Creating your Gifted Education Comprehensive Program Plan for 2016-2020 using Data Management System (DMS)
Create a strong Comprehensive Program Plan addressing all elements specified in Rules Section 12.02(2)(a) through 12.02(2)(1)
Your mission

...create a comprehensive program plan that tells the story of gifted identification, programming and evaluation within your administrative unit.

Analyze your current Gifted Program, find its strengths and weaknesses. This message will self-destruct. **Good luck!**
You are the real-life heroes...
Objectives:
* Develop an understanding of available tools to assist in the writing of your comprehensive program plan
* Receive a quick refresher on how to access and submit documents on the ESSU Data Management System (DMS)
* Enhance knowledge of support systems available (so no one feels like they are hanging out on a cliff alone)
Available Resources

- The comprehensive program plan guidance document.
- Early access addendum (optional)
- AU self-evaluation
- Most current Colorado Gifted Education Review (C-GER)
- Colorado’s Rubric for Gifted Education Programming for self-evaluation of on-target or distinguished program elements
- Local gifted needs assessments and student data
- National standards in gifted programming
- Stakeholder surveys
- AU 2012-2016 Plan
- School View
- 20 minute DMS refresher webinar
AU Self-Evaluation...

a self-inventory of where you are with respect to content for each of your 12 chapters.
Monitoring

Initiate Submissions

AU Self Evaluation
6/1/2016
Sections

Procedures for Parent, Family and Student Engagement and Communication (Rule: 12.02(2)(a) - 12.02(2)(a)(ii))

Definition of 'Gifted Student' (Rule: 12.02(2)(b))

Identification Procedures, Criteria for determining exceptional ability or Talent Pool, and Portability (Rule: 12.02(2)(c) - 12.02(2)(e)(iv))

Advanced Learning Plan (ALP) Content, Procedures and Responsibilities (Rule: 12.02(2)(f) - 12.02(2)(g)(vi))

Programming (Rule: 12.02(2)(h) - 12.02(2)(h)(ii))

Evaluation and Accountability (Rule: 12.02(2)(i) - 12.02(2)(i)(v))

Personnel (Rule: 12.02(2)(j) - 12.02(2)(j)(vii))

Budget (Rule: 12.02(2)(k) - 12.02(2)(k)(ii))

Reports (Rule: 12.02(3) - 12.02(3)(8))

Record Keeping (Rule: 12.05- 12.05(5))

Procedures for Disagreements (Rule: 12.01)
Self Evaluation: Program Review

Procedures for Parent, Family and Student Engagement and Communication (Rule: 12.02(2)(a) - 12.02(2)(a)(ii))

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 AU self evaluation is a tool to guide the appraisal 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, provide an informative explanation that describes the evidence of the AU implementing the requirements. 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.
- 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.

- Rules for the Administration of the Exceptional Children’s Educational Act (Gifted Education rules begin on page 98)

Components of Requirement
Programming Rubric....

Stakeholder Questionnaires...
DMS Director Refresher Webinar
Comprehensive Program Plan Guidance Document

Program Plan/Informational Packets and Forms

2016-2020:

- Comprehensive Program Plan Guidance (PDF)
- Comprehensive Program Plan Template Worksheet (DOC) (This is a worksheet only. Submission is via the ESSU Data manager System.)

ESSU Data Management System Guidance Document

VISION 2020
Gifted Education

January 2016
Revised 2/2016

http://www.cde.state.co.us(gt/compplanguidance2016-2020
Collaboration
Navigating to: **http://cde.excentcolorado.com**

Enter your username and password

Select view overview or monitoring overview

The comprehensive program plan is located on the Profile tab
The Pattern

Select tab

Select document

Choose item; Save

Edit record; Don't assign/assign

Respond; Close
12.02(2) Comprehensive Plan: "...The program plan shall be implemented by all constituent schools and districts of the AU. The Department shall review all program plans for completeness. An AU’s program plan shall be deemed complete if it addresses all elements specified in Section 12.02(2)(a) through 12.02(2)(l) of these Rules."

Write the administrative unit’s description of how it implements each element of the Program Plan and how the AU plans to improve or enhance each element as appropriate. Write how the AU Key requirements of each section of the plan are listed as they are described in the Rules. Note: Use the Comprehensive Program Plan Guidance Document for further elaboration of requirements for each section.

Comprehensive Program Plan Guidance Document

Procedures for Parent, Family and Student Engagement and Communication

Requirements for procedures include but are not limited to:

- How parents are informed about access to identification procedures
- Ways to educate parents and families about giftedness or parenting gifted students
- Information about Involvement and progress reporting
- What programming options are available to match student strengths and challenges
- Information about concurrent enrollment
- How to be involved in college and career planning
- Communication available in primary languages in the AU
- Ways parents and families may participate in the school community

Write the administrative unit’s description for identification procedures and how it implements key requirements. Describe the target(s) set for improving or enhancing this element of the Program Plan.
FOR THE COMPREHENSIVE PROGRAM PLAN TO BE CONSIDERED COMPLETE, IT IS CRITICAL THAT EVERY BULLET IS ADDRESS IN THE NARRATIVES.
Sections

AU Information

Comprehensive Program Plan
Assistance

Documents

Annual Profile Review - Draft
Comprehensive Program Plan - Draft
Early Access Addendum - Draft
Programming Details - Draft
Vision 2020:
Attitude is Everything!
Family Engagement and Communication

In the narrative, clearly state the procedures by which the AU effectively communicates with stakeholders about a.) Identification; b.) Programming including concurrent enrollment options and college and career planning; c.) ALPs and d.) Student achievement. (e.g., handbook, induction program, website, parent meetings, translated information, board meeting presentations, articles in local newspaper)

Describe how the AU ENGAGES parents, family and student in the gifted education program and processes?

Discuss future steps to improve procedures for parent, family and student engagement and communication. Include specific targets if this area was identified for improvement in the most recent Colorado Gifted Education Review (C-GER).
Definition

Review the AUs definition. Is the AU written definition the same as or substantially similar to the definition of “gifted student” specified in section 12.01(16) of Rules? Definition should include **all areas** of giftedness. Revise as needed.

In the narrative, write a broad-based definition for gifted students that will guide the gifted program—identification and programming for gifted students in the administrative unit. Describe how the definition serves as the basis for the implementation of all other program plan elements.
Important to show that the AU is attempting to find gifted potential in all student groups including students with disabilities.

Describe the AU’s pre-identification considerations or procedures. Are there activities or programs that assist with early identification?

Review the key Rule requirements and ensure that each bullet is addressed and the narrative includes a cohesive description of how each component is implemented in the AUs identification procedure. (e.g. include any timeline or visuals to explain the process)

State how the administrative unit will ensure equal and equitable access to identification for all students.
ALP Content, Procedures & Responsibilities

For ease of understanding, divide narrative into two sections to address 1.) **Content and** 2.) **Procedures and Responsibilities.**

- Specify who receives a plan, the **timeline** for writing and **reviewing** plans, **stakeholder involvement** in plan development and **monitoring**, and **plan management system**.
- Review to make sure that the advance learning plan reflects all components of the most current guidelines from CDE to ensure **portability**.

- Ensure that the ALP has two sections including a **“working section”** with strength area and affective goals and progress monitoring that is updated continually.
Complete Programming Details in DMS to describe programing options available.

Include a narrative description of options for acceleration, differentiated instruction at all levels, and career planning for post-secondary and workforce readiness.

Describe transition process procedures for gifted students grade-to-grade and between school levels.

Outline the structure of the gifted program – describe how services are delivered at each level of schooling (elementary, middle school, high school). In what ways does the plan provide a continuum of services, K – 12?

Articulated how programming matches the strengths, interests, and special needs of the gifted student.

Provide evidence that differentiated instructional philosophy and support for gifted students is in place.
Describe **methods and tools** used for assessment and evaluation of **gifted students’ academic performance, growth and affective growth** as a result of gifted programming.

Identify methods used for **reporting results to stakeholders**.

Specify procedures and methods implemented to evaluate the gifted program.
Personnel

Describe certified and **qualified personnel** who will be involved in the indirect and direct delivery of services.

Identify the ways in which the AU addresses **teacher effectiveness** for teachers of gifted students:

*Personnel will be knowledgeable about gifted students and programming – differentiated instructional methods and competencies in gifted education.*

Describe **professional development** in gifted education provided or sponsored by the Administrative Unit.

Include a statement regarding information that addresses the requirement that the **AU employs personnel responsible for the management of the Program Plan** as well as professional development activities.
Budget

Budget template can be found on the CDE Gifted Data Management System. State funds are not expected to fully fund the program plan.

Detail how funds will be used to
1) sustain and align with ongoing gifted programming (e.g., Director, identification testing, extended learning options)
and/or 2) support strategies for improving student performance or program elements.

The budget should reflect AU Comprehensive program Plan goals, student achievement targets and/or UIP action plan.

Describe how there is a collaborative process used with stakeholders.
Reports

Include a statement confirming that: 1.) the AU has a current annual plan through the UIP Gifted Addendum on file at Department of Education; 2.) the AU complies with the requirements of accreditation, pursuant to Article 11 of Title 22, C.R.S., with regard to gifted student achievement, identification of disparities in the data, instructional goals, growth and reporting; and 3.) AU has a budget proposal and budget actual on file at the Department of Education.

Describe the internal process for having accurate records for the Data Pipeline annual reporting of gifted education.
Describe the means by which the administrative unit records and sustains the advanced learning plan process as a part of the student record keeping system.

Include assurances that individually identifiable records of students referred, assessed, evaluated, and/or served through programming for gifted and talented students in any AU shall be held to be confidential and protected in accordance with applicable federal and state laws and regulations.
Comprehensive Program Plan
Thinking about the Narrative

Procedures for Disagreements

This is a new name in Rules for Dispute Resolution.

The AU should have a written, well-articulated process easily available to all stakeholders.

Include a description of procedures for resolving disagreements with parents/guardians, or students in regard to identification, programming, and ALPs.

Include any timelines or other visuals of the process.

Describe how this information is easily available (Where? How?) for all stakeholders.
Comprehensive Program Plan
Thinking about the Narrative

Chapter 12

Monitoring

Describe how the AU complies with all applicable state and federal laws and regulations regarding monitoring of the program plan, identification and special educational services for gifted students through submission of appropriate documents, data submissions, participation in C-GER and any follow-up improvements required.
An updated early access addendum is required from administrative units who currently have one on file with CDE to be submitted along with the Comprehensive plan using DMS template. This addendum will be posted with the AU’s comprehensive program plan on the web.
A dynamic document written collaboratively by representatives from schools and/or districts within an AU. It is highly recommended that an advisory or steering committee work with the director of gifted education to create a program plan appropriate to the AU.

A concisely written narrative submitted on the Program Plan template which provides detailed descriptions of the Plan’s elements for the identification of and service for/to gifted students.

**A Program Plan Is....**

- **Complete** when it addresses each of the bullets on the template, inclusive of the elements outlined in the Rules.

- **Considered thorough** when each required element is described in detail according to recommendations included in this Program Plan guidance document.
When you are finished…
Questions? More Information?

We are happy to help you!

Comprehensive Program Plan:

- Your Gifted Education Regional Consultant (GERC)
- Guidance Documents
  [http://www.cde.state.co.us/gt/director](http://www.cde.state.co.us/gt/director)

DMS:

- Jacquelin Medina, project director
  [Medina_j@cde.stat.co.us](mailto:Medina_j@cde.stat.co.us)
- Melanie Isenhour, project manager
  [Isenhour_m@cde.state.co.us](mailto:Isenhour_m@cde.state.co.us)