Administrative Unit's Gifted Education Director/Coordinator and any others as needed.
- Some team members conduct evidence review while other members visit schools, interview focus groups of teachers, students and administrators
- Team meets to debrief findings and identify themes for the report

Day 2 – Final Reviews, Report Writing and Sharing

- Team reviews and verifies findings and completes a preliminary summary
- Team meets with AU Gifted Education Coordinator along with other AU administrator's (e.g. superintendent, Rtl coach, curriculum specialist, etc.) as appropriate to highlight points from the Executive Summary.

CGER: Setting up Focus Group/Interviews

A **focus group** could be defined as a group (7-10 people) of interacting individuals having some common interest or characteristics, brought together by a moderator, who uses the group and its interaction as a way to gain information about a specific or focused issue.

Interviews are usually more personal with questions being asked of a few participants (2-4) or an individual.



**ALLOW PLENTY OF TIME TO
SCHEDULE FOCUS GROUPS AND
INTERVIEWS**

Purpose and coordination. A critical component of the Gifted Education Review is to gather information from district and school stakeholders through the use of focus groups and/or personal interviews. Such discussions provide an opportunity for the team to verify information from a variety of stakeholders about the district's current gifted and talented education as seen through a specific lens. The Gifted Education Director, in conjunction with district and school leadership and with guidance and support from the review team chair, invites and schedules stakeholders for their participation in this information-gathering process.

Selecting Participants. Two weeks prior to the CGER site visit the review team chair will contact the Gifted Education Director about what type of focus groups and interviews the team will be conducting during the site visit. While it might be tempting to identify only those stakeholders who are active and strong supporters of the Administrative Unit/district, it does not maximize the insights and richness of the findings that can emerge from these discussions that ultimately benefit the AU's improvement efforts. The following guidelines are designed to help the Gifted Education Director in identifying random groups of stakeholders to be interviewed.

- Participants of a focus group represent only the intended stakeholders
- Focus groups should be random in selection and comprised of a cross section of districts/schools
- To maximize participation, focus groups can be conducted through distance learning systems that connect participants remotely.

Inviting Participants. The Gifted Education Director should begin inviting stakeholders to be interviewed as soon as he/she has finalized the visit schedule (approximately two weeks prior to the visit). Typically focus groups are comprised of 8-15 people. On [page 19](#) is sample language that can be adapted and used as appropriate when inviting stakeholders to participate in the focus groups/interviews.

Typical Stakeholder Groups:

- Gifted Education Director and other district administration as needed (district wide)
- Parent and community members (district wide) for focus group in evening
- Teachers (GT and Classroom)
- Students
- Building administrator(s)

Guidelines for Identifying Stakeholders to Be Interviewed

Stakeholders should collectively:

- Reflect the Administrative Unit's broader community; *socio-economic levels, race and ethnicity, regions served by the district, etc.*
- Provide a range of viewpoints and perspectives; *strong, active supporters of the unit/district, critics of the unit/district, those who are less involved, etc.*
- Represent all schooling levels in the Administrative Unit; *pre-K to career/technical, if applicable*
- Represent all major categories of positions in the Administrative Unit; *leadership, administrative, teaching, guidance, and support functions*
- Include individuals who are knowledgeable of the Administrative Unit's efforts in Gifted Education
- Include individuals who can discuss the strengths and challenges the Administrative Unit wishes the team to understand

Preparing Participants. After stakeholders accept the invitation to participate in a focus group/interview, the Administrative Unit sends a brief note to confirm the date, time, and location of the meeting. The note should emphasize the importance of being on time. The note should repeat some of the information from the invitation letter that highlights the purpose and activities of the team. Focus groups typically last 30-45 minutes. Interviews range from 15-30 minutes.

Sample Invitation to Potential Focus Group/Interview Participants

Dear *<insert name>*,

You are cordially invited to participate in *<insert name of Administrative Unit>*'s upcoming Gifted Education Peer Review by participating in a stakeholder focus group/interview.

<insert name of Administrative Unit >'s Gifted Education Peer Review will take place *<insert dates>*. The review is led by a team of professionals from around the state. During the review, the Review Team interviews a wide range of district and school level stakeholders, examines Evidence/ Artifacts, conducts school visits, and engages in professional deliberations to determine the Administrative Unit's compliance with state statues as well as offering collaborative support and commendations for what is working. The team shares its findings via a report. The Administrative Unit uses the findings from the team to further its continuous improvement efforts.

On *<insert day>*, the Gifted Education Peer Review Team will be conducting focus groups/interviews with stakeholder groups. We would like the team to interview you as part of the *<insert interview group>* at *<insert time>* in *<insert location>*. The focus group/interview will last approximately *<insert allotted time for interview>* minutes. We believe that you have experience, knowledge, and insights that would enhance the team's understanding of our Administrative Unit.

Please reply to this invitation by *<insert date>*. I hope you can participate in this exciting and valuable process.

Sincerely,

<Gifted Education Director and/or Superintendent>

CGER: Hosting the Gifted Education Review

The following guidelines are available to assist the Administrative Unit so it feels it is well-prepared for the Gifted Education Team Review. The following suggestions provide a detailed overview of each component of the visit and how to prepare for it along with tips to help the Administrative Unit host a successful Review.

The visit schedule serves as the primary guide for the one- or two-day Review. The Administrative Unit's Gifted Education Director manages the schedule and ensures that all activities of the Review occur as planned. The Administrative Unit's Gifted Education Director should maintain the schedule and extra copies at all times during the visit. He/she should be available for questions and to help the team access needed information throughout the visit. It is a good idea for the Administrative Unit's Gifted Education Director to provide the review team members with his/her contact information (including cell phone) and the names and contact information of other Administrative Unit staff should questions or emergencies arise. Once the review team has arrived, the Administrative Unit's Gifted Education Director connects with the review team for any last minute issues or changes and then ensures that all details unfold as planned.

Attending to the Details

- Director and C-GER team leader confirm logistics prior to the visit

Day One

- Ensure easy access to evidence/artifacts the team will need.
- Present a brief description of how the AU has addressed the designated priority improvements indicated on the last CGER report and any other areas on which the AU has focused since the last review. Provide a summary of gifted student data, e.g. demographics, achievement and growth.
- Confirm lunch arrangements for the team, e.g. list and directions for local restaurants.
- Check that all review team members have directions for schools and contact information.
- Support the schools as they host the school visits.
- Manage the schedule for focus groups and additional follow-up as directed by the team.

Day Two

- Host the meeting between the review team, yourself, and any other district staff where the Executive Summary will be shared.
- Make sure the room has an LCD projector with a computer hook up so the review team chair can project the Executive Summary to the audience.

Conclusion

CDE looks forward to supporting administrative units throughout the Colorado-Gifted Education Review Process. We hope this handbook has been helpful, and we welcome any feedback to improve its usefulness and procedures. Please feel free to share your comments with us at medina_j@cde.state.co.us

CGER: Appendix

Administrative Unit Checklist Gifted Education

	Communication Outreach	Y	N	Evidence
12.02 (1) (a)	Does the AU communicate to educators about available gifted programming options within the AU and how those options may be accessed?	<input type="checkbox"/>	<input type="checkbox"/>	
12.02 (1) (a)	Does the AU communicate to parents about available gifted programming options within the AU and how those options may be accessed?	<input type="checkbox"/>	<input type="checkbox"/>	
	Definition			
12.02 (1) (b)	Is the definition adopted by the Administrative Unit the same or substantially similar to the definition of “gifted and talented student” specified in the Rules.	<input type="checkbox"/>	<input type="checkbox"/>	
12.02 (1) (b)	Is the definition used as a basis for planning elements of the Program Plan and programming support for gifted students of various exceptionalities?	<input type="checkbox"/>	<input type="checkbox"/>	
	Identification			
12.02 (1) (c)	Does the identification process allow for a variety of strengths and interests to be recognized?	<input type="checkbox"/>	<input type="checkbox"/>	
12.02 (1) (c) (i)	Does the identification procedure ensure equal and equitable access to identification for all students (e.g., minority students, economically diverse students, culturally diverse students, students with limited English proficiency and children with disabilities) through the use of assessment tools that are unbiased toward the group completing the assessments?	<input type="checkbox"/>	<input type="checkbox"/>	
12.02 (1) (c) (i)	Are the demographics of the gifted population reflective of the district’s overall demographics?	<input type="checkbox"/>	<input type="checkbox"/>	
12.02 (1) (c) (ii)	Does the administrative unit collect referrals from a variety of sources?	<input type="checkbox"/>	<input type="checkbox"/>	
12.02 (1) (c) (ii)	Is a screening tool administered to every student at one or more grade levels?	<input type="checkbox"/>	<input type="checkbox"/>	

12.02(1) (c) (iii)	Are multiple sources of quantitative and qualitative data in a body of evidence used to make identification decisions for all areas of giftedness?	<input type="checkbox"/>	<input type="checkbox"/>	
12.02(12) & 12.02(1) (c) (iv)	To determine an area of giftedness do criteria require that the body of evidence demonstrates advanced level on a performance assessment <u>or</u> ninety-fifth percentile and above on a standardized achievement test in the area of exceptionality?	<input type="checkbox"/>	<input type="checkbox"/>	
12.02(1) (c) (v)	Are well-articulated review team procedures implemented?	<input type="checkbox"/>	<input type="checkbox"/>	
12.02(1) (c) (vi)	Are the procedures for identification assessment clearly written and available to all schools?	<input type="checkbox"/>	<input type="checkbox"/>	
12.02(1) (c) (vi)	Does the administrative unit have a consistent method by which parents are made aware of the assessment process for their student, gifted determination, and development and review of the advanced learning plan?	<input type="checkbox"/>	<input type="checkbox"/>	
12.08(1) (d)	If the administrative unit permits early entrance of age 4 gifted students into kindergarten, its program plan shall describe the elements of an early access process and how those elements, criteria and components will be implemented.	<input type="checkbox"/>	<input type="checkbox"/>	
	Programming	Y	N	Evidence
12.02(1) (d)	Is it well articulated that programming shall match the strengths, interests, and special needs of the gifted student?	<input type="checkbox"/>	<input type="checkbox"/>	
12.02(1) (d) (i)	Is it evident in advanced learning plans that programming matches the assessment data on strengths and interests of the gifted student?	<input type="checkbox"/>	<input type="checkbox"/>	
12.02(1) (d) (ii)	Does the administrative unit clearly describe where gifted students are served (e.g., general classroom, classroom cluster groups, vertical cluster groupings, pull-out groupings, or school for gifted)?	<input type="checkbox"/>	<input type="checkbox"/>	

12.02 (1) (d) (iii)	<p>Is differentiated instructional philosophy and support evident for gifted students as exemplified in any of the following:</p> <ul style="list-style-type: none"> • Does the administrative unit have a well-articulated process to consider and determine acceleration decisions? • Is cluster grouping, a research-based strategy, supported and implemented in the administrative unit? • Are critical and creative thinking strategies incorporated into differentiated content and assessment for gifted students? 	<input type="checkbox"/>	<input type="checkbox"/>	
12.02 (1) (d) (iv)	Are affective and guidance support systems available to gifted students in needs of such services?	<input type="checkbox"/>	<input type="checkbox"/>	
12.02 (1) (d) (v)	Does the administrative unit provide diverse content options (e.g., mentorships, honors program, advanced math) and/or support strategies for each area of giftedness at the different levels of school?	<input type="checkbox"/>	<input type="checkbox"/>	
12.02 (1) (d) (vi)	<p>Does the administrative unit implement a well-communicated method to articulate the needs, interests, and achievement of every gifted student, preschool (if applicable) through grade 12 as exemplified in any of the following:</p> <ul style="list-style-type: none"> • Is there an administrative unit timeline for the transition of gifted student data to the next level of school in a timely manner for planning and appropriate course selection? • Is gifted student data systemically available for articulation and transition? 	<input type="checkbox"/>	<input type="checkbox"/>	
12.02 (1) (d) (vii)	Does the administrative unit have a method to facilitate early college planning for gifted students?	<input type="checkbox"/>	<input type="checkbox"/>	
12.02 (1) (d) (vii)	Does the administrative unit have pathways for advanced placement courses for gifted students?	<input type="checkbox"/>	<input type="checkbox"/>	
12.02 (1) (d) (vii)	Are pre-collegiate, pre-advanced placement, vertical teaming, or study skill programs available to gifted students who may need additional support and	<input type="checkbox"/>	<input type="checkbox"/>	

	instruction before taking advanced placement courses?			
12.02 (1) (d) (viii)	Is there evidence of ALPs for gifted student that facilitate planning, record keeping and future instructional decisions?	<input type="checkbox"/>	<input type="checkbox"/>	
12.02 (1) (d) (viii)	Is the ALP process a collaborative effort of the teacher, parent and student, and other school personnel as needed?	<input type="checkbox"/>	<input type="checkbox"/>	
12.02 (1) (d) (viii)	Are ALPs reviewed annually (e.g., during a regular teacher-parent conference; phone conference; individual parent-teacher meeting)?	<input type="checkbox"/>	<input type="checkbox"/>	
12.02 (1) (d) (vii)	Are challenging post secondary options available to gifted students in their area of strength?	<input type="checkbox"/>	<input type="checkbox"/>	
	Evaluation and Accountability	Y	N	Evidence
12.02 (1) (e)(i)	<p>Do methods by which student achievement is monitored and measured for continual learning progress align with the state accreditation process (e.g., district assessments, progress monitoring data, ALP goals, classroom performance, and state assessment data)?</p> <ul style="list-style-type: none"> • Do gifted students have a plan of action (ALP) for coursework, mentors, internships, assessments or other options facilitating the growth of their exceptionality, and future college planning? • Are gifted student data results used to determine goals for the administrative unit and the instructional focus for the individual ALP? • Does the administrative unit have a goal or goals for improving gifted student achievement? 	<input type="checkbox"/>	<input type="checkbox"/>	
12.02 (1) (e) (ii)	Is the affective growth of gifted students monitored on the ALP and social-emotional needs addressed as needed (e.g., goal or check-off ALP system)?	<input type="checkbox"/>	<input type="checkbox"/>	
12.02 (1) (e)	Is gifted student achievement and reporting consistent with accreditation requirements as exemplified by the following:	<input type="checkbox"/>	<input type="checkbox"/>	

(iii)	<ul style="list-style-type: none"> • Are the accreditation requirements for categorical groups (e.g., exceptional ability, students with disabilities, English language learners) equally applied to gifted students or students with exceptional ability? • Is TCAP data disaggregated for gifted students? • Are there ways to address disparities in gifted student data if evident? • Is the learning of gifted students monitored for growth? 			
12.02 (1) (e) (iv)	Does the administrative unit’s self-evaluation provide feedback on: policy, goals, identification process, assessment, programming components, personnel, budget, reporting practices, and the impact of gifted programming on student achievement and progress?	<input type="checkbox"/>	<input type="checkbox"/>	
12.02 (1) (e) (iv)	Does the administrative unit’s program evaluation involve periodic feedback from major stakeholders: parents, students, educators and administrators?	<input type="checkbox"/>	<input type="checkbox"/>	
12.02 (1) (e) (v)	Is data on gifted student achievement available to all stakeholders on an annual basis?	<input type="checkbox"/>	<input type="checkbox"/>	
	Personnel	Y	N	Evidence
12.02 (1) (f) (i)	Beginning in 2010-2011 school year, does the administrative unit employ personnel responsible for the management of the program plan?	<input type="checkbox"/>	<input type="checkbox"/>	
12.02 (1) (f) (i)	Beginning in 2010-2011 school year, does the administrative unit employ personnel responsible for gifted education professional development activities?	<input type="checkbox"/>	<input type="checkbox"/>	
12.02 (1) (f) (i)	Are personnel who work in specific programs or classrooms consisting of mainly gifted students encouraged to become qualified personnel in gifted education?	<input type="checkbox"/>	<input type="checkbox"/>	
12.02 (1) (f) (i)	Does the administrative unit have designated personnel knowledgeable in the characteristics, differentiated instructional methods and competencies in the special education of gifted students who provide instruction, counseling, coordination and other programming for gifted students?	<input type="checkbox"/>	<input type="checkbox"/>	

12.02 (1) (f) (i) (b) (I)	Does the administrative unit provide professional development to improve and enhance the skills, knowledge and expertise of teachers and other personnel who provide instruction and other supportive services to gifted students, (e.g., training in differentiated curriculum, instruction, and assessment for gifted learners)?	<input type="checkbox"/>	<input type="checkbox"/>	
12.02 (1) (f) (i) (B) (II)	Does the Administrative Unit have a plan to increase the number of qualified personnel providing instruction to gifted students?	<input type="checkbox"/>	<input type="checkbox"/>	
12.02 (1) (f) (ii)	Does the administrative unit make attempts to collaborate with universities and/or colleges for the development of qualified personnel?	<input type="checkbox"/>	<input type="checkbox"/>	
12.02 (1) (f) (iii)	Are provisions in place to ensure that gifted students are taught by highly qualified teachers in core academic areas?	<input type="checkbox"/>	<input type="checkbox"/>	
12.02 (1) (f) (iv)	Are provisions in place to ensure that paraprofessionals are not the sole instructional provider for gifted students?	<input type="checkbox"/>	<input type="checkbox"/>	
12.02 (1) (f) (v)	Are district personnel aware of the means by which the administrative unit supports the acquisition and/or improvement of the knowledge and competencies of personnel relating to the instruction, programming, and counseling for gifted students (e.g., inservice, coaching, induction programs)?	<input type="checkbox"/>	<input type="checkbox"/>	
	Budget	Y	N	Evidence
12.02 (1) (g)	Does the administrative unit implement a collaborative process with stakeholders (e.g., schools, districts, parents, or steering committee) for determining the gifted education budget?	<input type="checkbox"/>	<input type="checkbox"/>	
12.02 (1) (g)	Does the budget reflect the cost of implementing the programming, goals and objectives stated in the Program plan?	<input type="checkbox"/>	<input type="checkbox"/>	
12.02 (1) (g)	Does the budget detail the funding committed by the administrative unit and funding requested from the Department of Education?	<input type="checkbox"/>	<input type="checkbox"/>	

12.02 (1) (g)	Is the funding committed by the administrative unit equal to or greater than the amount requested from the Department of Education?	<input type="checkbox"/>	<input type="checkbox"/>	
12.02 (1) (g)(i)(ii)) (iii) (iv) (v)	Is state funding for gifted education used only for one or more of the following purposes? 1) salaries for appropriately endorsed or licensed personnel serving primarily gifted students (e.g., director, coordinator, gifted resource teachers, counselors of the gifted); 2) professional development and training related to gifted education; 3) activities associated with gifted programming options specific to gifted students and their ALPs; 4) supplies and materials used in instructional programming for gifted education; and 5) technology and equipment necessary for the education of gifted students (up to 25% of state funds)	<input type="checkbox"/>	<input type="checkbox"/>	
	Reporting	Y	N	Evidence
12.03	Does the administrative unit have a current report on file at the Department of Education (due September 30 annually)?	<input type="checkbox"/>	<input type="checkbox"/>	
12.3 (2) (a)	Does the administrative report provide evidence of programming through the grades, preschool (if applicable) through grade 12?	<input type="checkbox"/>	<input type="checkbox"/>	
12.03 (2) (b) (c) (d)	Are formally identified students reported to CDE according to: gifted in math, gifted in language arts, gifted in both (math and language arts), and other (aggregate of student gifted in creativity, leadership, visual arts, music, and performing arts) as well as by grade, gender, ethnicity, twice exceptionality, if appropriate, and by early entrance preschoolers, if applicable?	<input type="checkbox"/>	<input type="checkbox"/>	
12.03 (3)	Does the administrative unit report the number of non-identified students served through gifted student programming?	<input type="checkbox"/>	<input type="checkbox"/>	
12.03 (4)	Does the AU report the percentage of gifted students who have been identified?	<input type="checkbox"/>	<input type="checkbox"/>	

12.03 (5)	Is the number of qualified personnel working in the administrative unit reported on the end-of-year report?	<input type="checkbox"/>	<input type="checkbox"/>	
12.03 (6)	Are programming strategies common to each level of schooling reported on the end-of-year report?	<input type="checkbox"/>	<input type="checkbox"/>	
12.03 (6) (b)	Does the administrative unit delineate methods for articulation/transition through the grades?	<input type="checkbox"/>	<input type="checkbox"/>	
12.03 (6) (c)	Does the administrative unit delineate methods and tools used to monitor gifted students achievement and commensurate growth?	<input type="checkbox"/>	<input type="checkbox"/>	
12.03 (7)	Do the administrative unit and their member districts, if any, comply with the requirements of accreditation with regard to student achievement, instructional goals, identification of disparities in the data, growth and reporting?	<input type="checkbox"/>	<input type="checkbox"/>	
	Audit	Y	N	Evidence
12.04	Is the administrative unit aware and ready to participate in monitoring activities associated with the Colorado Gifted Education Review (C-GER)?	<input type="checkbox"/>	<input type="checkbox"/>	
	Record Keeping			
12.05 (1)	Are the financial records of the administrative unit kept in accordance with accepted principles of governmental accounting?	<input type="checkbox"/>	<input type="checkbox"/>	
12.05 (2)	Does the administrative unit maintain an inventory of all equipment purchased with state funds throughout the useful life of the equipment?	<input type="checkbox"/>	<input type="checkbox"/>	
12.05 (3)	Does the administrative unit's ALP provide a record of ongoing programming options and strategies utilized with individual students and results?	<input type="checkbox"/>	<input type="checkbox"/>	
12.05 (3)	Is the ALP part of the student's ongoing records?	<input type="checkbox"/>	<input type="checkbox"/>	
12.05 (3)	Is the ALP utilized in educational planning and decision-making concerning subsequent programming for that student?	<input type="checkbox"/>	<input type="checkbox"/>	

12.05 (3)	Is the ALP utilized in the articulation process?	<input type="checkbox"/>	<input type="checkbox"/>	
12.05 (3)	Do gifted student records include the body of evidence that identified the area of exceptionality, interests and needs?	<input type="checkbox"/>	<input type="checkbox"/>	
12.05 (4)	Are gifted student educational records and ALPs held to be confidential and protected in accordance with applicable federal and state laws and regulations, and maintained, retained and destroyed consistent with the ongoing system of student record keeping established in the administrative unit, including its member districts?	<input type="checkbox"/>	<input type="checkbox"/>	
	Dispute Resolution			
12.06	Does the administrative unit have a written, well-articulated dispute resolution process?	<input type="checkbox"/>	<input type="checkbox"/>	
12.06	Does the dispute resolution afford the aggrieved individual notice of the decision giving rise to the dispute and an opportunity to be heard before the decision is implemented?	<input type="checkbox"/>	<input type="checkbox"/>	
	Early Access	Y	N	Evidence
12.08 (2) (a) (i)	Are criteria and process explained and accessible to parents, educators and public?	<input type="checkbox"/>	<input type="checkbox"/>	
12.08 (2) (a) (ii)	Is professional development provided to preschool, general and gifted education personnel, including preschool, kindergarten and first grade teachers and principals?	<input type="checkbox"/>	<input type="checkbox"/>	
12.08 (2) (a) (iii)	Is there evidence of collaborative efforts among parents, preschool, general and gifted educators?	<input type="checkbox"/>	<input type="checkbox"/>	
12.08 (2)(a) (iv)	Is an advanced learning plan developed as a collaborative process including the parent/s and classroom teacher?	<input type="checkbox"/>	<input type="checkbox"/>	
12.08 (2)(b)	If there is a fee, is there evidence that it is reasonable (no fee for free and reduced eligible students), and is early access assessment integrated into ongoing assessment practices as much as possible?	<input type="checkbox"/>	<input type="checkbox"/>	

12.08 (2)(d)	Do criteria include referral by parent or educator; a student profile of strengths, performance, readiness, needs and interest; and are all criteria in the body of evidence considered?	<input type="checkbox"/>	<input type="checkbox"/>	
12.08 (2) (d)(i)	Is aptitude measured at the 97 or 98 percentile ranking and tools listed?	<input type="checkbox"/>	<input type="checkbox"/>	
12.08 (2) (d)(ii)	Is achievement measured at the 97 or 98 percentile ranking and tools listed?	<input type="checkbox"/>	<input type="checkbox"/>	
12.08 (2)(d) (iii)	Does performance data include work sample/s and input by parent and teacher/adult?	<input type="checkbox"/>	<input type="checkbox"/>	
12.08 (2) (d) (iv)	Is data for readiness, social behavior and motivation collected through identified tools?	<input type="checkbox"/>	<input type="checkbox"/>	
12.08 (2)(d) (v)(A) (I)	Is there a determination letter that provides evidence of signatures by the parent, gifted education staff, early childhood staff, receiving teacher and administrator, and recognition and support of child's placement?	<input type="checkbox"/>	<input type="checkbox"/>	Evidence
12.08 (2)(d) (v)(A) (II)	Does the ALP include a transition goal for the first year of early access?	<input type="checkbox"/>	<input type="checkbox"/>	
12.08 (2)(e) (v)(A) (III, IV)	Is there evidence of communication with the student about school success, and parent-teacher communication?	<input type="checkbox"/>	<input type="checkbox"/>	

12.08 (2)(d) (v)(B)	Is there clear articulation about how parents, teachers, school administrator and the learning environment will contribute to a positive support system?	<input type="checkbox"/>	<input type="checkbox"/>	
12.08 (2)(e) (i)(A)	Is the timeline for application period clear—due by April 1, unless AU permits applications after April 1? If so, are the conditions easily understood?	<input type="checkbox"/>	<input type="checkbox"/>	
12.08 (2)(e) (i)(B)	Are determinations made within 60 calendar days of receiving referral portfolios?	<input type="checkbox"/>	<input type="checkbox"/>	
12.08 (2)(e) (i)(D)	Is it clear that the child will be age 4 for kindergarten, and age 5 for first grade by the start date of school?	<input type="checkbox"/>	<input type="checkbox"/>	
12.08 (2)(e) (ii)	Are there trained personnel identified to collect portfolios; collect data and provide testing, sit on a determination team consisting of a gifted education resource person, a teacher in early childhood and others identified by the AU; be a support team during transition to include the receiving teacher and administrator, parents, gifted education personnel and other person if identified by the AU?	<input type="checkbox"/>	<input type="checkbox"/>	
12.08 (2)(e) (iii) (A)	Are requirements for the application portfolio clearly stated and parents responsible for the referral portfolio?	<input type="checkbox"/>	<input type="checkbox"/>	
12.08 (2)(e) (iii) (A) (II)	Is a screening tool identified for parent and teacher input?	<input type="checkbox"/>	<input type="checkbox"/>	
12.08 (2)(e) (iii) (A) (III)	Is performance data included in the portfolio, and a body of evidence used with quantitative and qualitative data?	<input type="checkbox"/>	<input type="checkbox"/>	

and (C)				Evidence
12.08 (2)(e) (iii) (A) (II) (D) (I)	Are determinations a collaborative consensus process, or if no team exists, does the gifted director/a trained principal make the determination?	<input type="checkbox"/>	<input type="checkbox"/>	
12.08 (2)(e) (iii) (A) (II) (D) (II)	Do early access students have an ALP that includes academic and transition goals no later than the end of the first month of school?	<input type="checkbox"/>	<input type="checkbox"/>	
12.08 (2)(e) (iii) (A) (II) (D) (III)	If the child is gifted, but not deemed appropriate for early access, is the child’s assessment portfolio sent to the child’s school for serving the area of exceptionality?	<input type="checkbox"/>	<input type="checkbox"/>	
12.08 (2)(e) (iv)	Is ongoing progress monitoring evident—at least every 5 weeks during the first year of early access—using the ALP and student performance reports shared with the parents and child?	<input type="checkbox"/>	<input type="checkbox"/>	
12.08 (2)(e) (v)	Is there a dispute resolution process accessible to parents?	<input type="checkbox"/>	<input type="checkbox"/>	

Desk Audit Checklist

- AU Checklist
- 2013-16 AU Program Plan (look for whether there is an Early Access Policy)
- Other artifacts the AU wants to share as evidence of any program elements
- Budget Form
- Acceleration strategies and options
- Numbers and grade levels of students being accelerated.
- Differentiated programming options at the Tier II and Tier III levels that are systemic (across all schools and levels (elementary and secondary) for all categories on definition. Handbooks, related PD, curriculum, policies (e.g. independent study, concurrent enrollment, mentoring/internships), Web site
- Prior CGER report, CGER Timeline, and evidence of completion of priority improvements
- Professional Development Documentation
- Program evaluation documentation
- Advanced Learning Plans (achievement and affective, related to strength) Forms, data base, process, communication (Website, handbook, letters)
- Disaggregated GT achievement and growth data by sub groups, grade levels, identified strength areas, schools (correlate to GT achievement targets and UIP)
- Identification Procedures for equal and equitable access in ALL areas of giftedness in definition (screening tool, referrals, parent notifications, review team process, multiple avenues of communication).
- Disaggregated GT data by sub groups (proportionality)
- GT disaggregated for all areas of giftedness including “other” categories.
- Dispute resolution policy with links to access to information



GIFTED EDUCATION DIRECTORS SHOULD USE THIS DOCUMENT TO ENSURE THE REVIEW TEAM HAS THE INFORMATION THEY NEED TO COMPLETE THE DESK AUDIT.

Advanced Learning Plan Review Checklist

<input type="checkbox"/>	Does the administrative unit have a consistent ALP form that is used in its schools and/or districts/
<input type="checkbox"/>	Does the ALP form record strengths, interests and needs of the gifted student?
<input type="checkbox"/>	Do programming options and goals match the strengths, interests and needs of the gifted student?
<input type="checkbox"/>	Are ongoing programming results described?
<input type="checkbox"/>	Are student achievement results recorded?
<input type="checkbox"/>	Are individual programming options delineated?
<input type="checkbox"/>	Are specific strategies used with the individual student recorded?
<input type="checkbox"/>	Does the ALP describe programming options for each of the student's area of exceptionalities?
<input type="checkbox"/>	Does the ALP address where the student is served?
<input type="checkbox"/>	Does the ALP address differentiated instruction and methods?
<input type="checkbox"/>	Does the ALP address affective and guidance (college planning) support systems?
<input type="checkbox"/>	Are methods for articulation reflected in the ALP?
<input type="checkbox"/>	Is the ALP maintained in the student's permanent record consistent with the ongoing system of student record keeping established in the administrative unit?
<input type="checkbox"/>	Is the ALP used for individual educational planning and decision making based upon the student's strengths and interests identified through the body of evidence collected during assessment?
<input type="checkbox"/>	Does the ALP contain evidence of annual reviews?
<input type="checkbox"/>	Does the ALP have a signature section to ensure the participation of teachers, parents, the student and other school personnel as appropriate?

2012-2016 State Performance Plan Indicators

Description of State Performance Indicator		Description of State Performance Indicator	
AU will increase the identification of gifted students from traditionally under-represented populations as evidenced in proportionality of local data by 2016.		AU will implement ALPs in high schools either as a blended plan with the ICAP or as a separate individual ALP by fall 2014.	
AU will implement procedures to identify exceptional potential/gifted students in all categories of giftedness.		AU will have a policy or guidelines for acceleration. Districts reviewed acceleration plans for students in general and have a local acceleration plan for gifted students.	
AU will be successful in identifying and moving toward gifted student achievement/growth targets by 2016.		AU will accomplish priorities set through the Colorado Gifted Education Review (C-GER).	



COLORADO DEPARTMENT *of* EDUCATION

Colorado-Gifted Education Review

AU Name

Submitted to:

Superintendent/BOCES Executive Director John Doe

By:

name, region

name, region

name, region

name, region

Dates, year

Office of Gifted Education
1560 Broadway, Suite 1175
Denver CO 80202
303-866-6794
rolfe_t@cde.state.co.us

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Executive Summary

The team wishes to express its appreciation to Jane Roe, Gifted Education Coordinator, for her professional preparation of documentation to support the [AU name] Colorado Gifted Education Review (C-GER). The hospitality arranged for the team members by the Administrative Unit (AU) was welcoming and helpful. Visits with town/district/school, [town] and [school], conversations with [town] and focus groups representing [town], [town] and [town] administration, parents and students provided the team with insight and perspective.

Strengths and Progress

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Next Steps

Identification:

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Evaluation and Accountability:

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Introduction

The Colorado Department of Education (CDE) Office of Gifted Education is committed to improving the outcomes for identified gifted students throughout the state. The Office of Gifted Education strives to assist all Administrative Units (AU) to be “on-target” in all elements of gifted programming and accreditation: communication, definition, identification, programming, accountability, budgeting and reporting. AUs that are distinguished in these areas will serve as models and resources in the State.

Every four years, or earlier as needed, the state conducts a C-GER Peer Review. An on-site team, made up of experts/peers in the field of gifted education, reviews documents and meets with AU stakeholders in an effort to validate the AU’s self-reporting and provide information from alternative perspectives. This peer review process is not a comprehensive program evaluation, but rather a process designed to acknowledge the achievements and help prioritize future improvements and growth necessary to ensure gifted student learning and high achievement.

The intent of the visit and report is to help promote the process of reflection, and to encourage AUs to engage in continuous improvement. The team spent many hours reviewing evidence and artifacts, listening to focus groups, and conducting school visits. Strengths, commendations and recommendations are the result of team consensus based on extensive deliberation about findings and evidence. We believe the following report may be used for future goal determination and action planning.

Communication

Communication Indicators

Description

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12.02 (1) (a) The program plan shall describe how the administrative unit will communicate to parents and educators about available gifted programming options within the administrative unit and how those options may be accessed.

Strengths

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Definition

Definition

Comments

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The program plan shall include a written definition that is the same as or substantially similar to the definition of “gifted and talented student” specified in section 12.01(12) of these Rules. This definition shall serve as the basis for the implementation of all other program plan elements described below.

Identification

Description

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Strengths

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Identification Procedures

12.02 (1) (c) Identification Procedure shall describe the assessment process used by the administrative unit for identify students who meet the definition specified in section 12.01 (9) and for identifying the educational needs of gifted students. The assessment process shall recognize a student’s exceptional abilities or potential, interests, and needs in order to guide student instruction and individualized programming. The assessment process shall include, but need not be limited to:

12.01(1) (c) (i) A method(s) to ensure equal and equitable access for all students. The program plan shall describe the efforts the administrative unit will make to identify gifted students from all populations, including preschool (if applicable) through twelfth grade students, minority students, economically diverse students, culturally diverse students, students with limited English proficiency and children with disabilities;

12.01(1) (c) (ii) Referral and screening procedures;

12.01(1) (c) (iii) Multiple sources of data in a body of evidence (i.e. qualitative and quantitative)

12.01(1) (c) (iv) Criteria for determining exceptional ability or potential;

12.01(1) (c) (v) A review team procedure; and

12.01(1) (c) (vi) A communication procedure by which parents are made aware of the assessment process for the student, gifted determination, and development and review of the student’s ALP.

Programming

Description

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Next Steps

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Programming Indicators

12.02 (1) (d) Programming:
The program plan shall describe the programming components, options, and strategies that will be implemented by the administrative unit and schools to appropriately address the educational needs of gifted students. Programming shall match the strengths and interests of the gifted student. Other educational needs shall be addressed according to the individual student's profile. The program plan components, options, and strategies shall include, but need not be limited to:

12.02 (1) (d) (i) Alignment of assessment data to programming options in the areas of giftedness;

12.02 (1) (d) (ii) Structures by which gifted students are served at the different school levels (e.g., the general classroom, resource, and/or pullout);

12.02 (1) (d) (iii) Support in differentiated instruction and methods (e.g., acceleration, cluster grouping and higher order thinking skills);

12.02 (1) (d) (iv) Affective and guidance support systems (e.g., social skills training, early college and career planning);

12.02 (1) (d) (v) Diverse content options provided for gifted students in their areas of strength (e.g., mentorship, socratic seminars, advanced math, honors courses);

12.02 (1) (d) (vi) The means by which articulation for preschool (if applicable) through grade 12 is planned and implemented; Amendments - Rule 12 - Eff. 10/31/2008 108;

12.02 (1) (d) (vii) Pre-collegiate and/or pre-advanced placement support;

12.02 (1) (d) (viii) ALP development and annual review conducted through the collaborative efforts of the teacher(s), other school personnel (as needed), parents and the student (as appropriate); and

12.02 (1) (d) (ix) Post secondary options available to gifted students.

Evaluation and Accountability

Description

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Evaluation and Accountability Indicators

The administrative unit provides:

12.02 (1) (e) (i) Methods by which student achievement is monitored and measured for continual learning progress and how such methods align with the state accreditation process (e.g., intervention progress monitoring data sources, advanced learning plan goals, and performance, district, and state assessment data);

12.02 (1) (e) (ii) Methods by which student affective growth is monitored and measured for continual development (e.g., rubrics for personal journals and anecdotal data, student surveys, demonstration of self-advocacy, and student career and/or college plans);

12.02 (1) (e) (iii) Methods for ensuring that gifted student achievement and reporting are consistent with accreditation requirements (i.e., disaggregation of state assessment data for gifted students, identification of discrepancies in the data, goal setting and demonstration of growth); and

12.02 (1) (e) (iv) Methods for self-evaluation of the gifted program including a schedule for periodic feedback and review (e.g., review of gifted policy, goals, identification process, programming components, personnel, budget and reporting practices, and the impact of gifted programming on student achievement and progress); and

12.02 (1) (e) (v) Methods by which parents, educators, and other required persons are informed about the methods described in 12.02(1)(e)(i-iv) above.

Personnel

Description

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Strengths

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Personnel Indicators

12.02 (1) (f) (i) The program plan shall describe the personnel who provide instruction, counseling, coordination and other programming for gifted students. Personnel shall be knowledgeable in the characteristics, differentiated instructional methods and competencies in the special education of gifted students. Qualified personnel with endorsement or an advanced degree in gifted education are preferred in specific programs and classrooms consisting of mainly gifted students. Beginning with the 2010-2011 school year, every administrative unit shall employ or contract with a person who is responsible for:

12.02 (1) (f) (i) (A) Management of the program plan; and

12.02 (1) (f) (i) (B) Professional development activities, the purposes of which are:

12.02 (1) (f) (i) (B) (I) To improve and enhance the skills, knowledge and expertise of teachers and other personnel who provide instruction and other supportive services to gifted students, and

12.02 (1) (f) (i) (B) (II) To increase, to the extent practicable, the number of qualified personnel providing instruction to gifted students.

12.02 (1) (f) (ii) Administrative units are highly encouraged to collaborate with universities and colleges for the development of qualified personnel.

12.02 (1) (f) (iii) Personnel responsible for the instruction and learning of gifted students in core academic areas must meet the requirements under federal law for highly qualified teachers.

Budget

Description

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Strengths

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Next Steps

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Budget Indicators

Funds requested from the Department may be used for:

- 12.02 (1) (g) (i) salaries for appropriately certified, endorsed, or licensed personnel serving primarily gifted students (e.g., gifted education directors, coordinators, resource teachers, counselors and teacher of gifted classrooms);
- 12.02 (1) (g) (ii) professional development and training related to gifted education;
- 12.02 (1) (g) (iii) activities associated with gifted programming options specific to gifted students and their advanced learning plans;
- 12.02 (1) (g) (iv) supplies and materials used in instructional programming for gifted education; and
- 12.02 (1) (g) (v) technology and equipment necessary for the education of gifted students, not to exceed twenty-five percent of the total amount requested from the Department.

Reporting

Comments

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Reporting

12.03 Reports.

Any AU receiving funding under the provision of Section 12.00 shall submit to the Department by September 30 a report for the prior fiscal year, including:

- 12.03 (1) a detailed report of financial income and expenditures;
- 12.03 (2) the number of formally identified gifted students served through gifted student programming reported by:
 - 12.03 (2) (a) each grade level, preschool (if applicable) through grade 12;
 - 12.03 (2) (b) gender and ethnicity;
 - 12.03 (2) (c) twice exceptional; and
 - 12.03 (2) (d) gifted preschoolers served through early entrance per local policies and procedures, if applicable;
- 12.03 (3) the number of non-identified students served through gifted student programming;
- 12.03 (4) the percent of students in the AU who have been identified as gifted and talented through a formal identification procedure;
- 12.03 (5) the number of qualified personnel;
- 12.03 (6) the types of programming strategies utilized most commonly at each school level to address the needs of gifted students reported by:
 - 12.03 (6) (a) programming options for each area of giftedness as specified in 12.01(12) of these Rules;
 - 12.03 (6) (b) methods of articulation through the grades; and
 - 12.03 (6) (c) methods and tools used in accountability to monitor gifted student achievement and commensurate growth related to the implementation of the programming components; and
- 12.03 (7) administrative units and their member districts, if any, shall comply with the requirements of accreditation, pursuant to Article 11 of Title 22, C.R.S., with regard to gifted student achievement, identification of disparities in the data, instructional goals, growth and reporting.

Record Keeping

Comments

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Record Keeping

12.05 Record Keeping. Amendments - Rule 12 - Eff. 10/31/2008 111
Any administrative unit receiving funding will have the following record keeping and reporting responsibilities:

12.05 (1) Financial Records.

Financial records shall be kept in accordance with generally accepted principles of governmental accounting. Recommended accounting principles are listed in the [Financial Policies and Procedures Handbook](#).

12.05 (2) Inventory.

An inventory shall be maintained of all equipment for which funding was received. These records shall be maintained throughout the useful life of the equipment.

12.05 (3) Student Education Records.

The ALP shall record programming options, and strategies utilized with individual students and shall be part of the student's record. The ALP shall be considered in educational planning and decision-making concerning subsequent programming for that student and be used in the articulation process, preschool (if applicable) through grade 12. Gifted student records shall describe the body of evidence that identifies strengths, interests and needs, and the ongoing programming and student achievement results.

12.05 (4) Confidentiality of Student Education Records.

Individually identifiable records of students referred, assessed, evaluated, and/or served through programming for gifted and talented students in any administrative unit shall be held to be confidential and protected in accordance with applicable federal and state laws and regulations.

12.05 (5) Maintenance and Destruction of Student Education Records.

Gifted student education records and ALPs shall be maintained, retained and destroyed consistent with the ongoing system of student record keeping established in the administrative unit, including its member districts or the Charter School Institute for student records, preschool (if applicable) through grade 12.

Dispute Resolution

Comments

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Dispute Resolution

The program plan shall describe a dispute resolution process to be used for resolving disagreements about the identification and programming for gifted students. The dispute resolution process shall, at a minimum, afford the aggrieved individual notice of the decision giving rise to the dispute and an opportunity to be heard before the decision is implemented.

Monitoring

Comments

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Monitoring

12.07 (1) Each administrative unit shall comply with all applicable state and federal laws and regulations regarding the program plan, identification and special educational services for gifted students.
 12.07 (2) Each administrative unit shall be subject to ongoing monitoring by the Department concerning implementation of the program plan.
 12.07 (3) Monitoring procedures shall include: Amendments - Rule 12 - Eff. 10/31/2008 112
 12.07 (3) (a) A determination of compliance with all applicable state and federal laws and regulations, and
 12.07 (3) (b) An assessment of program quality based on the standards established by the Department of Education.
 12.07 (4) Monitoring activities shall include:
 12.07 (4) (a) A review of the program plan;
 12.07 (4) (b) A review of the annual report;
 12.07 (4) (c) A planned comprehensive on-site process integrated with the continuous improvement and monitoring process in the Department of Education; and
 12.07 (4) (d) Follow-up activities including the provision of technical assistance in areas of non-compliance and verification that areas of non-compliance have been corrected.

Conclusion

The review committee finds Administrative Unit is not yet meeting all details of state regulations for gifted education. The following components of the program plan are areas for future development.

OR

The review committee finds Administrative Unit to be in compliance with state statute and engaged in continuous improvement efforts. We encourage you to build on your success. The following components of the program plan are areas for future development.

<input type="checkbox"/>	Communication
<input type="checkbox"/>	Definition
<input type="checkbox"/>	Identification Procedure
<input type="checkbox"/>	Programming
<input type="checkbox"/>	Evaluation and Accountability

<input type="checkbox"/>	Personnel
<input type="checkbox"/>	Budget
<input type="checkbox"/>	Reporting
<input type="checkbox"/>	Record Keeping
<input type="checkbox"/>	Dispute Resolution

Improvement Target Areas

A time line to improve the indicators in [category] and [category] is due to the Colorado Department of Education within six weeks of the receipt of the final C-GER report **OR** by [date].

Implementation of revised expectations and procedures are required within one year of submission of the Improvement Timeline to CDE. This time line will allow the AU to plan collaboratively with member districts and stakeholders during the next school year and prepare for systemic and responsive improvements. Technical assistance and peer support are available through the gifted education regional network system. The aim is to provide guidance so the goals of the Administrative Unit improvement time line may be met.



COLORADO DEPARTMENT of EDUCATION

Office of Gifted Education
1560 Broadway, Suite 1175
Denver CO 80202
303-866-6794

<http://www.cde.state.co.us/gifted/index.htm>



Colorado - Gifted Education Review
C-GER

Administrative Unit Improvement Timeline
(Name of AU)

Date Submitted November 9, 2011

Date Completed _____

Gifted Education Director _____
Signature

Superintendent or designee _____
Signature



Administrative Unit Improvement Timeline Template

Goal Area	Measurable Objective	Actions	Resources	Persons Responsible	Evidence of Change
What is the overall theme, or area of improvement?	What is/are the objective/s to be accomplished in one year or less?	Put in 1, 2, 3, or a, b, c; format the steps that will be put into place as a means of improvement.	What data, materials, research, funds, people, etc. will be needed?	Who will facilitate/is responsible for change? What is the time frame?	How will you measure the change? Quantitative (descriptive stats) & Qualitative (portfolio)

NOTE: The Administrative Unit Improvement Timeline is to be submitted to CDE within 6 weeks of receiving the final C-GER report. Implementation of the plan is required within 1 year of the report submission.

CGER: Glossary

Acronyms

ALP: Advanced Learning Plan- “a written record of gifted and talented programming utilized with each gifted child and considered in educational planning and decision making.” 22-20-103 Criteria for ALPs is detailed in the Rules promulgated by the State Board of Education. ALPs may be electronic or paper versions, and are to be reviewed annually.

AP Classes: Advanced Placement- The College Board is a non-profit organization based in New York City, which has administered the AP program since 1955. It develops and maintains guidelines for the teaching of AP level courses in various subject areas. College Board supports teachers of AP courses and universities in training programs and in providing materials and resources. AP scores are used by many colleges to exempt students from introductory coursework if they demonstrate mastery through an AP test. These activities are funded through fees charged to students taking AP Exams.

AYP: Annual Yearly Progress- is how the federal law, *No Child Left Behind*, measures the achievement of schools, districts and states. AYP measures the participation rate in the state assessment system (CSAP and CSAPA), academic performance, and graduation rate. AYP requires the disaggregation of data by different groups of students: race/ethnicity, English language learners, economically disadvantaged students, and students with disabilities. All disaggregated groups must make the statewide targets in reading and math.

Benchmark Assessment/Assignment: A common grade-level standardized administration of an assessment/assignment that provides comparable results for all students, and objectively measures progress relative to standards for making decisions about individual students.

C-GER: Colorado-Gifted Education Review– is a collaborative monitoring process with the purpose of continuous improvement in gifted student learning and education.

CSAP: Colorado Student Assessment Program– is a test designed to measure student achievement in relationship to the Colorado Model Content Standards. These standards are expectations specifying what students should know at particular points in their education. As a result, CSAP provides a series of snapshots of student achievement in reading, writing, math, and science as they move through grades 3–10.

DI: Differentiated Instruction- is an approach to teaching in which instruction is tailored to meet the needs of individual students. Such instruction is designed to provide each student with access to a rigorous, standards-based curriculum. Instructional decisions are based on the results of meaningful assessments. Differentiated instruction provides various ways for individual students to receive new information, assimilate it, and demonstrate their knowledge.

ELL: English Language Learner

ELD: English Language Development

RTI: Response to Intervention- 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. RtI is a problem-solving process to plan and implement interventions to lead all students to success.

Terms

Ability Grouping- The flexible regrouping of students based on individual instructional needs

Acceleration- Moving at a faster pace through academic content

Affective Needs- The social and emotional considerations of an individual

Articulation- The movement from one grade, school or program to another

Cluster Grouping- The intentional placement of a group of similar ability students in an otherwise heterogeneous (mixed ability) classroom for a particular learning activity

Compacted Curriculum- Streamlining the regular curriculum to "buy time" for enrichment, accelerated content, and independent study. Usually involves pre-assessment of what students has already mastered

Complex Tasks- Providing multiple-step projects for advanced knowledge and skill acquisition

Cooperative Learning Groups- Providing grouped activities for the purpose of developing peer interaction skills and cooperation. May be like or mixed-ability groups

Creative Skills Training- Training and practice in various creative thinking skills, such as fluency, flexibility, elaboration, risk-taking, SCAMPER, synectics, morphologies, analogies, imagination

Critical Thinking- consists of mental processes of discernment, analysis and evaluation.

Early Access- House Bill 1021 reinstates a provision whereby districts may count in their enrollment and receive State Education Funds for highly gifted students who the administrative unit deems appropriate for early access to kindergarten or first grade.

Early Content Mastery- Giving students access to knowledge, concepts in a content area considerably before expected grade or age level expectations. Early exposure to "basics" Access to the basic knowledge and skills of the range of academic subject areas considerably before expected age or grade

Enrichment- The enhancement of the curricular program with additional opportunities for learning

Heterogeneous Grouping- Students are taught in mixed ability groups

Higher Thinking Skills Questioning HOTS- activities based on processing requiring analysis, synthesis, evaluation or other critical thinking skills

Homogeneous Grouping- Students are taught in similar ability groups

Honors Classes- Regular honors courses are developed locally by high school teachers to help meet the needs of accelerated students. Honors classes offer the same curriculum that non-honors classes offer but are more challenging. Honors courses are faster paced and cover topics more in-depth. However, these classes are not usually considered to be equivalent to college-level work and do not earn college credit.

Independent Study Projects- Structured projects agreed upon by student and supervising teacher that allow a student to individually investigate an area of high interest or to advance knowledge in that area

Individualized "Benchmark" Setting- Working with an individual student to set longer-term performance goals through agreed upon student product and performance

Instructional Level- The level at which a student is taught commensurate with his or her abilities as measured by pre-assessments.

Instructional Strategies- The different strategies a teacher uses to teach students of varying abilities

Interest Grouping- Grouping students of like interest on a regular basis during the school day for pursuit of advanced knowledge in a specific content area

Learning Contracts- Student and teacher jointly develop a contract for accomplishment of learning goal(s), which both sign and adhere to. Often involves a streamlining of regular class work

Mentoring- Establishment of one-to-one relationship between student and outside-of school expert in a specific topic area

Open-Ended Assignments- Providing students with tasks and work that do not have a single, convergent outcome or answer. The task may have timelines and a sequence of activities to be accomplished, but outcomes will vary with each student

Outcomes- The goals or end results expected in a student's growth and achievement

Pull-out Program- Classes and activities that are held during the school day, but outside the regular classroom

Standards-based Education- A mechanism for which students demonstrate what they know and are able to do with regard to particular content areas