

# Colorado-Gifted Education Review (C-GER)

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## Guidance Handbook for Administrative Unit Gifted Education Lead

This Colorado-Gifted Education Review (C-GER) Guidance Handbook was created by the Colorado Department of Education, Office of Gifted Education to support the gifted education lead in an Administrative Unit (AU) in preparing for the C-GER Review. This includes working cooperatively with the C-GER Review Team Lead to ensure:

- All state reporting is up to date and housed in Exceptional Student Services Unit's (ESSU) Data Management System (DSM) for Gifted and Special Education,
- Disaggregated gifted student demographic and achievement/growth data are available in an easily readable format,
- Evidence as recorded on the AU Gifted Program Evaluation is easily accessible to the team for the desk audit,
- Schools and stakeholders are notified and present for verification of program elements through focus groups and interviews at school sites on the day of the review, and
- Team members are provided with a schedule and directions to school sites.



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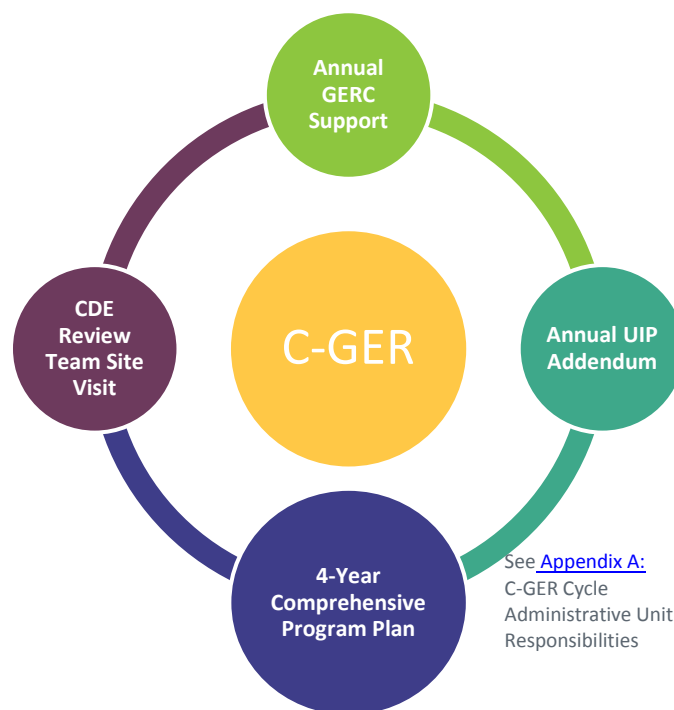
making. The Colorado-Gifted Education Review (C-GER) is a collaborative monitoring process that is the shared responsibility of Administrative Units and CDE. The purpose of this partnership is to increase the capacity of educators and educational systems to identify, program and be accountable for gifted learner achievement and growth.

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 state regulations and reflected in the AU's comprehensive program plan.

Based on the final C-GER report, Administrative Units develop timelines and strategies for prioritized areas of improvement. The Gifted Education Regional Consultant (GERC) supports the AU's efforts as requested based on levels of need. The strengths of gifted programming elements, uplifted through C-GER, are often shared, with permission, among regional network systems to 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 Administration of Gifted Education under the Exceptional Children's Educational Act (ECEA), Rule Section 12.07. The intent of C-GER is to be a support system in fulfilling the monitoring requirements. To accomplish this goal

- Every four-five years
  - Administrative Units submit to the Office of Gifted Education a comprehensive program plan that is informed by the AU's self-evaluation, stakeholder input, gifted student data and state laws and regulations.
  - The Colorado Department of Education conducts a desk audit and site review to verify the implementation of program plan elements, accountability requirements and progress toward the AU's comprehensive program goals.
- Annually
  - Districts submit the Unified Improvement Plan (UIP) Gifted Education Addendum based on the district's data, resources and schedule for submission.
  - Gifted Education Regional Consultants meet with AU Gifted Education Lead to provide support in the implementation of the AU's
    - Comprehensive program plan,
    - Targeted student achievement goals for gifted students as outlined in the UIP Addendum, and
    - C-GER program improvement timeline.



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.



## Self-Assessment

As required by law, scheduled, periodic gifted program evaluations are to occur in each AU.

*12.02 (1) (e) (iv) Methods for self-evaluation of the gifted program including a schedule for periodic feedback and review (e.g., review of gifted policy, goals, identification process, programming components, personnel, budget and reporting practices, and the impact of gifted programming on student achievement and progress)*

### AU Gifted Program Self-Evaluation

The AU Gifted Self-Evaluation form is located on the DMS for easy access. The tool can serve as a component of the AU's regularly scheduled program evaluation and as an annual measure to monitor program improvement progress. The AU Self-Evaluation form is also used extensively by the C-GER Review Team to cross-check program plan evidence on the DMS. This self-evaluation tool was created to

- Guide the self-evaluation of gifted program implementation based on minimum provisions of Colorado's Exceptional Children's Educational Act,
- Assist AUs in annual progress monitoring of the 4-Year Comprehensive Program Plan goals, and
- Prepare for the Colorado-Gifted Education Review.

Self-evaluation has proven to be effective when the AU collaborates with gifted education staff and other stakeholders important to the gifted program. This tool may be used at any time when the AU is considering program and gifted student performance improvements and further development. (See [Appendix B.](#))

- First, provide an informative explanation about the indicators, artifacts, or outcomes that show evidence the AU has successfully implemented the major components of each bulleted requirement. In the corresponding row, provide where specific evidence for each indicator can be located within the items submitted for the Desk Audit. This may include the name of a specific document, page number and/or link to a particular site where the precise evidence can be found. You may click on the Rule number to view the exact wording of regulation.
- Next, reflect on how the AU has maintained or strengthened this requirement since the last C-GER and/or program self-evaluation. You may also include areas of additional support that might be necessary for a comprehensive implementation to occur.
- Lastly, check the appropriate level of implementation.

#### Example:

Components of Requirement	Provide an informative explanation that describes the evidence of the AU implementing the requirement.	Provide the specific location where evidence can be found
<ul style="list-style-type: none"> <li>• Access to Identification procedures</li> </ul>	Identification procedures are clearly outlined and described on our website, in the District Gifted Brochure, in the parent handbook and in our district gifted programming guide provided to all gifted resource teachers and building administrators. At the time of identification, students are informed of how and why they were identified as gifted.	<ul style="list-style-type: none"> <li>• <a href="http://www.sampleschool.com/identification">www.sampleschool.com/identification</a></li> <li>• District Gifted Education Brochure</li> <li>• Parent handbook pages 17 – 24</li> <li>• District Gifted Education Programming Guide pages 12 – 19</li> <li>• "Understanding My Gifted Identification" activity conducted with all newly identified students</li> </ul>
<ul style="list-style-type: none"> <li>• Giftedness and parenting gifted students</li> </ul>	A section of our parent handbook reviews the characteristics of gifted students. Our parent referral form includes a checklist of gifted characteristics for parents to complete during the identification process. Our district holds two evening gifted parenting events and offers an annual SENG parent book study.	<ul style="list-style-type: none"> <li>• Parent handbook, pages 32-33</li> <li>• Parent Identification Checklist</li> <li>• Gifted Parent Night Flyer and copy of email invitation SENG book study flyer</li> <li>• SENG participation rates for past 3 years</li> <li>• SENG agenda for 6 week course</li> </ul>

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## Comprehensive Program Evaluation

A comprehensive program evaluation is conducted every 3-4 years with input from parents, teachers, administrators, students and community members.

*Surveys are a classic method for data collection. They are flexible, easy to implement, and offer a nearly limitless range of data with reliable results. The data gathered during an effective survey provides a unique opportunity to obtain detailed insight into a program. Because you can gather large amounts of feedback directly from individuals who are affected by the program, surveys act as the finger on the pulse of your project and can measure its strength.* Institute for Dynamic Educational Advancement (IDEA 2015)

To that end, the Office of Gifted Education has developed a set of questions AUs can use to create a survey to solicit data about gifted programming from students, parents, teachers and administrators. These questions are on the Data Management System for use by the AU in a questionnaire or survey.

### Self-Evaluation

*Program evaluation is a process by which Districts/AUs determine how well they are meeting their state goals in the 4-year Comprehensive Program Plan and UIP Addendum. The self-evaluation process is used to introduce change in a deliberate way and to improve overall effectiveness.*

*The self-evaluation process includes the following components as shown in the graphic.*



Once data is collected from surveys and other sources a data analysis is done in collaboration with local gifted advisory groups, gifted coordinators and administrators from districts or schools. A logical format for that data analysis and goal setting would be the 4-Year Comprehensive Program Plan. Changes are then implemented over the next four years with periodic evaluations to determine if actions are moving toward goals or if adjustments need to be made. The AU Gifted Program Self-Evaluation can be used annually to assist with this progress monitoring. The annual submission of the UIP Addendum serves as a monitoring mechanism for student growth and achievement targets.

The AU Gifted Program Self-Evaluation, the most current AU comprehensive program evaluation and goals set by the AU as a result of those evaluations are reviewed by the C-GER team during the desk audit. Goals and strategies outlined by the AU are taken into consideration during the review and often incorporated into the final C-GER report to support the AU's self-identified improvement efforts. This is most beneficial when the gifted program evaluation is completed prior to the AU's scheduled C-GER. (See [Appendix B](#).)



## Team Review

The Colorado Department of Education Office of Gifted Education assembles a team of four to six external experts to conduct a desk audit and site review with each AU every four years or as needed. The following are key components of the review:

- Desk Audit
- Site Review
- Report Writing and Sharing

### Desk Audit

A desk audit is conducted by the review team one month prior to the scheduled site review. The AU is responsible for providing tangible evidence of compliance in all program elements for the team to review one month prior to the scheduled site review. The AU Gifted Program Self-Evaluation provides guidance in what type of evidence is required. Such evidence is made available through

- The Data Management System (DMS) where required reports and documentation have been provided by CDE and uploaded by the AU
- The Data Management System provides a collaborative and secure electronic environment where AUs can upload documents that support their gifted program. (See Appendix C.) The DMS is where the review team accesses additional evidence to support compliance in all program elements such as
  - Documents with links to district/school websites for information on parental involvement, communication, professional development and programming
  - Documents such as handbooks, letters and brochures
  - Additional achievement and/or growth data for gifted students
    - Based on alternative district assessments, especially important during state assessment transition
    - Reported in compliance with FERPA laws for districts with small “N” counts

### Desk Audit

12.07 (1) Each administrative unit shall comply with all applicable state and federal laws and regulations regarding the program plan, identification and special educational services for gifted students.

12.07 (2) Each administrative unit shall be subject to ongoing monitoring by the Department concerning implementation of the program plan.

12.07 (3) Monitoring procedures shall include: Amendments - Rule 12 - Eff. 10/31/2008 112

12.07 (3) (a) A determination of compliance with all applicable state and federal laws and regulations, and

12.07 (3) (b) An assessment of program quality based on the standards established by the Department of Education.

12.07 (4) Monitoring activities shall include:

12.07 (4) (a) A review of the program plan;

12.07 (4) (b) A review of the annual report;

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### Evidence Submitted to CDE via Data Management System

- AU Self-Evaluation
- C-GER Timeline and Evidence of Completing Priority Improvements forms
- Annual Budget and Budget Report
- ALP Record Review Sample

### Evidence Stored in Data Management System

- Comprehensive Program Plan
- Gifted student performance data
- Demographics of gifted student enrollment
- Annual budgets
- Prior C-GER Report

### Evidence Uploaded to Electronic Platform for C-GER Team Review

- Acceleration strategies and options
- Programming options
- Professional development evidence
- Comprehensive program evaluation documentation
- Procedures for disagreements
- Evidence of stakeholder communication and parent involvement
- Additional student achievement and/or growth data

## Administrative Unit Site Visit

### Overview Presentation

The team gathers at the Administrative Unit's site to meet with the gifted education lead and other personnel as deemed necessary. The AU lead provides a 30-45 minutes presentation that focuses on

- Priority improvement timeline from the last C-GER
- Student achievement, growth, and demographic data
- Data analysis, goal setting and improvements as a result of AU program evaluations
- Any other information pertinent to the review that was not included in the desk audit
- Turn-around and priority improvement district AUs and multi-district AUs with such districts under their umbrella will also discuss with the C-GER Team and any other personnel present about how gifted students integrate into improvement plans for the district.

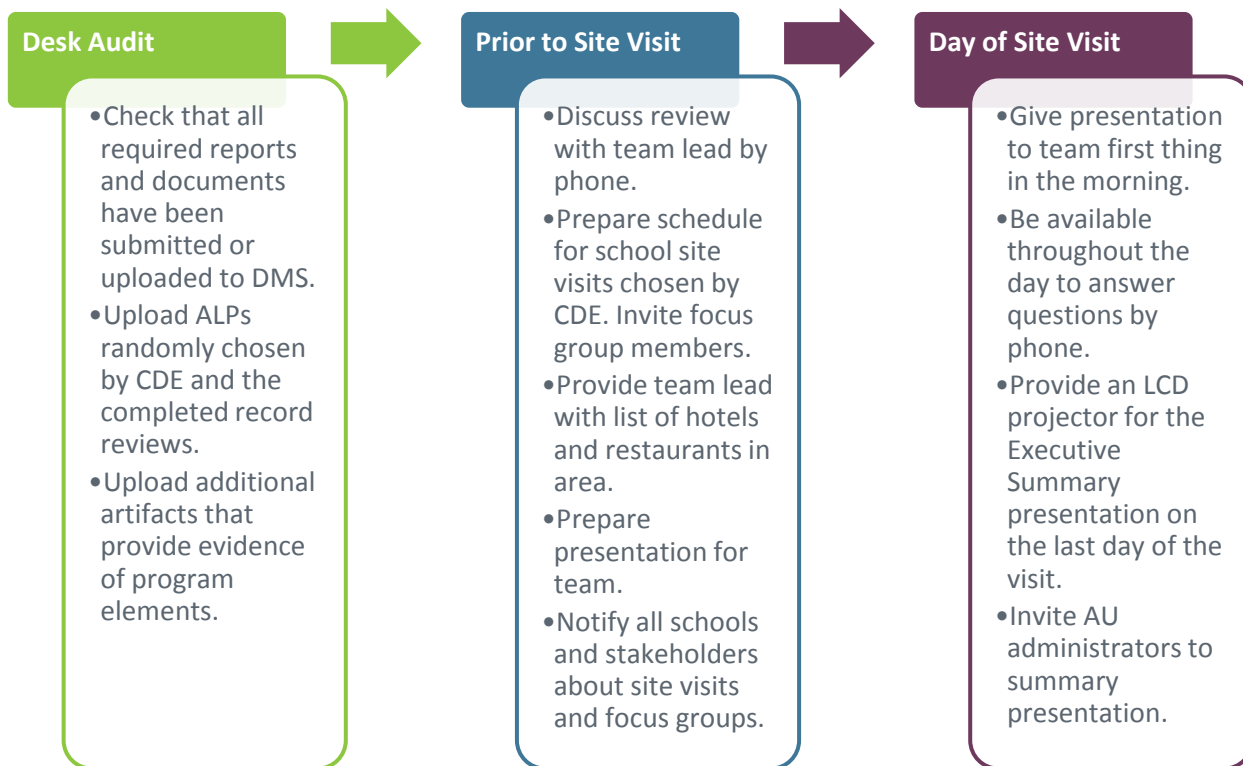
### AU Site Visit

12.07 (4) Monitoring activities shall include:  
12.07 (4) (c) A planned comprehensive on-site process integrated with the continuous improvement and monitoring process in the Department of Education

**School Site Visits** provide the team with evidence of program elements and verification of desk audit review and program self-evaluations. Schools are chosen a month prior to the site visits by CDE. At those schools, team members conduct individual interviews and focus groups with

- Parents
- Gifted Students
- General Education and Gifted Education Teachers
- Administrators

Questions are meant to elicit evidence of program elements that need further verification following the desk audit. All interviews and focus groups are confidential. No names or groups are identified within the C-GER report. To ensure anonymity and provide a safe environment for candid feedback, school employees are asked not to sit in on focus groups unless they are actual members of that group. (See [Appendix D.](#))







## Report Writing and Sharing

After on-site dialogue and visits, the review team meets at a pre-arranged location near the school district to complete its review work, synthesize evidence collected during the visit and desk audit, and craft a preliminary report of the team's findings. Review team deliberations allow the team an opportunity to reach consensus, draft a preliminary report, and write commendations and recommendations. A draft Executive Summary of the report is shared orally with the Gifted Education Director and other administrative personnel. The focus of the summary is on priority improvements areas that will have the most impact on gifted student learning and growth.

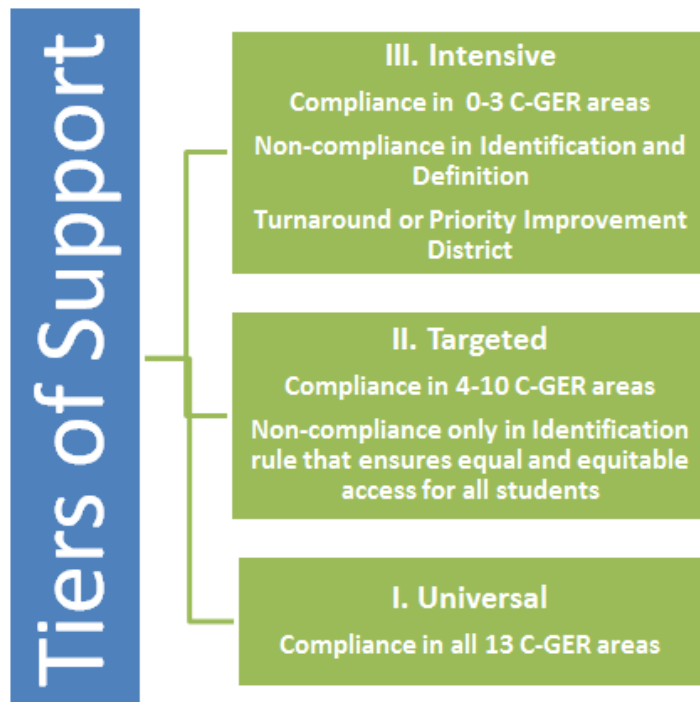
## Tiered Support

Gifted education is supported in the state through eleven (11) regional support systems. Gifted Education Regional Consultants (GERCs) serve as leaders and facilitators of technical assistance and professional development for successful implementation of the AU's program plan and districts' Unified Improvement Plan (UIP) Gifted Education Addendums. Throughout the year, GERCs provide a multi-tiered level of support to AUs that includes facilitation of network meetings and professional development opportunities for all AUs and targeted or intensive technical assistance. Additionally, GERCs are available upon request for site visits that support AU program plans and UIP Addendums. GERCs collaborate on the planning and delivery of state gifted director meetings, conduct online workshops and participate in Colorado-Gifted Education Review audits throughout Colorado.

### Support and Technical Assistance

12.07 (4) Monitoring activities shall include:

12.07 (4) (d) Follow-up activities including the provision of technical assistance in areas of non-compliance and verification that areas of non-compliance have been corrected.



## Network and State Meetings

*Gifted Education Regional Consultants* hold regional network meetings at least three times a year. Length, location and venue are dependent on topics being covered. Some meetings are face to face, while others might be virtual briefs. Meetings are designed to align with state education goals, communicate important updates and provide professional development to expand and enhance capacity of educators to meet the instructional and affective needs of gifted students. *Gifted directors/coordinators* are strongly encouraged to attend all regional network meetings and state director meetings independent of their AU's designated level of tiered support following a C-GER.

## Colorado Gifted Education Review

During the C-GER, thirteen elements of the program plan are examined— identification, programming, engagement and communication, personnel, record keeping, procedures for disagreements, definition, ALPs,

evaluation and accountability, budget, reports, monitoring, and early access, where applicable. At the conclusion of the C-GER, the review team determines any elements in which the AU is not in compliance with



ECEA Rules and designates the two top priorities for improvement. Results of the review determine the tiered level of support that will be offered to the AU by the GERC and the Colorado Department of Education Office of Gifted Education, and the type of reports the AU will submit to CDE upon receiving the final C-GER report.

## **Tiers of Support Delineate the Responsibilities of the AU and GERC**

### **Program Improvements Attained**

If both targets are successfully attained within the first year, it is suggested the AU sets targets and creates a timeline to bring any other program element(s) into compliance that were found to be out of compliance by the C-GER team. The plan may be shared with the GERC but does not need to be submitted to the Office of Gifted Education at CDE. The AU may choose to request individual meetings with the GERC for additional support in subsequent years.

### **AUs Out of Compliance in One or More Areas**

Those AUs that are found out of compliance in any of the thirteen program elements must submit electronically an Improvement Timeline to CDE and the GERC within six weeks of receiving the finalized C-GER report. The interactive template for the timeline is provided for direct input and submission in the Data Management System. (See [Appendix E](#).) The GERC will collaborate with the AU to review the timeline and discuss the AU's requests for support to successfully attain the improvement targets identified by the C-GER team.

- The improvement targets should be attained within one year of submission of the timeline to CDE.
- The GERC will connect with the AU three times from the date of the timeline submission to review progress toward and attainment of the specified improvement targets. The Data Management System will provide an alert for these periodic discussions that may be face to face, by phone or by webinar.
- At the end of the improvement period, the AU submits evidence of completion directly onto the Improvement Timeline template provided in the Data Management System.

### **Program Improvements Partially Attained Within One Year**

If the targets are partially attained and the AU has made noticeable progress on the targets, the GERC will collaborate with the AU gifted education lead to write and submit to CDE a new timeline and determine the new level of support the AU requests to successfully meet the new timeline targets. Once again, the AU has one year to meet the new improvement targets; the GERC and AU lead will meet mid-year and a year from the date of the timeline submission, minimally, to review progress toward and attainment of the new targets.

### **Program Improvements Not Attained**

Failure to meet targets within one year with no evidence of "good faith" effort to reach targets may result in one or more of the following:

- A letter from the CDE Office of Gifted Education sent to the AU Superintendent, lead district Superintendent or BOCES Executive Director and constituent superintendents informing him/her that program improvements were not completed within the year and suggesting additional levels of support that might be provided by the GERC and/or CDE for year two
- Personalized conference calls to the gifted coordinator/director to discuss support or guidance the AU may need to ensure work toward improvements continues in year two
- Technical assistance

Additionally, at a minimum, the GERC will set up quarterly meetings with the AU in year two to provide an additional level of support. These meetings can be face to face, by phone or by webinar.

### Program Improvements Attained

Continue other improvement efforts; request assistance from GERC in subsequent years

### Program Improvements Partially Attained

**May result in one or more of the following:** Letter sent from CDE to Superintendent/Executive Director of AU about lack of progress and additional support necessary to reach targets; new improvement timeline submitted to CDE; meet with GERC at least quarterly for support and progress monitoring

### Program Improvements Not Attained

Same as above (Program Improvements Partially Attained) with the addition of monthly GERC meetings for support and progress monitoring

### Failure to Meet Targets within One Year with No "Good Faith Effort"

**May result in one or more of the following:** **1)** A letter from the CDE Office of Gifted Education sent to AU Superintendent, lead district Superintendent or BOCES Executive Director and constituent superintendents informing him/her that program improvements were not completed within the year and suggesting additional levels of support that might be provided by the GERC and/or CDE for year two; **2)** Personalized conference calls to the gifted coordinator/director to discuss support or guidance the AU may need to ensure work toward improvements continues in year two; **3)** Technical assistance

### Turnaround and Priority Schools

Receive support as determined by C-GER; monthly support from GERC; information collected by GERC for fall, winter and spring UIP Reviews on progress of action plan on how gifted education is being addressed within the UIP Addendum.

#### Tier I

An AU at Tier I demonstrates compliance in all elements of the program plan. At the conclusion of the C-GER, the review team will identify two areas the AU may choose to focus on during the next C-GER cycle for continuous improvement of gifted programming. The AU does not have to submit an Improvement Timeline to CDE upon receipt of the final C-GER report. The GERC is available to provide any level of support or guidance the AU might request. The Colorado Department of Education Office of Gifted Education includes commendation to the AU Superintendent, lead district Superintendent or BOCES Executive Director for the AU's compliance status in the cover letter that accompanies the C-GER report.

## Tier II

An AU at Tier II meets compliance in 4-10 areas of the thirteen program elements reviewed during the C-GER. Those AUs in compliance with all rules of identification, except evidence that a method is in place to ensure equal and equitable access for all students, are placed in this level of support. AUs out of compliance in identification processes and procedures receive Tier III level of support.

## Tier III

Tier III offers a more in-depth level of support for those AUs out of compliance in identification and definition. AUs must be in compliance in identification and definition for the rule of portability to apply. Therefore, an AU not in compliance in the areas of identification or definition will automatically be placed at a Tier III level of support. An AU will also receive Tier III level of support if it is in compliance with only 3 or fewer elements of the program plan as determined by the C-GER.

## Turnaround or Priority Improvement Status

Districts on Turnaround or Priority Improvement status will receive tiered support for the level determined by the C-GER. In addition the GERC will communicate monthly with the district to determine how gifted education is being addressed within the district's UIP Addendum targets, improvement strategies and action timeline. This information will be shared with CDE for Fall, Winter and Spring UIP reviews. Turnaround or Priority Improvement status districts may also request technical assistance and coaching meetings with the GERC.

### Improvement Target Not Met Within Two Years

Failure to successfully attain improvement targets during a two-year period places the AU in jeopardy of losing state funding.

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## Appendix A

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Timing	C-GER Cycle Administrative Unit Responsibilities
Every Year	<b>Report Submissions</b> <ul style="list-style-type: none"> <li>• Attach UIP Program Addendum to District's UIP and submit to CDE at same time as district's scheduled submission date.</li> <li>• Submit annual budget to Data Management System</li> <li>• Submit actual budget expenditures to Data Management System</li> <li>• Submit student enrollment information to CDE through ongoing regular district procedures</li> <li>• Participate in support and verification conversations with GERC</li> </ul>
Every 3-4 Years	<b>Program Self-Evaluation</b> <ul style="list-style-type: none"> <li>• Use the AU Program Self Evaluation on the Data Management System to begin the process.</li> <li>• Solicit input from all stakeholders on all program elements using surveys or other means. (The Data Management System contains stakeholder questionnaires.)</li> <li>• Analyze data to determine changes: implement changes; start the process over.</li> </ul> <b>Prepare for the C-GER Team:</b> <ul style="list-style-type: none"> <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>• Establish the review schedule</li> <li>• Notify 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: priority improvement timeline and student achievement summary; questions and elements for confirmation by the review team</li> </ul> </li> <li>• Upload to the Data Management System documents and artifacts for the desk audit at least six weeks prior to the onsite visit.</li> </ul>
Review Follow-up	<b>Follow-up to the C-GER</b> <ul style="list-style-type: none"> <li>• Celebrate accomplishments and recognize personnel impacting the success of their gifted education program</li> <li>• Prioritize recommendations from the review process that the Administrative Unit will incorporate into its gifted education program <ul style="list-style-type: none"> <li>• Share findings through a copy of the report, website, meetings etc. of review with AU/district stakeholders: Parents, Teachers/Counselors, Administrators, Students, School Board, Community</li> </ul> </li> <li>• Prepare and begin implementation of an improvement action plan, if required, with assistance of district personnel</li> <li>• Share progress on a regular basis with your stakeholders</li> </ul>

# Administrative Unit Gifted Program Self-evaluation Colorado Gifted Education Review (C-GER)



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## Appendix B EXAMPLE

A Gifted program self-evaluation or program review is an essential component for continuous growth and improvement. To assist you when preparing for your review this administrative unit checklist is a tool to guide the self-evaluation of gifted program implementation based upon minimum provisions of Colorado's Exceptional Children Education Act (ECEA). The tool guides discussion about program strengths, progress, and areas for improvement or action toward distinction.

The tool has proven to be effective when the AU collaborates among gifted education staff and other stakeholders important to the gifted program. This tool may be used at any time when the AU is considering program and gifted student performance improvements.

- First, describe the indicators, artifacts, or outcomes that show evidence the AU has successfully implemented the major components of each bulleted requirement. In the corresponding row, provide where specific evidence for each indicator can be located within the items submitted for the Desk Audit. This may include the name of a specific document, page number and/or link to a particular site where the precise evidence can be found. You may click on the Rule number to view the exact wording of regulation.
- Next, reflect on how the AU has maintained or strengthened this requirement since the last C-GER and/or program self-evaluation. You may also include areas of additional support that might be necessary for a comprehensive implementation to occur.
- Lastly, check the appropriate box to indicate if the AU meets the requirements of the regulation. "Yes" indicates the AU meets the requirements of each bulleted regulation.

### Example:

Components of Requirement	Describe the indicators that show evidence of the AU implementing the requirement.	Provide the specific location where evidence can be found
<ul style="list-style-type: none"> <li>Access to Identification procedures</li> </ul>	Identification procedures are clearly outlined and described on our website, in the District Gifted Brochure, in the parent handbook and in our district gifted programming guide provided to all gifted resource teachers and building administrators. At the time of identification, students are informed of how and why they were identified as gifted.	<ul style="list-style-type: none"> <li><a href="http://www.sampleschool.com/identification">www.sampleschool.com/identification</a></li> <li>District Gifted Education Brochure</li> <li>Parent handbook pages 17 – 24</li> <li>District Gifted Education Programming Guide pages 12 – 19</li> <li>"Understanding My Gifted Identification" activity conducted with all newly identified students</li> </ul>
<ul style="list-style-type: none"> <li>Giftedness and parenting gifted students</li> </ul>	A section of our parent handbook reviews the characteristics of gifted students. Our parent referral form includes a checklist of gifted characteristics for parents to complete during the identification process. Our district holds two evening gifted parenting events and offers an annual SENG parent book study.	<ul style="list-style-type: none"> <li>Parent handbook, pages 32-33</li> <li>Parent Identification Checklist</li> <li>Gifted Parent Night Flyer and copy of email invitation sent to all parents of gifted students</li> <li>SENG book study flyer</li> <li>SENG participation rates for past 3 years</li> <li>SENG agenda for 6 week course</li> </ul>
What help do you need to meet this requirement?		
Does the AU satisfy the provision of ECEA?		



## Appendix D

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## Data Management System (DMS) Guidance

### 2015-2016 Colorado Gifted Education Review (C-GER)

### Preparation for Site Visit

For Directors preparing for 2015-2016 Colorado Gifted Education Review (C-GER) detailed guidance is provided in the [AU C-GER Guide](#). A brief summary of documents to complete in the DMS and/or upload as attachments is included in the table below.

DMS Tab location	Administrative Units will complete on DMS	Administrative Units (AU) will need to upload the following items as attachments using correct naming protocols*
Profile	<ul style="list-style-type: none"> <li>Comprehensive Program Plan (Oct. 15, 2016)</li> <li>Early Access Addendum (Oct. 15, 2016)</li> <li>Programming details</li> </ul>	<ul style="list-style-type: none"> <li>Demographics of gifted student enrollment</li> <li>2012-2016 Comprehensive Program Plan</li> </ul>
Monitoring	<ul style="list-style-type: none"> <li>AU Self-evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Upload most recent UIP addendum for gifted education.</li> <li>For 2015-2016 C-GERs AU may wish to complete AU self-evaluation via paper and upload as attachment on this file.</li> <li>The ALP interchange is not active yet, so ALP samples as described by C-GER lead will need to be available to C-GER site visit team.</li> <li>Procedures for disagreements</li> <li>Professional development plans</li> <li>Misc. documents as referenced on AU self-evaluation (handbook, brochure, etc.)</li> </ul>
Fiscal		CDE will upload current AU budget
Family E & C	<ul style="list-style-type: none"> <li>Family Engagement &amp; Communication Review</li> </ul>	<ul style="list-style-type: none"> <li>Survey or feedback data from stakeholders (if available)</li> </ul>

DMS Tab location	Administrative Units will complete on DMS	Administrative Units (AU) will need to upload the following items as attachments using correct naming protocols*
Performance	<ul style="list-style-type: none"> <li>Performance Review</li> </ul>	<ul style="list-style-type: none"> <li>Gifted student performance data</li> </ul>
Improvement	<ul style="list-style-type: none"> <li>C-GER Improvement Timeline and Evidence of completing Priority Improvements forms (These templates will be uploaded into the system for AUs after the C-GER visit as needed.)</li> </ul>	<ul style="list-style-type: none"> <li>C-GER Improvement Timeline and Evidence of completing Priority Improvements forms have been attached from the previous C-GER as available. AUs should upload these documents as if not yet submitted through the DMS.</li> </ul>
Summary		

**\*Note regarding naming protocols for uploading attachments.** The naming protocol for attachments is as follows:

- CGER documents should be labeled: Year\_CGER\_ [name of document]. e.g., 2016\_CGER\_ParentHandbook.
- For all other attachments, the naming protocol is Year\_Month\_[Name of document]. e.g., 2016\_September\_File Q



## Appendix D

# Preparing for Focus Groups and Interviews

A **focus group** could be defined as a group (7-10 people) of interacting individuals having some common interest or characteristics, brought together by a moderator, who uses the group and its interaction as a way to gain information about a specific or focused issue.

**Interviews** are usually more personal with questions being asked of a few participants (2-4) or an individual.

### 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 verify evidence of gifted program elements from a variety of stakeholders as seen through a specific lens. The Gifted Education Lead, in conjunction with district and school leadership, and with guidance and support from the review Team Lead, invites and schedules stakeholders for their participation in this information-gathering process.

### Selecting Participants

Two weeks prior to the C-GER site visit the review team chair will contact the AU Gifted Education Lead about what type of focus groups and interviews the team will be conducting during the site visit. While it might be tempting to identify only those stakeholders who are active and strong supporters of the Administrative Unit (AU)/district, it does not maximize the insights and richness of the findings that can emerge from these discussions that ultimately benefit the AU's improvement efforts. The following guidelines are designed to help the AU Gifted Education Lead in identifying random groups of stakeholders to be interviewed.

- Participants of a focus group represent only the intended stakeholders
- Focus groups should be random in selection and comprised of a cross section of districts/schools
- To maximize participation, focus groups can be conducted through distance learning systems that connect participants remotely.

### Inviting Participants

The AU Gifted Education Lead should begin inviting stakeholders to be interviewed as soon as the visit schedule has been finalized (approximately two weeks prior to the visit). A sample focus group invitation letter is provided on the next page.

### Guidelines for Identifying Stakeholders for Focus Groups and Interviews

Stakeholders should collectively:

- Reflect the AU's broader community; *socio-economic levels, ethnicity, regions served by the district, etc.*
- Provide a range of AU/District viewpoints and perspectives; *strong, active supporters, critics, those who are less involved, etc.*
- Represent all schooling levels in the Administrative Unit; *pre-K to career/technical, if applicable*
- Represent all major positions in the AU; *leadership, administrative, teaching, guidance, and support*
- Include individuals who are knowledgeable of the Administrative Unit's efforts in Gifted Education

### 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)

- Include individuals who can discuss the strengths and challenges the Administrative Unit wishes the team to understand

### 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. Focus groups typically last 30-45 minutes. Interviews range from 15-30 minutes.

### 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>*



**COLORADO**  
Department of Education

# [Report Title]

**Submitted by:**

**Date Submitted:**

**Gifted Education Director/Coordinator:**

\_\_\_\_\_  
*Signature*

**Superintendent/Executive Director or Designee:**

\_\_\_\_\_  
*Signature*

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**Office of Gifted Education**

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303-866-6794  
rolfe\_t@cde.state.co.us

# Administrative Unit Timeline Template:

Date Submitted:

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

**NOTE:** The Administrative Unit Improvement Timeline is to be submitted to CDE within 6 weeks of receiving the final C-GER Report or as stated in the Report. Implementation of the plan is required within 1 year of the Report submission.

**Provide the following information upon completion of your Improvement Timeline Goals:**

Date:

Name of Person Reporting:





Position:

Goal Area	Measurable Objective	Evidence of Change
Program Element	Objective number	Describe the evidence that verifies the objective was met.

The Gifted Education Regional Consultant will contact the director/coordinator of gifted education to discuss and congratulate the Administrative Unit on its accomplishments.

**Note:** Do any of your improvements require a revision to your program plan?