

Gifted Education Director/Coordinator Role



Gifted students' learning and growth ensured by needed provisions

Administrative Units (AUs) oversee and provide educational services to gifted students. An AU is defined as a school district, a board of cooperative educational services (BOCES), or the state Charter School Institute (CSI).

The **Exceptional Children's Education Act (ECEA)** states the AU's **Comprehensive Program Plan (CPP)** shall describe the personnel who provide instruction, counseling, coordination and other programming for gifted students [12.02(2)(j)(i)].

AUs have the autonomy to determine the licensing and endorsement levels of educators supporting gifted students.

AUs shall employ or contract with a person who is responsible for **managing** the gifted program plan and providing professional development activities. AUs shall make a good faith effort to hire one qualified person, at least half time, to administer and monitor the implementation of the AU's gifted program [12.02(2)(j)(ii)].

The AU's designated gifted manager may have various education roles and titles within the AU. However, CDE refers to the manager of the AU Gifted Program as the **AU Gifted Director/Coordinator**. House Bill 14-1102 permits AUs to apply for grant funds to offset costs incurred by employing a qualified person to administer the gifted program plan.

Gifted Director/Coordinator Suggested Role in an Administrative Unit (AU)

- Facilitate collaborative development, submission, and implementation of the Gifted Education Comprehensive Program Plan (CPP). AU directors administer the Early Access Plan (if utilized), gifted budget allocations, Universal Screening and Qualified Personnel grant, and the Unified Improvement Plan (UIP) that includes provisions for gifted students. The ECEA term for "Annual Plan" coincides with a district's UIP submission.
 - AU Directors/Coordinators of a BOCES are responsible for providing member districts technical assistance and professional development to implement the AU's CPP. Development of the UIP is either a joint effort of BOCES member districts and/or created individually by districts. Each district within a BOCES is responsible for submitting their individual UIP that includes provisions for gifted students.
- Access and utilize the ESSU data management system (DMS) for gifted education. The DMS platform is the main portal for document submission and reporting. The AU gifted education lead will work with the local access manager (LAM) who manages the DMS at the AU level to set up a user account for gifted education. Training on the ESSU-DMS for gifted education is provided through the Gifted Education Regional Consultant (GERC) and the Office of Gifted Education.
- Ensure constituent schools or districts implement the AU's CPP and UIP.
- Articulate the mission, vision, and goals of gifted education and the AU's gifted education program design to stakeholders. It is essential that parents and other stakeholders have access to information and procedures as per Colorado Exceptional Student Education Act (ECEA).
- Develop a team or steering committee to collaborate regarding gifted student achievement, growth, and programming options.



- Ensure that staff is familiar and involved with identification procedures and Advanced Learning Plan (ALP) development. Webinars and professional development materials are available on the CDE website and through the GERC.
- Be a support, advocate, and spokesperson for gifted students and gifted education information.
- Foster the assimilation of gifted education into Multi-Tiered Systems of Support (MTSS) and assessment programs.
- Integrate the social-emotional needs of gifted students into ongoing, tiered programming options offered in the AU.
- Build partnerships with district offices for the reporting of gifted student enrollment, achievement, growth, and improvements.
- Develop positive partnerships with parents, educators, and community members for the benefit of gifted student achievement and well-being, as well as with higher education for building capacity of educators to know and understand giftedness and gifted students.
- Develop and implement a long-term plan for professional development, thereby increasing the capacity of educators to know, understand, and serve gifted students.
- As per the AU's timeline, prepare and guide the AU through the Gifted Education Monitoring process; conduct program evaluations; and develop, implement, and monitor improvement targets as needed.
- Consider a strong gifted education program as a means to: Maximize gifted student achievement, growth and development of exceptionalities; support proportionality in enrollment; provide accelerated learning opportunities; reduce potential drop-out rates; and provide Colorado with highly prepare candidates for high level university and employment opportunities.

Suggested Timeline of Best Practices

Beginning of the School Year

- Disseminate information to schools about the AU's gifted program plan so that staff, parents, and students may access and understand the established procedures.
- Provide professional learning opportunities for new staff so they are knowledgeable about the AU's gifted education processes and procedures.
- Determine methods to communicate and engage with stakeholders about the CPP, UIP, budget, gifted education monitoring (GEM), and program evaluation as appropriate.
- Revisit the gifted education action plan in the UIP to confirm targets, responsibilities, and benchmarks. Articulate gifted student achievement goals of the district or AU.
- Analyze gifted student state and local assessment data to monitor and define achievement and growth targets.
- Implement screening and identification procedures according to CDE guidelines and the AU's CPP. Create an assessment calendar and define identification team members.
- Articulate the process by which parents, educators, and students are aware of their involvement in the ALP process.



- Confirm each gifted student's ALP is updated with new annual achievement and affective goals and the plan is shared with the appropriate individuals.
- Submit the Expended Budget in the Data Management System by September 30.
- Coordinate with the district's personnel in data collection to assure that gifted student enrollment is reported accurately across the district for the October 1 student count.
- Attend Fall State Directors' meeting.
- Attend the Colorado Association for Gifted and Talented (CAGT) State Convention if possible.
- Attend Regional Network Meetings and regional professional development opportunities throughout the year to connect with your GERC and directors in your region.

Mid-Year

- Review the AU's gifted education budget and make any necessary adjustments to ensure expenditure of all gifted grant funds by the end of the school year (June).
- Progress monitor gifted programming and ALP goals and make adjustments as necessary to ensure goal attainment.
- Address needs of staff, administrators, and parents.
- Collaborate with staff for UIP development and the inclusion of gifted students.
- Attend Regional Network Meetings and professional learning events.

Spring

- Attend the Spring State Directors' Meeting.
- Facilitate implementation of clear articulation/transition processes for gifted students.
- Attend Regional Network Meetings.
- Collect and review gifted student programming data. Finalize ALPs to document level of goal attainment.
- Submit the Universal Screening and Qualified Personnel Grant application on April 15.

Ongoing

- Revise CPP with staff or stakeholders in an ongoing manner as changes might be made in procedures, tools, personnel, and other program elements.
- Periodically check-in with the GERC as technical support is needed.
- Provide opportunities for professional development that will increase the capacity of educators to identify and serve gifted students. Provide resources and events to educate parents and families about giftedness or parenting gifted students.
- Deliver reports to administration and/or the local School Board of Education as requested.

Where can I learn more?

- The CDE Website has information valuable to GT Directors and Coordinators. Make sure to click on "Director's Corner" along with other areas of interest:

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