



COLORADO
Department of Education

Colorado Gifted Education Review Administrative Unit Improvement Timeline

Submitted by: Deb Nielsen

Date Submitted:

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Administrative Unit Timeline Template:

Date Submitted: March 2015

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?	Put in 1, 2, 3, or a, b, c; format the steps that will be put into place as a means of improvement.	What data, materials, research, funds, people, etc. will be needed?	Who will facilitate/is responsible for change? What is the time frame?	How will you measure the change? Quantitative (descriptive stats) & Qualitative (portfolio/documents)
PERSONNEL (Professional Development to address changes in Gifted Education statute along with staff turn-over)	Increase administrator, teacher and support personnel's knowledge of: * ECEA Rules related to Gifted Education * Characteristics of gifted students including those from under-represented groups * Evidence-based instructional practices.	BOCES will: 1.Create and provide presentation materials on ECEA rules, including new Talent Pool and Universal Screening rules 2.Add specific traits of under represented high potential learners to BOCES website and provide hard copies to districts 3.Provide PD and resources to stakeholders	1,3. District coordinators facilitate presentation of ECEA rules and list of evidence – based practices to administrators, teachers and support personnel	1.BOCES and District Coordinators / April 2016 2. BOCES Coordinator / November 2015	Identified gifted student demographic trend data will reflect an increase in students from under represented groups or in the talent areas. (If not yet identified, districts will have a talent pool to illustrate intentionality to nurture talent in these groups). The percentage of gifted students who score advanced/ distinguished will increase and/or gifted



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		<p>a. CDE ID and Depth & Complexity workshops for district personnel working with gifted identification</p> <p>b. Provide model for characteristics training to district coordinators</p> <p>c. Present ECEA Rules and evidence-based practices to superintendents.</p> <p>d. Provide PD to districts as needed to support use of evidence-based differentiation strategies for gifted students in regular classrooms.</p>	<p>a. Coordinators support attendance by personnel from every district at CDE workshops</p> <p>b. District coordinators facilitate PD on characteristics for stakeholders, listed above</p> <p>d. Funds for local PD provider if needed</p> <p>Cluster Grouping Coaching – meetings and training</p> <p>Time and place for coaching classroom teachers on strategies</p>	<p>a. GERC Betsey Krill /September 2015 and February 2016</p> <p>b. Deb Nielsen (BOCES Coordinator)/ October 2015 and District Coordinators/ Feb. 2016</p> <p>c. Deb Nielsen and Betsey Krill /October 2015</p> <p>d. District leaders in collaboration with BOCES Coordinator throughout 2015-16 school year</p>	<p>student median percentile growth will increase as documented in Gifted UIP Addendums.</p> <p>Interim Measures:</p> <p>Survey results from teachers, administrators and support staff in Spring 2016 will show growth in understanding of characteristics of gifted students from under-represented groups compared to survey results from Spring 2014.</p> <p>Attendance records from trainings will have team representation from each district.</p> <p>Review of training evaluations will illustrate intention to apply new strategies.</p>



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	<p>Increase percent of qualified personnel (certified or endorsed in gifted education)</p>	<p>BOCES will: Circulate information about PD offerings for credit</p>	<p>District Coordinators will support and facilitate training opportunities for teachers working with gifted students (such as Javitz online modules).</p>	<p>Deb Nielsen & District Coordinators / Throughout the 2015-15 school year</p>	<p>Trend data will indicate the percent of teachers who have completed classes about gifted education or who are endorsed will increase. Teachers will report receiving effective professional development during 2015-16 year.</p>
<p>PROGRAMMING (Evidence-based instructional strategies and Standards Based ALPs)</p>	<p>Provide evidence that differentiation in student strength areas is provided daily in the regular classrooms.</p>	<p>1. BOCES will create list of evidence-based strategies to share with superintendents and district coordinators 2. BOCES will: Provide support to district coordinators in coaching teachers working with gifted students. District coordinators will provide support, coaching and access to PD on specific strategies for everyday</p>		<p>1. Betsey Krill and Deb Nielsen in collaboration with district coordinators/ October 2016 2. Deb Nielsen & District Coordinators/ Throughout 2015-16 school year.</p>	<p>The percentage of gifted students who score advanced/ distinguished will increase and/or gifted student median percentile growth will increase as documented in Gifted UIP Addendums. <u>Interim Measures:</u> Teachers interviewed will be able to discuss how they differentiate for gifted students in their classrooms.</p>



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		use with gifted students.			Results from survey data indicate an increase in knowledge of evidence-based practices to support gifted student growth.
	Use collaborative decision-making process that includes parents, students, classroom teachers and gifted personnel to develop and monitor ALPs.	BOCES will: Work with districts to plan ALP processes to include stakeholders	District Coordinators provide necessary substitutes for classroom teachers to attend ALP meetings	Deb Nielsen and District Coordinators/ Throughout the 2015-16 school year	A random selection of ALPs will list meeting participants and will include evidence of parent engagement and classroom teacher involvement, as well as that of students and gifted personnel in 80% of cases. Results from survey of parents will indicate at a rate of 80% that a collaborative process was used to develop and monitor ALPs.
	Collaborate during regional meetings on ways to monitor ALPs within existing reporting periods	BOCES will: Schedule time to collaborate with district personnel and share monitoring strategies from around the state	Time scheduled at Gifted Education Regional Meeting	Deb Nielsen and Betsey Krill/ February 2016	Regional Meeting notes will list strategies discussed to monitor ALPs within existing reporting periods. A random sampling of ALPs from the region



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					will show records of goal monitoring using interim measures in 60% of cases.

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.

