

Guidance Document

**2012 – 2016
Gifted Education**

Administrative Unit Program Plan and Proposed Budget



**Mail the signature page from the
Program Plan template to:**

Jacquelin Medina
Director/Supervisor
Colorado Department of Education
Gifted Education Unit
1560 Broadway, Suite 1175
Denver, CO 80202
(303) 866-6767 fax

**E-Mail Program Plan and Budget page
and other documents to:**

Katherine Keck, Program Assistant
keck_k@cde.state.co.us

PROGRAM PLAN DUE DATE: APRIL 30, 2012

Gifted Student Education Funds 2012-2013 Fiscal Year Budget

The budget template is at: <http://www.cde.state.co.us/gt/index.htm>

Typical/Eligible Expenditures of State Gifted and Talented Education Funds	Suggested/Detailed Chart of Accounts Codes	A. State Gifted Education Funds		B. Administrative Unit's Contributing Funds	
				AU's Resources	Other (e.g. Federal or local grant)
I. Licensed, endorsed personnel working with gifted students					
Salary	Program: 0070, Object: 0110, Grant: 3150				
Substitute Teachers	Program: 0070, Object: 0120, Grant: 3150				
Additional Earnings/Stipends	Program: 0070, Object: 0150, Grant: 3150				
Benefits	Program: 0070, Object: 0200, Grant: 3150				
Sub-total of I.					
II. Professional Development for educators of gifted students					
Consultant Fees	Program: 2212, Object: 0320, Grant: 3150				
Contracted Services	Program: 2212, Object: 0320, Grant: 3150				
Workshop Fees: Travel, Registration and Entrance	Program: 2212, Object: 0580, Grant: 3150				
Substitute Teachers	Program: 2212, Object: 0120, Grant: 3150				
Additional Earnings/Stipends	Program: 2212, Object: 0150, Grant: 3150				
Printing	Program: 2540, Object: 0550, Grant: 3150				
Other:	Object: 0390, Grant: 3150				
Sub-total of II.					
III. Activities associated with instruction for gifted students					
Contracted Services	Program: 0070, Object: 0320, Grant: 3150				
Additional Earnings/Stipends	Program: 0070, Object: 0150, Grant: 3150				
Fees for Content Extensions	Program: 0070, Object: 0320, Grant: 3150				
Field Trips: Contracted	Program: 0070, Object: 0513, Grant: 3150				
Field Trips: If District Provided Transportation	Program: 0070, Object: 0851				
Transportation - Rental of Buses	Program: 0070 & Object: 0444				
Printing	Program: 0070, Object: 0550, Grant: 3150				
Other:	Program: 0070, Object: 0390, Grant: 3150				
Sub-total of III.					
IV. Instructional Materials					
Supplies & Materials	Program: 0070, Object: 0610, Grant: 3150				
Sub-total of IV.					
V. *Instructional Equipment					
Non-Capital Equipment (not a Fixed asset)	Program: 0070, Object: 0735, Grant: 31050				
Equipment which is a Fixed Asset	Program: 0070, Object: 0735, Grant: 31050				
Attach completed equipment sheet to plan					
Sub-total of V.					
Total:		**			

* Equipment purchased from state funds may not exceed 25% of the total request from the state.

Equipment must be maintained on an inventory list throughout the useful life of the equipment.

** The AU's request is projected using last year's allocation. The final AU allocation is posted on the CDE WEB page during summer months after the legislative session and approval of the State Board of Education.

Guidance Document Gifted Education Program Plan and Budget

2012-2016

- ⇒ Every administrative unit is required to file a comprehensive four-year Program Plan for the identification and programming of gifted students to the Colorado Department of Education. In subsequent years of the 4-year plan, the submission of the budget and goal template for the implementation of the program plan suffices as the annual plan. The budget template describes how annual state and local funds will be used to support the Program Plan.
- ⇒ Plans address all elements of the Program Plan within limits of district and community resources. Districts may work together in providing programs or services to gifted students.
- ⇒ The Program Plan is in electronic template format to be completed by each administrative unit (AU) and submitted to the Colorado Department of Education by April 30, 2012. The template for the program plan is available on the CDE/Gifted Education Unit Web page:

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

- ⇒ It is expected that local gifted student data and needs assessments inform Program Plans.
 - Individual directors should work with local data personnel to determine student strengths and achievement or excellence gaps for programming purposes. *School View* is a CDE tool with a data lab for district, school and BOCES student performance and growth data. If the number of gifted students in a location is less than 20 then data is not available at this level of public view. Individual data is best sought through the district and school.
 - A needs assessment should consider the readily available tools and/or local reports in gifted education, such as:
 - Colorado's Administrative Unit Checklist for Program Plans
 - Colorado's Rubric for Gifted Education Programming for self-evaluation of on-target or distinguished program elements
 - A Colorado Gifted Education Review (C-GER) report identifying priorities for improvement
 - National standards in gifted programming
- ⇒ A Program Plan is a dynamic document collaborated by representatives in the schools or districts in the AU. It is highly recommended that an advisory or steering committee work with the director of gifted education to create a program plan appropriate to the AU.
- ⇒ The questions from the Administrative Unit Checklist are weaved into this guidance document when addressing each element of the Plan. The Rubric for Gifted Education Programming and a guide to "SMART" goals are at the end of this packet for reference.
- ⇒ A Program Plan is:
 - A concisely written narrative formatted on the Program Plan template providing descriptions of the Plan's elements for the identification and service of gifted students.

- Complete if it addresses each of the formatted components on the template, inclusive of the elements outlined in the Rules.
- Thorough if each required element is described in detail according to the guidance set in the Program Plan template.
- Inclusive of the State Performance Plan (SPP). SPP goals are incorporated into the four-year Program Plan for consistency and focus across the State. The SPP is integral to the improvement and monitoring process embedded in Rules. Administrative units (AUs) do not write additional indicators for SPP goals, except for identifying gifted student achievement- targets established in the AU. [AUs write their own achievement targets based upon local data.]

⇒ Directions for the submission of the Program Plan via e-mail

- Prepare the e-mail's subject line by first typing the name of the administrative unit followed by Program Plan
 - Example of subject line: Douglas County_ProgramPlan
- For each document attached to the e-mail, label the document starting with the AU's name and an underscore (_), followed by the name of the document. Use the format provided in the following examples

Examples of file names: Douglas County_ProgramPlan_12-16
 Douglas County_Budget_12-13
 Douglas County_ALPAttachment_12-16

- E-Mail the Administrative Unit Program Plan, the Budget page and other attachments to Katherine Keck, Program Assistant for Gifted Education:
keck_k@cde.state.co.us
- Mail the signature page for the Program Plan to:
 Jacquelin Medina
 Director/Supervisor
 Colorado Department of Education
 Gifted Education Unit
 1560 Broadway, Suite 1175
 Denver, CO 80202

⇒ Summary Checklist: Program Plan.

- The administrative unit used gifted student performance/growth data and C-GER (Colorado Gifted Education Review) improvement priorities to set AU improvement targets embedded in district unified improvement efforts.
- Stakeholders collaborated for a plan to identify and serve gifted students.
- Page One of Template: Includes the name of the gifted education contact person, and name and signature of the superintendent or BOCES director. Copy and mail page one of the Program Plan template with signature to the Department's address noted above.
- Narrative: Typed on the Program Plan template. Directions for each part of the narrative are embedded on the Program Plan template. The narrative includes descriptions of goals and elements for the Plan. The Program Plan must address all elements. The extent of the continuum of programming options and services is dependent upon the resources available to the administrative unit and its community. The narrative represents a comprehensive 4-year Program Plan and is submitted once, April 30, prior to the 4-year cycle.
- Budget Form: Includes details about estimated expenditures for State gifted education funds and contributing funds from the administrative unit. [Complete this portion after the plan is clearly outlined and goals are understood for the Plan.] (A budget form is due annually during the duration of the 4-year Program Plan: <http://www.cde.state.co.us/gt/index.htm>.)
- The Early Access Addendum is included with other program plan documents if early access is permitted in the administrative unit.
- Optional: The administrative unit attaches or mails local documents along with the submission of the Program Plan template for further description of the local program.

PROGRAM PLAN DUE DATE: APRIL 30, 2012

General Notes:

Multiple-district administrative units -

The program plan represents the administrative unit’s procedures, methods, or tools in implementing the elements relevant to a gifted program. All constituent districts are obliged to the program plan. If individual districts express a need for varied improvement targets or shared responsibilities, merely note such in any relevant section of the program plan (e.g., improvement targets, programming options) by writing the individual district’s target or appropriate description of practice.

Administrative units have two primary standards documents for program development: the administrative unit checklist or the programming rubric. The AU checklist guides compliance for state statute and regulations. The programming rubric guides program development to the distinguished level of best practices. Depending upon needs in the individual AU and priorities established during a review process, program plans may be differentiated using the AU checklist or programming rubric standards.

Narrative Elements and Rules for Implementation of the Exceptional Children’s Education Act

1. Communication: Specify how stakeholder groups will be informed and involved in determining programming options (identification, planning and programming for gifted students).

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.*

The Communication narrative includes, but is not limited to:

<ul style="list-style-type: none">• Methods by which the AU communicates to educators about available gifted programming options within the AU and how those options will be accessed. (e.g., annual administrator and teacher information, handbooks, induction programs, Web page)
<ul style="list-style-type: none">• Methods by which the AU communicates to parents about available gifted programming options within the AU and how those options will be accessed. (e.g., Web page, translated information, school brochure or handbook)
<ul style="list-style-type: none">• Future steps to develop or improve this programming element

2. Definition: Write a broad-based definition for gifted students that will guide the gifted program – identification and programming for gifted students in the administrative unit. If the administrative unit uses the State definition, merely, mark the appropriate box on the Program Plan template indicating use of the State’s definition.

12.02 (1) (b) *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(9) of these Rules. This definition shall serve as the basis for the implementation of all other program plan elements described.*

Review the definition stated in the narrative template.

<ul style="list-style-type: none">• 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.
<ul style="list-style-type: none">• Is the definition used as a basis for planning elements of the Program Plan and programming support for gifted students of the different exceptionalities?

3a. Identification: Specify the formal identification process used in the administrative unit that aligns with CDE Identification Guidelines. The process and selected tools should reflect the definition of giftedness adopted by the administrative unit and identify educational needs of gifted students. Include how the procedures are consistent, equitable and incorporate valid and reliable instruments. Explain how procedures reflect efforts to identify students in traditionally under-served populations; and from all categories of outstanding potential. Describe future steps to develop or improve identification.

12.02 (1) (c) **Identification procedure.** *The program plan shall describe the assessment process used by the administrative unit for identifying 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:*

- *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; Referral and screening procedures; Multiple sources of data in a body of evidence (i.e. qualitative and quantitative); Criteria for determining exceptional ability or potential; A review team procedure; and A communication procedure by which parents are made aware of the assessment process for their student, gifted determination, and development and review of the student’s ALP.*

The identification narrative includes, but need not be limited to:

• Demographics of the (current) gifted population compared to the total student enrollment of the administrative unit
• AU’s identification procedures
• Referral procedures and sources of referrals
• Screening procedures and tool/s used for grade level screening
• Primary tools for identification
• Description of the required body of evidence – multiple sources of data and the criteria that meets exceptional performance, achievement or potential indicators
• Review team procedures
• Methods by which procedures and information are clearly articulated to stakeholders – parents and educators – for equal and equitable access to identification
• A communication procedure for parental engagement in the identification process, notification of determination, and development and review of the student’s ALP, advanced learning plan
• Future steps to develop or improve identification assessment, procedures or communication
• Statement about how the identification process allows for a variety of strengths and interests to be recognized and used to guide individual programming
• Statement about how the administrative unit will 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

The narrative has sufficient information to provide evidence that the following questions from the administrative unit checklist are answered with a “yes” response.

Does the identification process allow for a variety of strengths and interests to be recognized?
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?
Are the demographics of the gifted population reflective of the district’s overall demographics?
Does the administrative unit collect referrals from a variety of sources?
Is a screening tool administered to every student at one or more grade levels?
Are multiple sources of quantitative and qualitative data in a body of evidence used to make identification decisions for all areas of giftedness?
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 or above on a standardized test in the area of exceptionality?
Are well-articulated review team procedures implemented?
Are the procedures for identification assessment clearly written and available to all schools?
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?
If the administrative unit permits early entrance of age 4 and 5 gifted students into kindergarten and first grade, does the comprehensive program plan describe the elements of an early access process and how those elements,

criteria and components will be implemented?

3b. Early Access

For administrative units permitting early access for age 4 gifted students into kindergarten and for age 5 gifted students into first grade, the Early Access Addendum is a separate document included with the comprehensive Program Plan. Submit the completed Early Access Addendum template along with the documents of the Program Plan (completed narrative template, budget, early access addendum and any other optional documents).

Note: A new early access addendum is NOT required from an administrative unit, if the addendum filed with the Department requires no revisions or updates. ONLY submit a new signature page to verify continuance of early access in the administrative unit. This addendum will be posted with the AU's comprehensive program plan.

4. Programming: Describe gifted student programming strategies and academic/talent options or services that will meet the needs matched to identified strengths in the areas of exceptionality. Include options for acceleration, differentiated instruction, and career planning for post-secondary and workforce readiness. Include the structure of the gifted program - how services are delivered at each level of schooling (elementary, middle school, high school). In what ways does the plan provide a continuum of services, K – 12? Examples: cluster grouping for direct instruction, rigorous or accelerated adaptations to the regular curriculum, selected programs for critical thinking or creativity, continuous learning curriculum, flexible grouping, community mentors in the arts, an acceleration policy or use of proven, researched materials like, College of William and Mary literature units, M-3 math program, and/or U-STARS. Describe future steps to develop or improve programming.

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:*

- *Alignment of assessment data to programming options in the areas of giftedness; Structures by which gifted students are served at the different school levels (e.g., the general classroom, resource, and/or pullout); Support in differentiated instruction and methods (e.g., acceleration, cluster grouping and higher order thinking skills); Affective and guidance support systems (e.g., social skills training, early college and career planning); Diverse content options provided for gifted students in their areas of strength (e.g., mentorship, Socratic seminars, advanced math, honors courses); The means by which articulation for preschool (if applicable) through grade 12 is planned and implemented; Pre-collegiate and/or pre-advanced placement support; ALP development and annual review conducted through the collaborative efforts of teacher(s), other school personnel (as needed), parents and the student (as appropriate); and Post secondary options available to gifted students.*

The programming narrative includes, but need not be limited to:

• AU's approach to implementing programming components: 1) delivery of services; 2) options for curriculum and instruction; 3) social-emotional guidance and post-secondary and workforce readiness planning; and 4) differentiated instruction which includes acceleration and key instructional strategies from CDE guidelines.
• Description of options available in the administrative unit that serve an identified area of exceptionality; options for advanced placement, concurrent enrollment, or referrals for community support systems;
• Advanced learning plan development specifying procedures, parental and student engagement and method for annual review and adjustments to the ALP
• Decision to merge the ALP with the I-CAP at the secondary level or to retain ALP as a separate document. If the ALP is merged with the I-CAP provide assurance that personnel facilitating the ALP/I-CAP are knowledgeable about elements of the ALP and needs/programming for gifted students.
• The transition (articulation) procedures for gifted students grade-to-grade or between school levels
• Future steps to develop or improve programming

The narrative has sufficient information to provide evidence that the following questions from the administrative unit checklist are answered with a “yes” response.

Is it well articulated that programming shall match the strengths, interests, and special needs of the gifted student?
Is it evident in advanced learning plans that programming matches the assessment data on strengths and interests of the gifted student?
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)?
Is differentiated instructional philosophy and support evident for gifted students as exemplified in any of the following: Does the administrative unit have a well-articulated process to consider and determine acceleration decisions? Is cluster grouping, a research-based strategy, supported and implemented in the administrative unit? Are critical and creative thinking strategies incorporated into differentiated content and assessment for gifted students?
Are affective and guidance support systems available to gifted students in needs of such services?
Does the administrative unit provide diverse content options (e.g., mentorships, honors program, advanced math) and/or support strategies for each area of giftedness at the different levels of school?
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"> • Is there an administrative unit timeline for the transition of gifted student data to the next level of school in a timely manner for planning and appropriate course selection? • Is gifted student data systemically available for articulation and transition?
Does the administrative unit have a method to facilitate early college planning for gifted students?
Does the administrative unit have pathways for advanced placement courses for gifted students?
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?
Is there evidence of ALPs for gifted student that facilitate planning, record keeping and future instructional decisions?
Is the ALP process a collaborative effort of the teacher, parent and student, and other school personnel as needed?
Are ALPs reviewed annually (e.g., during a regular teacher-parent conference; phone conference; individual parent-teacher meeting)?
Are challenging post secondary options available to gifted students in their area of strength?

5. Evaluation and Accountability: **A.** Describe methods and tools used for assessment and evaluation of gifted students’ academic performance and growth and affective growth as a result of programming. When, how often, is gifted student data disaggregated to determine gaps in achievement, excellence or demographics? Name any AU formative, interim or summative assessments for monitoring achievement. **B.** What are procedures/methods to evaluate the gifted program? **C.** What methods are used for reporting results to stakeholders? Describe future steps to develop or improve evaluation and accountability.

12.02 (1) (e) The administrative unit program plan shall describe:

- *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);*
- *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);*
- *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);*
- *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);*

- *Methods by which parents, educators, and other required persons are informed about the above methods*

The evaluation and accountability narrative includes, but need not be limited to:

<ul style="list-style-type: none"> • Descriptions of how the administrative unit monitors gifted student achievement, and affective or talent goals (individual students and district or school trends)
<ul style="list-style-type: none"> • Assurance that gifted student performance and growth indicators are disaggregated to inform instruction and programming according to accountability/accreditation requirements for all student groups
<ul style="list-style-type: none"> • Identification of priority goals or targets for improving gifted student achievement based on disparities found in data. In multiple districts, if needed, list individual district targets prioritized for gifted student achievement/growth.
<ul style="list-style-type: none"> • Description of how the administrative unit will evaluate the gifted program
<ul style="list-style-type: none"> • Explain how parents, educators and other stakeholders are informed about evaluation and accountability
<ul style="list-style-type: none"> • Future steps to develop or improve evaluation and accountability

The narrative has sufficient information to provide evidence that the following questions from the administrative unit checklist are answered with a “yes” response.

<p>Do methods by which student achievement is monitored and measured for continual learning progress align with the state accreditation process (e.g., district assessments, progress monitoring data, ALP goals, classroom performance, and state assessment data)?</p> <ul style="list-style-type: none"> • Do gifted students have a plan of action (ALP) for coursework, mentors, internships, assessments or other options facilitating the growth of their exceptionality, and future college planning? • Are gifted student data results used to determine goals for the administrative unit and the instructional focus for the individual ALP? • Does the administrative unit have a goal or goals for improving gifted student achievement?
<p>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)?</p>
<p>Is gifted student achievement and reporting consistent with accreditation requirements as exemplified by the following:</p> <ul style="list-style-type: none"> • Are the accreditation requirements for categorical groups (e.g., exceptional ability, students with disabilities, English language learners) equally applied to gifted students or students with exceptional ability? • Is state data disaggregated for gifted students? • Are there ways to address disparities in gifted student data if evident? • Is the learning of gifted students monitored for growth? • Are improvement goals delineated for improving gifted student achievement on state assessment?
<p>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?</p>
<p>Does the administrative unit’s program evaluation involve periodic feedback from major stakeholders: parents, students, educators and administrators?</p>
<p>Is data on gifted student achievement available to all stakeholders on an annual basis?</p>

Note: There is a designated space on the Program Plan template to list the administrative unit’s locally-determined achievement targets.

6. Personnel: Describe certified and qualified personnel who will be involved in the indirect and direct delivery of services. Does the AU require personnel to have the gifted education specialist endorsement if working in leadership, resource or special programs for gifted students? Describe professional development in gifted education provided or sponsored by the administrative unit? Do induction programs include a component of for serving gifted students? Are administrators and other educators provided professional development? In what ways will the Gifted Education Specialist endorsement be promoted or sponsored in the AU?

12.02 (1) (f) **Personnel.** *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: (A) Management of the program plan; and (B) Professional development activities, the purposes of which are: To improve and enhance the skills, knowledge and expertise of teachers and other personnel who provide instruction and other supportive services to gifted students; and To increase, to the extent practicable, the number of qualified personnel providing instruction to gifted students. Administrative units are highly encouraged to collaborate with universities and colleges for the development of qualified personnel. 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. Paraprofessionals may serve in supportive roles, but may not be the sole instructional provider, nor may such paraprofessionals be funded using state gifted education funds.*

The program plan shall also indicate the content of and means by which the administrative unit supports the acquisition and/or improvement of the knowledge and competencies of personnel through appropriate professional development relating to the instruction, programming and counseling for gifted students. (e.g., induction and inservice programs, job-embedded training and coaching, gifted education workshops or institutes and college coursework). Key topics should include, but need not be limited to, gifted characteristics and myths, differentiated instruction, affective needs, counseling, content instructional options and advanced curricular strategies (e.g., higher order thinking strategies).

The personnel narrative includes, but need not be limited to:

<ul style="list-style-type: none"> • Description of who serves the gifted students for instruction, counseling and college planning, educator effectiveness/education, and administration of the program plan
<ul style="list-style-type: none"> • Identify the position responsible for management of the program plan and professional development activities
<ul style="list-style-type: none"> • How the AU addresses teacher effectiveness: teachers of gifted students will be knowledgeable about gifted students and programming -differentiated instructional methods and competencies in gifted <i>education</i>
<ul style="list-style-type: none"> • Describe how the administrative unit will promote and/or sponsor an increase in the number of educators applying for the gifted education specialist endorsement; describe any partnership with higher education
<ul style="list-style-type: none"> • Assurance that paraprofessionals serve in supportive roles, not as primary instructional facilitators
<ul style="list-style-type: none"> • Describe professional development topics that are on-going and targeted for future professional development
<ul style="list-style-type: none"> • Future steps to develop or improve personnel and professional development

The narrative has sufficient information to provide evidence that the following questions from the administrative unit checklist are answered with a “yes” response.

Beginning in 2010-2011 school year, did the administrative unit employ personnel responsible for the management of the program plan?
Beginning in 2010-2011 school year, did the administrative unit employ personnel responsible for gifted education professional development activities?
Are personnel who work in specific programs or classrooms consisting of mainly gifted students encouraged to become qualified personnel in gifted education?
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?
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)?
Does the Administrative Unit have a plan to increase the number of qualified personnel providing instruction to gifted students?
Does the administrative unit make attempts to collaborate with universities and/or colleges for the development of qualified personnel?
Are there provisions to ensure that students are taught by highly qualified teachers in core academic areas?
Are provisions in place to ensure that paraprofessionals are not the sole instructional provider for gifted students?

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)?

7. Budget: Provide a brief narrative about how state funds and contributing funds from the administrative unit will be used to support the program plan. State funds are not expected to fully fund the program plan. Submit with the 2012-2016 Program Plan a completed [budget page for fiscal year 2013](http://www.cde.state.co.us/gt/director.htm), the first year of this comprehensive program plan: <http://www.cde.state.co.us/gt/director.htm>. Examples of Possible Gifted Education Fund Expenditures: <http://www.cde.state.co.us/gt/director.htm>. For the remaining 3 years of the Program Plan, there are budget page templates for single district administrative units and multiple-district administrative units for annual submission by April 30.

(Note: At the end of the year, administrative units are required to report all expenditures from general and grant funds for programs supplemented by state categorical funds. This is a state financial reporting requirement. The program code for gifted education expenditures is: 3150. It is advised that the administrator of gifted programming in the AU remind constituent schools or districts to use the program code, 3150, when accounting for state and local funds for gifted programming costs. This will provide a more accurate description of funds used to support the gifted program.)

12.02 (1) (g) Budget. The program plan shall propose a budget for gifted education which reflects collaborative efforts within the administrative unit and the cost of implementing the programming components and goals stated in the program plan. The budget shall detail the funding committed by the administrative unit and funding requested from the Department. Funds requested from the Department may be used for: salaries for appropriately certified, endorsed, or licensed personnel serving primarily gifted students (e.g., gifted education directors, coordinators, resource teachers, counselors and teachers of gifted classrooms); professional development and training relating to gifted education; gifted programming options specific to gifted students and their advanced learning plans; supplies and materials used in instructional programming for gifted education; and technology/equipment necessary for the education of gifted students, not to exceed twenty-five percent of the total amount requested from the Department.

The budget narrative includes, but need not be limited to:

- Primary use of state funds in terms of: personnel, student instructional materials, activities related to gifted instruction, professional development and/or equipment. Budget should be linked to the identification and programming needs of the administrative unit's students and advanced learning plans. Primary use of contributing fund from the administrative unit to support the Program Plan (e.g., administration, personnel, instruction, and/or professional development)
- Future steps to develop or improve personnel and professional development

Note: Ineligible State expenses include paraprofessional salary, supplies other than for gifted education needs, food for meetings, and school-wide needs like public announcement systems or computers, gym equipment, furniture, library media supplements, and expenses largely related to non-identified students.

The narrative has sufficient information to provide evidence that the following questions from the administrative unit checklist are answered with a "yes" response.

Does the administrative unit implement a collaborative process with stakeholders (e.g., schools, districts, parents, or steering committee) for determining the gifted education budget?
Does the budget reflect the cost of implementing the programming, goals and objectives stated in the Program plan?
Does the budget detail the funding committed by the administrative unit and funding requested from the Department of Education?
Is the funding committed by the administrative unit equal to or greater than the amount requested from the Department of Education?

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)

8. Record Keeping: Describe the means by which the administrative unit records and sustains the advanced learning plan process as a part of the student record keeping system. Explain the use of the ALP during transition/articulation times. Verify components of the ALP for the student record by attaching a hard copy or outline of the ALP to the Program Plan.

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 options and student achievement results.

The student education records narrative includes, but need not be limited to:

- | |
|--|
| • ALP management system and tool or method for management |
| • Components of the ALP for the student record |
| • General steps to manage the ALP when merged with the I-CAP |
| • Future steps to develop or improve student education records |

Note: Procedures for developing and monitoring ALPS with family engagement is under the programming section.

The narrative has sufficient information to provide evidence that the following questions from the administrative unit checklist are answered with a “yes” response.

- | |
|---|
| Does the administrative unit's ALP provide a record of ongoing programming options and strategies utilized with individual students and results? |
| Is the ALP part of the student's ongoing records? |
| Is the ALP utilized in educational planning and decision-making concerning subsequent programming for that student? |
| Is the ALP utilized in the articulation process? |
| Do gifted student records include the body of evidence that identified the area of exceptionality, interests and needs? |
| Are gifted student educational records and ALPs held to be confidential and protected in accordance with applicable federal and state laws and regulations, and maintained, retained and destroyed consistent with the ongoing system of student record keeping established in the administrative unit, including its member districts? |

9. Dispute Resolution: Explain the conflict resolution process that the administrative unit will use when disagreements arise concerning the identification and programming for gifted students. It is recommended to follow general district procedures and guidelines.

12.06 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.

The dispute resolution narrative includes, but need not be limited to:

- | |
|--|
| • A process for conflict resolution for disagreements between parents and staff regarding identification and programming. The process must show that the aggrieved individual has an opportunity to be heard and |
|--|

receives a notice of the decision.
<ul style="list-style-type: none"> • Future steps to develop or improve dispute resolution, if needed

The narrative has sufficient information to provide evidence that the following questions from the administrative unit checklist are answered with a “yes” response.

Does the administrative unit have a written, well-articulated dispute resolution process?
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?

10. State Performance Plan (SPP): The SPP facilitates the Colorado Gifted Education Review (C-GER) implemented jointly by the Department and individual administrative units. The SPP promotes targets for monitoring and technical assistance support systems. The SPP is integrated into the Program Plan template for statewide awareness and coordinated action to succeed in accomplishing targets. SPP goals indicate priority areas for statewide improvement in gifted education. Administrative units (AUs) should refer to the SPP goals when planning local improvement efforts.

The Department shall include:

...12.07 (3) An assessment of program quality based on the standards established by the Department of Education. A planned comprehensive on-site process integrated with the continuous improvement and monitoring process in the Department of Education; and...

By September 2016, results on the end of year reports indicate:

Communication

- I. 100% of administrative units will implement methods to provide all stakeholders with access to current information about identification process and programming for gifted students; and, methods for parental engagement in identification and programming.

Identification

- II. 100% of administrative units will increase the identification of gifted students from traditionally under-represented population if indicated as a need by local data.
- III. 100% of administrative units will implement procedures to identify gifted students in all categories of giftedness.

Programming

- IV. 100% of administrative units will declare and could implement at least one method of Tier II and Tier III programming to serve each category of giftedness as appropriate for individual gifted students.
- V. 100% of AUs will implement ALPs in high schools by fall 2014 either as a blended plan with the ICAP or as a separate individual ALP.
- VI. Colorado will have a policy or guidelines for acceleration.

Accountability

- VII. 100% of administrative units will be successful in identifying and moving towards gifted student achievement/growth targets.
- VIII. 100% of administrative units will accomplish priorities set through the Colorado Gifted Education Review (C-GER).

Note: To receive the first (60%) distribution of annual state funds, the administrative unit’s comprehensive program plan (or the budget template in subsequent years) must be submitted by April 30 prior to the new fiscal year. To receive the second (40%) distribution of annual state funds, the end-of-year report for the prior fiscal year must be filed by September 30.

Department of Education

Program Plan Evaluation Rubric
2012 - 2016 Administrative Unit Program Plan ----- Gifted and Talented Student Education

Not Acceptable (Incomplete) 0-1	Partially Acceptable (Complete but not thorough) 2-3	Fully Acceptable (Both complete and thorough) 4-5
<p>1. One or more elements missing.</p> <p>2. No or little relationship among elements.</p> <p>3. Definition very dissimilar to state definition in Rules*; definition not defensible on basis of accepted practice.</p> <p>4. No or very limited explicit identification procedures.</p> <p>5. Programming services very limited in range (K-12) and/or type.</p> <p>6. Merely provides a list of possible services; unrelated to specific needs of identified gifted and talented students; not defensible based on best practice.</p> <p>7. No explicit goals; few or no accountability procedures evident.</p> <p>8. No staff development specified; staff development intended not related to best practices in gifted education.</p> <p>9. Budget sheet missing or budget not clearly related to plan.</p> <p>10. No or little evidence of communication to stakeholders planned.</p>	<p>1. Complete (contains all elements) but not clearly a plan for upcoming year.</p> <p>2. Inconsistency among elements; fragmented.</p> <p>3. Definition somewhat consistent with state definition in Rules*.</p> <p>4. Provides explicit identification procedures, but may not relate to best practices in identification and/or does not address identification of under-served populations.</p> <p>5. Programming services not comprehensive and/or focus on restricted range of grade levels.</p> <p>6. Programming services address gifted and talented students generally but may not be matched to identified needs of students and/or not based on best practice.</p> <p>7. Implies goals and accountability but not clear and/or measurable.</p> <p>8. Provides for staff development but may not clearly relate staff development to best practices in gifted education and/or is not clearly results-oriented.</p> <p>9. Includes some budget detail; budget appears to support what will be needed to implement plan for upcoming year.</p> <p>10. Clear that some aspects of gifted programming are communicated to some stakeholders.</p>	<p>1. Provides a complete (contains all elements) and explicit plan for the upcoming year.</p> <p>2. Elements of the plan (definition, identification, programming, accountability, personnel, and budget) are closely aligned.</p> <p>3. Definition is the same as or substantially similar to the definition in the Rules*.</p> <p>4. Provides explicit procedures, based on accepted best practices, for identifying gifted and talented students, including those from often under-served populations.</p> <p>5. Describes a comprehensive range of programming services for gifted and talented students, K-12.</p> <p>6. Programming services are specifically based on best practices and matched to identified gifted and talented students' needs.</p> <p>7. Includes clear, measurable goals for upcoming year, including accountability for results.</p> <p>8. Includes explicit staff development that is based on best practices in gifted and talented education and is clearly results oriented.</p> <p>9. Includes budget detail showing the cost of plan implementation.</p> <p>10. Includes methods for communicating all aspects of gifted and talented programming to parents, students, educators and other relevant stakeholders.</p>

*Rules for the Administration of The Exceptional Children's Educational Act (1 CCR 301-8)

**Gifted Education
Administrative Unit Distribution
Fiscal Year 2012**

Administrative Unit	FY 12 Total Allocation	FY 12 60% Allocation	FY 12 40% Allocation
Adams 1	\$ 69,494.00	\$ 41,696.00	\$ 27,798.00
Adams 12	\$ 381,943.00	\$ 229,166.00	\$ 152,777.00
Adams 14	\$ 68,720.00	\$ 41,232.00	\$ 27,488.00
Adams 27J	\$ 137,121.00	\$ 82,273.00	\$ 54,848.00
Adams 50	\$ 91,478.00	\$ 54,887.00	\$ 36,591.00
Arapahoe 1	\$ 41,722.00	\$ 25,033.00	\$ 16,689.00
Arapahoe 2	\$ 31,026.00	\$ 18,616.00	\$ 12,410.00
Arapahoe 5	\$ 474,876.00	\$ 284,926.00	\$ 189,950.00
Arapahoe 6	\$ 143,221.00	\$ 85,933.00	\$ 57,288.00
Adams-Arapahoe 28J	\$ 351,429.00	\$ 210,857.00	\$ 140,572.00
Boulder RE-1J	\$ 249,236.00	\$ 149,542.00	\$ 99,694.00
Boulder RE-2	\$ 268,781.00	\$ 161,269.00	\$ 107,512.00
Delta 50J	\$ 48,256.00	\$ 28,954.00	\$ 19,302.00
Denver 1	\$ 716,221.00	\$ 429,733.00	\$ 286,488.00
Douglas RE-1	\$ 559,528.00	\$ 335,717.00	\$ 223,811.00
El Paso 2	\$ 101,473.00	\$ 60,884.00	\$ 40,589.00
El Paso 3	\$ 81,592.00	\$ 48,955.00	\$ 32,637.00
El Paso 8	\$ 68,602.00	\$ 41,161.00	\$ 27,441.00
El Paso 11	\$ 268,171.00	\$ 160,903.00	\$ 107,268.00
El Paso 12	\$ 41,520.00	\$ 24,912.00	\$ 16,608.00
El Paso 20	\$ 210,457.00	\$ 126,274.00	\$ 84,183.00
El Paso 38	\$ 73,371.00	\$ 44,023.00	\$ 29,348.00
EL Paso 49	\$ 133,890.00	\$ 80,334.00	\$ 53,556.00
Ft. Lupton/Keenesburg	\$ 42,594.00	\$ 25,556.00	\$ 17,038.00
Fremont RE-1	\$ 33,700.00	\$ 20,220.00	\$ 13,480.00
Gunnison RE-1J	\$ 34,281.00	\$ 20,569.00	\$ 13,712.00
Jefferson R-1	\$ 782,310.00	\$ 469,386.00	\$ 312,924.00
Larimer R-1	\$ 245,085.00	\$ 147,051.00	\$ 98,034.00
Larimer R-2J	\$ 139,370.00	\$ 83,622.00	\$ 55,748.00
Larimer R-3	\$ 25,788.00	\$ 15,473.00	\$ 10,315.00
Logan RE-1	\$ 35,827.00	\$ 21,496.00	\$ 14,331.00
Mesa 51	\$ 206,624.00	\$ 123,974.00	\$ 82,650.00
Moffat RE-1	\$ 42,467.00	\$ 25,480.00	\$ 16,987.00
Montrose RE-1J	\$ 58,397.00	\$ 35,038.00	\$ 23,359.00
Morgan RE-3	\$ 29,167.00	\$ 17,500.00	\$ 11,667.00
Pueblo 60	\$ 167,681.00	\$ 100,609.00	\$ 67,072.00
Pueblo 70	\$ 80,436.00	\$ 48,262.00	\$ 32,174.00
Weld RE-4	\$ 39,726.00	\$ 23,836.00	\$ 15,890.00
Johnstown/Milliken	\$ 45,179.00	\$ 27,107.00	\$ 18,072.00
Weld 6	\$ 178,632.00	\$ 107,179.00	\$ 71,453.00

East Central BOCES	\$ 150,434.00	\$ 90,260.00	\$ 60,174.00
Mount Evans BOCES	\$ 46,087.00	\$ 27,652.00	\$ 18,435.00
Mountain BOCES	\$ 239,814.00	\$ 143,888.00	\$ 95,926.00
Northeast BOCES	\$ 98,617.00	\$ 59,170.00	\$ 39,447.00
Northwest BOCES	\$ 77,608.00	\$ 46,565.00	\$ 31,043.00
Pikes Peak BOCES	\$ 90,504.00	\$ 54,302.00	\$ 36,202.00
San Juan BOCS	\$ 178,281.00	\$ 106,969.00	\$ 71,312.00
San Luis Valley BOCS	\$ 122,916.00	\$ 73,750.00	\$ 49,166.00
Santa Fe Trail BOCES	\$ 60,417.00	\$ 36,250.00	\$ 24,167.00
South Central BOCES	\$ 93,882.00	\$ 56,329.00	\$ 37,553.00
Southeastern BOCES	\$ 78,080.00	\$ 46,848.00	\$ 31,232.00
Uncompaghre BOCES	\$ 46,895.00	\$ 28,137.00	\$ 18,758.00
Centennial BOCES	\$ 124,855.00	\$ 74,913.00	\$ 49,942.00
Ute Pass BOCES	\$ 64,988.00	\$ 38,993.00	\$ 25,995.00
Rio Blanco BOCES	\$ 27,661.00	\$ 16,597.00	\$ 11,064.00
Charter School Institute	\$ 72,653.00	\$ 43,592.00	\$ 29,061.00



Programming Rubric of Best Practices

PROGRAM PLAN INDICATORS		
Distinguished	On-Target	Developing
Goals for the Administrative Unit Program Plan are SMART goals: have been developed with stakeholder input address college and career readiness, and progress of programming goals is reported annually to stakeholders.	Student achievement and/or program goals in the Administrative Unit Plan are strategic and specific, measurable, attainable, results-based, and time-bound (SMART). Progress of programming goals is reported annually on the end-of-year report.	Goals for 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 identification and programming and includes policies for: early entrance, acceleration, ability grouping, clustering, concurrent enrollment and post-secondary success.	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. Excellence gaps in the gifted student population are identified.	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. Performance gaps are identified in trend data; beginning to look at excellence gaps.	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.
DEFINITION INDICATORS		
Distinguished	On-Target	Developing
The definition expands on the state definition to include comments about unique or underserved populations; or explanation for exceptionality, twice exceptional, aptitude or domain.	The definition is the same as the state definition for gifted and talented students, including the categories of giftedness: <ul style="list-style-type: none"> ◆ general or specific intellectual ability ◆ specific academic aptitude ◆ creative or productive thinking ◆ leadership abilities ◆ visual or performing arts; musical or psychomotor abilities 	A definition is not formed for gifted students, and/or fails to include all categories of giftedness.

COMMUNICATION INDICATORS

Distinguished	On Target	Developing
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 embedded in RtI practice and are reviewed and revised annually.	An effort is made to communicate specific procedures and Response to Intervention (RtI) processes for gifted identification, programming and performance, 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. Students at the secondary level lead ALP and ICAP processes.	Gifted programming/informational documents are available in specific targeted languages in the administrative unit 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 multiple effective forms of communication, such as: <u>Non-print media</u> (press conferences, presentations at meetings and conferences, radio, television, telephone calls, videotapes, interactive video 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, email, 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. Primary informational materials are Web-based and accessible to parents and the public.	Written policies are, housed in district and in buildings.

IDENTIFICATION INDICATORS

Distinguished Referral	On-Target Referral	Developing Referral
Districts provide information for parents and teachers regarding gifted education and the RtI process via special workshops and seminars annually regarding the process for identifying students for gifted services.	Districts provide information for teachers regarding gifted identification and the RtI process via workshops and in writing regarding the process for observing and identifying gifted students for gifted services.	Information regarding gifted characteristics and student referral 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.
Universal screening through the RtI process is the primary method to identify students with strengths who may be gifted. 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.	Universal screening through an RtI assessment is the primary method to identify students with strengths who may be gifted. Screening and observation data drive referrals for identification, 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 universal screening of potential recipients of gifted education services including but not limited to gender, ethnicity, ESL, and social-economic levels; additional diagnostic efforts are made to seek equitable representation in the gifted population when compared to district demographics.	<u>All</u> students are considered in the universal screening of potential recipients of gifted education services including but not limited to gender, ethnicity, ESL, and socio-economic levels. Specific screening points or grade levels are determined by the administrative unit.	No screening process is in place to ensure equity.
The screening and referral process is ongoing and occurs at any time when it is needed.	There is a written process for universal screening and targeted screening by grade or classroom.	Process for referral is unclear or no written schedule exists for collection of referrals.

Procedures	Procedures	Procedures
Information about using RtI elements and practices for identification procedures is distributed annually to parents, educators, students, and other community members; procedures and guidelines are reviewed and revised periodically.	Information about using RtI elements and practices for 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"> 1. provisions for informed consent 2. multiple referral sources 3. student retention 4. student reassessment 5. student exiting 6. appeals procedures
Screening and district gifted identification guidelines contain specific procedures for assessment of students with outstanding exceptionality pre-K-2; grade level screenings are evident more than once; as needed individually identification occurs in elementary grades, middle, and high school.	Screening, identification, and the creation of a talent pool occurs as appropriate in early grades (K-2); identification is conducted through widespread event in mid-elementary years; talent pools are formed as determined through middle school.	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.
Assessment Tools	Assessment Tools	Assessment Tools
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	The assessment process is designed to reveal potential in limited areas as defined in statute.

	gifted student potential is demonstrated in academics, but may exist in other defined areas.	
Student assessment data comes from qualitative and quantitative tools, multiple sources and includes multiple assessment methods.	Multiple tools are used. 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.
Assessment Profile	Assessment Profile	Assessment Profile
Adequate data points reflecting student performance 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 reflecting student performance are collected through the use of a variety of tools to allow a comprehensive profile of a student's aptitude and areas of strength.	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 before and after 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.

PROGRAMMING INDICATORS

Distinguished	On-Target	Developing
Advanced Learning Plans developed through problem solving process and demonstrate the alignment of services and programming matched to student needs (academic, social-emotional and college and career ready) and strengths, pre-K to 12. Students and parents report meaningful engagement.	Advanced Learning Plans developed through problem solving process and demonstrate the alignment of services and programs matched to student needs (academic, social-emotional and college and college ready) 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; expanded learning opportunities exists for choice	Programming options are incorporated throughout a student’s instructional day; there are provisions for each area of giftedness and social-emotional needs and college and career readiness.	Programming options are occasionally available during school hours.
Standards-based differentiated curriculum and instruction occurs regularly based upon data collection and ongoing formative assessment. Appropriate differentiation incorporates: compacted curriculum, tiered lesson design, content extensions, acceleration, cluster grouping, higher order thinking skills.	Standards-based tiered curriculum and instruction for gifted learners is: central to practice; based on summative, interim and formative assessments; and, 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 staff results in comprehensive programming that includes counseling, college and career planning.	Gifted programming includes attention to unique social-emotional needs through planning with students and families.	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.	Opportunities are provided for students to learn and work with peers of similar ability and	Educators recognize the need for opportunities to learn and work with peers of

cluster grouping, magnet program or classroom)	learning interest. (i.e.: flexible grouping)	similar ability and interest.
A continuum of opportunities for interdisciplinary application in authentic settings is provided.	Regular opportunities for meaningful research, independent study, and/or mentorship are provided in the area/s of strength.	Some opportunities for meaningful research are provided.
Advanced programming in content areas utilizes interdisciplinary methods; post-secondary enrollment options are available and encouraged for appropriate students.	Advanced programming is available in all content areas; post-secondary enrollment options are available for students.	Advanced programming opportunities are limited.
Policy and procedures addresses acceleration for all content areas.	Procedures are in place to address student acceleration by content or grade level.	No acceleration policy exists.

EVALUATION AND ACCOUNTABILITY INDICATORS

Distinguished	On-Target	Developing
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.	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.	The district has in place means by which gifted programming options and assessment methods are available and communicated to all stakeholder groups.
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 analysis and uses student performance 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.	The district updates its gifted database regularly and includes programming and student performance and growth 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.	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.
All gifted students have Advanced	Individual schools in the district understand the	The district has established a method for

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.	requirements for cumulative records for gifted students. Advanced learning plans are updated annually, performance targets identified and involves collaborative work of student, parents, teachers and the gifted resource person.	keeping individual cumulative records on the identification and programming for gifted students. Advanced Learning Plans are available for review for each gifted student.
Gifted education is part of all district accountability planning. Stakeholders are informed of these plans regularly. Individual schools use improvement plans to meet the needs of gifted students and results are reported to the district and stakeholders.	A plan for the education of gifted students is a part of the district's improvement plans and integrated with accreditation processes.	Gifted education is included in the district plan for accreditation.
The district staff, including all teachers and all administrators, analyzes a body of evidence that includes performance and growth data (e.g., standardized testing, criterion based assessments and authentic performance assessments) to guide instruction.	Teachers and administrators are able to disaggregated state assessment results for gifted students, conduct data analysis and identify performance gaps in gifted student data for determining instructional priorities.	The district disaggregates CSAP scores for identified gifted students.

PERSONNEL INDICATORS

Distinguished	On Target	Developing
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	The AU or district provides professional development to ensure personnel are knowledgeable in the characteristics and differentiated instructional methods for	Schools are provided information about what can be done for the success of gifted students (challenge, affective, creative, and talent needs).

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. AU uses support from an institution of higher education.	teaching gifted students.	
The Administrative Unit provides at least one qualified 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 degree, and meet the federal requirements for highly qualified personnel.	Teachers responsible for the instruction of gifted students in core academic areas meet the federal requirements for highly qualified personnel.	Teachers responsible for the instruction of gifted students in core academic areas are not highly qualified.

BUDGET INDICATORS

Distinguished	On Target	Developing
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.	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.	The budget lacks alignment to improvement, implementation and/or goals identified in the plan.

Relevant budget decisions are driven by periodic needs assessment for the improvement of student achievement and gifted programming.	The total budget is allocated to effectively implement the overall plan for gifted education in the Administrative Unit.	Needs assessment includes budgeting for the advanced learning needs of students.
The Administrative Unit's contributions to gifted education far exceeds the supplemental level of funding.	The plan clearly describes the Administrative Unit's commitment to adequately supplement the fund amount requested from the state. Contributing funds from the AU combine with the state funds to support the gifted program.	Administrative unit does not provide adequate funds to supplement state gifted funding.
<p>The state funds are supplemental in nature and used for:</p> <ul style="list-style-type: none"> ♦ salaries for certified, endorsed, or licensed personnel serving primarily gifted students ♦ professional development and training related to gifted education ♦ identification of gifted students ♦ activities associated with gifted programming options specific to gifted students and their advanced learning plans ♦ supplies and materials used in the instructional programming for gifted students ♦ technology and equipment for the education of gifted students – limited to 25% of the budget <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>	<p>The state funds are supplemental in nature and are used for:</p> <ul style="list-style-type: none"> ♦ salaries for certified, endorsed, or licensed personnel serving primarily gifted students ♦ professional development and training related to gifted education ♦ identification of gifted students ♦ activities associated with gifted programming options specific to gifted students and their advanced learning plans ♦ supplies and materials used in the instructional programming for gifted students ♦ technology and equipment for the education of gifted students – limited to 25% of the budget 	Budget indicates use of state gifted funds for ineligible purposes.

REPORTS INDICATORS		
Distinguished	On Target	Developing
The Administrative Unit submits a year-end report by September 30 of each year. Each school or district in the	The Administrative Unit submits a year-end report by September 30 of each year. Each school or district in the Administrative Unit	The administrative unit does not submit a year-end report, submits the report late, and/or fails to collect and include data from

<p>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>contributes to the information on the year-end report.</p>	<p>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"> ◆ gifted student progress/achievement ◆ results of objectives from program plan ◆ programming for each district in the administrative unit
<p>The report includes but is not limited to:</p> <ul style="list-style-type: none"> ◆ a statement of financial income and expenditures ◆ number of students formally identified as gifted (proportional to the overall state percentage of gifted students) ◆ percent of students identified by gender and ethnicity, twice exceptional, gifted preschoolers served through early entrance, if applicable ◆ number of non-identified students served through gifted student programming ◆ percent of formally identified gifted students ◆ programming strategies preK-12 ◆ methods for articulation/transition through the grades ◆ methods and data used to determine commensurate academic growth and progress monitoring ◆ the number of qualified personnel working in the Administrative Unit ◆ the Administrative Unit's alignment with state improvement goals 	<p>The report includes but is not limited to:</p> <ul style="list-style-type: none"> ◆ a statement of financial income and expenditures ◆ number of students formally identified as gifted (proportional to the overall state percentage of gifted students) ◆ percent of students identified by gender and ethnicity, twice exceptional, gifted preschoolers served through early entrance, if applicable ◆ number of non-identified students served through gifted student programming ◆ percent of formally identified gifted students ◆ programming strategies K-12 ◆ methods for articulation/transition through the grades ◆ methods and data used to determine commensurate academic growth and progress monitoring ◆ the number of qualified personnel working in the Administrative Unit ◆ the Administrative Unit's alignment with state improvement goals 	<p>The report lacks one or more of:</p> <ul style="list-style-type: none"> ◆ a statement of financial income and expenditures ◆ number of students formally identified as gifted (proportional to the overall state percentage of gifted students) ◆ percent of students identified by gender and ethnicity, twice exceptional, gifted preschoolers served through early entrance, if applicable ◆ number of non-identified students served through gifted student programming ◆ percent of formally identified gifted students ◆ programming strategies K-12 ◆ methods for articulation/transition through the grades ◆ methods and data used to determine commensurate academic growth and progress monitoring ◆ the number of qualified personnel working in the Administrative Unit ◆ the Administrative Unit's alignment with state improvement goals

SMART Goals Informational Sheet

The Administrative Unit's Gifted Education Program Plan meets a criterion for thoroughness when goals are defined in terms of SMART goals. The purpose is to clarify a few gifted education goals that are aligned with district/BOCES and accreditation goals, programming development or improvement efforts.

SMART Goals assist in monitoring progress of deliberate, strategic efforts in making a difference for gifted student education.

- S** STRATEGIC and SPECIFIC gifted student education goals, defined by administrative units based upon needs assessment and a proper alignment with CDE guidelines, help clarify the link between the broader educational vision and the desired long-term results for gifted student education results that an. Strategic and specific goals address particular needs of gifted students and gifted programming efforts.
- M** MEASURABLE goals mean being able to quantify a change in the results because of the action in the goals. Measurable goals demonstrate whether the actions in the goals made a difference and show patterns of progress over time. At the beginning of an initiative or goal period, baseline data may be the first marker, and then noting the changes in results over the ensuing years.
- A** ATTAINABLE goals are reasonable, within the realm of influence and doable. To know if a goal is attainable, important elements to consider include baseline data (the starting point), how much time you have to accomplish the goal and the types of resources you will need to make changes.
- R** RESULTS-BASED goals target specific actions that can be seen or measured. Goals set expectations and clarify ideal conditions. For example, the results might be in terms of student achievement and increasing the percentage of gifted students at the advanced level of performance, or increasing the number of teachers implementing programming strategies.
- T** TIME-BOUND is the time frame for accomplishing the goal. Time-bound goals are attainable and help to keep the goal a priority. Time-bound goals set the stage for periodic monitoring of the goal implementation process and determining how well or quickly the goal is being met.

Mission - Gifted Education

