Focused Team Desk Audit Checklist

Evidence	Program Plan Elements	Priority Indicators
☐AU Checklist Determine if evidence statements provide sufficient information and/or data from the AU ☐2012-2016 AU Program Plan ☐Early Access Plan, if on CDE's list of approved AU permitting early access under the ECEA statute What is evidence that the early access plan is being implemented? ☐Other artifacts the AU wants to share as evidence of any program elements	• All	All
☐New Budget Form, that includes a description of how funds will be used; budget indicated for proposed expenditures of state distribution and district contribution. ☐What is evidence that budgeting for gifted education involves collaborative efforts?	• Budget, Record Keeping, Reporting	
☐Acceleration – How is acceleration implemented to appropriately address educational needs of gifted students – differentiated instruction and methods for acceleration? Is the AU utilizing Iowa Acceleration Scale for whole grade level acceleration? Is the determination for whole grade acceleration recorded on the student's ALP? ☐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*	• Programming • Communication Programming. Definition	Yes Yes
☐Prior CGER report ☐CGER Timeline ☐Evidence of completion of priority improvements; request evidence if needed	• Monitoring	
☐Professional Development Documentation In what ways is the AU increasing capacity of educators to understand and provide appropriate	• Personnel	

instruction for gifted students on an annual basis? Explore PD in literacy if a need identified by AU student data. In what ways, is the AU promoting educators to become qualified personnel in gifted education?		
☐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) ☐Ask: In what ways are gifted education personnel involved in transitional year activities for implementation of the UIP addendum for gifted education? In 13-14, few AUs will have completed a program addendum for gifted education.	• Evaluation Accountability • Evaluation Accountability Record Keeping • Accountability	Yes Yes
☐Identification Procedures for equal and equitable access in ALL areas of giftedness in definition. *(screening tool, referral procedure, assessment procedure, parent notifications, review team process for determination, criteria for exceptionality, multiple sources of data, multiple ways to communicate)* ☐Disaggregated GT data by sub groups (proportionality) ☐Gifted student enrollment maintained in a database indicating each student's area(s) of giftedness: cognition, academics, creativity, leadership, visual arts, performing arts (theater/dance) and/or music.	• Identification & Definition	Yes Yes
☐Dispute resolution policy with links to access information	• Dispute resolution & Communication	

Time Line Guidance –

- Provide announcement of C-GER letter to administrative unit superintendent(s)/executive director late spring/summer prior to C –GER
- Lead C-GER person contacts AU gifted education director regarding C-GER dates, process and requested forms and information ASAP after announcement of annual schedule
- 8 weeks prior to C-GER – CDE provides AU folder to lead C-GER team person
- 5-8 weeks prior to C-GER – conduct the desk audit; request additional information from the AU gifted education director/coordinator
  Note: In 13-14 modifications to the guidance time line may be necessary due to development phase of new desk audit and onsite changes.