

Gifted Education Director of Record Role

Gifted Education Directors of Record are responsible for ensuring gifted students' learning and growth by developing systems to identify and serve all students in need of gifted education. Compliance and commitment to strong gifted education is a means to:

- maximize gifted student growth and development both academically and affectively.
- support proportionality in both identification and programming.
- provide accelerated learning opportunities.
- reduce potential drop-out rates.
- provide Colorado with highly prepared students for career and college.

The Gifted Education Director of Record administers the Administrative Unit's (AU) gifted education program and implements the administrative unit's mandated program plan. AUs shall make a good faith effort to hire a qualified person to administer and monitor the implementation of the AU's gifted program [12.02(2)(j)(ii)]. House Bill 14-1102 permits AUs to apply for grant funds to offset costs incurred by employing the qualified person on a half-time basis to administer the gifted program plan.

The AU's designated Gifted Education Director of Record may have various educational roles and titles within the AU. However, CDE refers to the administrator of the AU Gifted Program as the AU Gifted Education Director of Record.

Essential Elements of the Gifted Education Director of Record Role in an Administrative Unit (AU)

- Understand and be able to apply Colorado Revised Statute, Education of Exceptional Children Part 2: Education of Gifted Children (§§ 22-20-201 — 22-20-206) and the Exceptional Children's Education Act (ECEA) rules which pertain to gifted education.
- Demonstrate knowledge of policies and procedures required to implement legal requirements.
- Demonstrate knowledge of organizational culture.
- Apply a systems approach to the development of gifted education programming and processes.
- Facilitate effective systems change.
- Articulate the AUs mission, vision, goals of gifted education to stakeholders.
- Be knowledgeable and able to demonstrate district budgeting and resource allocation, including those related to gifted education.
- Facilitate collaborative development, implementation, and submission of Gifted Education mandated requirements.
 - The Gifted Education Director of Record of a BOCES is responsible for providing member districts technical assistance and professional development to implement the AU's Comprehensive Program Plan (CPP).
- Access and utilize data management systems at the local and state level for gifted education.

- Execute state and local data collection, analysis, and reporting requirements.
 - Build partnerships with district offices for the reporting of gifted student enrollment, achievement, growth, and improvements to ensure accurate reporting to CDE.
 - Maintain gifted education data for the AU including demographic and performance data.
 - The Gifted Education Director of Record of a BOCES is responsible for gathering required reporting data from member districts to fulfill ECEA requirements.
- Ensure constituent schools or districts implement the AU's Gifted Education Comprehensive Program Plan (CPP) and Unified Improvement Plan (UIP).
- Communicate the AU's continuum of gifted education programming to stakeholders.
 - It is essential that families and other stakeholders have access to information and procedures per the ECEA.
- Develop a team or steering committee to provide feedback related to gifted student achievement, growth, and programming options within the AU.
- Foster the inclusion of gifted education into Multi-Tiered Systems of Support (MTSS) and assessment programs.
- Provide leadership to guide appropriate instructional decision-making, focusing on differentiated strategies aligned to the area(s) of identified strength and affective needs of gifted and talented students within the AU.
 - Talent development and the creation of a talent pool, while not required in rule, is a best practice to support the needs of exceptional learners and is an essential component of a continuum of programming.
- Facilitate the development of procedures and processes to support the legal requirements necessary for student-centered, standards aligned Advanced Learning Plans (ALPs) that drive instructional programming.
- Ensure that AU staff are familiar and involved with identification procedures and Advanced Learning Plan (ALP) development.
- Integrate the affective needs of gifted students into ongoing, tiered programming options offered in the AU.
- Develop positive partnerships with families, educators, and community members for the benefit of gifted students within their area(s) of identified strength and in support of their affective needs.
- Develop positive partnerships with higher education for building the capacity of educators to know and understand giftedness and gifted students.
- Facilitate professional development related to evidence-based practices, rigorous content, and effective outcomes for gifted and talented learners.
 - Develop and implement a long-term plan for professional development, thereby increasing the capacity of educators to know, understand, and serve gifted students.
- Prepare and guide the AU through the Gifted Education Monitoring (GEM) process.
- Conduct program evaluations.
- Develop, implement, and monitor identified improvement targets.
 - Use data to improve programming and services for gifted learners.

- In collaboration with the AU's Human Resources, determine the licensing and endorsement levels of educators supporting gifted students in alignment with ECEA requirements which state:
 - Personnel shall be knowledgeable in the characteristics, differentiated instructional methods and competence in the education of gifted students. Qualified personnel with endorsement or an advanced degree in gifted education are preferred in specific programs and classrooms consisting of mainly gifted students (12.02(2)(j)(i)).
- Develop and implement portability procedures aligned with ECEA rule requirements.
- Develop and implement an early access process according to ECEA rules (*for AUs who offer Early Access only)
- Maintain records in accordance with applicable federal and state laws and regulations.
- Establish procedures for disagreement in accordance with local school board policy.

Gifted Education Director of Record Tasks: Suggested Timeline

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 training opportunities for new and returning 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.
- Submit the Expended Budget to CDE Office of Gifted Education by September due date.
- Collaborate with staff for UIP development and the inclusion of gifted students.
- Review and update the gifted education action plan in the UIP to confirm targets, responsibilities, and benchmarks.
 - 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.
 - Analyze gifted student state and local assessment data to monitor and define achievement and growth targets.
 - Develop district or AU gifted education goals for the UIP.
- Implement screening and identification procedures in alignment with ECEA rules and the AU's CPP.
 - Create an assessment calendar and define identification team members.
- Communicate the responsibilities of families, educators, and students throughout the entire identification process.
 - Active participation by all stakeholders is the hallmark of best practice.
- Communicate the responsibilities of families, educators, and students throughout the entire ALP process.
- Implement established process or develop and implement a process to confirm each gifted student's ALP is updated annually with strength area(s) goals and affective goals.
 - Ensure the plan is shared with the appropriate individuals.
 - Provide translated copies of the ALP in the family's home language, as necessary.

- 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.
 - The Gifted Education Director of Record of a BOCES is responsible for verifying reporting data from member districts to fulfill ECEA requirements.
- Attend Fall State Directors' meeting.
- Review available local, state, and national gifted professional learning might be relevant to your work.

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 fiscal year (June).
- Begin developing budget for next fiscal year.
- Begin collecting the necessary pieces for USQP grant.
 - Request a vendor quote based on October Count for universal screening.
 - Secure a copy of the current job description.
 - Identify any internal timelines which may impact grant completion (such as how long will it take to secure signatures, what approvals are necessary to submit for the grant, etc.)
- Provide training to staff about systems to progress monitor gifted programming and ALP goals.
 - Include a process that supports modifying goals, as necessary.

Spring

- Submit the Universal Screening and Qualified Personnel Grant application by the April due date.
- Attend the Spring State Directors' Meeting.
- Develop, if needed, and implement a clear transition process for gifted students.
- Collect and review gifted student programming data.
- Implement a system to finalize ALPs to document level of goal attainment.
- Coordinate with the district's personnel in data collection to assure that gifted student data is reported accurately across the district for the Student End of Year Snapshot.
 - The Gifted Education Director of Record of a BOCES is responsible for verifying reporting data from member districts to fulfill ECEA requirements.
- Develop/refine communication with families and students related to student progress towards goals as well as gifted programming.
- Prepare for end of year budget reconciliation.

Ongoing

- Ongoing budget monitoring to ensure gifted education funds are being allocated in alignment with allowable use.
- Communication with families regarding gifted education within the AU.
- Revise CPP with staff or stakeholders in an ongoing manner as AU makes changes in procedures, tools, personnel, and other program elements.
- 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.

- Provide ongoing training opportunities for all staff so they are knowledgeable about the AU's gifted education processes and procedures.
- Implement ongoing screening and identification procedures in alignment with ECEA rules and the AU's CPP.
- Address needs of staff, administrators, and families.
- Attend regional network meetings and professional learning opportunities.
- Deliver reports to administration and/or the local School Board of Education as requested.
- Periodic check-in with the GERC for technical support.

Where can I learn more?

The [CDE Website Gifted Education "Director's Corner"](#) has information valuable to Gifted Education Directors of Record.