

# 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 exceptionality, 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 TCAP 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	Is performance data included in the portfolio,	<input type="checkbox"/>	<input type="checkbox"/>	

(2)(e) (iii) (A) (III) and (C)	and a body of evidence used with quantitative and qualitative data?			<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"/>	