

July 2010



# **Colorado - Gifted Education Review: C-GER**

## **Guide for Administrative Unit Gifted Education Director**

**cde** *Improving Academic Achievement*

July 2010

## 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 (AU) 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 AU 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 End of Year Report Review with the Peer Team Review site visit every 4 years. The annual visit is a reflective dialogue about the results of the AU's annual report and needs for individual or network group assistance. During an estimated two-day site visit the peer team verifies the implementation of program plan elements, accreditation requirements and progress toward the AU's 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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## Colorado-Gifted Education Review (C-GER) Process

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 stakeholder survey/focus group data, the performance of identified gifted students on state and local assessments, enrollment data and indicators outlined in the State Performance Plan (SPP).

### Components:

- **Annual End of Year (EoY) Report Review:** Under C-GER, AUs submit an annual report and then engage in a review conference with the local Gifted Education Regional Consultant (GERC). The review conference uses the content of the AU's EoY report and facilitates a reflective dialogue about results. The discussion will include the self-evaluation of the AU's progress on the program plan. This dialogue helps guide and design future actions and technical assistance efforts.
  - **Composition.** The EoY Report Review is:
    - A collaborative meeting between the GERC and AU's Gifted Education Director and
    - Inclusive of additional AU personnel, as deemed necessary, who can support the efforts of gifted education.
  - **Structure.** The EoY Report Review occurs annually within a few months from the submission of the on-line report at the convenience of the AU and the GERC. The review includes :
    - Data driven questions
    - Verification of movement toward AU goals

- Discussion to determine and design AU technical assistance as needed
- Discussion of other gifted programming areas uplifted by AU for consideration
- **Peer Team Review:** On a rotating basis (every four years or as needed), a peer team of external educators will conduct a review with an AU. This peer review team, identified by the CDE, will visit the site to document and validate the AU's progress in meeting the elements of the SPP. They will review data on current status and evidence in support of program elements, and address questions requested by the AU. In addition to validation, the team will provide recommendations for next steps. The peer team review process is one that captures the AU 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 Improvement Timeline will be required. Depending on the situation this might include an additional site visit the following school year to review progress on suggested actions. Additionally, AU's that are distinguished in certain program elements might be asked to serve as models and resources in the State.
  - **Composition.** The peer review team is comprised of 3-6 (dependent on district size) educators from other AUs who are experienced and knowledgeable in gifted education, members of the Colorado Academy of Educators for the Gifted, Talented and Creative (CAEGTC), and GERCs.
  - **Structure:**
    - **Desk Audit.** Prior to the peer team review visit, data previously submitted to CDE by the AU will be reviewed by team members:
      - Program Plan
      - Historical EoY Reports
      - ALP Example
      - Demographics data



In addition the AU will be asked to submit to the team lead:

- Completed copy of Administrative Checklist
- Most recent EoY Report
- Disaggregated CSAP data
- Disaggregated local achievement data
- Communication documents, e.g. brochures, handbook, Website address
- Most recent program plan and addendum

○ **Administrative Unit Site Visit.**



- **In-brief.** The team gathers at the AU's site to meet with the gifted education director and other personnel, as deemed necessary, to hear an in-brief of the AU's gifted education program and their analysis of student achievement and growth data.

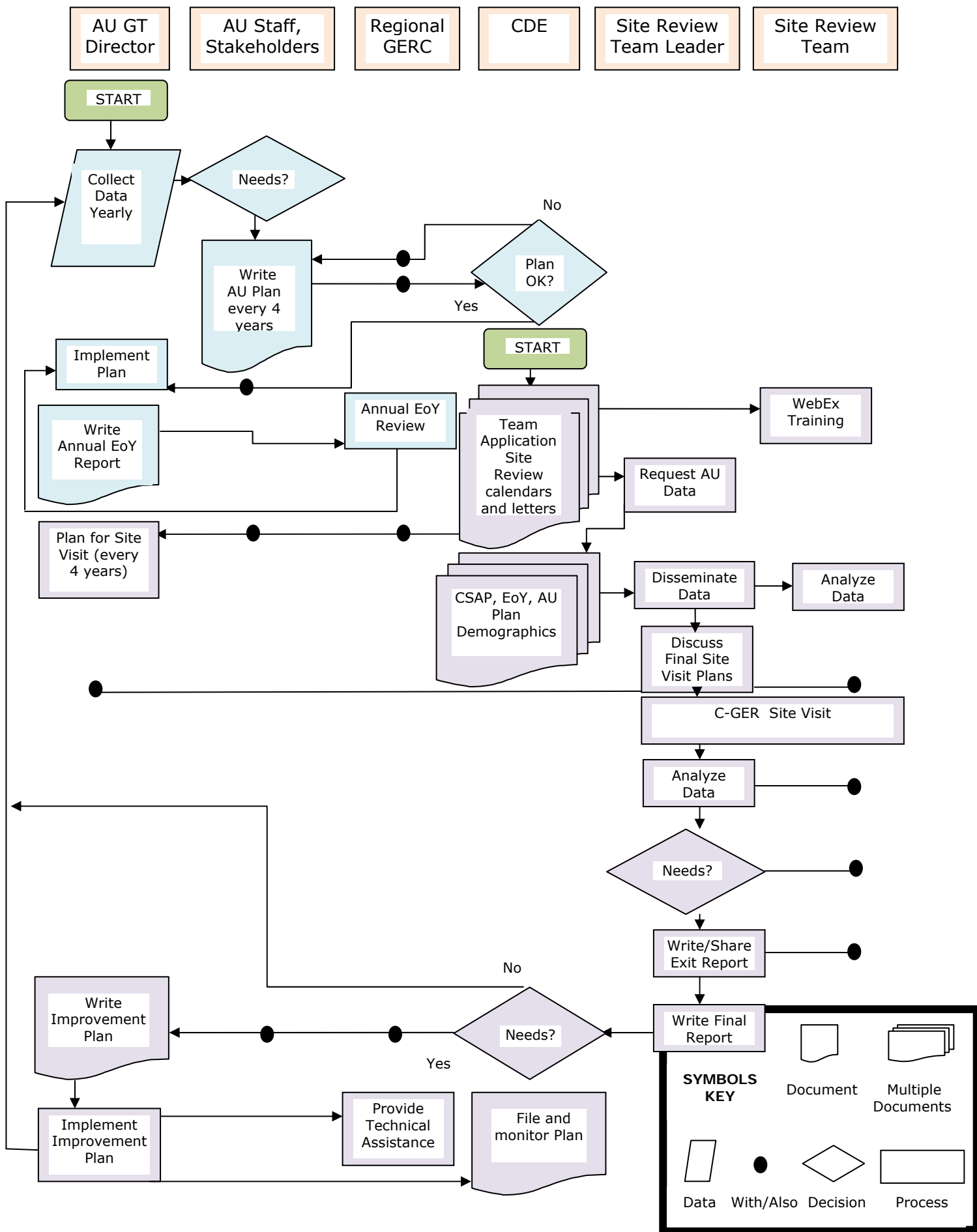


- **School Visits.** The review team will visit a random sample of schools in the AU. The school visits provide an opportunity for the team to review authentic evidence to support accomplishments of indicators in the SPP. During the school visits, the team conducts focus groups/interviews with school stakeholders, and visits any identified Lighthouse Projects.

- **Report Writing & Sharing.** The review team meets at a predetermined location to complete their verification work, review evidence collected during the visit, and craft a preliminary report of the team's findings. A brief summary of the report is then shared with the gifted education director and other administrative personnel, as deemed necessary, to review findings about programming elements and identify improvement areas for future growth. The intended result is to develop priorities that will have the most impact on  
GIFTED STUDENT LEARNING AND GROWTH.



# Colorado Gifted Education Review (C-GER) Deployment Chart



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# APPENDIX

## A

C-GER Peer Team Site Review  
Planning Support Documents for  
AU Gifted Education Director

## Keys to a Successful Partnership



### The C-GER peer review 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.

*Administrative Units that have hosted Gifted Education Peer Reviews offer the following advice to their colleagues.*

### The Administrative Unit will ...

- **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 AU.
- **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 AU in addressing those challenges.
- **Remember, you get out of a process what you put into it.** The more committed the AU is to the process and gaining valuable support and feedback from peers, the more likely it is to receive a meaningful Gifted Education Peer Team Review.



**The Colorado-Gifted Education Review:  
Responsibilities of the Administrative Unit**

<b>Timing</b>	<b>Administrative Unit Responsibilities</b>
<b>Every year</b>	<ul style="list-style-type: none"> <li>• Submit Annual End of Year Report (EoY) by Sept. 30</li> <li>• Participate in EoY Report Review with GERC</li> <li>• Actively address action plan and suggestions from EoY review</li> </ul>
<b>Gifted Education Team Review (every 4 years or earlier as needed)</b>	<p><b>Prepare for the C-GER Team:</b></p> <ul style="list-style-type: none"> <li>• Collect self-evaluation data that includes feedback from stakeholders and review of the gifted programming rubric, Administrator’s Checklist and gifted student outcomes</li> <li>• Conference with the peer review team lead and coordinate logistics for the review:               <ul style="list-style-type: none"> <li>• Identify focus group participants</li> <li>• Establish the review schedule</li> <li>• Identify schools to be visited during the school visits</li> <li>• Coordinate logistics for the team during review</li> <li>• Address any questions and/or concerns related to visit preparation</li> <li>• Ensure the AU is ready for the review</li> <li>• Prepare presentation of self-assessment findings: program plan results and student achievement summary; questions and elements for confirmation by the peer review team</li> <li>• Gather evidence/artifacts examples to document the district’s fulfillment of the SPP indicators</li> <li>• Invite superintendent(s) or other district personnel, as deemed necessary, for review team exit meeting</li> </ul> </li> </ul>

<p><b>Review follow-up (every four years following Gifted Education Team Review)</b></p>	<p>on final day.</p> <ul style="list-style-type: none"><li>• Host C-GER peer review team and coordinate all logistics.</li><li>• Culminate the Review:<ul style="list-style-type: none"><li>• Review team shares brief summary of findings from the C-GER with the gifted education director and other personnel as deemed necessary</li><li>• Celebrate accomplishments and recognize personnel impacting the success of their gifted education program</li><li>• Prioritize recommendations from the review process that the AU will incorporate into its gifted education program</li></ul></li></ul> <p><b>Follow-up to the C-GER</b></p> <ul style="list-style-type: none"><li>• Share findings of review with AU/district stakeholders<ul style="list-style-type: none"><li>• Parents</li><li>• Teachers</li><li>• Counselors</li><li>• Administrators</li><li>• Students</li><li>• School Board</li><li>• Community</li></ul>through a copy of the report, Website, meetings, etc.</li><li>• Prepare and begin implementation of an improvement action plan, if required, with assistance of district personnel. The AU director of gifted education sends the plan to both the regional GERC and CDE Gifted Education office by the deadline stated on the letter that accompanies the final C-GER report.</li><li>• Share progress on a regular basis with your stakeholders</li><li>• Complete C-GER Feedback survey on-line. <a href="http://www.surveymonkey.com/s/AU_CGER_Feedback">http://www.surveymonkey.com/s/AU_CGER_Feedback</a></li></ul>
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## C-GER Timeline Checklist for AU Director

**Prepare for the Gifted Education Review Team:** The intent of C-GER is to collect evidence that currently exists in the AU. This is not a time to change current practice or to dedicate time to prepare evidence for the review. It is, however, a time to COLLECT existing evidence.

	<b><u>Two Months Before the Review:</u></b>
<input type="checkbox"/>	Complete the Administrative Checklist
Assemble information from any program evaluations the AU might have completed:	
<input type="checkbox"/>	Evidence of growth data
<input type="checkbox"/>	Most recent EoY Report
<input type="checkbox"/>	Evidence of disaggregating achievement data for gifted students from both local and state testing
<input type="checkbox"/>	Communication documents (parent handbook, brochures, letters, Web site address)
<input type="checkbox"/>	Feedback from stakeholders
<input type="checkbox"/>	Most recent program plan and amendments
<input type="checkbox"/>	Evidence to support work on current State Performance Plan Indicators
<input type="checkbox"/>	Any updates to ALP format
<b>Suggestion:</b> An AU Notebook may be useful to update and gather evidence/artifacts examples to document the district's fulfillment of the SPP indicators and/or other artifacts that may be used to document current status.	
	<b><u>One Month Before the Review:</u></b>
Conference with the C-GER Peer Review Team Lead and discuss details for the review:	
<input type="checkbox"/>	Identify focus group participants

<input type="checkbox"/>	Establish the review schedule
<input type="checkbox"/>	Identify schools to be visited during the school visits
<input type="checkbox"/>	Provide hotel information for team (name, phone numbers, website)
<input type="checkbox"/>	Ask any questions and/or concerns related to visit preparation
	Coordinate details of visit
<input type="checkbox"/>	Arrange for focus groups and school visits
<input type="checkbox"/>	Prepare in-brief presentation of self-assessment findings: program plan results and student achievement summary; questions and elements for confirmation by the review team
<input type="checkbox"/>	Secure/reserve room for team to work in during visit
<input type="checkbox"/>	Send Administrative Unit Checklist and evidence gathered /artifacts examples to document the district's fulfillment of the SPP indicators to peer review team lead.
<input type="checkbox"/>	Invite Superintendent(s) or other district personnel for review team summary exit meeting on final day as deemed necessary and in accordance with district protocols.
	<b><u>One Week Before the Review:</u></b>
<input type="checkbox"/>	Ensure the Administrative Unit is ready for the review
	<b><u>Days of the Review:</u></b>
<input type="checkbox"/>	Host the peer review team and coordinate all logistics.
<input type="checkbox"/>	Provide team with contact info. (cell phones, etc.), any school visit maps, etc.
<input type="checkbox"/>	Present overview to peer review team
<input type="checkbox"/>	Attend exit summary meeting
	<b><u>Follow-up to the C-GER</u></b>
<input type="checkbox"/>	Share findings, through a copy of the report, website, meetings, etc. of review with AU/district stakeholders: <ul style="list-style-type: none"> <li>• Parents</li> <li>• Teachers</li> <li>• Counselors</li> </ul>

	<ul style="list-style-type: none"><li>• Administrators</li><li>• Students</li><li>• School Board</li><li>• Community</li></ul>
<input type="checkbox"/>	Prepare and begin implementation of Improvement Timeline, if required, with assistance of district personnel. The AU Director of Gifted Education sends the plan to both the regional GERC and CDE Gifted Education office by the deadline stated on the letter that accompanies the final C-GER report.
<input type="checkbox"/>	Within one week of review, complete feedback survey. <a href="http://www.surveymonkey.com/s/AU_CGER_Feedback">http://www.surveymonkey.com/s/AU_CGER_Feedback</a>
<input type="checkbox"/>	Share progress on a regular basis with your stakeholders

## Administrative Unit Checklist Gifted Education

	<b>Communication Outreach</b>	<b>Y</b>	<b>N</b>	<b>Evidence</b>
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"/>	
	<b>Definition</b>			
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"/>	
	<b>Identification</b>			
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)	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"/>	

(iv)				
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"/>	
	<b>Programming</b>	<b>Y</b>	<b>N</b>	<b>Evidence</b>
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)	Is differentiated instructional philosophy and support evident for gifted students as exemplified in any of the following: <ul style="list-style-type: none"> <li>• Does the administrative unit have a well-articulated process to consider and determine acceleration decisions?</li> <li>• Is cluster grouping, a research-based strategy, supported and implemented in the administrative unit?</li> <li>• Are critical and creative thinking strategies incorporated into differentiated content and assessment for gifted students?</li> </ul>	<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)	Does the administrative unit provide diverse content options (e.g., mentorships, honors	<input type="checkbox"/>	<input type="checkbox"/>	

(d) (v)	program, advanced math) and/or support strategies for each area of giftedness at the different levels of school?			
12.02 (1) (d) (vi)	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: <ul style="list-style-type: none"> <li>• 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?</li> <li>• Is gifted student data systemically available for articulation and transition?</li> </ul>	<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 instruction before taking advanced placement courses?	<input type="checkbox"/>	<input type="checkbox"/>	
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"/>	
	<b>Evaluation and Accountability</b>	<b>Y</b>	<b>N</b>	<b>Evidence</b>
12.02 (1) (e)(i)	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)?	<input type="checkbox"/>	<input type="checkbox"/>	



	<ul style="list-style-type: none"> <li>Do gifted students have a plan of action (ALP) for coursework, mentors, internships, assessments or other options facilitating the growth of their exceptionalality, and future college planning?</li> <li>Are gifted student data results used to determine goals for the administrative unit and the instructional focus for the individual ALP?</li> <li>Does the administrative unit have a goal or goals for improving gifted student achievement?</li> </ul>			
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) (iii)	<p>Is gifted student achievement and reporting consistent with accreditation requirements as exemplified by the following:</p> <ul style="list-style-type: none"> <li>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?</li> <li>Is CSAP data disaggregated for gifted students?</li> <li>Are there ways to address disparities in gifted student data if evident?</li> <li>Is the learning of gifted students monitored for growth?</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	
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"/>	
	<b>Personnel</b>	<b>Y</b>	<b>N</b>	<b>Evidence</b>
12.02 (1)	Beginning in 2010-2011 school year, does the administrative unit employ personnel?	<input type="checkbox"/>	<input type="checkbox"/>	

(f) (i)	responsible for the management of the program plan?			
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"/>	
	<b>Budget</b>	<b>Y</b>	<b>N</b>	<b>Evidence</b>
12.02 (1)	Does the administrative unit implement a collaborative process with stakeholders (e.g.,	<input type="checkbox"/>	<input type="checkbox"/>	

(g)	schools, districts, parents, or steering committee) for determining the gifted education budget?			
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"/>	
	<b>Reporting</b>	<b>Y</b>	<b>N</b>	<b>Evidence</b>
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	Does the AU report the percentage of gifted	<input type="checkbox"/>	<input type="checkbox"/>	

(4)	students who have been identified?			
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"/>	
	<b>Audit</b>	<b>Y</b>	<b>N</b>	<b>Evidence</b>
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"/>	
	<b>Record Keeping</b>			
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	<input type="checkbox"/>	<input type="checkbox"/>	

	the administrative unit, including its member districts?			
	<b>Dispute Resolution</b>			
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"/>	
	<b>Early Access</b>	<b>Y</b>	<b>N</b>	<b>Evidence</b>
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)	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	<input type="checkbox"/>	<input type="checkbox"/>	

) (I)	support of child’s placement?			<b>Evidence</b>
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)	Is performance data included in the portfolio, and a body of evidence used with quantitative and qualitative data?	<input type="checkbox"/>	<input type="checkbox"/>	

(A) (III) and (C)				<b>Evidence</b>
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"/>	

## **Hosting the Gifted Education Peer Review**

The following guidelines are available to assist the AU so it feels it is well-prepared for the C-GER peer review team site visit. 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 AU host a successful review.

The visit schedule serves as the primary guide for the two-day review. The Administrative AU's gifted education director manages the schedule and ensures that all activities of the review occur as planned. The AU'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 AU'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 AU staff should questions or emergencies arise. Once the review team has arrived, the AU'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.



<h2 style="text-align: center;">Typical 2-Day Peer Review Schedule</h2>
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**Day 1**

**Administrative Unit**

**Presentation and**

**Artifact/Evidence Review**

- AU gifted education director conducts in-brief for peer review team (45-60 min.)
- Site visits morning and afternoon with lunch break in between
  - Interviews
  - Focus groups
  - Lighthouse Projects
- Peer review team interviews the AU's gifted education director and any others as needed.
- Peer review team members visit schools for interviews and focus groups with takeholders.
- Peer review team meets to debrief findings and identify themes for the report.

**Day 2**

**Final Reviews, Report**

**Writing and Sharing**

- AU gifted education director coordinates with peer review team lead on time and place of exit summary
- Peer review team completes final report writing
- Peer review team meets with AU gifted education director and other AU personnel, as deemed necessary to provide a brief summary of report (30 minutes maximum)
- Next steps are verbally agreed upon (An Improvement Timeline template might need to be completed. This template guides the action plan. Timelines, district support, and/or technical support are factors to determine in the action plan.).

## **Attending to the Details AU Director of Gifted Education Checklist for Peer Review Site Visit**

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

### **Day One**

- Make sure the review team's meeting room at the AU/district is properly set up and meets the team's needs
- Ensure easy access to evidence/artifacts the team will need
- Present AU's in-brief
- Check that all review team members have directions for schools and contact information
- Support the schools as they host the school visits
- Confirm lunch arrangements for the team (list of close restaurants, school lunches, take-out/delivery menus)
- Manage the schedule for focus groups and additional follow-up as directed by the team

### **Day Two**

- Make sure the team's meeting room at the district is properly set up and meets the team's needs (LCD projector and internet access)
- Ensure easy access to evidence/artifacts the team may need
- Host the exit meeting where a brief summary of the draft report will be shared by peer review team with the AU gifted education director and any other district personnel, as deemed necessary.

## **Guidelines for Preparing AU In-brief**

On the morning of the C-GER site visit the gifted education director welcomes the peer review team and conducts an in-brief of the AU's gifted education program and a summary of the AU's self-evaluation. The purpose of the remarks is to give a big picture overview to the review team—information, themes, trends, goals and actions that might not be gleaned from the desk audit. The following questions are designed to assist in thinking about the type of content to include in the in-brief, which should last no longer than 60 min.

### **Guiding Questions**

- What will help the team quickly gain an understanding of the district and community challenges, strengths, and opportunities?
- What strides in gifted programming has the AU made over the last four years?
- What have you learned about gifted learners through achievement data, and the Colorado Growth Model?
- What trends to gifted student disaggregated data suggest?
- In what ways has gifted student data influenced programming?
- What information will best convey what the district is trying to accomplish for its gifted and talented students?
- How is the district meeting the needs of its gifted and talented students—currently and over time?

## Assembling Focus Groups

### Purpose

- To gather information from a variety of stakeholders about the district's current gifted and talented education

To promote a sense of safety and confidentiality it is imperative that only specified stakeholders are present during the focus groups and/or personal interviews.

### Selecting Participants

- Participants of a focus group represent only the intended stakeholders  
Focus groups should be random in selection and comprised of a cross section of district/schools

While it might be tempting to identify only those stakeholders who are active and strong supporters of the AU/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.

### Inviting Participants.

- The Gifted Education Director should begin inviting stakeholders to attend the focus group as soon as he/she has finalized the visit schedule (approximately six weeks prior to the visit).
- Stakeholder focus groups are typically comprised of 8-15 people.

### Preparing Participants.

- After stakeholders accept the invitation to participate in a focus group/interview, the AU 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.

## Typical Stakeholder Groups:

- Gifted education director and other district administration, as deemed necessary
- Parent and community members (district wide)
- Teachers (GT and Classroom)
- Students
- Building administrator(s)

## Guidelines for Identifying Stakeholders to Be Interviewed

Stakeholders should collectively:

- Reflect the AU's broader community; *socio-economic levels, race and ethnicity, regions served by the district, etc.*
- Provide a range of view points 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 AU; *preK to career/technical, if applicable*
- Represent all major categories of positions in the AU; *leadership, administrative, teaching, guidance, and support functions*
- Include individuals who are knowledgeable of the AU's efforts in gifted education
- Include individuals who can discuss the strengths and challenges the AU wishes the team to understand

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## Sample Invitation to Potential Focus Group 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>*

## Sample Administrator Survey

**		Always - Agree -	Never Disagree			
	<b>Goals and Information</b>					
	The outcomes for the gifted education program are clear to me.	4	3	2	1	NA
	The outcomes for the gifted education program are clear to my staff.	4	3	2	1	NA
	The school's mission statement supports learning and growth for gifted students.	4	3	2	1	NA
	A gifted education handbook is available for parent and teacher use.	4	3	2	1	NA
	I can find information about gifted programming on my school's, district's, or BOCES web site.	4	3	2	1	NA
	A response to intervention system recognizes a child's strengths early in the school years (K-2).	4	3	2	1	NA
	<b>Identification Assessment</b>					
	The process for identification assessment is easily accessible to teachers, parents and students.	4	3	2	1	NA
	The process for identification assessment is clearly understood by all stakeholders.	4	3	2	1	NA
	Parent input in the identification assessment process is valued.	4	3	2	1	NA
	Teacher input in the identification assessment process is valued.	4	3	2	1	NA
	<b>Advanced Learning Plan – record keeping</b>					
	The advanced learning plan (ALP) process is understood by me.	4	3	2	1	NA
	The advanced learning plan (ALP) process is understood by all stakeholders.	4	3	2	1	NA
	Teachers of gifted students participate in an annual planning session with the identified gifted student and his/her parent(s) to meet the student's needs.	4	3	2	1	NA
	If not, they contact the parent(s) by phone or during a parent-teacher conference to verify the plans for their child.	4	3	2	1	NA
	All stakeholders are clear about their roles in helping the child reach the goals on his/her ALP.	4	3	2	1	NA
	<b>General Programming</b>					
	Gifted education programming is effective in developing gifted learner's abilities to think creatively.	4	3	2	1	NA
	Gifted education programming is effective in developing gifted learner's ability to think critically.	4	3	2	1	NA
	Gifted education programming is effective in developing gifted learner's abilities to be independent learners.	4	3	2	1	NA

	Gifted learners have opportunities for choice in pursuing areas of interest.	4	3	2	1	NA
	The library provides enough resources for gifted learners – a range of materials to meet their needs.	4	3	2	1	NA
	Gifted programming has helped gifted learners develop individual responsibility.	4	3	2	1	NA
	Gifted programming has helped gifted learners become better evaluators of their own work.	4	3	2	1	NA
	<b>Curriculum and Instruction</b>					
	Rigor and challenge are a part of every gifted learner’s daily lessons/work.	4	3	2	1	NA
	Curriculum is matched to every gifted learner’s level of instruction and area of strength.	4	3	2	1	NA
	Extent to which you see faculty adjusting the curriculum and instructional strategies for each gifted learner’s level of ability or strengths.	4	3	2	1	NA
	<b>Accountability and Achievement</b>					
	I understand how the gifted student’s achievement is assessed.	4	3	2	1	NA
	Every gifted student is assessed at his/her instructional level in the area/s of strength.	4	3	2	1	NA
	The school/district disaggregate gifted data	4	3	2	1	NA
	<b>Transition - Articulation</b>	4	3	2	1	NA
	I understand the transition process that will happen when gifted children move between school levels.	4	3	2	1	NA
	Teachers use the ALP and other available data to share with the teachers at the next level to help insure a seamless transition for the student.	4	3	2	1	NA
	<b>Social-Emotional - Affective</b>					
	Gifted learners in our school feel safe.	4	3	2	1	NA
	Gifted students’ social-emotional needs related to being gifted are addressed at school.	4	3	2	1	NA
	If student’s social/emotional needs related to being gifted are not addressed at the school, they are being addressed through opportunities outside the school.	4	3	2	1	NA
	Gifted students have opportunities to work with other students with similar interests and abilities.	4	3	2	1	NA
	Gifted students have opportunities to express their feelings.	4	3	2	1	NA
	Extent to which gifted students are helped to respect self.	4	3	2	1	NA
	<b>Parental Involvement</b>					
**	There are clear expectations for home and school environments that support the learning of gifted students.	4	3	2	1	NA
**	The school is helpful in providing information on how to	4	3	2	1	NA



	help gifted students with homework and other curriculum activities.					
	Parents have adequate opportunities to meet and talk with other parents of gifted students.	4	3	2	1	NA
**	Parents are invited to be involved at school.	4	3	2	1	NA
**	a. Share knowledge about a topic and/or community resources	4	3	2	1	NA
	b. Organize field trip	4	3	2	1	NA
	c. Assist in the classroom	4	3	2	1	NA
**	d. Participation in school committee and decision making	4	3	2	1	NA
	e. Input for their child's learning	4	3	2	1	NA
**	f. Input for strengthening the school gifted program	4	3	2	1	NA

**	<b>Communication and Rapport</b>					
	I am readily available and knowledgeable to address questions and concerns about gifted programming.	4	3	2	1	NA
	Parents feel welcomed by the school system as a partner in their child's education.	4	3	2	1	NA
	The gifted students and their families are well-integrated into the school community.	4	3	2	1	NA
	<b>Qualified Personnel</b>					
	The faculty who work with gifted students are well prepared to work with them.	4	3	2	1	NA
	District administrators support the gifted child's participation in gifted programming.	4	3	2	1	NA
	Extent to which teachers demonstrate adequate knowledge of the content areas and techniques for instructing high-ability students	4	3	2	1	NA

\*\* The stars are specifically matched to Joyce Epstein's six types of parental involvement

If you could improve the gifted programming what would you do?

What are you most satisfied with regarding gifted instructional programming?

## Sample Parent Survey

		Always Agree-	-	Never Disagree	
	<b>Goals and Information</b>				
	The outcomes for the gifted education program are clear to me.	4	3	2	1 NA
	The school's mission statement supports learning and growth for gifted students.	4	3	2	1 NA
	A parental handbook or a gifted education handbook is available via my child's school or the district's web page.	4	3	2	1 NA
	I can find information about gifted programming on my school, district, or BOCES Web site.	4	3	2	1 NA
	A response to intervention system recognized my child's strengths early in the school years (K-2).	4	3	2	1 NA
	<b>Identification Assessment</b>				
	The process for identification assessment was easily accessible to me and my child.	4	3	2	1 NA
	I clearly understand the identification process.	4	3	2	1 NA
	During identification, I offered information about my child's ability, motivation, self-esteem, creative drive or other strengths.	4	3	2	1 NA
	My input in the identification assessment process was valued.	4	3	2	1 NA
	<b>Advanced Learning Plan – Record Keeping</b>				
	The advanced learning plan (ALP) process is understood by me.	4	3	2	1 NA
	I participate in an annual planning session to meet my child's needs.	4	3	2	1 NA
	If not, I am contacted by phone or during a parent-teacher conference to verify the plans for my child.	4	3	2	1 NA
	Parental goals or how I will participate in my child's education are included in my child's ALP.	4	3	2	1 NA
	<b>General Programming</b>				
	Gifted education programming is effective in helping my child's ability to think creatively.	4	3	2	1 NA
	Gifted education programming is effective in helping my child's ability to think critically.	4	3	2	1 NA
	Gifted education programming is effective in helping my child's ability to be an independent learner.	4	3	2	1 NA
	My child has opportunities for choice in pursuing areas of interest.	4	3	2	1 NA
	The library provides enough resources for my gifted child – a range of materials to meet their needs.	4	3	2	1 NA
	Gifted programming has helped my child develop	4	3	2	1 NA

	individual responsibility.					
	Gifted programming has helped my child become a better evaluator of his/her own work.	4	3	2	1	NA
	<b>Curriculum and Instruction</b>					
	Rigor and challenge are a part of my child's daily lessons/work.	4	3	2	1	NA
	Curriculum is matched to my child's level of instruction and area of strength.	4	3	2	1	NA
	Extent to which I see the teacher adjusting the curriculum and instructional strategies for your child's level of ability or strengths.	4	3	2	1	NA
	<b>Accountability and Achievement</b>					
	I understand how my child's achievement is assessed.	4	3	2	1	NA
	My child is assessed at his/her instructional level in the area/s of strength.	4	3	2	1	NA
	<b>Transition - Articulation</b>					
	I understand the transition process that will happen when my child moves between school levels.	4	3	2	1	NA
	<b>Social-Emotional - Affective</b>					
	My child feels safe as a gifted learner.	4	3	2	1	NA
	My child's social-emotional needs related to being gifted are addressed at school.	4	3	2	1	NA
	My child has opportunities to work with other students with similar interests and abilities.	4	3	2	1	NA
	My child has opportunities to express his/her feelings.	4	3	2	1	NA
	Extent to which my child is helped to respect self.	4	3	2	1	NA
	Extent to which my child is helped to respect others.	4	3	2	1	NA
	<b>Parental Involvement</b>					
	I have adequate opportunities to meet and talk with other parents of gifted students.	4	3	2	1	NA
	Parents are invited to be involved at school.	4	3	2	1	NA
	a. Share knowledge about a topic.	4	3	2	1	NA
	b. Organize field trip.	4	3	2	1	NA
	c. Assist in the classroom.	4	3	2	1	NA
	d. Participate in school committee.	4	3	2	1	NA
	e. Provide input for my child's learning.	4	3	2	1	NA
	f. Provide input for program improvements,	4	3	2	1	NA
	I am interested in attending parental education sessions on the following topic/s:	4	3	2	1	NA

	<b>Communication and Rapport</b>					
	School staff is readily available to address my questions and concerns about gifted programming.	4	3	2	1	NA
	I feel welcomed by the school system as a partner in my child's education.	4	3	2	1	NA
	The gifted students and their families are well-	4	3	2	1	NA

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	integrated into the school community.							
	<b>Qualified Personnel</b>							
	The faculty who work with my child is well prepared to work with gifted students.	4	3	2	1	NA		
	My child's classroom teachers support my child's participation in gifted programming.	4	3	2	1	NA		
	Extent to which teachers demonstrate adequate knowledge of the content areas and techniques for instructing high-ability students	4	3	2	1	NA		

If you could improve the gifted programming what would you do?

## Sample Student Survey

**		Always - Never Agree-- Disagree				
	<b>Goals and Information</b>					
	I understand the purpose of the gifted program.	4	3	2	1	NA
	I can find information about gifted programming on my school's, district's, or BOCES' Website	4	3	2	1	NA
	My parents and I have seen the school/district's gifted handbook.	4	3	2	1	NA
	Information in the handbook and/or on the Website was helpful in letting me know what the program is about.	4	3	2	1	NA
	I was doing different work from my classmates as early as kindergarten or second grade.	4	3	2	1	NA
	<b>Identification Assessment</b>					
	I understand how I was identified for the program.	4	3	2	1	NA
	My parents and teachers let me know what was going on during the identification process.	4	3	2	1	NA
	I was asked whether I wanted to be in the gifted program or not.	4	3	2	1	NA
	The school has done a good job of identifying all students who should be in the program.	4	3	2	1	NA
	<b>Advanced Learning Plan – record keeping</b>	4	3	2	1	NA
	I understand why I have an advanced learning plan (ALP)	4	3	2	1	NA
	I help to write my learning goals on the ALP.	4	3	2	1	NA
	I participate in an annual planning session with my parents and teacher about my learning needs.	4	3	2	1	NA
	<b>General Programming</b>					
	I am provided many opportunities in school to learn to think creatively.	4	3	2	1	NA
	I am provided many opportunities in school to learn to think critically.	4	3	2	1	NA
	Many opportunities are provided for me to pursue my passions and develop new topics of personal interest through independent learning.	4	3	2	1	NA
	The library provides enough resources for gifted learners – a range of materials to meet their needs.	4	3	2	1	NA
	Gifted programming has helped me become more responsible for my own learning.	4	3	2	1	NA
	Gifted programming has helped me become better at evaluating my own work.	4	3	2	1	NA
	<b>Curriculum and Instruction</b>					
	Assignments in GT, AP, or regular classrooms are adjusted in order to meet my learning needs.	4	3	2	1	NA
	The services provided through the Gifted/Talented program	4	3	2	1	NA

	provide learning opportunities that are challenging to me.					
	The amount of work I complete in the Gifted/Talented classroom is appropriate for my learning level.	4	3	2	1	NA
	Assignments provided in the GT, AP, or regular classroom are based on student learning needs that might be different from what the other students are learning.	4	3	2	1	NA
	<b>Accountability and Achievement</b>					
	I understand how my achievement is assessed.	4	3	2	1	NA
	The gifted and talented services I receive have been effective in improving my academic achievement.	4	3	2	1	NA
	My grades in the GT or AP classroom reflect what I know and can do.	4	3	2	1	NA
	<b>Transition - Articulation</b>					
	When I move from grade to grade my learning continues at the level of challenge that is right for me.	4	3	2	1	NA
	When I move from elementary to middle to high school my learning continues at the level of challenge that is right for me.	4	3	2	1	NA
	<b>Social-Emotional - Affective</b>					
	As a gifted learner, I feel safe in my school.	4	3	2	1	NA
	The Gifted/Talented services provided for me have had a very positive influence on my attitude toward school.	4	3	2	1	NA
	Many opportunities are provided within my GT, AP, or regular classrooms for me to work with other students who have similar interests and abilities.	4	3	2	1	NA
	I have had many opportunities to express my feelings in the classroom, with my teacher, or with a school counselor.	4	3	2	1	NA
	Being in the gifted program has helped me to respect myself.	4	3	2	1	NA
	Being in the gifted program has helped me to respect others.	4	3	2	1	NA
	<b>Parental Involvement</b>					
**	My parents support me at home and school with my learning.	4	3	2	1	NA
**	The school provides information to my parents on how to help me with homework and other curriculum-related activities.	4	3	2	1	NA
	My parents have adequate opportunities to meet and talk with other parents of gifted students.	4	3	2	1	NA

**	My parents have been invited to be involved at school.	4	3	2	1	NA
	My parents are involved at school when they:	4	3	2	1	NA
**	a. Share knowledge about a topic and/or community resources	4	3	2	1	NA
	b. Organize or attend a field trip	4	3	2	1	NA
	c. Assist in the classroom	4	3	2	1	NA
**	d. Participation in school committee and decision making	4	3	2	1	NA
	e. Input for their child's learning	4	3	2	1	NA
**	f. Input for strengthening the school gifted program	4	3	2	1	NA

**	<b>Communication and Rapport</b>					
	My parents know what's going on at school and in the GT program.	4	3	2	1	NA
	My parents feel welcomed by the school as a partner in my education.	4	3	2	1	NA
	My parents and I feel a part of the school like everyone else.	4	3	2	1	NA
	<b>Qualified Personnel</b>					
	My GT , AP, or classroom teacher(s) understand the characteristics and needs of gifted children.	4	3	2	1	NA
	The school supports gifted programs by making it relatively easy for me to participate. (money, number of opportunities, flexible schedules, etc.)	4	3	2	1	NA
	My teachers consistently provide challenging learning opportunities for me.	4	3	2	1	NA
	If my teachers are not able to challenge me themselves, they find other people and resources that can.	4	3	2	1	NA

\*\* The stars are specifically matched to Joyce Epstein's six types of parental involvement.

What do you think the GT program is doing right for students?

What are some things we might want to improve or do differently in the GT program that would make students more successful?

## Sample Teacher Survey

**		Agree- Disagree Always-Never				
	<b>Goals and Information</b>					
	The outcomes for the gifted education program are clear to me.	4	3	2	1	NA
	The school's mission statement supports learning and growth for gifted students.	4	3	2	1	NA
	A teacher's handbook or a gifted education handbook is available for my use.	4	3	2	1	NA
	I can find information about gifted programming on my school's or district's web site.	4	3	2	1	NA
	A response to intervention system recognizes a child's strengths early in the school years (K-2).	4	3	2	1	NA
	<b>Identification Assessment</b>					
	The process for identification assessment was easily accessible to me and my students.	4	3	2	1	NA
	I clearly understand the process for identification assessment.	4	3	2	1	NA
	During identification, I offered information about my students' abilities, motivation, self-esteem, creative drive or other strengths.	4	3	2	1	NA
	My input in the identification assessment process was valued.	4	3	2	1	NA
	<b>Advanced Learning Plan – record keeping</b>					
	The advanced learning plan (ALP) process is understood by me.	4	3	2	1	NA
	I understand how to write SMART goals for my gifted students.	4	3	2	1	NA
	I participate in an annual planning session with the identified gifted student and his/her parent(s) to meet the student's needs.	4	3	2	1	NA
	If not, I contact the parent(s) by phone or during a parent-teacher conference to verify the plans for their child.	4	3	2	1	NA
	I am clear about my role in helping the child reach the goals on his/her ALP.	4	3	2	1	NA
	<b>General Programming</b>					
	Gifted education programming is effective in developing gifted learner's abilities to think creatively.	4	3	2	1	NA
	Gifted education programming is effective in developing gifted learner's ability to think critically.	4	3	2	1	NA
	Gifted education programming is effective in developing gifted learner's abilities to be independent learners.					



	Gifted learners have opportunities for choice in pursuing areas of interest.	4	3	2	1	NA
	The library provides enough resources for gifted learners – a range of materials to meet their needs.	4	3	2	1	NA
	Gifted programming has helped gifted learners develop individual responsibility.	4	3	2	1	NA
	Gifted programming has helped gifted learners become better evaluators of their own work.	4	3	2	1	NA
	<b>Curriculum and Instruction</b>					
	Rigor and challenge are a part of every gifted learner’s daily lessons/work.	4	3	2	1	NA
	Curriculum is matched to every gifted learner’s level of instruction and area of strength.	4	3	2	1	NA
	Extent to which you see yourself and/or other teachers adjusting the curriculum and instructional strategies for each gifted learner’s level of ability or strengths.	4	3	2	1	NA
	<b>Accountability and Achievement</b>					
	I understand how the gifted student’s achievement is assessed.	4	3	2	1	NA
	Every gifted student is assessed at his/her instructional level in the area/s of strength.	4	3	2	1	NA
	<b>Transition - Articulation</b>					
	I understand the transition process that will happen when gifted children move between school levels.	4	3	2	1	NA
	I use the ALP and other available data to share with the teachers at the next level to help insure a seamless transition for the student.	4	3	2	1	NA
	<b>Social-Emotional - Affective</b>					
	Gifted learners in our school feel safe.	4	3	2	1	NA
	Gifted students’ social-emotional needs related to being gifted are addressed at school.	4	3	2	1	NA
	If not or in addition to, gifted students’ social-emotional needs related to being gifted are addressed through opportunities outside the school.	4	3	2	1	NA
	Gifted students have opportunities to work with other students with similar interests and abilities.	4	3	2	1	NA
	Gifted students have opportunities to express their feelings.	4	3	2	1	NA
	Extent to which gifted students are helped to respect self.	4	3	2	1	NA
	Extent to which gifted students are helped to respect others.	4	3	2	1	NA
	<b>Parental Involvement</b>					
**	There are clear expectations for home and school environments that support the learning of gifted students.	4	3	2	1	NA

**	The school is helpful in providing information on how to help gifted students with homework and other curriculum-related activities.	4	3	2	1	NA
	Parents have adequate opportunities to meet and talk with other parents of gifted students.	4	3	2	1	NA
**	Parents are invited to be involved at school.	4	3	2	1	NA
**	a. Share knowledge about a topic and/or community resources	4	3	2	1	NA
	b. Organize field trip	4	3	2	1	NA
	c. Assist in the classroom	4	3	2	1	NA
**	d. Participation in school committee and decision making	4	3	2	1	NA
	e. Input for their child's learning	4	3	2	1	NA
**	f. Input for strengthening the school gifted program	4	3	2	1	NA

**	<b>Communication and Rapport</b>					
	School staff is readily available and knowledgeable to address questions and concerns about gifted programming.	4	3	2	1	NA
	Parents feel welcomed by the school system as a partner in their child's education.	4	3	2	1	NA
	The gifted students and their families are well-integrated into the school community.	4	3	2	1	NA
	<b>Qualified Personnel</b>					
	The faculty who work with gifted students are well prepared to work with them.	4	3	2	1	NA
	Classroom teachers support the gifted child's participation in gifted programming.	4	3	2	1	NA
	Extent to which teachers demonstrate adequate knowledge of the content areas and techniques for instructing high-ability students	4	3	2	1	NA

\*\* The stars are specifically matched to Joyce Epstein's six types of parental involvement.

If you could improve the gifted programming what would you do?  
 What are you most satisfied with regarding gifted instructional programming

July 2010

# APPENDIX

## B

C-GER Peer Team Site Review  
Report Templates

July 2010

## Report Form Template



# Colorado-Gifted Education Review

**AU**  
**DATE**  
C-GER Team

**cde** Improving  
Academic  
Achievement

July 2010

## **Executive Summary**

Strengths and Commendations

Next Steps

## Introduction

The Colorado Department of Education (CDE) Gifted Education Department is committed to improving the outcomes for identified gifted students throughout the state. The Gifted Education Department 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 AUs 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 INDICATORS**

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.

**Description:**

**Strengths:**

**Next Steps:**

**DEFINITION**

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.

**Comments:**

**IDENTIFICATION PROCEDURE**

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.

**Description:**

**Strengths:**

**Next Steps:**

**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.

**Description:**

**Strengths:**

**Next Steps:**

**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.

**Description:**

**Strengths:**

**Next Steps:**

#### **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) (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.

**Description:**

**Strengths:**

**Next Steps:**

**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.

**Description:**

**Strengths:**

**Next Steps:**

**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.

**Comments:**

**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.

**Comments:**

**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.

**Comments:**

**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.

**Comments:**

## Summary of Administrative Unit Growth and Development

The following chart is based on the Programming Rubric of Best Practices, <http://www.cde.state.co.us/gt/download/pdf/ProgrammingRubric.pdf> , used to develop quality gifted programs. It is not a compliance document; rather, the chart provides feedback on alignment with current research in best practices. This evaluation, based on observations from the C-GER peer team review process, can be used to guide growth and development of gifted programming in the AU.

INDICATOR	DISTINGUISHED	ON-TARGET	DEVELOPING
Communication			
Definition			
Identification			
Procedures			
Programming			
Evaluation and Accountability			
Personnel			
Budget			
Reporting			
Record Keeping			
Dispute Resolution			



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

## Compliance

\_\_\_The review committee finds \_\_\_\_\_ to be in compliance with state statute and engaged in continuous improvement efforts. We encourage you to build on your success.

\_\_\_The review committee finds \_\_\_\_\_ of not yet meeting all state standards for gifted education in the following areas:

<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:**

An action plan to improve the indicators in \_\_\_\_\_ and \_\_\_\_\_ is due to the Colorado Department of Education within six weeks of the receipt of the final C-GER report unless stated otherwise in the report.

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 [AU's name] improvement plan may be met.



Colorado Department of Education  
Gifted Education Unit  
201 E. Colfax Ave.  
Room 300 B  
Denver, CO 80203  
303-866-6794

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



# Colorado - Gifted Education Review

## C-GER

### Administrative Unit Improvement Timeline

(Name of AU)

Date Submitted \_\_\_\_\_

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.



# **APPENDIX**

## **C**

Colorado Department of Education Gifted  
Education Unit  
State Performance Plan Indicators and  
Programming Rubric of Best Practices

**State Performance Plan Indicators  
Colorado Department of Education Gifted Education  
2008-2012**

<b>State Performance Plan (SPP)</b>	
<p>The State Performance Plan comprises a set of six goal areas and indicators that provide focus for technical assistance and monitoring when prioritizing statewide improvements in Gifted Education. SPP goals are based upon statute and Rules for the Implementation of the Exceptional Children’s Education Act (ECEA). SPP goals and indicators are the collaborative efforts of the State Advisory Committee, Forum and the Gifted Education Unit at CDE.</p>	
<b>Goal Area I: Student Achievement – Targets</b>	
<p><i>Administrative units will set gifted student achievement targets to demonstrate improvement toward accelerated or advanced levels of performance.</i></p> <p><b>Indicator 1:</b> 100% of administrative units will progress toward locally determined targets for gifted student achievement in reading, writing, and/or math.</p>	<p><b>Evidence 1:</b> Percent of administrative units moving toward locally determined targets.</p>
<b>Goal Area I: Student Achievement – Record Keeping</b>	
<p><i>Gifted students will have advanced learning plans that guide instructional and affective programming.</i></p> <p><b>Indicator 2:</b> 100% of gifted students in the district will have advanced learning plans by December 2009.</p>	<p><b>Evidence 2:</b> Percent of gifted students with an advanced learning plan.</p>
<b>Goal Area I: Student Achievement – Assessment Tools</b>	
<p><i>For gifted students who ceiling the CSAP at grade level, alternative assessment methods will be used for assessing learning as determined by the administrative unit.</i></p> <p><b>Indicator 3:</b> 100% of administrative units will name and use assessments other than grade level CSAP to measure gifted student learning when gifted students consistently ceiling the CSAP assessment.</p>	<p><b>Evidence 3:</b> Percent of administrative units naming and using alternative assessments to measure gifted student learning.</p>
<b>Goal Area II: School Capacity – Training and Programming</b>	
<p><i>Gifted student programming and achievement is</i></p>	

<p><i>facilitated through the tiered programming or RtI intervention framework.</i></p> <p><b>Indicator 4:</b> 100% of administrative unit program plans will implement tiered programming interventions/options for each category of giftedness.</p>	<p><b>Evidence 4:</b> Percent of administrative unit program plans that contain evidence of implementing tiered programming for the various categories of giftedness.</p>
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<b>Goal Area II: School Capacity – Personnel</b>	
<p><i>Administrative units will build the capacity of educators to address the instructional and social-emotional needs and interests of gifted students. 12.02 (1)(f)(i)</i></p> <p><b>Indicator 5:</b> <i>Beginning with the 2010-2011 school year, every administrative unit shall employ or contract with a person who is responsible for management of the program plan, and professional development activities.</i></p> <p><b>Indicator 6:</b> <i>To improve and enhance the skills, knowledge and expertise of teachers and other personnel who provide instruction and support services to gifted students; and, To increase, to the extent practicable, the number of qualified personnel providing instruction to gifted students.</i></p>	<p><b>Evidence 5:</b> Percent of administrative units with a director or coordinator for management of the Program Plan.</p> <p><b>Evidence 6:</b> Percent (increase the percent) of educators in the administrative unit who have had training in gifted education.</p>
<p><b>Note:</b> <i>Qualified personnel are preferred in specific programs and classrooms consisting of mainly gifted students. Qualified Personnel means a licensed, content endorsed teacher who also has an endorsement or higher degree in gifted education; or who is working toward an endorsement or higher degree in gifted education.</i></p>	

<b>Goal Area III: Representation in the Gifted Population – Cohort Identification</b>	
<p><i>CDE will partner with interested administrative units to increase the implementation of the USTARS program at K-2.</i></p> <p><b>Indicator 10:</b> The number of schools involved in USTARS for the identification of gifted students from underserved populations increases.</p>	<p><b>Evidence 10:</b> Number of schools using USTARS increases from the 2007 baseline level.</p>
<b>Goal Area IV: Partnerships – Parents</b>	
<p><i>Family engagement is evident throughout the state. Parents of gifted students are involved as a means of improving services and results for students with Advanced Learning Plans, ALPs.</i></p> <p><b>Indicator 11:</b> 100% of administrative units will provide parents and students with information and support to advocate, communicate and collaborate in educational programming and ALP development.</p>	<p><b>Evidence 11:</b> Percent of parents who report schools facilitated their involvement as a means of improving services and results for children with ALPs.</p>
<b>Goal Area IV: Partnerships – Higher Education</b>	
<p><i>Administrative units will explore and encourage the resources of the institutions of higher education to facilitate the growth of gifted education.</i></p> <p><b>Indicator 12:</b> 100% of administrative units will initiate discussions with higher education to help with the growth of gifted student education.</p>	<p><b>Evidence 12:</b> Percent of administrative units using the resources of higher education for professional development or gifted student programming.</p>

<b>Goal Area V: Unique Populations – Early Childhood</b>	
<p><i>Administrative units provide gifted programming in the early childhood years through recognition of exceptional abilities and methods to respond to performance, products and observations. (Pre-K is optional.)</i></p> <p><b>Indicator 13:</b> 100% of administrative units provide early recognition, interventions and assessments for K-2 students building a body of evidence of strengths, needs and interests.</p>	<p><b>Evidence 13:</b> Percent of administrative units with written procedures and interventions for grades K-2 and implemented procedures to collect a body of evidence that may be used toward identification assessment and programming.</p>
<b>Goal Area V: Unique Populations – Support Structures</b>	
<p><i>Gifted students from traditionally underserved populations (e.g., poverty, minority, twice exceptional) will have support structures for successful gifted programming and retention.</i></p> <p><b>Indicator 14:</b> 100% of administrative units will identify support structures implemented for underserved gifted populations (e.g., support groups, social skill development, family involvement, skill scaffolding, shelter classes, tutoring, multi-cultural training).</p>	<p><b>Evidence 14:</b> Percent of administrative units reporting support structures for gifted students identified from underserved populations.</p>
<b>Goal Area VI: Supervision and Monitoring</b>	
<p><i>Administrative units participate in the Gifted Education monitoring and data collection system that is embedded into the Colorado Improvement and Monitoring Process (CIMP).</i></p> <p><b>Indicator 15:</b> Selected administrative units from each of the 8 educational regions will participate in CIMP.</p> <p><b>Indicator 16:</b> 100% of the administrative units will submit an annual report based upon requirements for data collection and reporting.</p>	<p><b>Evidence 15:</b> Number of administrative units from each region participating in CIMP.</p> <p><b>Evidence 16:</b> Percent of administrative units submitting completed annual reports by the due date of September 30.</p>

## Programming Rubric of Best Practices and Next Steps

<b>PROGRAM PLAN INDICATORS</b>		
<b>Distinguished</b>	<b>On-Target</b>	<b>Developing</b>
Goals in the Administrative Unit Plan are SMART goals: have been developed with stakeholder input and progress of programming goals is reported annually to stakeholders.	Goals in the Administrative Unit Plan are strategic and specific, measurable, attainable, results-based, and time-bound (SMART) and progress of programming goals is reported annually on the end-of-year report.	Goals in the Administrative Unit Plan are aligned with AU needs in gifted education.
The school district has a vision, mission, and philosophy statement in place that clearly articulates the need for gifted education programming and which includes policies for: early entrance, acceleration, ability grouping, clustering, and dual enrollment	A clearly articulated, on-target vision, mission, and philosophy statement with accompanying goals and objectives for gifted education is communicated on a regular basis via parent, teacher, and school board meetings.	A clearly articulated vision, mission and philosophy statement with accompanying goals and objectives for gifted education is available to stakeholders.
Reports (administrative unit plan and end-of-year report) that include progress data on identification, programming and assessment are available in many formats and are presented annually to stakeholders. Reports are designed to present results and provide information to guide future educational decisions.	Reports (administrative unit plan and end-of-year report) that include progress data on identification, programming and assessment are available in many formats and are presented annually to stakeholders.	Reports (administrative unit plan and end-of-year report) that include progress data on identification, programming and assessment are available in a clear and cohesive format.

<b>COMMUNICATION INDICATORS</b>		
<b>Distinguished</b>	<b>On Target</b>	<b>Developing</b>
Specific procedures for gifted identification, programming, program evaluation, student retention, exiting and appeals are provided on a yearly basis in a variety of formats. Guidelines are reviewed and revised annually.	An effort is made to communicate specific procedures for gifted identification, programming, program evaluation, student retention, exiting and appeals via written and/or oral communication	Specific procedures for gifted identification, programming, program evaluation, student retention, exiting and appeals are in place and available.
Gifted programming/informational documents are available in a variety of languages and presented in informational meetings for all parents/guardians. Adaptations are made to attend to issues of cultural sensitivity. Early implementation of career/course guidance (materials and counseling) occurs in order to provide support and align school courses with specific gifted strengths.	Gifted programming/informational documents are available in specific targeted languages in the region and shared with parents and community. Counselors/school staff members actively seek and provide career/course guidance materials and counseling for specific gifted strengths	Some programming/informational documents are available in languages other than English for parents and community. Career guidance materials consistent with specific gifted strengths are available.
Information communicated addresses pertinent questions raised by all constituency groups and is responsive to the needs of all stakeholders.	Information communicated to specific constituencies is aligned with the interest needs of each group and is reported and available on a yearly basis.	Information communicated to specific constituencies is aligned with the interests/needs of each group and is available on request.
Use of: <u>Non-print media</u> (press conferences, presentations at meetings and conferences, radio, television, telephone calls, videotapes/discs, interactive videos/conferences, public service announcements, news reports) <u>Print Media</u> (letters, faxes, magazines, journals, brochures, post cards, placards, electronic/billboard signs, stickers, wire service) and <u>Electronic</u> (internet, e-mail, gifted education centers)	Written documents with policies, procedures, and guidelines are available in schools, main offices, and throughout a community; newspaper releases and other oral/written platforms showcase gifted initiatives.	Written policies are, housed in district and in buildings.

<b>DEFINITION INDICATORS</b>		
<b>Distinguished</b>	<b>On-Target</b>	<b>Developing</b>
The definition expands on the state definition to include comments about unique or underserved populations.	<p>The definition is the same as the state definition for gifted and talented students, including the categories of giftedness:</p> <ul style="list-style-type: none"> <li>◆ general or specific intellectual ability</li> <li>◆ specific academic aptitude</li> <li>◆ creative or productive thinking</li> <li>◆ leadership abilities</li> <li>◆ visual or performing arts; musical or psychomotor abilities</li> </ul>	A definition is not formed for gifted students, and/or fails to include all categories of giftedness.



<b>IDENTIFICATION INDICATORS</b>		
<b>Distinguished Referral</b>	<b>On-Target Referral</b>	<b>Developing Referral</b>
Districts provide information for parents and teachers via special workshops and seminars annually regarding the process for nominating students for gifted services.	Districts provide information for teachers via workshops and in writing regarding the process for nominating gifted students for gifted services.	Information regarding gifted characteristics and student nomination is disseminated on a yearly basis to staff members and parents.
Information is provided annually to teaching staff, parents and community, in a variety of languages, regarding the process for referring students for gifted education programming services. Referral forms are available in a variety of languages.	Information regarding the characteristics and needs of gifted students is annually disseminated to all appropriate staff members and parents.	District is building understanding about giftedness, characteristics and needs with staff, parents and community.
Referral for identification is accepted from any source (teachers, parents, community members, peers, self, etc.); and referral is actively sought through examination of student performance data.	Referral for identification is accepted from any source (teachers, parents, community members, peers, self, etc.).	Referral for identification is accepted from limited sources.
All students are considered in the initial screening of potential recipients of gifted education services including but not limited to gender, ethnicity, ESL, and social-economic levels; effort is made to seek referrals that lead to equitable representation in the gifted population when compared to district demographics.	<u>All</u> students are considered in the initial screening of potential recipients of gifted education services including but not limited to gender, ethnicity, ESL, and socio-economic levels.	No screening process is in place to ensure equity.
Referral process is ongoing and screening of any student occurs at any time when it is needed.	There is a written process for screening by grade or classroom.	Process for referral is unclear or no written schedule exists for collection of referrals.

<b>Procedures</b>	<b>Procedures</b>	<b>Procedures</b>
Information on identification procedures is distributed annually to parents, educators, students, and other community members; procedures and guidelines are reviewed and revised periodically.	Information on identification procedures is distributed to parents, educators, students, and other community members.	District is developing clearly written district-wide procedures which include: <ol style="list-style-type: none"> <li>1. provisions for informed consent</li> <li>2. multiple referral sources</li> <li>3. student retention</li> <li>4. student reassessment</li> <li>5. student exiting</li> <li>6. appeals procedures</li> </ol>
District gifted identification guidelines contain specific procedures for assessment of students with outstanding exceptionalities pre-K-2; widespread identification occurs in middle elementary grades, middle, and high school.	Identification occurs as appropriate in early grades (K-2); identification is conducted through widespread event in mid-elementary years.	Identification procedures are not fully implemented.
District personnel recognize and respond to strengths for building a body of evidence toward formal identification, including the student's response to intervention over time.	Student data is collected using an appropriate balance of quantitative and qualitative measures with adequate evidence of reliability and validity for the purposes of identification.	No procedures for data collection exists and/or only quantitative or qualitative data is used.
<b>Assessment Tools</b>	<b>Assessment Tools</b>	<b>Assessment Tools</b>
Assessments are provided in a student's primary language; if not available then non-verbal and rating scales are used.	Assessment tools are provided in a student's primary language.	Assessment tools are provided in the primary language of the largest percentage of the district's overall population.
Assessments are responsive to students' economic conditions, gender, developmental differences, handicapping conditions, and other factors that mitigate against fair assessment practices.	Assessments are culturally fair.	Assessments are biased against some populations with no alternatives available.
Assessment tools are utilized to identify students in all defined areas of giftedness consistently across grade levels.	Assessment processes are sensitive to the fact that not all gifted student potential is demonstrated in academics, but may exist in other defined areas.	The assessment process is designed to reveal potential in limited areas as defined in statute.

Student assessment data comes from multiple sources and includes multiple assessment methods.	No single assessment or its results deny a student from eligibility.	A single assessment tool is used for eligibility and/or the result of a single assessment denies a student eligibility.
Student assessment data represents an appropriate balance of reliable and valid quantitative and qualitative measures.	All instruments provide evidence of reliability and validity for the intended purposes and student population.	Instruments used lack reliability and validity and/or instruments are being used for a purpose other than that for which they were designed.
<b>Assessment Profile</b>	<b>Assessment Profile</b>	<b>Assessment Profile</b>
Adequate data points are collected through the use of a variety of tools to allow a comprehensive profile of a student's potential and to ensure that gifted potential in underserved populations are identified.	Adequate data points are collected through the use of a variety of tools to allow a comprehensive profile of a student's potential.	Data collected includes only achievement data and/or only one tool is used, thus providing limited data.
The assessment profile is ongoing and flexible to reflect a student's response to intervention through progress monitoring, which may ultimately lead to gifted identification; profile data is used to make programming decisions and utilized in the development of the Advanced Learning Plan.	The assessment profile is used to make programming decisions and utilized in the development of the Advanced Learning Plan.	Assessment profile information influences identification decision only.

<b>PROGRAMMING INDICATORS</b>		
<b>Distinguished</b>	<b>On-Target</b>	<b>Developing</b>
Advanced Learning Plans demonstrate the alignment of services and programming matched to student needs (academic and affective) and strengths, pre-K to 12.	Advanced Learning Plans demonstrate the alignment of services and programs matched to student needs (academic and affective) and strengths, K-12	Advanced Learning Plans are developed for all identified gifted students, but lack alignment between strengths and programming.
Programming options are incorporated throughout a student's instructional day; a variety of community resources enhance the growth and development of students' strengths.	Programming options are incorporated throughout a student's instructional day; there is a balance of academic, creative, affective, career, and/or leadership needs.	Programming options are occasionally available during school hours.
Standards-based differentiated curriculum and instruction occurs regularly based upon data and ongoing assessment. Appropriate differentiation incorporates: compacted curriculum, tiered lesson design, content extensions, acceleration, cluster grouping, higher order thinking skills.	Standards-based differentiated curriculum for gifted learners is central to instructional practice and is a district expectation.	Standards-based differentiated curriculum is limited for gifted learners in classrooms.
Flexible instructional pacing allowing for acceleration methods, in-depth work, and provisions for compacting through progress monitoring are utilized in all schools and content areas and are based on a student's strengths and needs.	Flexible instructional pacing allowing for acceleration methods, in-depth work, and provisions for compacting through progress monitoring is utilized in all schools.	Little flexibility in instructional pacing exists.
Effective collaboration between student, family and school results in comprehensive programming that includes counseling, guidance and career planning.	Gifted programming includes attention to unique social-emotional needs through counseling, guidance and career planning.	Teachers recognize the unique characteristics and social-emotional needs of gifted students.
Regular, ongoing, opportunities to learn and work with peers are provided. (i.e. cluster grouping, magnet program or classroom)	Opportunities are provided for students to learn and work with peers of similar ability and learning interest. (i.e.: flexible grouping)	Educators recognize the need for opportunities to learn and work with peers of similar ability and interest.

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<p>A continuum of opportunities for interdisciplinary application in authentic settings is provided.</p>	<p>Regular opportunities for meaningful research, independent study, and/or mentorship are provided.</p>	<p>Some opportunities for meaningful research are provided.</p>
<p>Advanced programming in content areas utilizes interdisciplinary methods; post-secondary enrollment options are available and encouraged for appropriate students.</p>	<p>Advanced programming is available in all content areas; post-secondary enrollment options are available for students.</p>	<p>Advanced programming opportunities are limited.</p>
<p>Policy addresses acceleration for all content areas.</p>	<p>Policies are in place to address student acceleration by content or grade level.</p>	<p>No acceleration policy exists.</p>

<b>EVALUATION AND ACCOUNTABILITY INDICATORS</b>		
<b>Distinguished</b>	<b>On-Target</b>	<b>Developing</b>
<p>The district has in place a process and timeline for holding regular program evaluations for gifted education. The district meets all the requirements of the On Target rubric so that communication with all stakeholders is thorough and all stakeholders have the opportunity to be well informed on gifted education identification, programming and accountability. Program evaluation results are used to develop goals and a strategic plan for program improvement.</p>	<p>The district has in place a system for communicating with all stakeholders by regularly reporting to district and school administrators, school board members, parents and the community. Gifted information is available through a variety of means on a regular basis.</p>	<p>The district has in place means by which gifted programming options and assessment methods are available and communicated to all stakeholder groups.</p>
<p>The district has trained staff to use all current, up-to-date database information for gifted students. K-12 transitions are seamless. Staff is trained in data mining and uses achievement and growth results information to plan instruction. Communication in writing to parents includes the database information kept on their child and the procedure for transitions years.</p>	<p>The district updates its gifted database regularly and includes programming and assessment results for each student. There is a formal process in place so teachers and staff work collaboratively to transition students between elementary school and middle school, and the middle school and high school.</p>	<p>The district has an established database of gifted students that includes name, gender, and ethnicity. Transitioning students from elementary to middle school and middle school to high school is understood by all staff members, students and parents.</p>
<p>All gifted students have Advanced Learning Plans that are based on SMART goals. These plans are in cumulative files and are communicated to all staff members who work with the students. Parents and teachers are part of the ALP development process and understand the student's goals. Students have input to planning and evaluating progress on goals. All records and plans are stored electronically and can be easily accessed. ALP plans are appropriate and unique for each level of instruction: elementary, middle and high school.</p>	<p>Individual schools in the district understand the requirements for cumulative records for gifted students. Advanced learning plans are updated annually and are the collaborative work of the student, the parents, the teachers and the gifted coordinator.</p>	<p>The district has established a method for keeping individual cumulative records on the identification and programming for gifted students. Advanced Learning Plans are available for review for each gifted student.</p>

<p>Gifted education is part of all district accountability planning and stakeholders are informed of these plans regularly. Individual schools use these plans to meet the needs of gifted students and results are reported to the district and stakeholders.</p>	<p>A plan for the education of gifted students is part of all district Improvement Timelines, strategic plans and accreditation processes.</p>	<p>Gifted education is included in the district plan for accreditation.</p>
<p>The district staff, including all teachers and all administrators, analyzes a body of evidence that includes standardized testing, criterion based assessments and authentic performance assessments to drive instruction for and to show commensurate growth in gifted students.</p>	<p>Teachers and administrators are trained to data- mine disaggregated CSAP results for gifted students to improve instruction. Teachers and district staff recognize that measuring for commensurate growth in gifted students is based on a complete body of evidence, not on one test score.</p>	<p>The district disaggregates CSAP scores for identified gifted students.</p>

<b>PERSONNEL INDICATORS</b>		
<b>Distinguished</b>	<b>On Target</b>	<b>Developing</b>
The program plan clearly describes the personnel who provide direct and indirect instructional and programming services to gifted students, preK-12.	The program plan clearly describes the personnel who provide direct and indirect instructional and programming services to gifted students, K-12.	The program plan does not describe the personnel who provide instruction and indirect programming.
The AU or district provides professional development to ensure personnel are knowledgeable in the characteristics and differentiated instructional methods for teaching gifted students; embeds coursework, advanced degree programs, or other gifted education professional development activities for staff in its program plan; and/or the administrative unit provides support or incentives for personnel to seek the gifted endorsement or advanced degree.	The AU or district provides professional development to ensure personnel are knowledgeable in the characteristics and differentiated instructional methods for teaching gifted students.	Schools are provided information about what can be done for the success of gifted students (challenge, affective, creative, and talent needs).
The Administrative Unit provides at least one gifted education director, coordinator, or resource teacher to facilitate gifted programming (full or part-time) and the administrative unit provides gifted facilitators or resource teachers to individual schools and/or feeder networks.	The Administrative Unit provides at least one gifted education director, coordinator, or resource teacher to facilitate gifted programming (full or part-time).	The administrative unit does not provide a qualified gifted education director, coordinator, or resource teacher to facilitate gifted programming.
Personnel working with gifted students consult and communicate effectively with other professionals, administrators and parents about the educational needs of gifted student for the development of the Advanced Learning Plan, preK-12.	Personnel working with gifted students consult and communicate effectively with other professionals, administrators and parents about the educational needs of gifted student for the development of the Advanced Learning Plan, K-12.	All personnel working with gifted students are aware of the Advanced Learning Plan.
Classrooms consisting of mainly gifted students are taught by qualified teachers with gifted endorsement or advanced	Teachers responsible for the instruction of gifted students in core academic areas meet the federal requirements for highly qualified	Teachers responsible for the instruction of gifted students in core academic areas are not highly qualified.



<p>degree, and meet the federal requirements for highly qualified personnel.</p>	<p>personnel.</p>	
<p><b>BUDGET INDICATORS</b></p>		
<p><b>Distinguished</b></p>	<p><b>On Target</b></p>	<p><b>Developing</b></p>
<p>The budget for gifted programming is embedded in the district's or Administrative Unit's long-term strategic plan processes, and is augmented by integrative, collaborative efforts between departments in the district/s for programming, student activities, and professional development.</p>	<p>The budget is developed based upon needs to improve and implement gifted education in the Administrative Unit. The budget supports goals identified in the plan.</p>	<p>The budget lacks alignment to improvement, implementation and/or goals identified in the plan.</p>
<p>Relevant budget decisions are driven by periodic needs assessment for the improvement of student achievement and gifted programming.</p>	<p>The total budget is allocated to effectively implement the overall plan for gifted education in the Administrative Unit.</p>	<p>Needs assessment includes budgeting for the advanced learning needs of students.</p>
<p>The Administrative Unit's match to the state funds far exceeds the supplemental level of funding; the level of funding indicates a commitment to comprehensive gifted programming.</p>	<p>The plan clearly describes the Administrative Unit's commitment to match or exceed the fund amount requested from the state. Matching funds reflect a portion of actual costs and are not in-kind costs.</p>	<p>Administrative unit does not provide adequate funds to match state gifted funding.</p>
<p>The state funds are supplemental in nature and used for:</p> <ul style="list-style-type: none"> <li>♦ salaries for certified, endorsed, or licensed personnel serving primarily gifted students</li> <li>♦ professional development and training related to gifted education</li> <li>♦ identification of gifted students</li> <li>♦ activities associated with gifted programming options specific to gifted students and their advanced learning plans</li> <li>♦ supplies and materials used in the instructional programming for gifted students</li> </ul>	<p>The state funds are supplemental in nature and are used for:</p> <ul style="list-style-type: none"> <li>♦ salaries for certified, endorsed, or licensed personnel serving primarily gifted students</li> <li>♦ professional development and training related to gifted education</li> <li>♦ identification of gifted students</li> <li>♦ activities associated with gifted programming options specific to gifted students and their advanced learning plans</li> <li>♦ supplies and materials used in the instructional programming for gifted students</li> <li>♦ technology and equipment for the education of gifted students – limited to 25% of the budget</li> </ul>	<p>Budget indicates use of state gifted funds for ineligible purposes.</p>

<ul style="list-style-type: none"> <li>♦ technology and equipment for the education of gifted students – limited to 25% of the budget</li> </ul> <p>Funding is apportioned to ensure the continuum of gifted educational services provided in the administrative unit/district; services are not denied in any defined area of giftedness due to lack of funding</p>		
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**REPORTS INDICATORS**

<b>Distinguished</b>	<b>On Target</b>	<b>Developing</b>
<p>The Administrative Unit submits a year-end report by September 30 of each year. Each school or district in the Administrative Unit contributes to the information on the year-end report; the year-end report elaborates on goal results and student achievement success.</p>	<p>The Administrative Unit submits a year-end report by September 30 of each year. Each school or district in the Administrative Unit contributes to the information on the year-end report.</p>	<p>The administrative unit does not submit a year-end report, submits the report late, and/or fails to collect and include data from each school or district in the AU.</p>
<p>The year-end report reflects gifted student progress/achievement, results of objectives from program plan, and programming for each district in the Administrative Unit.</p>	<p>The year-end report reflects gifted student progress/achievement, results of objectives from program plan, and programming for each district in the Administrative Unit.</p>	<p>The year-end report lacks one or more of:</p> <ul style="list-style-type: none"> <li>♦ gifted student progress/achievement</li> <li>♦ results of objectives from program plan</li> <li>♦ programming for each district in the administrative unit</li> </ul>
<p>The report includes but is not limited to:</p> <ul style="list-style-type: none"> <li>♦ a statement of financial income and expenditures</li> <li>♦ number of students formally identified as gifted (proportional to the overall state percentage of gifted students)</li> <li>♦ percent of students identified by gender and ethnicity, twice exceptional, gifted preschoolers served through early entrance, if applicable</li> <li>♦ number of non-identified students served through gifted student programming</li> <li>♦ percent of formally identified gifted</li> </ul>	<p>The report includes but is not limited to:</p> <ul style="list-style-type: none"> <li>♦ a statement of financial income and expenditures</li> <li>♦ number of students formally identified as gifted (proportional to the overall state percentage of gifted students)</li> <li>♦ percent of students identified by gender and ethnicity, twice exceptional, gifted preschoolers served through early entrance, if applicable</li> <li>♦ number of non-identified students served through gifted student programming</li> <li>♦ percent of formally identified gifted students</li> <li>♦ programming strategies K-12</li> </ul>	<p>The report lacks one or more of:</p> <ul style="list-style-type: none"> <li>♦ a statement of financial income and expenditures</li> <li>♦ number of students formally identified as gifted (proportional to the overall state percentage of gifted students)</li> <li>♦ percent of students identified by gender and ethnicity, twice exceptional, gifted preschoolers served through early entrance, if applicable</li> <li>♦ number of non-identified students served through gifted student programming</li> <li>♦ percent of formally identified gifted students</li> </ul>

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<p>students</p> <ul style="list-style-type: none"> <li>◆ programming strategies preK-12</li> <li>◆ methods for articulation/transition through the grades</li> <li>◆ methods and data used to determine commensurate academic growth and progress monitoring</li> <li>◆ the number of qualified personnel working in the Administrative Unit</li> </ul> <p>the Administrative Unit's alignment with state improvement goals</p>	<ul style="list-style-type: none"> <li>◆ methods for articulation/transition through the grades</li> <li>◆ methods and data used to determine commensurate academic growth and progress monitoring</li> <li>◆ the number of qualified personnel working in the Administrative Unit</li> <li>◆ the Administrative Unit's alignment with state improvement goals</li> </ul>	<ul style="list-style-type: none"> <li>◆ programming strategies K-12</li> <li>◆ methods for articulation/transition through the grades</li> <li>◆ methods and data used to determine commensurate academic growth and progress monitoring</li> <li>◆ the number of qualified personnel working in the Administrative Unit</li> <li>◆ the Administrative Unit's alignment with state improvement goals</li> </ul>
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# APPENDIX

## D

Glossary

## 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 peer 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