Gifted Education

Vision 2020:
PEAK PERFORMANCE

Directors’ Meeting
September 14, 2016
Enjoyable State of Being
Based on images from the ski video, what attributes of an enjoyable state of being do you want to see in student success 2020?
Wednesday’s Outcomes

- Understand gifted education business topics
- Articulate the means to create a classroom environment for high level thinking (depth and complexity)
- Readiness to apply/facilitate best practices to support underrepresented populations development
- Readiness to apply/facilitate an understanding of emotional intelligence framework to enhance affective ALP goals
Gifted Education Business
Revised budget report templates

Job Aide at [www.cde.state.co.us/gt/](http://www.cde.state.co.us/gt/)

One expenditure report integrates 3150 and 3228

One adjusted report integrates 3150 and 3228

Due October 30
Fiscal Tab

- Gifted Education:
  - View Profile
  - View Monitoring
  - View Fiscal
  - View Family E & C
  - View Performance
  - View Improvement

- Reports:
  - Create / Manage Reports
Choose Expended or Adjusted
10/30
Edit Record
Sections I – IV = Same

I. Licensed endorsed personnel working with gifted students, director/coordinator

Salary (P: 0070/2100, O: 0110, G: 3150)

Funds will be/were used on Salary.
Yes □

A. State Gifted Education Funds (enter amount without dollar sign)

B. Provide details as to how funds will be/were used to 1) sustain and align with ongoing gifted programming (e.g., director, identification testing, extended learning options); 2) comprehensive program plan and/or 3) resources and strategies to support the UIP action plan.

C. Administrative Unit's Contributing Funds - AU's Resources (enter amount without dollar sign)

C. Administrative Unit's Contributing Funds - Other Sources (e.g., grants, not 3228) (enter amount without dollar sign; If not applicable, enter 0)
Section V - Added Admin

V. Allowable Limited Expenditures

Any one item may not exceed 10% of total distribution and the subtotal of Section V may not be more than 20% of the total distribution (Code 3150).

Non-Capital Equipment (not a Fixed asset) (P: 0070, O: 0735, G: 3160)

Funds will be/were used on Non-Capital Equipment.

Equipment which is a Fixed Asset (P: 0070, O: 0735, G: 3150)

Funds will be/were used on Equipment which is a Fixed Asset.

Administrative/Business Assistant Salary: (P: 2500, O: 0100, J: 509, G: 3150)

Funds will be/were used on Administrative/Business Assistant Salary.

Benefits: (P: 2500, O: 0200, J: 509, G: 3150)

Funds will be/were used on Benefits.

VI. Universal Screening and Qualified Personnel (Code 3228)
New Section VI: 3228
Universal Screening and Qualified Personnel

- Amount for Universal Screening tests
- Amount for Qualified Personnel
- Amount for Other Eligible Uses
New Section VI: 3228
Universal Screening and Qualified Personnel

A-1: Universal Screening (K-2)

- Funds will be/were used on K-2 Testing Materials.
- Name of test administered
- Grade Level
- Number of Students Assessed
- Number of AU Students at Grade Level
- Cost per Exam
- Total Cost of Exams

- ADD + feature
- Grand Total for each level of tests

EXPENDED BUDGET REPORT (Grant Only)
VI. Universal Screening and Qualified Personnel (Code 3228)

In 2016, if End-of-Year Grant 3228 data was already submitted in the DMS Template: Gifted Education Universal Screening and Qualified Personnel Grant, do not complete this section. Otherwise, enter data for the Grant 3228 report here and do not fill out the separate Gifted Education Universal Screening and Qualified Personnel grant template report. Each Administrative Unit awarded a Gifted Education Universal Screening and Qualified Personnel Grant must submit the following to CDE.

Total Amount of Grant Award

A-1: Universal Screening (K-2)

 Funds will be/ were used on K-2 Testing Materials.  

Yes □

Name of test administered

Grade Level

Number of Students Assessed

Number of AU Students at Grade Level

Cost per Exam

Total Cost of Exams
After Completion: Hard Copy

Budget Template

I. Licensed endorsed personnel working with gifted students, director/coordinator

Sections 1 through V report expenditures for Grant Code 3150. AU contributing funds to the gifted program, if applicable, are reported within each budget item. Allocations received through the Qualified Personnel and Universal Screening Grant (Code 3228) will be reported in Section VI at the bottom of the Adjusted and Extended Budget Template. All amounts should be rounded up to the nearest dollar. Use of commas is not needed, but if you choose to include them, there is no space between the commas and the numbers. If you do not expend funds in an area, select “no” and a zero will be auto populated.

Note: If the AU has an expenditure not coded on the template, enter the amount in the category “Other” (e.g., salary, instructional materials), and explain in the Description box.

I. Licensed endorsed personnel working with gifted students, director/coordinator

Salary (P: 0070/2100, Q: 0110, G: 3150)

Funds will be/were used on Salary.

Yes

A. State Gifted Education Funds (enter amount without dollar sign)

22640

B. Provide details as to how funds will be/were used to 1) sustain and align with ongoing gifted programming (e.g., director, identification testing, extended learning options); 2) comprehensive program plan and/or 3) resources and strategies to support the UIP action plan.

[Blank spaces for additional details]
Gifted Education Business

Advanced Learning Plan
ALP Interchange
CDE provides record set for Self-Evaluation – ALP Reviews
  - For CGERS, sent at time of Notification Letter

Security built into DMS system

CGERs will begin using ALP Interchange AFTER TRAINING

No change in reviewing ALPs until training completed

Training schedule on www.cde.state.co.us/gt
AU and ALP Reviews

- Six (6) months to complete ALP Reviews

- Number of ALP reviews
  - 3% of gifted student enrollment or at least 10, but no more than 50
  - AU uploads ALPs into DMS (not attachments)
  - ALPs reviewed in DMS

- Directors determine staff for ALP Review role in DMS

- LAM assigns staff for ALP Review
  - Note: Director and Coordinator already have this permission.
Vision 2020: Peak Performance

I. Comprehensive Program Plan

II. Identification Demographics

III. Appropriate Differentiated Instruction

IV. Student Outcomes – Successful UIP
   I. Achievement and Growth
   II. Advanced Learning Plan Goals

V. Youth, Family, Community Partnerships
Critical Thinking: Groundwork for Depth and Complexity Success
Announcements
LUNCH
Gifted Education Business

Unified Improvement Planning
Gifted Addenda in the UIP Online System

This year all districts are expected to use the UIP online system to draft and submit their Unified Improvement Plans and Gifted Addendum. All districts will have the Gifted Addendum available on the ‘Addenda’ tab within the online system.

If the district is unable to fill out the Gifted Addendum in the UIP Online System, or a paper template is necessary to share with multiple AU members, contact Lisa Steffen, steffen_l@cde.state.co.us for a copy of the paper Gifted Addendum.
Annual Plan Submission

- Guidance on [www.cde.state.co.us/gt/directors](http://www.cde.state.co.us/gt/directors)
  1. Complete the Addendum
  2. Go to Improvement Strategy; Mark the Gifted Education box
  3. Type the gifted student target and action plan
     Note: For common BOCES plans cut and paste into the online form

- Collaborate with district UIP team
new to the UIP online system?

Either:
- Fill out the Gifted Addendum in the 'Addenda' Tab
- Copy and paste the Gifted Addendum received from the AU Lead

You're done!

OR

Did you write the Gifted Addendum in the Online System last year?

When you hit 'copy from last year' the Gifted Addendum will populate

Make updates to the Gifted Addendum

You're done!
Accessing the Gifted Addendum in the Online System

The UIP Online system has two ways to access the Gifted Addendum template and one way to attach the MS Word Addendum.
If the authors of the Gifted Addendum intends to write a Major Improvement Strategy in the UIP, they have the ability to ‘flag’ Gifted Education on the Strategy.
Colorado Gifted Education Review

- CGER Desk review
  - Data Management System
  - Evidence and descriptions of implementation of program elements
  - Self-Evaluation Tool
  - Questions and priorities of AU Director
  - Questions from review team
  - Determination of Level 1 or 2 visit

- Determination of Type of Visit
  - Level 1 = Recognition (2-3 hr.) visit by 2 review team members
  - Level 2 = Collaboration and priority setting with full review team
## Budget and Compliance

- **Plans**
- **Reports**
- **Time line for improvement efforts**

<table>
<thead>
<tr>
<th>Consultation</th>
<th>Letter to Superintendent(s) (And Executive Director)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Assistance</td>
<td>Notice to School Board(s)</td>
</tr>
<tr>
<td>Coaching</td>
<td>Letter from Commissioner of Education</td>
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<tr>
<td></td>
<td>Withdrawal of AU funds</td>
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State Professional Development

- District/AU readiness
- Implementation expectations – a process and commitment
- Follow-up survey of application and benefit to students and teachers
- Identification - ALP – Depth and Complexity – Twice Exceptionality – Follow-up Materials
- Induction
- MTSS and gifted education
- Parental support
Strengthening Emotional Intelligence through Affective Goals
The 4 Cs

- What CONNECTIONS do you draw between something you learned and your professional life?

- What ideas, positions, or assumptions do you want to CHALLENGE or argue with?

- What key CONCEPTS or ideas do you think are important and worth holding on to from the learning?

- What CHANGES in attitudes, thinking, or action are suggested by the learning – either for you or others?
Expanding Student Learning

When we intentionally integrate...

- Coherent and rigorous academic standards
- Innovative and engaging learning options
- Supported and effective educators
- Aligned and meaningful assessments
- Statewide and district accountability

We can personalize learning and ignite the potential of every student.