



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

## **Self-Assessment and Review Team Process**

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## Introduction

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

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

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

As a team of educators,

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

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## Overview

### Colorado-Gifted Education Review (C-GER) Process

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

#### Components:

- **Annual End of Year (EoY) Report Review:** Under Colorado-Gifted Education Review, Administrative Units (e.g., school district, BOCES, Charter School Institute) submit an annual report and then engage in a review conference with the local Gifted Education Regional Consultant. The review conference used the content of the Administrative Unit's end-of-year report and facilitates a reflective dialogue about results. The discussion will include the self-evaluation of the AUs progress on the program plan. This dialogue helps guide how the results will drive future action or design technical assistance efforts.
  - **Composition.** The End-of-Year Report Review is:
    - Comprised of a collaborative meeting between the Gifted Education Regional Consultant and Administrative Unit's Gifted Education Director and
    - Might include additional Administrative Unit personnel as needed who can support the efforts of gifted education.
  - **Structure.** The EoY Report Review occurs annually within a few months from the submission of the on-line report at the convenience of the AU and the GERC. The review includes :
    - Data driven questions
    - Verification of movement toward AU goals

- Discussion to determine if technical assistance is needed and how that might work best for the AU
  - Discussion of other gifted programming areas uplifted by Administrative Unit for consideration
- **Team Review:** On a rotating basis (every four years or as needed), a team of external experts in the field of gifted education will conduct a review with an Administrative Unit. This Review Team, identified by the Colorado Department of Education, will visit the site to document and validate the Administrative Unit’s progress in meeting the elements of the State Performance Plan. They will review data on current status, review evidence in support of program elements and address questions requested by the Administrative Unit. In addition to validation, the team will provide recommendations for next steps. The Team Review Process is one that captures the administrative unit at a point in time; it is not an event, but supports continuous movement toward exemplary practices. If any areas are found to be out of compliance with Colorado Gifted Education Statutes, an action plan with timeline for implementation will be required. An action plan with timelines may also be required for areas that are “developing” and not yet “on target.” Depending on the situation this might include an additional site visit the following school year to review progress on suggested actions. Additionally, Administrative Units that are distinguished in certain program elements might be asked to serve as models and resources in the State.



- **Composition.** The review team is comprised of:
  - three to six (dependent on district size) gifted education experts from other Administrative Units and members of the CAEGTC (Colorado Academy of Educators for the Gifted, Talented and Creative) who are partners in gifted program reviews

- **Structure.** The team review occurs over a one- to three-day time period. The review includes the following components:

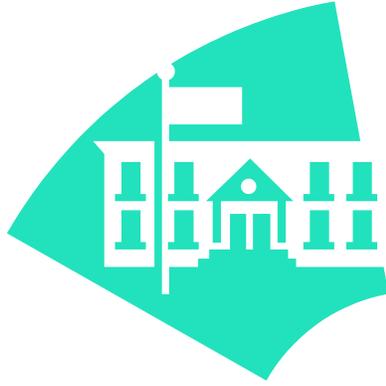
- ✓ **Desk Audit.** One month prior to the actual team review visit, data previously submitted to the Colorado Department of Education by the AU will be collected and reviewed by team members. That data will include:

- Program Plan

- EoY Report
- ALP Example
- Demographics Data
- Disaggregated achievement and growth data for gifted students

In addition, the Administrative Unit will be asked to submit a completed copy of the Administrative Checklist and evidence to support the use of alternative assessments to the CSAP as a measure of gifted student learning and growth.

✓ **Administrative Unit Site Visit.** The team gathers at the Administrative Unit's site to meet with the Gifted Education Director and other personnel, as deemed necessary, to hear a brief presentation of the Administrative Unit's gifted education program. The overview includes what the Administrative Unit learned from its self-evaluation and delineates specific areas or questions the Administrative Unit would like the review team to consider. The presentation provides Review Team members with a chance to gain perspective of the Administrative Unit and what it views as its strengths and weaknesses. Additional information is reviewed by the team through interviews, parent focus groups, and evidence provided by the Gifted Education Director to support work on current State Performance Plan Indicators.



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

the team to review authentic evidence to support accomplishments of indicators in the State Performance Plan. During the school visits, the team conducts focus group sessions/interviews with school stakeholders, and/or visit classrooms.

✓ **Report Writing & Sharing.** The review team meets at the Administrative Unit's office or a location where they can work without interruption to complete its verification work, review evidence collected during the visit, and craft a preliminary report of the team's findings. Review team deliberations allow the team an opportunity to engage in professional deliberations around the findings, reach consensus, draft report, and write commendations and recommendations. The report is then shared with the Gifted Education Director and other administrative personnel where a discussion is held to review findings about programming elements and to set priorities for future growth. The intended result is to develop priorities that will have the most impact on GIFTED STUDENT LEARNING AND GROWTH.



**Summary of the Review Team's Activities.** Over the course of the Gifted Education Team Review, the review team engages in evidence/artifact review, focus groups, school visits, and professional interviews. These activities help the review team gather and analyze evidence and determine how well the administrative unit is addressing the needs of gifted and talented students based on the rubric for each program element. When making written recommendations for next steps, the team will focus on those activities that will most impact the growth of gifted students.

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

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

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

**Gifted Education  
Team Review  
(continued)**

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

**Prepare for the C-GER Team (continued):**

- Host C-GER review team and coordinate all logistics.
- Culminate the Review:
  - Review team shares findings from the Colorado-Gifted Education Review with the Gifted Education Director and other personnel as deemed necessary
  - Celebrate accomplishments and recognize personnel impacting the success of their gifted education program
  - Prioritize recommendations from the review process that the Administrative Unit will incorporate into its gifted education program

**Follow-up to the C-GER**

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

# Keys to a Successful Partnership

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



## The C-GER team will ...

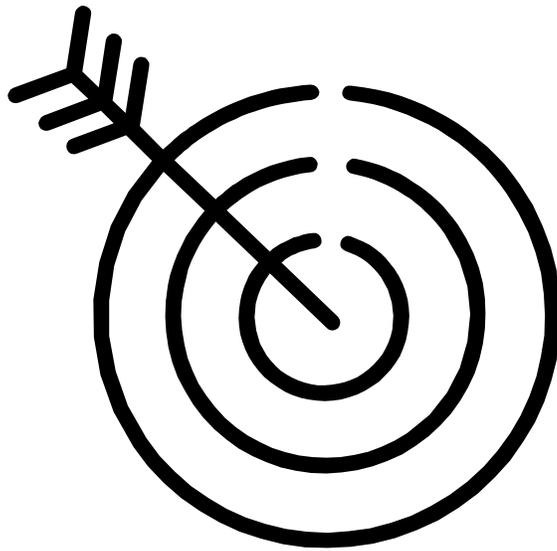
- **Be positive and forthright.** C-GER team members will maintain a positive attitude and presence at all times, and constantly engage in active listening. The team will maintain an objective and professional approach with all AU stakeholders.
- **Be supportive.** Team members will ask questions and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

## The Administrative Unit will ...

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

## Conclusion

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



Your feedback and input will keep gifted student learning and growth on target.

## Developing the Review Schedule

The Administrative Unit's Gifted Education Director works with the review team chair to develop the visit schedule. A typical review lasts 1-3 days. Decisions on review length will be made between the team chair and Gifted Education Director. The following is an overview of key components of a C-GER visit.

### Key Components of a Typical 2 day Peer Review Schedule

(Between the hours of 8 a.m. and 6 p.m.)

#### **Day 1 – Administrative Unit Presentation and Artifact/Evidence Review**

- Peer Review Team meeting for orientation
- AU Coordinator/Director provides general orientation to Team (approx. 30 minutes) and gives additional area(s) of concern/interest that the administrative unit would like additional information/recommendations gleaned from the team's visit.
- Team interviews the Administrative Unit's Gifted Education Director/Coordinator and any others as needed.
- Some team members conduct evidence review while other members visit schools, interview focus groups of teachers, students and administrators
- Team meets to debrief findings and identify themes for the report

#### **Day 2 – Final Reviews, Report Writing and Sharing**

- Team reviews and verifies findings and a preliminary summary
- Visits with school sites as time permits
- Team meets with AU Gifted Education Coordinator along with other AU administrator's (e.g. superintendent, Rtl coach, curriculum specialist, etc.) as appropriate to highlight points from the preliminary summary
- Next steps are verbally agreed upon and timelines made if compliance issues are noted. (An improvement template will need to be completed. This template guides the action plan. Timelines, district support, and/or technical support are factors to determine in the action plan.)

## Gathering Evidence/Artifacts for Review

Throughout the four-year C-GER process the Administrative Unit will submit evidence and artifacts to the Colorado Department of Education that are easily accessible for use in the desk audit component of the team review. The desk audit will include achievement/growth data available through CDE. Those items include:

- **Program Plan.** This three-year plan is submitted to the Colorado Department of Education Gifted Students Services Unit April 30 of the school year prior to the plan's initiation with an updated budget and annual targets submitted the following three years.
- **ALP Example.** Example(s) of the ALP form adopted by the AU are included with the program plan.
- **EoY Report.** Annually, the End of Year Report is submitted electronically to the Colorado Department of Education Gifted Students Services Unit by September 30.
- **Demographics Data.** This information is recorded on the EoY Report as well as CSAP data.
- **Disaggregated Achievement and Growth Data.** This information is gleaned through district CSAP data.

A month prior to the C-GER Team's arrival the Administrative Unit submits the following additional information for the desk audit:

- **Administrative Unit Checklist**
- **Evidence of the Use of Alternative Assessments other than CSAP to Measure Gifted Student Learning and Growth**

In preparation for the C-GER Team's arrival, the Administrative Unit collects evidence/artifacts to support progress toward its AU Plan and SPP indicators. It is recognized that some pieces of evidence/artifacts will address more than one area. Administrative Units may call the artifacts by different names than those provided below and should provide whatever comparable artifacts they maintain. During the visit, general introduction session, the review team will also look for evidence that the AU is disaggregating gifted student achievement data.

### **Examples of Evidence/Artifacts**

- Evidence to support work on current State Performance Plan Indicators
- Documents
- Alternative assessment data
- Programming Plans, lessons, units of study
- Policies
- Handbooks
- Brochures

## Suggestions for Preparing Facilitator's Overview

On the morning of the site visit of the Colorado Gifted Education Review team, the Gifted Education Coordinator welcomes the peer review team and provides an overview of the district's Gifted Education Program and a summary of the Administrative Unit's self-evaluation. The purpose of the remarks is to give a big picture overview to the review team. The following questions are designed to assist in thinking about the type of content to include in his/her remarks. The Gifted Education Director's overview presentation should last between 30 and 45 minutes.

### **Questions to Assist in Thinking about Program Overview**

- What will help the team quickly gain an understanding of the district, community, challenges, strengths, and opportunities?
  - What have you learned about gifted learners through achievement data?
  - In what ways has student data influenced programming?
  - What information will best convey what the district is trying to accomplish for its gifted and talented students?
  - How is the district meeting the needs of its gifted and talented students – currently and over time?
  - What does the district want the team to look for? What advice/support would the district like the team to provide over the course of the visit?
- Team members find it helpful when the facilitator's comments include:
- Overview of the Administrative Unit
  - Basic demographics
  - Description of challenges
  - Overview of gifted education outcomes/goals, key gifted programs and improvement initiatives
  - Snapshot of gifted student performance results using multiple measures over time

## Setting Up Focus Groups/Interviews

- Allow plenty of time to schedule focus groups when this method is used during a C-GER visit.

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

**Selecting Participants.** While it might be tempting to identify only those stakeholders who are active and strong supporters of the Administrative Unit/district, it does not maximize the insights and richness of the findings that can emerge from these discussions that ultimately benefit the AU's improvement efforts. The following guidelines are designed to help the Gifted Education Director in identifying random groups of stakeholders to be interviewed.

- Participants of a focus group represent only the intended stakeholders

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

## Typical Stakeholder Groups:

- Gifted Education Director and other district administration as needed (district wide)
  - Parent and community members (district wide) for focus group in evening
  - Teachers (GT and Classroom)
  - Students
  - Building administrator(s)
- The Administrative Unit and Team may add to and/or adapt the groups interviewed as appropriate for the unit's setting.

## Guidelines for Identifying Stakeholders to Be Interviewed

Stakeholders should collectively:

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

## **Sample Invitation to Potential Focus Group/Interview Participants**

Dear *<insert name>*,

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

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

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

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

Sincerely,

*<Gifted Education Director and/or Superintendent>*

**Preparing Participants.** After stakeholders accept the invitation to participate in a focus group/interview, the Administrative Unit sends a brief note to confirm the date, time, and location of the meeting. The note should emphasize the importance of being on time. The note should repeat some of the information from the invitation letter that highlights the purpose and activities of the team.

**Structure of the Focus Group and Questions Asked.** The focus groups typically last one hour. They begin with a brief overview of the purpose of the interview and the role of the C-GER Team. The team members and the participants then introduce themselves. Following these introductory activities the team asks approximately 9-10 broad questions which address gifted and talented identification and programming issues. Some Administrative Units may wish to share the sample questions with participants so that they can prepare in advance for the questions that will be asked.

**Suggested Introduction to focus group sessions.** Quickly introduce facilitators and participants (role/level) and briefly explain that the focus group is part of the C-GER process. (See example on next page)

## **Sample Introduction and Conclusion to Focus Group Session**

*The purpose of this focus group is to gather information that will help us understand gifted education services within \_\_\_\_\_ School District.*

*This focus group will last for \_\_\_\_\_.*

*Whatever you say here will remain confidential. That means that we won't reveal what was said here by individual name, although we will share the information that you give in a general way. It also means that you agree not to share the comments made here with others outside this group. It is extremely important that we all understand the nature of this confidentiality since it will help us to get as clear and honest a picture of your school district as possible.*

*We will be taking notes during the focus group.*

*Since each of your perspectives is important, we need to make sure that everyone gets a chance to express their opinions and no one takes too much of the air time. I/we (facilitator/s) will take responsibility for time keeping and making sure that we address all of the questions.*

You may want to give them the approximate number of minutes for each question, although some questions tend to take longer. Be sure to get to all questions, but you could go back to a question that seems to have generated a high level of interest if there is time at the end.

### **Suggested Closure to focus group sessions:**

*Thank you for your participation – your input is invaluable.*

# Examples of Questions for Focus Groups/Interviews

## Early Childhood and Elementary General Educators

### Example Questions

#### Early Childhood Educators

*How do you determine what students already know?*

- ◆ What pre-assessment tools/methods are used?
- ◆ What happens when a student already knows a significant portion of the content to be covered?

*What types of professional development have you received that help you to better meet the needs of advanced learners?*

- ◆ What additional areas of information might you need?

#### Elementary General Educators

*How do you determine what students already know?*

- ◆ What pre-assessment tools/methods are used?
- ◆ What happens when a student already knows a significant portion of the content to be covered?

*What is the process in place at your building when you suspect a student may be gifted?*

- ◆ How are general educators involved in the identification process?

*What types of professional development have you received that help you to better meet the needs of gifted students?*

- ◆ What additional areas of information might you need?

*In what ways are parents of gifted students involved in their children's education?*

- ◆ To what degree are parents informed and involved in their child's Advanced Learning Plan (ALP) development and implementation?
- ◆ What is the frequency of review of a child's ALP goals/objectives?

## Secondary General Educators and Related Service Providers

### Example Questions

#### Secondary General Educators

*How do you determine what students already know?*

- ◆ What pre-assessment tools/methods are used?
- ◆ What happens when a student already knows a significant portion of the content to be covered?

*How are decisions made about which advanced classes students on Advanced Learning Plans will take?*

- ◆ What systems/structures are in place to ensure student access to advanced classes?

*What is available to help gifted students with career planning and post-high school education?*

- ◆ Who provides this help to students?
- ◆ When is this assistance provided?

*What types of professional development have you received that help you to better meet the needs of advanced learners?*

- ◆ What additional areas of information might you need?

#### Related Service Providers (RtI problem solving team, school counselors, etc.)

*How are decisions made about which advanced classes students on Advanced Learning Plans will take?*

- ◆ What systems/structures are in place to ensure student access to advanced classes?

*What is available to help gifted students with career planning and post-high school education?*

- ◆ Who provides this help to students?
- ◆ When is this assistance provided?
- ◆ What methods are used to help students explore vast career opportunities and to make decisions when they possess multi-potentialities?

*How are related services provided?*

- ◆ Small groups
- ◆ Individual
- ◆ Other

*What types of professional development have you received that help you to better meet the needs of advanced learners?*

- ◆ What additional areas of information might you need?

# **Elementary and Secondary Gifted Students**

## **Example Questions**

### **Elementary Gifted Students**

*What do you like best about gifted programming?*

*What do you wish was different about gifted programming?*

*To what extent are you being challenged?*

- ◆ What would help you to be challenged more?

*What additional advice can you give to the administrators and your teachers that might help other advanced students?*

### **Secondary Gifted Students**

*What do you like best about gifted programming?*

*What do you wish was different about gifted programming?*

*How are decisions made about the courses you will take?*

- ◆ How are you involved in the decision?
- ◆ Can you take any course or class you'd like? Why?

*Do you think that gifted students get the assistance they need regarding college and career planning?*

- ◆ Who provides that type of help?
- ◆ When is assistance provided?
- ◆ What else might be added to assist decision making regarding your future?

*What structures or provisions have been positive or helped to advance your learning in your entire educational experiences?*

- ◆ Have there been specific individuals, such as teachers or counselors; programs; or classes that have helped?
- ◆ Are there other services and programming that could have helped you that you feel you did not get?
- ◆ What was not helpful?

*What additional advice can you give to the administrators and your teachers that might help other advanced students from the time they are in elementary school until they graduate?*

# Educators of the Gifted

## Example Questions

*How are you notified that a student is already identified as gifted, twice exceptional, and/or needs advanced learning options?*

- ◆ What would make this a more seamless process?

*How is it determined at your level that a student is gifted, twice exceptional and/or needs advanced learning options?*

- ◆ How are gifted educators involved in the identification process?
- ◆ How are general educators involved in the identification process?
- ◆ How are parents involved in the identification process?
- ◆ How effective is your identification protocol? How do you know?

*What gifted programming options are provided for students who need advanced learning options?*

- ◆ What measures are taken to match instructional and programming options to the student's level of need?
- ◆ How is the Advanced Learning Plan (ALP) developed, communicated and monitored?
- ◆ How are decisions made about which advanced classes students on Advanced Learning Plans will take?
- ◆ What is available to help gifted students with career planning and post-high school education?

*How do you determine what students already know?*

- ◆ What pre-assessment tools/methods are used?
- ◆ What happens when a student already knows a significant portion of the content to be covered?

*What data do you utilize to ensure that gifted students are making appropriate learning gains?*

- ◆ What assessment tools are used and analyzed?
- ◆ What subjective measures are used?
- ◆ What else might help you to determine student learning?

*What types of professional development have you received that help you to better meet the needs of advanced learners?*

- ◆ What additional areas of information might you need?

*How do you know that your program is effective?*

- ◆ What measures do you employ?

*In what ways are parents of gifted students involved in their children's education?*

- ◆ To what degree are parents informed and involved in their child's Advanced Learning Plan (ALP) development and implementation?
- ◆ What is the frequency of review of a child's ALP goals/objectives?

*What, if anything, would you change about any aspect of service to gifted children?*

- ◆ What do you believe is working and should be maintained?

*What are the strengths and/or weaknesses of each of the following?*

- ◆ Meeting the needs (academic and social-emotional) of preK-12 gifted students
- ◆ Collaboration and communication among teachers/administrators
- ◆ Collaboration and communication with parents
- ◆ Service model currently employed
- ◆ Curriculum
- ◆ Professional development

## **Parents of the Gifted**

### **Example Questions**

*What is gifted education's role in educating your child?*

- ◆ General education teacher's role
- ◆ Gifted education teacher's role
- ◆ Principal/administrator's role

*What do you want your child to receive from gifted services?*

*When and how were you notified that your child was showing advanced learning capability and that challenging opportunities should be explored?*

- ◆ Preschool, primary grades, intermediate grades, secondary grades
- ◆ Parent/teacher conferences, phone calls

*How has your gifted education service changed in different environments?*

- ◆ Preschool
- ◆ Elementary
- ◆ Middle School
- ◆ High School

*How has your child had opportunities to access district programs?*

- ◆ General education classroom
- ◆ Gifted education classroom
- ◆ Counseling and support services
- ◆ After school programs
- ◆ Saturday or summer programs

*How were you involved in developing your child's Advanced Learning Plan (ALP)?*

- ◆ Input on goals and objectives
- ◆ Alternative placements considered
- ◆ Innovative programs
- ◆ Transition

*What are the strengths and weaknesses of each of the following?*

- ◆ The gifted program
- ◆ The identification system
- ◆ Curriculum and instruction
- ◆ Communication from the district and teachers
- ◆ Opportunities for parental education, involvement, notifications...

*Is your child benefiting from gifted services? How do you know?*

*What do you see as necessary changes and/or continuances to be made or maintained in order to provide appropriate services to your child? Please explain why?*

## **Hosting the Gifted Education Team Review**

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

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

## **Attending to the Details**

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

### **Day One**

- Make sure the review team's meeting room at the Administrative Unit/district is properly set up and meets the team's needs
- Ensure easy access to evidence/artifacts the team will need
- Present AU's overview
- Confirm lunch arrangements for the team
- Make available coffee, water, or drinks throughout the day for the team
- Provide chart paper, sticky notes and markers for review team

### **Day Two**

- Check that all review team members have directions for schools and contact information
- Support the schools as they host the school visits
- Manage the schedule for focus groups and additional follow-up as directed by the team
- Confirm lunch arrangement for the review team
- Make sure the team's meeting room at the district is properly set up and meets the team's needs
- Ensure easy access to Evidence/Artifacts the team may need
- Provide lunch for the team
- Make available coffee, water, and light refreshments throughout the day for the team
- Host the meeting between the review team, yourself, and any other district staff where draft report and future timelines will be made.

## Report Form Template



Gifted students'  
learning and growth

# Colorado Gifted Education Team Review Report

(Name of AU)

(Dates of Team Visit)

**Team Members:**

(Names and affiliation of Team Members)

Jacquelin Medina  
Director-Gifted Education  
Exceptional Student Services Unit  
303-866-6652  
303-866-6811 fax  
[medina\\_j@cde.state.co.us](mailto:medina_j@cde.state.co.us)

**cde** *Improving Academic Achievement*

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

Education Department strives to assist all Administrative Units (AU) to be “on-target” in all elements of gifted programming and accreditation. AUs that are distinguished in these areas will serve as models and resources in the State.

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

The team has spent many hours reviewing evidence and artifacts, listening to focus groups, and conducting school visits. Strengths, commendations and recommendations are the result of consensus based on extensive team deliberation about findings and evidence.

We believe the following report may be used for future goal determination and action planning.

**REPORT SUMMARY**

Narrative: Strengths and Commendations

Uplift and describe three to four strengths and commendations observed in the AU.

Narrative: Next Steps

Identify, at least two important next steps that will lead the AU toward substantive growth.

**COMMUNICATION INDICATORS**

Narrative: Description

Describe how the AU adheres to the Colorado Gifted Education statutes based on multiple indicators. Identify and describe the evidence observed. Make comments about growth and continuous improvement that has been documented through data and student achievement outcomes.

Narrative: Strengths

Provide praise and validation for observed effective practices. Highlight those practices that may have value for use in other AUs.

Narrative: Suggestions for Next Steps

Provide no more than one or two specific recommendations for next steps. These may include suggestions for how to leverage observed strengths. If the AU is not yet “on-target” but still developing, be prescriptive about what is needed.

Findings:

Developing

On-Target

Distinguished

**DEFINITION, REFERRAL, REFERRAL PROCEDURES, ASSESSMENT TOOLS,  
ASSESSMENT PROFILE**

Narrative: Description

Describe how the AU adheres to the Colorado Gifted Education statutes based on multiple indicators. Identify and describe the evidence observed. Make comments about growth and continuous improvement that has been documented through data and student achievement outcomes.

Narrative: Strengths

Provide praise and validation for observed effective practices. Highlight those practices that may have value for use in other AUs.

Narrative: Suggestions for Next Steps

Provide no more than one or two specific recommendations for next steps. These may include suggestions for how to leverage observed strengths. If the AU is not yet “on-target” but still developing, be prescriptive about what is needed.

Findings:

Developing

On-Target

Distinguished

## PROGRAMMING INDICATORS

### Narrative: Description

Describe how the AU adheres to the Colorado Gifted Education statutes based on multiple indicators. Identify and describe the evidence observed. Make comments about growth and continuous improvement that has been documented through data and student achievement outcomes.

### Narrative: Strengths

Provide praise and validation for observed effective practices. Highlight those practices that may have value for use in other AUs.

### Narrative: Suggestions for Next Steps

Provide no more than one or two specific recommendations for next steps. These may include suggestions for how to leverage observed strengths. If the AU is not yet “on-target” but still developing, be prescriptive about what is needed.

### Findings:

Developing

On-Target

Distinguished

## ACCOUNTABILITY INDICATORS

### Narrative: Description

Describe how the AU adheres to the Colorado Gifted Education statutes based on multiple indicators. Identify and describe the evidence observed. Make comments about growth and continuous improvement that has been documented through data and student achievement outcomes.

### Narrative: Strengths

Provide praise and validation for observed effective practices. Highlight those practices that may have value for use in other AUs.

### Narrative: Suggestions for Next Steps

Provide no more than one or two specific recommendations for next steps. These may include suggestions for how to leverage observed strengths. If the AU is not yet “on-target” but still developing, be prescriptive about what is needed.

### Findings:

Developing

On-Target

Distinguished

## PERSONNEL INDICATORS

### Narrative: Description

Describe how the AU adheres to the Colorado Gifted Education statutes based on multiple indicators. Identify and describe the evidence observed. Make comments about growth and continuous improvement that has been documented through data and student achievement outcomes.

### Narrative: Strengths

Provide praise and validation for observed effective practices. Highlight those practices that may have value for use in other AUs.

### Narrative: Suggestions for Next Steps

Provide no more than one or two specific recommendations for next steps. These may include suggestions for how to leverage observed strengths. If the AU is not yet “on-target” but still developing, be prescriptive about what is needed.

### Findings:

Developing

On-Target

Distinguished

## BUDGET INDICATORS

### Narrative: Description

Describe how the AU adheres to the Colorado Gifted Education statutes based on multiple indicators. Identify and describe the evidence observed. Make comments about growth and continuous improvement that has been documented through data and student achievement outcomes.

### Narrative: Strengths

Provide praise and validation for observed effective practices. Highlight those practices that may have value for use in other AUs.

### Narrative: Suggestions for Next Steps

Provide no more than one or two specific recommendations for next steps. These may include suggestions for how to leverage observed strengths. If the AU is not yet “on-target” but still developing, be prescriptive about what is needed.

### Findings:

Developing

On-Target

Distinguished

## REPORT INDICATORS

### Narrative: Description

Describe how the AU adheres to the Colorado Gifted Education statutes based on multiple indicators. Identify and describe the evidence observed. Make comments about growth and continuous improvement that has been documented through data and student achievement outcomes.

### Narrative: Strengths

Provide praise and validation for observed effective practices. Highlight those practices that may have value for use in other AUs.

### Narrative: Suggestions for Next Steps

Provide no more than one or two specific recommendations for next steps. These may include suggestions for how to leverage observed strengths. If the AU is not yet “on-target” but still developing, be prescriptive about what is needed.

### Findings:

Developing

On-Target

Distinguished

## SUMMARY

INDICATOR	DEVELOPING	ON-TARGET	DISTINGUISHED
Definition, Referral, Assessment			
Programming			
Accountability			
Personnel			
Budget			
Report			
Communication			

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

\_\_\_The review committee finds \_\_\_\_\_ of not yet meeting all state standards as established by statute for gifted education.

An action plan to address “developing” indicators is due by \_\_\_\_\_.



# Colorado - Gifted Education Review C-GER

## Administrative Unit Improvement Plan (Name of AU)

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

Date Completed \_\_\_\_\_

Gifted Education Director \_\_\_\_\_  
Signature

Superintendent or designee \_\_\_\_\_  
Signature

# Administrative Unit Improvement Plan Template

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

# Data Collection Tools

## Administrative Unit Checklist Gifted Education

		Y	N	Evidence
	<b>Program Plan</b>			
12.02	Does the Administrative Unit have a current Program Plan on file with the Colorado Department of Education for application to state gifted funds?			
	Are Program goals clearly written and related to student outcomes?			
	Do annual objectives reflect measurable, reasonable goals that will be attained in one year?			
	<b>Communication Outreach</b>			
12.02 (1)	Are parents well informed about gifted programming and how to access the process for assessment and participation?			
	Are educators well informed about gifted programming and how to access the process for assessment and participation?			
	Does the administrative unit have written materials to describe gifted programming and the identification assessment process for the public?			
	<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.			
	Is the definition used as a basis for planning elements of the Program Plan and programming support for gifted students of various exceptionalities?			
	Is the Administrative Unit providing programming support for gifted students in all categories of State definition?			

	<b>Identification</b>			
12.02 (1) (C)	Are the procedures for identification assessment clearly written and available to all schools?			
	Does the identification process allow for a variety of strengths and interests to be recognized?			
	Is the Administrative Unit making efforts to identify students from all populations, including minority students, economically diverse students, culturally diverse students, students with limited English proficiency and children with disabilities?			
	Are the demographics of the gifted population reflective of the district's overall demographics?			
	If the administrative unit permits early entrance of age 4 gifted students into kindergarten, are there clearly written criteria for early entrance addressing: 1) formal gifted identification, and 2) assessment that supports the acceleration process (e.g., Iowa Acceleration Scale)?			
	Is the advanced learning plan the direct result of the identification assessment and student profile that identifies strengths, needs and interests of the student?			
	Does the administrative unit collect referrals from a variety of sources?			
	Does the identification procedure ensure equal and equitable access to identification for all students?			
	Is a screening tool administered to every student at one or more grade levels?			
	Do screening procedures include at least 30% of the targeted grade level?			
	Are multiple sources of quantitative and qualitative data in a body of evidence used to make identification decisions?			
	Do the multiple sources provide data for all areas of giftedness?			
	Are the assessment tools utilized in the administrative unit unbiased toward the group completing the assessments?			
	Are administrators of tests and observation tools trained in the use of assessment instruments?			
	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?			
	Are well-articulated review team procedures implemented?			
	Is the decision making team knowledgeable about gifted characteristics, needs and programming options?			
	Does the administrative unit have a consistent student profile form that the review team uses for analysis, decision making, and recording of decisions?			
	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?			
	<b>Programming</b>			
12.02 (1) (D)	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 strengths and interests of the gifted student?			
	Are individual assessment data aligned with the programming options provided for the individual 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?			
	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 have a method to facilitate early college planning for gifted students?			
	Does the administrative unit describe programming options 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?			
	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 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 and signed 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 when appropriate high school programming is not accessible?			
	<b>Evaluation and Accountability</b>			
12.02 (1) (E)	Does the administrative unit have a method to monitor gifted student achievement from a variety of sources (e.g., district assessments, progress monitoring data, ALP goals, classroom performance, and state assessment)?			
	Are the accreditation requirements for categorical groups (e.g., exceptional ability, students with disabilities, English language learners) equally applied			

	<p>to gifted students or students with exceptional ability?</p> <p>Is CSAP data disaggregated for gifted students?</p> <p>Are there ways to address disparities in gifted student data if evident?</p> <p>Is the learning of gifted students monitored for growth?</p>			
	Does flexibility on the continuum of benchmarks allow for curriculum-based assessment to determine adjustment of pace and complexity over time?			
	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)?			
	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?			
	Does the administrative unit have a goal or goals for improving gifted student achievement?			
	Is gifted student achievement data reported according to accreditation guidelines for all categorical populations?			
	Are gifted student data results used to determine goals for the administrative unit and the instructional focus for the individual ALP?			
	Are there methods in place to determine if the program goals are met?			
	Are the administrative unit's goals for gifted student education periodically evaluated for impact on student outcomes?			
	Does the administrative unit's program evaluation involve periodic feedback from major stakeholders: parents, students, educators and administrators?			
	Does the administrative unit's self-evaluation provide feedback on: policy, goals, identification assessment, programming components, personnel, budget, reporting practices, and the impact of gifted programming on student achievement and progress?			
	Is data on gifted student achievement included in a district's annual report to the public?			
	<b>Personnel</b>			
12.02	Does the administrative unit have designated personnel			

(1) (F)	who provide instruction, counseling, coordination and other programming for gifted students?			
	Does the administrative unit have a method to ensure that personnel are knowledgeable in the characteristics and differentiated instructional methods for the special education of gifted students?			
	Do qualified personnel work in specific programs or classrooms consisting of mainly gifted students?			
	Beginning in 2010-2011 school year, does the administrative unit employ personnel responsible for the management of the program plan?			
	Beginning in 2010-2011 school year, does the administrative unit employ personnel responsible for gifted education professional development activities?			
	Are professional development activities available to improve and enhance the skills, knowledge, and expertise of teachers and other personnel who provide instruction and other supportive services to gifted students?			
	Is there a plan to increase the number of qualified personnel providing instruction to gifted students?			
	Does the administrative unit clearly articulate the content for professional development as it relates to gifted education?			
	Is training available to teachers in differentiated curriculum, instruction, and assessment for gifted learners?			
	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)?			
	Does the administrative unit collaborate with universities and/or colleges for the development of qualified personnel?			
	Are provisions in place to ensure that gifted 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?			

<b>Budget</b>				
12.02 (1) (G)	Does the administrative unit implement a collaborative process with stakeholders (e.g., schools, districts, parents, or steering committee) for determining the gifted education budget?			
	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)			
	Does the administrative unit ensure that gifted state funds are not used for general enrichment activities, materials for all students (e.g., athletic equipment, general technology, assemblies), and paraprofessionals?			
<b>Reporting</b>				
12.03	Does the administrative unit have a current report on file at the Department of Education (due September 30 annually)?			
	Does the administrative report provide evidence of programming through the grades, preschool (if applicable) through grade 12?			
	Are formally identified students reported by grade, gender, ethnicity, twice exceptionality, if appropriate, and by early entrance preschoolers, if applicable?			
	Is the administrative unit cognizant of the number of			

	non-identified students served through gifted student programming? Does it monitor such activities so that gifted student instruction and programming remain at rigorous and challenging levels?			
	Is the reported percentage of gifted students within reason compared to the state percentage of gifted students?			
	Is the number of qualified personnel working in the administrative unit reported on the end-of-year report?			
	Is the number of qualified personnel in gifted education employed by the administrative unit increasing to the extent practicable?			
	Are programming strategies common to each level of schooling reported on the end-of-year report?			
	Does the administrative unit delineate methods for articulation/transition through the grades?			
	Does the administrative unit delineate methods and tools used to monitor gifted students achievement and commensurate growth?			
	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?			
	<b>Audit</b>			
12.04	Is the administrative unit aware and ready to participate in monitoring activities associated with the Colorado Gifted Education Review (C-GER)?			
	<b>Record Keeping</b>			
12.05	Are the financial records of the administrative unit kept in accordance with accepted principles of governmental accounting?			
	Does the administrative unit maintain an inventory of all equipment purchased with state funds throughout the useful life of the equipment?			
	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 maintained, retained and destroyed consistent with the ongoing system of student record keeping established in 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?			
	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?			
	<b>Monitoring</b>			
12.07	Does the administrative unit address each component of the Program Plan according to CDE Rules and guidelines?			
	Is the administrative unit on-target or distinguished in the implementation of the gifted program design according to the State Programming Rubric?			
	Is the administrative unit in compliance with state accreditation and requirements for students with exceptional ability?			
	Is the Colorado Literacy Act implemented with support for gifted student learning and growth (e.g., flexible grouping, instruction at the appropriate instructional level)?			
	Are principles of response to intervention (RtI) applied to gifted student programming/interventions and ongoing progress monitoring?			
	Are the requirements of NCLB pertaining to all students, applied to gifted students (e.g., highly qualified personnel, parental involvement, and growth over time)?			

	Are revisions to the Program Plan filed within 30 days of the review date?			
	Does the administrative unit file an annual electronic report by September 30?			
	Does the administrative unit encourage collaboration of stakeholders in the C-GER process?			
	Does the administrative unit define areas for further investigation, questions, or areas of concern to address with stakeholders during the C-GER process?			
	If applicable, does the administrative unit participate in activities, including technical assistance, to correct non-compliance issues and verify that areas of non-compliance have been corrected?			
	<b>Enrollment Reporting</b>			
	Does the administrative unit maintain a database for gifted students that include the student's area of giftedness (one or more categories of giftedness)?			
	For the purposes of reporting enrollment data to the Department of Education, is the administrative unit disaggregating the gifted student database 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)?			

## State Performance Plan Indicators Rubric

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

**COMMUNICATION INDICATORS**

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

**DEFINITION INDICATORS**

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

**IDENTIFICATION INDICATORS**

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

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

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

**PROGRAMMING INDICATORS**

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

A continuum of opportunities for interdisciplinary application in authentic settings is provided.	Regular opportunities for meaningful research, independent study, and/or mentorship are provided.	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 addresses acceleration for all content areas.	Policies are in place to address student acceleration by content or grade level.	No acceleration policy exists.

**EVALUATION AND ACCOUNTABILITY INDICATORS**

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

to the district and stakeholders.		
<p>The district staff, including all teachers and all administrators, analyzes a body of evidence that includes standardized testing, criterion based assessments and authentic performance assessments to drive instruction for and to show commensurate growth in gifted students.</p>	<p>Teachers and administrators are trained to data- mine disaggregated CSAP results for gifted students to improve instruction. Teachers and district staff recognize that measuring for commensurate growth in gifted students is based on a complete body of evidence, not on one test score.</p>	<p>The district disaggregates CSAP scores for identified gifted students.</p>

**PERSONNEL INDICATORS**

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

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

**REPORTS INDICATORS**

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

## Student Advanced Learning Plan Review Checklist

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

## Administrator Survey

**		Always - Never Agree - Disagree
		4 3 2 1 NA
	<b>Goals and Information</b>	
	The outcomes for the gifted education program are clear to me.	4 3 2 1 NA
	The outcomes for the gifted education program are clear to my staff.	4 3 2 1 NA
	The school's mission statement supports learning and growth for gifted students.	4 3 2 1 NA
	A gifted education handbook is available for parent and teacher use.	4 3 2 1 NA
	I can find information about gifted programming on my school's, district's, or BOCES web site.	4 3 2 1 NA
	A response to intervention system recognizes a child's strengths early in the school years (K-2).	4 3 2 1 NA
	<b>Identification Assessment</b>	
	The process for identification assessment is easily accessible to teachers, parents and students.	4 3 2 1 NA
	The process for identification assessment is clearly understood by all stakeholders.	4 3 2 1 NA
	Parent input in the identification assessment process is valued.	4 3 2 1 NA
	Teacher input in the identification assessment process is valued.	4 3 2 1 NA
	<b>Advanced Learning Plan - record keeping</b>	

	The advanced learning plan (ALP) process is understood by me.	4	3	2	1	NA
	The advanced learning plan (ALP) process is understood by all stakeholders.	4	3	2	1	NA
	Teachers of gifted students participate in an annual planning session with the identified gifted student and his/her parent(s) to meet the student's needs.	4	3	2	1	NA
	If not, they contact the parent(s) by phone or during a parent-teacher conference to verify the plans for their child.	4	3	2	1	NA
	All stakeholders are clear about their roles in helping the child reach the goals on his/her ALP.	4	3	2	1	NA
	<b>General Programming</b>					
	Gifted education programming is effective in developing gifted learner's abilities to think creatively.	4	3	2	1	NA
	Gifted education programming is effective in developing gifted learner's ability to think critically.	4	3	2	1	NA
	Gifted education programming is effective in developing gifted learner's abilities to be independent learners.	4	3	2	1	NA
	Gifted learners have opportunities for choice in pursuing areas of interest.	4	3	2	1	NA
	The library provides enough resources for gifted learners – a range of materials to meet their needs.	4	3	2	1	NA
	Gifted programming has helped gifted learners develop individual responsibility.	4	3	2	1	NA
	Gifted programming has helped gifted learners become better evaluators of their own work.	4	3	2	1	NA
	<b>Curriculum and Instruction</b>					
	Rigor and challenge are a part of every gifted learner's daily lessons/work.	4	3	2	1	NA
	Curriculum is matched to every gifted learner's level of	4	3	2	1	NA

	instruction and area of strength.	
	Extent to which you see faculty adjusting the curriculum and instructional strategies for each gifted learner's level of ability or strengths.	4 3 2 1 NA
	<b>Accountability and Achievement</b>	
	I understand how the gifted student's achievement is assessed.	4 3 2 1 NA
	Every gifted student is assessed at his/her instructional level in the area/s of strength.	4 3 2 1 NA
	The school/district disaggregate gifted data	4 3 2 1 NA
	<b>Transition - Articulation</b>	4 3 2 1 NA
	I understand the transition process that will happen when gifted children move between school levels.	4 3 2 1 NA
	Teachers use the ALP and other available data to share with the teachers at the next level to help insure a seamless transition for the student.	4 3 2 1 NA
	<b>Social-Emotional - Affective</b>	
	Gifted learners in our school feel safe.	4 3 2 1 NA
	Gifted students' social-emotional needs related to being gifted are addressed at school.	4 3 2 1 NA
	If student's social/emotional needs related to being gifted are not addressed at the school, they are being addressed through opportunities outside the school.	4 3 2 1 NA
	Gifted students have opportunities to work with other students with similar interests and abilities.	4 3 2 1 NA
	Gifted students have opportunities to express their feelings.	4 3 2 1 NA
	Extent to which gifted students are helped to respect self.	4 3 2 1 NA
	Extent to which gifted students are helped to respect others.	4 3 2 1 NA
	<b>Parental Involvement</b>	

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

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

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

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

What are you most satisfied with regarding gifted instructional programming?

## Parent Survey

		Always - Never Agree- Disagree
		4 3 2 1 NA
	<b>Goals and Information</b>	
	The outcomes for the gifted education program are clear to me.	4 3 2 1 NA
	The school's mission statement supports learning and growth for gifted students.	4 3 2 1 NA
	A parental handbook or a gifted education handbook is available via my child's school or the district's web page.	4 3 2 1 NA
	I can find information about gifted programming on my school, district, or BOCES Web site.	4 3 2 1 NA
	A response to intervention system recognized my child's strengths early in the school years (K-2).	4 3 2 1 NA
	<b>Identification Assessment</b>	
	The process for identification assessment was easily accessible to me and my child.	4 3 2 1 NA
	I clearly understand the identification process.	4 3 2 1 NA
	During identification, I offered information about my child's ability, motivation, self-esteem, creative drive or other strengths.	4 3 2 1 NA
	My input in the identification assessment process was valued.	4 3 2 1 NA
	<b>Advanced Learning Plan - Record Keeping</b>	
	The advanced learning plan (ALP) process is understood by me.	4 3 2 1 NA

	I participate in an annual planning session to meet my child's needs.	4	3	2	1	NA
	If not, I am contacted by phone or during a parent-teacher conference to verify the plans for my child.	4	3	2	1	NA
	Parental goals or how I will participate in my child's education are included in my child's ALP.	4	3	2	1	NA
	<b>General Programming</b>					
	Gifted education programming is effective in helping my child's ability to think creatively.	4	3	2	1	NA
	Gifted education programming is effective in helping my child's ability to think critically.	4	3	2	1	NA
	Gifted education programming is effective in helping my child's ability to be an independent learner.	4	3	2	1	NA
	My child has opportunities for choice in pursuing areas of interest.	4	3	2	1	NA
	The library provides enough resources for my gifted child – a range of materials to meet their needs.	4	3	2	1	NA
	Gifted programming has helped my child develop individual responsibility.	4	3	2	1	NA
	Gifted programming has helped my child become a better evaluator of his/her own work.	4	3	2	1	NA
	<b>Curriculum and Instruction</b>					
	Rigor and challenge are a part of my child's daily lessons/work.	4	3	2	1	NA
	Curriculum is matched to my child's level of instruction and area of strength.	4	3	2	1	NA
	Extent to which I see the teacher adjusting the curriculum and instructional strategies for your child's level of ability or strengths.	4	3	2	1	NA

	<b>Accountability and Achievement</b>					
	I understand how my child's achievement is assessed.	4	3	2	1	NA
	My child is assessed at his/her instructional level in the area/s of strength.	4	3	2	1	NA
	<b>Transition - Articulation</b>					
	I understand the transition process that will happen when my child moves between school levels.	4	3	2	1	NA
	<b>Social-Emotional - Affective</b>					
	My child feels safe as a gifted learner.	4	3	2	1	NA
	My child's social-emotional needs related to being gifted are addressed at school.	4	3	2	1	NA
	My child has opportunities to work with other students with similar interests and abilities.	4	3	2	1	NA
	My child has opportunities to express his/her feelings.	4	3	2	1	NA
	Extent to which my child is helped to respect self.	4	3	2	1	NA
	Extent to which my child is helped to respect others.	4	3	2	1	NA
	<b>Parental Involvement</b>					
	I have adequate opportunities to meet and talk with other parents of gifted students.	4	3	2	1	NA
	Parents are invited to be involved at school.	4	3	2	1	NA
	a. Share knowledge about a topic.	4	3	2	1	NA
	b. Organize field trip.	4	3	2	1	NA
	c. Assist in the classroom.	4	3	2	1	NA
	d. Participate in school committee.	4	3	2	1	NA
	e. Provide input for my child's learning.	4	3	2	1	NA
	f. Provide input for program improvements,	4	3	2	1	NA

	I am interested in attending parental education sessions on the following topic/s: _____	4	3	2	1	NA
--	--	---	---	---	---	----

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

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

## Student Survey

**		Always - Never Agree-- Disagree
		4 3 2 1 NA
	<b>Goals and Information</b>	
	I understand the purpose of the gifted program.	4 3 2 1 NA
	I can find information about gifted programming on my school's, district's, or BOCES' Website	4 3 2 1 NA
	My parents and I have seen the school/district's gifted handbook.	4 3 2 1 NA
	Information in the handbook and/or on the Website was helpful in letting me know what the program is about.	4 3 2 1 NA
	I was doing different work from my classmates as early as kindergarten or second grade.	4 3 2 1 NA
	<b>Identification Assessment</b>	
	I understand how I was identified for the program.	4 3 2 1 NA
	My parents and teachers let me know what was going on during the identification process.	4 3 2 1 NA
	I was asked whether I wanted to be in the gifted program or not.	4 3 2 1 NA
	The school has done a good job of identifying all students who should be in the program.	4 3 2 1 NA
	<b>Advanced Learning Plan - record keeping</b>	4 3 2 1 NA
	I understand why I have an advanced learning plan (ALP)	4 3 2 1 NA
	I help to write my learning goals on the ALP.	4 3 2 1 NA
	I participate in an annual planning session with my parents	4 3 2 1 NA

	and teacher about my learning needs.	
	<b>General Programming</b>	
	I am provided many opportunities in school to learn to think creatively.	4 3 2 1 NA
	I am provided many opportunities in school to learn to think critically.	4 3 2 1 NA
		Always - Never
	Many opportunities are provided for me to pursue my passions and develop new topics of personal interest through independent learning.	4 3 2 1 NA
	The library provides enough resources for gifted learners – a range of materials to meet their needs.	4 3 2 1 NA
	Gifted programming has helped me become more responsible for my own learning.	4 3 2 1 NA
	Gifted programming has helped me become better at evaluating my own work.	4 3 2 1 NA
	<b>Curriculum and Instruction</b>	
	Assignments in GT, AP, or regular classrooms are adjusted in order to meet my learning needs.	4 3 2 1 NA
	The services provided through the Gifted/Talented program provide learning opportunities that are challenging to me.	4 3 2 1 NA
	The amount of work I complete in the Gifted/Talented classroom is appropriate for my learning level.	4 3 2 1 NA
	Assignments provided in the GT, AP, or regular classroom are based on student learning needs that might be different from what the other students are learning.	4 3 2 1 NA
	<b>Accountability and Achievement</b>	
	I understand how my achievement is assessed.	4 3 2 1 NA
	The gifted and talented services I receive have been effective in improving my academic achievement.	4 3 2 1 NA

	My grades in the GT or AP classroom reflect what I know and can do.	4	3	2	1 NA
	<b>Transition - Articulation</b>				
	When I move from grade to grade my learning continues at the level of challenge that is right for me.	4	3	2	1 NA
	When I move from elementary to middle to high school my learning continues at the level of challenge that is right for me.	4	3	2	1 NA
	<b>Social-Emotional - Affective</b>				
	As a gifted learner, I feel safe in my school.	4	3	2	1 NA
	The Gifted/Talented services provided for me have had a very positive influence on my attitude toward school.	4	3	2	1 NA
	Many opportunities are provided within my GT, AP, or regular classrooms for me to work with other students who have similar interests and abilities.	4	3	2	1 NA
	I have had many opportunities to express my feelings in the classroom, with my teacher, or with a school counselor.	4	3	2	1 NA
	Being in the gifted program has helped me to respect myself.	4	3	2	1 NA
	Being in the gifted program has helped me to respect others.	4	3	2	1 NA
	<b>Parental Involvement</b>				
**	My parents support me at home and school with my learning.	4	3	2	1 NA
**	The school provides information to my parents on how to help me with homework and other curriculum-related activities.	4	3	2	1 NA
	My parents have adequate opportunities to meet and talk with other parents of gifted students.	4	3	2	1 NA
**	My parents have been invited to be involved at school.	4	3	2	1 NA
	My parents are involved at school when they:	4	3	2	1 NA
**	a. Share knowledge about a topic and/or community resources	4	3	2	1 NA

	b. Organize or attend a field trip	4	3	2	1	NA
	c. Assist in the classroom	4	3	2	1	NA
**	d. Participation in school committee and decision making	4	3	2	1	NA
	e. Input for their child's learning	4	3	2	1	NA
**	f. Input for strengthening the school gifted program	4	3	2	1	NA

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

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

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

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

## Teacher Survey

**		Agree- Disagree
		4 3 2 1 NA
	<b>Goals and Information</b>	
	The outcomes for the gifted education program are clear to me.	4 3 2 1 NA
	The school's mission statement supports learning and growth for gifted students.	4 3 2 1 NA
	A teacher's handbook or a gifted education handbook is available for my use.	4 3 2 1 NA
	I can find information about gifted programming on my school's or district's web site.	4 3 2 1 NA
	A response to intervention system recognizes a child's strengths early in the school years (K-2).	4 3 2 1 NA
	<b>Identification Assessment</b>	
	The process for identification assessment was easily accessible to me and my students.	4 3 2 1 NA
	I clearly understand the process for identification assessment.	4 3 2 1 NA
	During identification, I offered information about my students' abilities, motivation, self-esteem, creative drive or other strengths.	4 3 2 1 NA
	My input in the identification assessment process was valued.	4 3 2 1 NA
	<b>Advanced Learning Plan - record keeping</b>	
	The advanced learning plan (ALP) process is understood by me.	4 3 2 1 NA
	I understand how to write SMART goals for my gifted students.	4 3 2 1 NA

	I participate in an annual planning session with the identified gifted student and his/her parent(s) to meet the student's needs.	4	3	2	1	NA
	If not, I contact the parent(s) by phone or during a parent-teacher conference to verify the plans for their child.	4	3	2	1	NA
	I am clear about my role in helping the child reach the goals on his/her ALP.	4	3	2	1	NA
	<b>General Programming</b>					
	Gifted education programming is effective in developing gifted learner's abilities to think creatively.	4	3	2	1	NA
	Gifted education programming is effective in developing gifted learner's ability to think critically.	4	3	2	1	NA
	Gifted education programming is effective in developing gifted learner's abilities to be independent learners.					
		Always - Never				
	Gifted learners have opportunities for choice in pursuing areas of interest.	4	3	2	1	NA
	The library provides enough resources for gifted learners – a range of materials to meet their needs.	4	3	2	1	NA
	Gifted programming has helped gifted learners develop individual responsibility.	4	3	2	1	NA
	Gifted programming has helped gifted learners become better evaluators of their own work.	4	3	2	1	NA
	<b>Curriculum and Instruction</b>					
	Rigor and challenge are a part of every gifted learner's daily lessons/work.	4	3	2	1	NA
	Curriculum is matched to every gifted learner's level of instruction and area of strength.	4	3	2	1	NA
	Extent to which you see yourself and/or other teachers adjusting the curriculum and instructional strategies for each gifted learner's level of ability or strengths.	4	3	2	1	NA

	<b>Accountability and Achievement</b>	
	I understand how the gifted student's achievement is assessed.	4 3 2 1 NA
	Every gifted student is assessed at his/her instructional level in the area/s of strength.	4 3 2 1 NA
	<b>Transition - Articulation</b>	
	I understand the transition process that will happen when gifted children move between school levels.	4 3 2 1 NA
	I use the ALP and other available data to share with the teachers at the next level to help insure a seamless transition for the student.	4 3 2 1 NA
	<b>Social-Emotional - Affective</b>	
	Gifted learners in our school feel safe.	4 3 2 1 NA
	Gifted students' social-emotional needs related to being gifted are addressed at school.	4 3 2 1 NA
	If not or in addition to, gifted students' social-emotional needs related to being gifted are addressed through opportunities outside the school.	4 3 2 1 NA
	Gifted students have opportunities to work with other students with similar interests and abilities.	4 3 2 1 NA
	Gifted students have opportunities to express their feelings.	4 3 2 1 NA
	Extent to which gifted students are helped to respect self.	4 3 2 1 NA
	Extent to which gifted students are helped to respect others.	4 3 2 1 NA
	<b>Parental Involvement</b>	
**	There are clear expectations for home and school environments that support the learning of gifted students.	4 3 2 1 NA
**	The school is helpful in providing information on how to help gifted students with homework and other curriculum-related activities.	4 3 2 1 NA

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

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

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

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

What are you most satisfied with regarding gifted instructional programming

# APPENDIX

# State Performance Plan Indicators

## Colorado Department of Education

### Gifted Education 2008-2012

#### State Performance Plan (SPP)

The State Performance Plan comprises a set of six goal areas and indicators that provide focus for technical assistance and monitoring when prioritizing statewide improvements in Gifted Education. SPP goals are based upon statute and Rules for the Implementation of the Exceptional Children's Education Act (ECEA). SPP goals and indicators are the collaborative efforts of the State Advisory Committee, Forum and the Gifted Education Unit at CDE.

#### Goal Area I: Student Achievement – Targets

*Administrative units will set gifted student achievement targets to demonstrate improvement toward accelerated or advanced levels of performance.*

**Indicator 1:** 100% of administrative units will progress toward locally determined targets for gifted student achievement in reading, writing, and/or math.

**Evidence 1:** Percent of administrative units moving toward locally determined targets.

#### Goal Area I: Student Achievement – Record Keeping

*Gifted students will have advanced learning plans that guide instructional and affective programming.*

**Indicator 2:** 100% of gifted students in the district will have advanced learning plans by December 2009.

**Evidence 2:** Percent of gifted students with an advanced learning plan.

#### Goal Area I: Student Achievement – Assessment Tools

*For gifted students who ceiling the CSAP at grade level, alternative assessment methods will be used for assessing learning as determined by the administrative unit.*

**Indicator 3:** 100% of administrative units will name and use assessments other than grade level CSAP to measure gifted student learning when gifted students consistently ceiling the CSAP assessment.

**Evidence 3:** Percent of administrative units naming and using alternative assessments to measure gifted student learning.

**Goal Area II: School Capacity – Training and Programming**

*Gifted student programming and achievement is facilitated through the tiered programming or RtI intervention framework.*

**Indicator 4:** 100% of administrative unit program plans will implement tiered programming interventions/options for each category of giftedness.

**Evidence 4:** Percent of administrative unit program plans that contain evidence of implementing tiered programming for the various categories of giftedness.

**Goal Area II: School Capacity – Personnel**

*Administrative units will build the capacity of educators to address the instructional and social-emotional needs and interests of gifted students.*

*12.02 (1)(f)(i)*

**Indicator 5:** *Beginning with the 2010-2011 school year, every administrative unit shall employ or contract with a person who is responsible for management of the program plan, and professional development activities.*

**Indicator 6:** *To improve and enhance the skills, knowledge and expertise of teachers and other personnel who provide instruction and support services to gifted students; and,*

*To increase, to the extent practicable, the number of qualified personnel providing instruction to gifted students.*

**Evidence 5:** Percent of administrative units with a director or coordinator for management of the Program Plan.

**Evidence 6:** Percent (increase the percent) of educators in the administrative unit who have had training in gifted education.

*Note: Qualified personnel are preferred in specific programs and classrooms consisting of mainly gifted students. Qualified Personnel means a licensed, content endorsed teacher who also has an endorsement or higher degree in gifted education; or who is working toward an endorsement or higher degree in gifted education.*

<b>Goal Area II: School Capacity – Professional Development</b>	
<p><i>Administrative units will support improvement of the knowledge and competencies of personnel through appropriate professional development relating to the instruction, programming and counseling for gifted students.</i></p> <p><b>Indicator 7:</b> 100% of administrative units will provide professional development in gifted education.</p>	<p><b>Evidence 7:</b> Percent of administrative units implementing professional development.</p>
<b>Goal Area III: Representation in the Gifted Population</b>	
<p><i>Administrative units will increase the proportional racial and ethnic representation in the gifted population compared to the AU's total enrollment if needed.</i></p> <p><b>Indicator 8:</b> 100% of administrative units will demonstrate close proximity in racial and ethnic representation in the gifted population compared to the administrative unit's total enrollment.</p>	<p><b>Evidence 8:</b> Percent of administrative units with appropriate proportionality in the gifted population compared to the administrative unit's total enrollment.</p>
<b>Goal Area III: Representation in the Gifted Population – Categories</b>	
<p><i>A reference for the identification assessment of students gifted in the visual and performing arts, music, creativity and leadership will be developed by CDE and regional representatives.</i></p> <p><b>Indicator 9:</b> CDE and regional representatives will create an improvement plan with annual targets for the development of a resource packet used in identifying gifted students in the arts, music, creativity and leadership areas.</p>	<p><b>Evidence 9:</b> Percent of annual targets met on the CDE improvement plan for resource development.</p>

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

**Goal Area V: Unique Populations – Early Childhood**

*Administrative units provide gifted programming in the early childhood years through recognition of exceptional abilities and methods to respond to performance, products and observations. (Pre-K is optional.)*

**Indicator 13:** 100% of administrative units provide early recognition, interventions and assessments for K-2 students building a body of evidence of strengths, needs and interests.

**Evidence 13:** Percent of administrative units with written procedures and interventions for grades K-2 and implemented procedures to collect a body of evidence that may be used toward identification assessment and programming.

**Goal Area V: Unique Populations – Support Structures**

*Gifted students from traditionally underserved populations (e.g., poverty, minority, twice exceptional) will have support structures for successful gifted programming and retention.*

**Indicator 14:** 100% of administrative units will identify support structures implemented for underserved gifted populations (e.g., support groups, social skill development, family involvement, skill scaffolding, shelter classes, tutoring, multi-cultural training).

**Evidence 14:** Percent of administrative units reporting support structures for gifted students identified from underserved populations.

**Goal Area VI: Supervision and Monitoring**

*Administrative units participate in the Gifted Education monitoring and data collection system that is embedded into the Colorado Improvement and Monitoring Process (CIMP).*

**Indicator 15:** Selected administrative units from each of the 8 educational regions will participate in CIMP.

**Indicator 16:** 100% of the administrative units will submit an annual report based upon requirements for data collection and reporting.

**Evidence 15:** Number of administrative units from each region participating in CIMP.

**Evidence 16:** Percent of administrative units submitting completed annual reports by the due date of September 30.

# Glossary

## Acronyms

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

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

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

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

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

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

**DI:** Differentiated Instruction- is an approach to teaching in which instruction is tailored to meet the needs of individual students. Such instruction is designed to provide each student with access to a rigorous, standards-based curriculum. Instructional decisions are based on the results of

meaningful assessments. Differentiated instruction provides various ways for individual students to receive new information, assimilate it, and demonstrate their knowledge.

**ELL:** English Language Learner

**ELD:** English Language Development

**RTI:** Response to Intervention- is a framework that promotes a well-integrated system connecting general, compensatory, gifted, and special education in providing high quality, standards-based instruction and intervention that is matched to students' academic, social-emotional, and behavioral needs. RtI is a problem-solving process to plan and implement interventions to lead all students to success.

## Terms

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

**Acceleration-** Moving at a faster pace through academic content

**Affective Needs-** The social and emotional considerations of an individual

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

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

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

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

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

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

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

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

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

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

**Heterogeneous Grouping-** Students are taught in mixed ability groups

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

**Homogeneous Grouping-** Students are taught in similar ability groups

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

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

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

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

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

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

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

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

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

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

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

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