Technical Assistance Manual for Gifted Education in New Mexico

The Nation's greatest resource for solving critical national problems in areas of national concern is its gifted and talented children. Unless the special abilities of gifted and talented children are developed during their elementary and secondary school years, their special potential for assisting the Nation may be lost. Furthermore, gifted and talented children from economically disadvantaged families and areas are often not afforded the opportunity to fulfill their special and valuable potential, due to inadequate or inappropriate educational services.

United States Congress 1972 (P.L. 95-561, Title IX, Part A, Section 901)

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August 1, 2008

Dear Colleagues,

It is with great pleasure that the New Mexico Public Education Department, Humanities Bureau, offers the Technical Assistance Manual for Gifted Education in New Mexico. This manual includes information helpful to you, as an educator, parent, legislator, administrator, or student to guide you in the work you do every day to ensure all students receive the supports and services they need to achieve their greatest potential and life goals.

This manual was written and compiled by a very dedicated, committed group of individuals from the field to provide you with direction, guidance, and resources. They deserve our thanks and appreciation. Please extend your gratitude to the dedicated task force listed on the following page.

Gifted students in New Mexico are served through special education, as they are identified in state statute and regulations as exceptional learners. Accordingly, this manual provides legal requirements, as well as sample forms, processes, and checklists. Please be aware that any forms or checklists included are offered in response to the many requests received for sample models. However, none of the forms are required or necessarily recommended. If they are used, you should review, adapt, and/or revise them to fit your specific demographic and procedural needs.

We hope this manual is helpful to you. Thank you for your commitment and dedication to supporting and enhancing the education of all of our students.

Truly,

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If there are any corrections or updates please e-mail them to barbara.vigil@state.nm.us with the changes. They will be updated on the website. Thank you.

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Introduction

Let us think of education as the means of developing our greatest abilities, because in each of us there is a private hope and dream which, fulfilled, can be translated into benefit for everyone and greater strength for our nation.

-- John F. Kennedy

INTRODUCTION

During the past decade, research has indicated that challenging teaching and learning is critical for all students. Although most people agree that students differ in ability, there is a growing concern that we are not maximizing potential in our advanced students. It is hoped that the research-based concepts presented in this manual can set the stage to allow students in New Mexico to fully develop their potential.

This Technical Assistance Manual is intended to be used by administrators, evaluation specialists, teachers, and educational teams, including school board members, directors of special education, counselors, parents, and community members. These educators are encouraged to utilize the materials to best address the needs of gifted students. The manual is a complement to the *New Mexico Developing Quality IEPs* manual developed by the Special Education Bureau (SEB). Together, the two manuals offer information and assistance, which can be used to ensure that students demonstrating giftedness receive appropriate services in our state.

The information in the manual has been compiled to follow the steps for serving students with giftedness starting with the Student Assistance Team (SAT) Model adopted for use in all New Mexico schools. This process begins with general education interventions and continues through initial evaluation, determining eligibility, developing an effective Individualized Education Program (IEP) and appropriate services and delivery models to meet each student's documented needs.

Gifted students in New Mexico are served through special education and identified in state regulations as "Exceptional." The manual will refer to legal references compiled to answer questions about New Mexico's implementation of the 2004 Amendments to the Individuals with Disabilities Education Act (IDEA). The Standards for Gifted Education produced by the National Association for Gifted Children (NAGC) in 1998 are reprinted to support the information given in each chapter. The appendices include relevant New Mexico Statutes and Rules, definitions, articles, tools, and current educator resources available from local, state, and national information.

Parents of gifted students in New Mexico have a right to expect that schools will fulfill the promise made that students will have consistent and daily opportunities for challenging learning experiences and will demonstrate continuous forward progress in their learning. This manual is designed to help schools create and maintain educational opportunities for gifted learners that will keep that promise.

Historical Perspective

"Gifted" has been included as one of the areas of exceptionality for special education in the state of New Mexico since 1972. As such, students receiving gifted services in the state of New Mexico are entitled to the same procedural safeguards as all other students receiving special education services, with the exception of behavioral protections, the availability of services for private and home schooled students, and transition.

1972: "Gifted" included in the Educational Standards for New Mexico Schools (ESNMS) as one of the exceptionality categories of special education:

- Required a 130 IQ.
- Identified and served 33 students statewide.

1981: Teacher Certification Begun

- New Mexico State Department of Education (NMSDE) established a special education K-12 teaching certification for "Gifted" which required 15 credit hours of university coursework specifically focused on the education of gifted learners.

1982: Broadened the definition of "gifted":

- Based identification on outstanding performance in 2 of 4 areas:
  - Intelligence
  - Achievement
  - Creativity
  - Critical Thinking
- Identified additional students from minority groups.
- Increased total numbers of students receiving gifted services.

1986: Public School Reform Act (SB 106):

- Included definition of "gifted" in the Public School Reform Bill that mandated an IQ component at least 2 standard deviations above the mean, AND outstanding achievement, creativity, or critical thinking.
- Decreased the total number of students in gifted programs from 6,575 to 5,063 (25% decrease).
- Decreased the number of minority students in gifted programs from 1,369 to 815 (40% decrease).

1986 to 1990: Memorials passed each year through 1990 by the New Mexico Legislature requesting studies on issues related to gifted education.

1987: Teacher Certification Requirements Ended

- NMSDE eliminated certification in "Gifted." No longer were there any specific training or coursework requirements for teachers of the gifted. The only requirement to teach gifted students is the possession of a teaching license in special education, elementary education, or secondary education, which ever is appropriate for the level being served.

1991: Task Force on Gifted Education was formed by the New Mexico State Department of Education (NMSDE) Special Education Office:

- Focused on the identification of areas for improvement in gifted education.
- Worked to bring about change in the documented under-representation of culturally diverse students in gifted programs.
- Worked to affect statutory change removing the definition of "gifted" from the law.

1991: HB 36/HB 36a introduced:

- Amended the definition of a student who is identified as gifted.
- Allowed the NMSDE to adopt standards pertaining to the determination of a student who is gifted.
- Tabled in the House Education Committee.

1993: HB 56 and SB 11A – Companion bills on "The Determination of Gifted Children"

- Returned authority to the NMSDE to develop regulations and standards pertaining to the determination of students who are gifted.
- Eliminated the reliance on a test score as a sole determining factor for identification.
- Included a delayed implementation date of July 1994 to enable the NMSDE and Local Educational Agencies (LEAs) to develop standards and procedures.
- Passed the legislature but not signed by governor.

1994: HB 36 passed by the 1994 New Mexico Legislature – signed into law by Governor

- Changed definition of a "gifted student" in statute, effective July 1, 1994.
- Very superior performance on an IQ test paired with outstanding achievement, creativity, and/or critical thinking.
- In cases where the multidisciplinary team documented that a student's IQ assessment was not accurate due to cultural or linguistic differences, socioeconomic status, or disabling conditions, other documentation was required.
- Returned authority to the NMSDE to determine criteria for giftedness.

1994: Regulations were developed on gifted education:

- At the request of the NMSDE, the Task Force on Gifted Education drafted proposed regulations.
- Draft proposal was disseminated statewide for input from the field with comments May 2-June 1, 1994.
- Public hearings held in four locations throughout the state – Bloomfield, Albuquerque, Roswell & Gadsden.
- Required that each school providing a gifted program create an advisory committee for gifted education.
- House Bill 2 included a $1,400,000 appropriation for the implementation of the revised standards for gifted education.

1994: Special Education definitions pertaining to the "gifted child" were approved at the June 24, 1994 meeting of the New Mexico State Board of Education (SBE Regulation 90-2). These revised standards included the following:

- Definition of "gifted" removed the required IQ score of 2 standard deviations above the mean and paired very superior performance on an individual IQ test (as defined by the test's author) with outstanding achievement, creativity, or critical thinking. In cases where the multidisciplinary team believed a student's test scores was depressed due to cultural or linguistic differences, disadvantaged socioeconomic status, or handicapping conditions, additional documentation was required.
- A multidisciplinary team decision-making process required for each student.
- The creation of an advisory committee required for each school.

1994: Corollary change in the Standards for Excellence for New Mexico Schools (SENMS) – Compliance Manual (CM), Chapter 5 (November 1994).

1994: In November, two state-wide trainings held on implementation of the new regulation.

1996: Dissemination by State Task Force on Gifted Education of state-wide Gifted Survey regarding identification and programming for students.

1999: Revision of State Technical Assistance Document on Gifted Education.

2005: Revision of State Statutes Regarding Gifted Advisory Committees

- Gifted Advisory Committees required for each district.
- There could be as many in a district as there were high schools.
- Each Gifted Advisory Committee was to have representation from each school that it represented.
- The responsibilities of the committees remained the same.

2005: Addition of Alternate Assessment for Students with Factors

- Allowed the use of an approved alternative assessment for all students.
- Required the use of an alternative protocol for students who are determined to have "factors."

2007: Revision of New Mexico Administrative Code to Align with IDEA 2004. Completion of *Technical Assistance Manual for Gifted Education in New Mexico*

Giftedness Defined

In the New Mexico Administrative Code (NMAC; 6.31.2.12) a gifted student is defined as a school-age person whose intellectual ability paired with subject matter

aptitude/achievement, creativity/divergent thinking, and/or problem solving/critical thinking meets the eligibility criteria in this Section and for whom a properly constituted IEP team determines that special education services are required to meet the student's educational needs.

One misunderstanding regarding the quality identified as "giftedness" is the belief that an individual's innate ability is indestructible and is not influenced by the environment. Research and practice have shown this not to be true. "Giftedness" either progresses or regresses and can be stifled in an educational environment that does not enhance individual growth. Talents develop when the environment challenges and stimulates the innate ability of the person. Such conditions must continue throughout the person's lifetime for high levels of self-actualization to occur. Feelings of frustration, boredom, and discouragement result when limits are placed upon an individual's intellectual and educational growth. The unique intellectual and academic needs of gifted students may not be fully met through general education. Once a student has been identified as gifted, special services may be required to meet this exceptional student's needs.

Characteristics of Giftedness

According to the Rhode Island Advisory Committee on Gifted and Talented Education (n.d.), there are three types of characteristics of gifted students: general behavior, learning, and creativity, which are provided below:

General Behavior Characteristics

Gifted student's behavior differs from that of others in some of the following ways:

- Many gifted students learn to read early, with better comprehension of the nuances of language. As much as half of the gifted and talented population has learned to read before entering school.
- Gifted students often read widely, quickly, and intensely and have large vocabularies.
- Gifted students commonly learn basic skills better, more quickly, and with less practice.
- They are better able to construct and handle abstractions.
- They often pick up and interpret nonverbal cues and can draw inferences that other students need to have spelled out for them.
- They take less for granted, seeking the "hows" and "whys."
- They can work independently at an earlier age and can concentrate for longer periods of time.
- Their interests are both wildly eclectic and intensely focused.
- They often have seemingly boundless energy, which sometimes leads to a misdiagnosis of hyperactivity.
- They usually respond and relate well to parents, teachers, and other adults.
- They may prefer the company of older children and adults to that of their peers.

- They like to learn new things, are willing to examine the unusual, and are highly inquisitive.
- They tackle tasks and problems in a well-organized, goal-directed, and efficient manner.
- They exhibit an intrinsic motivation to learn, find out, or explore and are often very persistent. “I’d rather do it myself” is a common attitude.

Learning Characteristics

Gifted students are natural learners who often show many of these characteristics:

- They may show keen powers of observation and a sense of the significant; they have an eye for important details.
- They may read a great deal on their own, preferring books and magazines written for children older than they are.
- They often take great pleasure in intellectual activity.
- They have well-developed powers of abstraction, conceptualization, and synthesis.
- They readily see cause-effect relationships.
- They often display a questioning attitude and seek information for its own sake as much as for its usefulness.
- They are often skeptical, critical, and evaluative. They are quick to spot inconsistencies.
- They often have a large storehouse of information about a variety of topics, which they can recall quickly.
- They readily grasp underlying principles and can often make valid generalizations about events, people, or objects.
- They quickly perceive similarities, differences, and anomalies.
- They often attack complicated material by separating it into components and analyzing it systematically.

Creative Characteristics

Gifted students’ creative abilities often set them apart from their age-mates. These characteristics may take the following forms:

- Gifted students are fluent thinkers, able to generate possibilities, consequences, or related ideas.
- They are flexible thinkers, able to use many different alternatives and approaches to problem solving.
- They are original thinkers, seeking new, unusual, or unconventional associations and combinations among items of information.
- They can see relationships among seemingly unrelated objects, ideas, or facts.
- They are elaborate thinkers, producing new steps, ideas, responses, or other embellishments to a basic idea, situation, or problem.
- They are willing to entertain complexity and seem to thrive on problem solving.
- They are good guessers and can readily construct hypotheses or “what if” questions.

- They often are aware of their own impulsiveness and irrationality, and they show emotional sensitivity.
- They are extremely curious about objects, ideas, situations, or events.
- They often display intellectual playfulness and like to fantasize and imagine.
- They can be less intellectually inhibited than their peers in expressing opinions and ideas; they often disagree spiritedly with others' statements.
- They are sensitive to beauty and are attracted to aesthetic values.

Misconceptions and Realities of Gifted Students

There are many misconceptions and realities about gifted students. Below are some of the more common ones (Idaho State Department of Education, 2005).

Misconception: All students are gifted. Many people assert that all students are gifted, meaning that all students have some areas in which they have strengths or that all students have equal potential for learning.

Reality: While all students have relative strengths and weaknesses, some students have exceptional strengths in one or more areas. Giftedness (over 130 IQ) requires special education services, just as mental retardation or a specific learning disability does. The belief that all students are gifted leads to discrimination against the gifted. It may be assumed that they can teach themselves. Either they get an education no different from that offered for typical students, or they receive minimal intervention.

Misconception: Gifted students have it made and will succeed in life no matter what. They can make it on their own because they are smart. They do not need any special services in school or anywhere else.

Reality: Many gifted students drop out of school because they do not find it challenging, interesting, or relevant. They often feel "different" because of their unique thinking processes and thus become alienated from other students.

Misconception: Gifted students love school, get high grades, and greet each new school day with enthusiasm. Gifted students are the ones who are most enthusiastic about school and schoolwork.

Reality: Most instruction is geared for average students, which makes it hard for gifted students to get excited about going to school. Some of the most capable students in the U.S. end up not using their academic potential unless they are appropriately challenged and their social and emotional needs are understood and addressed.

Misconception: Teachers love to have gifted students in their classes.

Reality: Some teachers do but many do not. Some teachers feel uncomfortable with the unique learning needs of gifted students and become defensive when they suspect that their students know more about many topics than they do.

Misconception: Gifted students have intellectual capabilities that allow them to be high performing in all subjects and areas.

Reality: Although a few students are globally gifted, academic giftedness is often concentrated in a particular area, including the "hands-on" or manipulative strengths that are not applicable in most classrooms. Most gifted students have a combination of academic strengths and weaknesses. Students can even be gifted in one academic area and have a specific learning disability in another.

Misconception: High-IQ students are popular, well-adjusted, exceptionally moral, and have good psychological health.

Reality: Gifted students are often socially isolated and unhappy unless they are fortunate enough to find others like themselves. Gifted students may face ridicule and taunts about being nerds or geeks. Most students easily pick out the awkward, non-athletic loners, or the "show-offs" who have strange interests and vocabularies that are out of touch with those of their peers.

Misconception: Gifted students are equally mature in all areas, including academic, physical, social, and emotional.

Reality: Gifted students tend to have "asynchronous" development. That is, their intellectual, social and emotional abilities often develop at different rates. An eight-year-old gifted student may sound like a teenager but act like a six-year-old. These differences in development can be frustrating for gifted students and for the adults around them.

Misconception: Nearly all gifted students come from middle to upper class, professional families. Teachers will not find them coming from the lower economic and social levels.

Reality: There are just as many gifted students in the ghettos and barrios as there are in the suburbs. Intelligence knows no income, race, or socioeconomic levels. One of the challenges is to implement identification methods that are appropriate for all students, including those who do not have strong English-language skills.

Misconception: Gifted students are destined for greatness.

Reality: Many gifted students are more susceptible to emotional and physical problems from being "stressed out" and thus burn out early or choose to hide or deny their abilities. Some, while extremely successful as adults, never do anything genuinely creative. Personality, motivation, family and school environments, opportunity, and chance also play important roles.

Misconception: Some people assert that gifted students are "made" by overzealous parents' intent on their child's achievement. Parents are cautioned not to push or

label their children, to let them have “normal” childhoods. Otherwise, they are told, their children will resent them and lose interest in achieving.

Reality: Parents of gifted students are often highly involved in the nurturance of their children’s giftedness. However, a high degree of investment and involvement is not a destructive force. It is necessary for students’ giftedness to be fully developed. Emotional support and understanding from the family are also important for gifted students. Biology plays a powerful role in determining whether there is a high IQ for the environment to develop, and environments that nourish gifted students will help them meet their potential.

Equal Educational Opportunity

The concept of equal educational opportunity should extend to all students, including those identified as gifted, and should be made to enable all students to reach their highest potential. Equal educational opportunity does not mean providing the same education for every student but providing the opportunities through which every student can maximize his or her individual potential. True equality is providing equal opportunity to benefit from education according to ability. To use the same methods and materials for all students is not providing equal educational opportunity. Setting expectations too high may frustrate some students and create an environment for failure. The same is true of students with high ability who will not reach their potential if required to perform at the same level as all other students.

In the present social, political, and educational systems based upon democratic principles, the refusal to provide gifted students the right to an educational opportunity appropriate to their level of development is not acceptable. To assume that one level of educational opportunity meets the needs of all students is unfair. A variety of learning opportunities at many different levels must be provided for all students.

When entering the educational system, many gifted students have already developed the basic skills that other students have yet to be taught. Their ideas and interests may be very different from that of their age peers, and they may begin to develop a sense of isolation or feel different from others. Because their educational needs are being ignored, many students with giftedness fail to achieve their potential, set low goals for themselves, and achieve at levels significantly lower than their intellectual capability. Without access to special resources and intensive instruction early in their educational experience, the highly gifted are most at risk for underachievement.

Gifted students develop a sense of competence and self-confidence when they are provided services designated to meet their unique needs. Students with giftedness who receive special services tend to make significant gains in achievement. They learn to work more effectively and efficiently and develop strong problem-solving skills. These students absorb a vast amount of information and utilize this knowledge to produce a variety of possible solutions. They become producers of knowledge and ideas instead of just consumers.

Loss of talent through educational neglect can be a tragic waste for both the individual and in turn for society. Students who are gifted have much to contribute to society and can benefit society by solving a range of complex problems facing humanity today. Society needs these gifted individuals and needs to expect much from them. As adults, today's gifted students are needed to play more demanding and innovative roles as humanity faces future complex problems. Leaders, problem solvers, and complex thinkers are vital for society's progress, in this millennium. Because many students with giftedness do not continue to achieve without attention to their unique educational needs, the losses of individual potential and the benefits of gifted services are difficult to calculate. As Gallagher (1975) wrote:

> …failure to help the gifted child reach his potential is a societal tragedy, the extent of which is difficult to measure but which is surely great. How can we measure the sonata unwritten, the curative drug undiscovered, and the absence of political insight? They are the difference between what we <u>are</u> and what we <u>could be</u> as a society (p. 9).

Purpose of Gifted Services in New Mexico

Goals and objectives developed by the New Mexico Public Education Department (NMPED) specify that all New Mexico children, including those classified as exceptional, have a right to an education that is appropriate to meet their needs. Education of gifted students is focused upon providing curriculum that facilitates advanced achievement and development of individual potential. Special services for students with giftedness should be regarded as one part of the continuum in the total educational system.

The defining characteristics and curricular needs of identified students should guide a school's gifted services. The students should not be molded into an already existing or conveniently pre-arranged program.

Options must be determined by student capabilities, and not by the structure of existing curriculum units. No student should be compelled to engage regularly in activities that present concepts already mastered. Gifted services must consist of richer depth and complexity of explorations, not an increased load of similar or previously learned material. Furthermore, gifted students should participate in the planning and evaluation of their differentiated learning experiences.

Most students will require a combination of instruction from both classroom teachers and highly qualified gifted education teachers in order to fulfill their potential for intellectual and academic achievement. However, not all students will want or need services beyond that which is available through the general education curriculum. For these students, suitable services can be provided within the framework of general education.

Individual learning alternatives and adaptation of the general education curriculum often are required for students in gifted education. Effective curriculum planning for students with giftedness requires careful management of the learning experience in order to provide appropriate level, pace, styles and subjects for their unique learning needs. School personnel will be challenged by these needs to develop a functional plan that will be viable not only philosophically but also realistically. Although gifted services can be structured to each school's particular circumstances, the curriculum plan must emanate from the needs of the students for whom they are designed.

It is our hope and expectation that utilizing this *Technical Assistance Manual for Gifted Education in New Mexico* will support staff in addressing the multi-faceted needs of gifted students.

References:

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Idaho State Department of Education. (2005). *The best practices manual for gifted and talented programs in Idaho*. Retrieved May 19, 2008 from: http://www.sde.idaho.gov/beta/gifted_talented/resources_manuals_docs/PracticesManual.pdf

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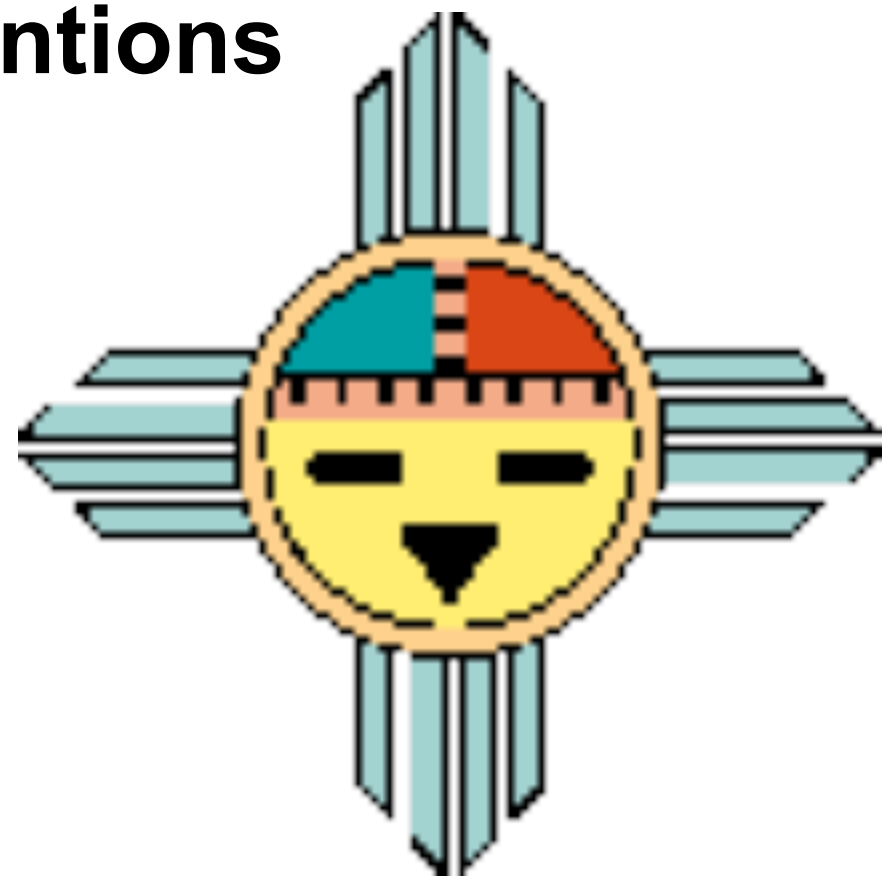
Chapter One: General Education Interventions



Gifted programs are not about elitism. We are talking about the essence of quality public education: enabling all children to reach their full potential. We seek for gifted children exactly what we seek for other groups of exceptional and special-needs children: an appropriate learning environment.

Bob Chase, NEA President,
NAGC Keynote Speech

INTRODUCTION AND HISTORY

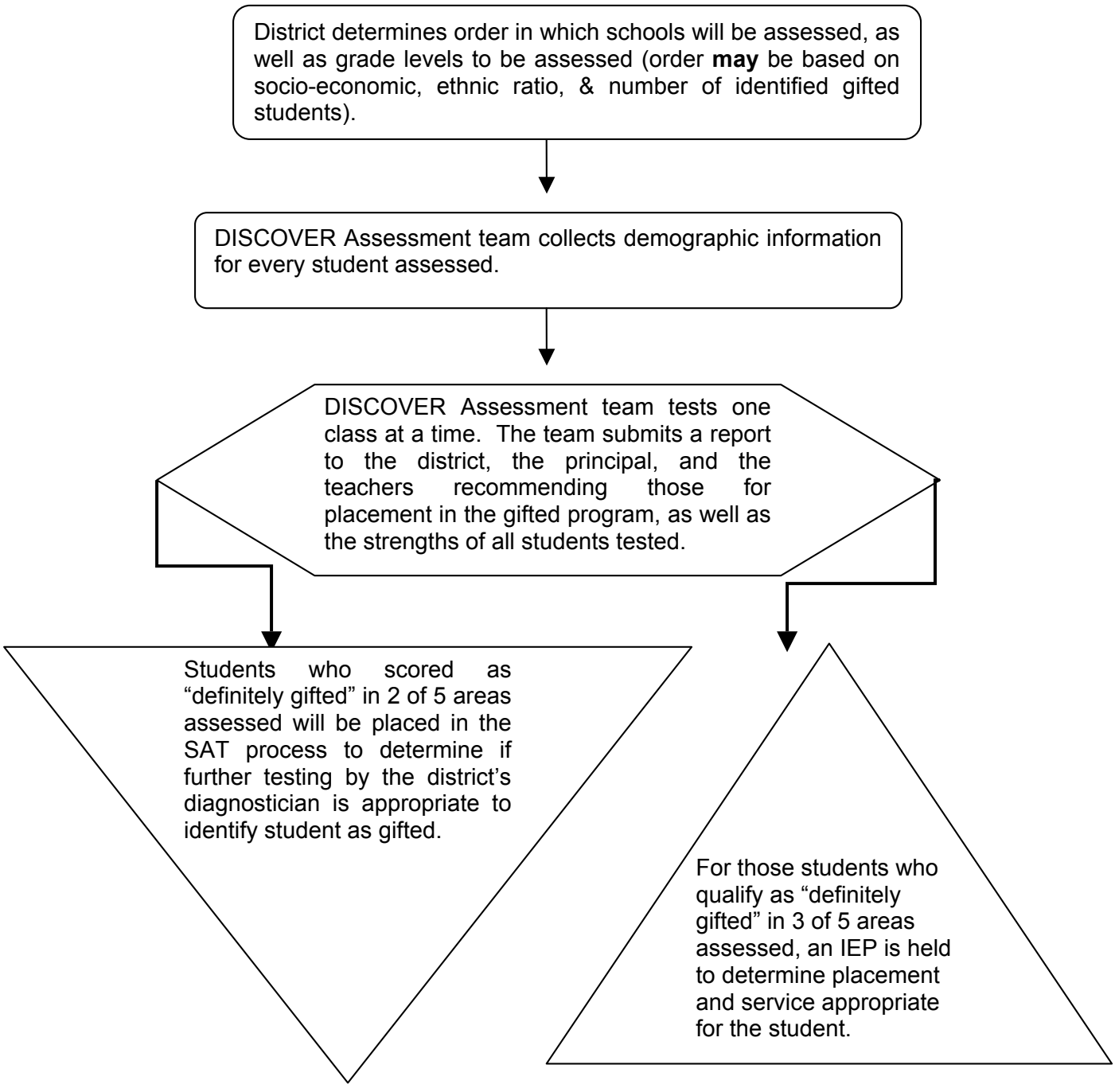
Educators, parents and community leaders have concerns about students experiencing learning and behavior problems – students with or without exceptionalities. Although classroom teachers can meet the needs of many students, there are situations where teachers need assistance. The goal of schools is to expand the use of various resources and expertise in the schools and communities to address student needs.

The identification of giftedness and the needs of students who exhibit these characteristics should be addressed through a team problem-solving process beginning with general education interventions. The results of these interventions will help to define exceptional students' needs in educational settings. In cases where there is evidence that a student is potentially gifted, the Student Assistance Team (SAT) process should be followed as described by the NMPED (2007a) available at: http://ped.state.nm.us/resources/sat/SATManualComplete.pdf

In New Mexico, gifted is part of special education. Special education policies and procedures (NMPED, 2007b) are available at: http://ped.state.nm.us/seo/policies_procedures/index.html

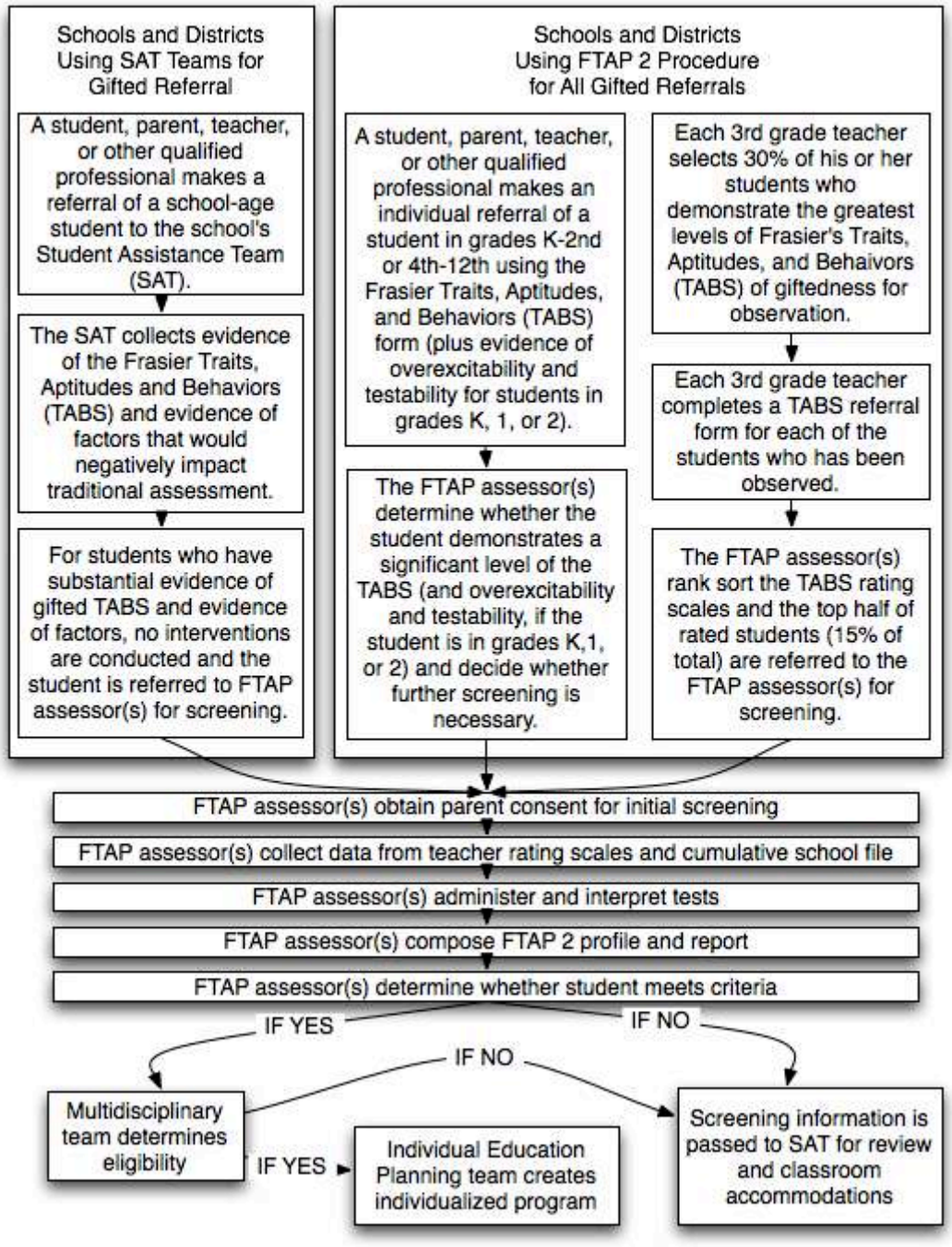
Districts must adopt an alternative assessment approved by the NMPED to be used with students who are identified as having factors (e.g., cultural, linguistic, socioeconomic status, and disability conditions) unless the district submits a different alternative assessment that is approved by the NMPED. Currently, there are two approved alternative assessments: Discovering Intellectual Strengths and Capabilities while Observing Varied Ethnic Responses (DISCOVER©) and the Frasier Talent Assessment Profile 2 (FTAP 2) – Multistage Edition. Flow charts are provided for each of these alternative assessments.

DISCOVER© Assessment
Flow Chart



Frasier Talent Assessment Profile 2 - Multistage

Eligibility Determination System for Diverse Gifted Students



The evaluation process provides many insights and information that should be used in designing an appropriate educational program for referred students. If students are not determined to be gifted by the Multidisciplinary Team (MDT), information should be shared with the SAT and the general education classroom teachers on strategies to use to meet students' needs. One of these may include having students participate in gifted classroom activities in the area of their strength.

Early Interventions

Characteristics

Bright preschool and early primary children differ from age peers in many ways. Just as children develop physically in their own individual ways, the needs and characteristics of bright children must be examined individually. Some typical characteristics are noted. Many, but not necessarily all, may apply to an individual child.

Thinking Skills

Preschoolers and early primary children with advanced thinking skills often exhibit many of the following traits:

- Curiosity – frequently dissect things wondering how they work; many constantly ask "Why?" or "Why not?"
- Advanced memory – often remember happenings from a long time ago
- Learning new concepts – grasp ideas quickly and are able to apply them to new situations
- Attention spans – are able to maintain attention to tasks over long periods of time, particularly in areas that interest them
- Strong vocabularies – use words that are exceptionally advanced for age peers; many begin speaking and understanding language at an early age
- Fluency – are able to generate large quantities of ideas and problem solutions
- Reasoning skills – connect events and ideas as well as understand cause and effect relationships perceived as sophisticated for their age
- Advanced sense of humor – enjoy jokes, plays-on-words and riddles; often make up their own

Affective Characteristics

Preschool and early primary students exhibiting highly developed tendencies in the affective realm may demonstrate many of the following characteristics:

- Sensitivity – may be sensitive to the emotions of others; many find the news broadcasts to be upsetting
- Idealism – have intense sense of right and wrong and may be distressed if they feel something is wrong
- Emotional feelings – exhibit intense emotional feelings; they may become extremely sad, fearful, or happy

- Peer selection – demonstrate a preference to play with older children or exhibit a strong desire to be with adults
- Frustration – may become easily frustrated, especially when their physical development does not match their intellectual abilities, limiting production of complex projects they can visualize but are physically unable to produce

School Environment

The best school settings for bright preschool and early primary learners are situations that examine unique needs and individualize instruction, allowing children to develop at their own rate. Choices designed around student interest should be allowed. Exploration of new topics is imperative. These children should be permitted to spend time learning with others who are equally bright.

Most bright children come to school with great anticipation of learning experiences to come. Many are quickly frustrated because they have mastered kindergarten curriculum years before enrolling in school. These children are often placed in a class where they either hide their abilities in order to fit in or become disenchanted with school in general, leading to learning problems at a later time.

Parents should make the school aware of their child's advanced intellectual or academic abilities early in the school year. When parents work together with educators in identification of a student's abilities, the school is better equipped to design appropriate educational programs to develop those abilities and talents.

Young children, although possessing advanced abilities in various curricular areas, are frequently unable to perform academic tasks designed for older children. Many such tasks require students to participate in teacher-directed activities while sitting still and concentrating on written work. It must be remembered that young children, no matter how bright, require direct instruction in order to complete written work above grade level. It is imperative that all young children are actively involved with learning material. Educators must insure that appropriately advanced curricular content is available to these young children, while taking into account physical development and social skills. This can be accomplished by breaking units into shorter lessons. Activities can be presented through inquiry-oriented experimentation or in a game format. The use of manipulatives for math, language, and reading experiences are appropriate approaches.

Home Environment

Parents are the first educators for bright young children. They should support and provide opportunities to develop their children's interests and strength areas, while allowing the children to determine how they spend much of their free time. A mistake sometimes made by parents of bright children is pressuring them to become over-committed in activities or exhibiting and constantly praising the children's talents. This may lead children to believe they are valued only for their talents or abilities. All children need a reasonable amount of praise, but it is important that children feel valued for who they are rather than for what they can do. Parents should treat bright children as normally as possible, while encouraging their learning and creativity.

References:

New Mexico Public Education Department (NMPED). (2007a). *Student assistance team manual*. Retrieved May 20, 2008 from: http://sde.state.nm.us/resources/sat/SATManualComplete.pdf

NMPED. (2007b). *New Mexico special education policies and procedures*. Retrieved May 20, 2008 from: http://sde.state.nm.us/seo/policies_procedures/index.html

Chapter Two: Identification of Gifted Students

The natural trajectory of giftedness in childhood is not a six-figure salary, perfect happiness, and a guaranteed place in Who's Who. It is the deepening of the personality, the strengthening of one's value system, the creation of greater and greater challenges for oneself, and the development of broader avenues for expressing compassion.

-- Counseling the Gifted and Talented, Dr. Linda K. Silverman

INTRODUCTION

Because gifted education in New Mexico is included under Individuals with Disabilities in Education Act (IDEA) legislation and giftedness is considered an **exceptionality**, school districts have the same responsibility to identify gifted students as they do students with other exceptionalities. An efficient and effective Child Find program should be the foundation of every gifted program in the state. Every component of that program must be carefully considered, thoroughly developed, and solidly in place. The key components of this process are the Student Assistance Team (SAT), the evaluation process, and the Multidisciplinary Team (MDT).

The Child Find process should begin as early as possible in a student's academic career. Research by Coleman, Betts and others shows that gifted students who are not recognized, formally identified, nor placed in a gifted education program may begin to develop at-risk behaviors in the 3rd grade or even earlier.

It is imperative that those responsible for the identification of gifted students in a district be especially aware of those students who may be underrepresented. Giftedness within students from culturally and linguistically diverse backgrounds may be manifested in ways different from the dominant culture. Those from low-socioeconomic environments may demonstrate giftedness in ways not typically associated with academics. Students who possess a disability in addition to giftedness may also manifest different characteristics. New Mexico Rules refer to them as students with "factors".

Child Find - Gifted in Special Populations

Gifted students can be found in all populations. The SAT must be aware of the criteria for identifying giftedness in all populations. In some instances, children's true abilities are not recognized, and they may not receive appropriate educational services. The New Mexico State Department of Education's criteria for identifying gifted students strives to address the potential for under representation in gifted programs for four populations, including students with cultural differences, linguistic differences, lower socioeconomic status, and disabling conditions. Other special populations also need consideration. Listed below are some groups of gifted students who have unique educational needs.

Young Gifted Children

Young children ages three through eight have been recognized as one of several subpopulations of gifted children who are underserved. Early identification and appropriate education are particularly critical as a means of nurturing potential. Research supports special instruction for young children designed to address their capacity for learning and social/emotional vulnerability. A collaborative approach between families and school personnel should address identification, curriculum planning, and evaluation.

Gifted Underachievers

Students who are gifted may not perform at their potential academic levels. Although scoring high on standardized measures, they may fail to achieve in much of their coursework. The causes and manifestations of underachievement are varied. These students should not be precluded from identification and/or participation in gifted programming as a result of their underachievement in the regular classroom. Grobman (2006) emphasizes the importance of supportive and appropriately involved parents, generally admiring peers, and a reasonable education environment to combat gifted underachievement.

Gifted Girls

As gifted girls progress through their school years, they tend to become less confident and less willing to believe in their abilities. Franklin Smutny (1999) indicates that girls start out equal or superior to boys on tests of ability and achievement in the elementary grades but gradually begin to fall behind, especially in science and math, at the middle school and high school levels and in all areas at the college and post-college levels. Special programs may need to be developed to support this population.

Highly Gifted

Students identified as highly gifted have needs that may require programs and services beyond the general gifted programs. These students need to be comfortable with themselves and their unique abilities. The discrepancy between their cognitive ability and chronological age may contribute to significant social-emotional difficulties. Additionally, the differences between these students and their age peers frequently cause social isolation. Schools have a responsibility to design services that address both academic and social-emotional needs of this population.

NAGC STANDARDS FOR STUDENT IDENTIFICATION

Description: Gifted learners must be assessed to determine appropriate educational services.

Guiding Principles:

1. A comprehensive and cohesive process for student nomination must be coordinated in order to determine eligibility for gifted education services.
2. Instruments used for student assessment to determine eligibility for gifted education services must measure diverse abilities, talents, strengths, and needs in order to provide students an opportunity to demonstrate any strengths.
3. A student assessment profile of individual strengths and needs must be developed to plan appropriate intervention.
4. All student identification procedures and instruments must be based on current theory and research.
5. Written procedures for student identification must include at the very least provisions for informed consent, student retention, student reassessment, student exiting, and appeals procedures.

National Association for Gifted Children (NAGC; 2000)

A list of Mandated Guidelines follows. These principles should be the foundation of every New Mexico school district's efforts to identify the gifted students in their schools.

Mandated Guidelines for the Identification of Gifted Students in New Mexico

- Each district must establish a child find procedure that includes a screening and referral process for students in public school who may be gifted. 6.31.2.12 C(1) New Mexico Administrative Code (NMAC)
- No single assessment or its results can deny a student's eligibility for gifted programming services. 6.31.2.12 C (2)(3)D NMAC
- The identification of gifted students should be an ongoing process extending from grades K-12. General Screening 6.31.2.10 B and Child Find 6.31.2.12 C (2)(3) NMAC
- All instruments and procedures used to determine student eligibility for gifted education services must be appropriate to the cultural, linguistic, and socio-economic background of the district's students. 6.31.2.12 E(2) NMAC

Guiding Principles for the Identification of Gifted Students in New Mexico

- Gifted students should be identified as early as possible in their educational careers.
- All instruments and procedures used to determine student eligibility for gifted education services must be based on current theory and research.
- All instruments and procedures used to determine student eligibility for gifted education services must measure diverse abilities, strengths, and needs in order to provide students an opportunity to demonstrate giftedness.
- Each district should provide staff development for teachers and administrators on the characteristics and needs of gifted students.
- Each district should provide workshops or seminars for parents on the characteristics and needs of gifted students.

Importance of Awareness and Sensitivity

Effective identification of gifted students requires awareness and sensitivity. All teachers, administrators, diagnosticians, parents and community member must be educated regarding giftedness. Educators, parents and others must be sensitive to and able to recognize the signs and characteristics of giftedness in all cultural, ethnic, and socio-economic groups.

Educator Awareness

It is vitally important that there be continuous staff development. General education, special education, gifted education teachers, school psychologists and diagnosticians are key players in the referral, identification and educational process. In-service opportunities for all teachers, as well as graduate-level coursework for gifted education teachers, can provide the skills necessary to identify students who are gifted. Diagnosticians and school psychologists need to enhance their skills in the testing and evaluation of gifted students. In particular, much work needs to be done regarding the assessment of ethnically and culturally different students, as well as students from low socio-economic situations. Alternate assessment tools are available to districts for students with “factors.”

Administrators, school boards, teachers, parents and counselors should be aware of:

- The nature of giftedness
- Procedures for identifying giftedness
- The needs of gifted students
- Forms of instructional delivery
- Curriculum models for the gifted
- The need for differentiated instruction, which includes higher order thinking skills, critical thinking skills, inductive and deductive reasoning
- The needs of culturally, linguistically, economically disadvantaged gifted students, as well as those with disabilities
- Social and emotional needs of gifted students

- The guiding principles from national organizations that deal with gifted issues

Student, Parent, and Community Awareness

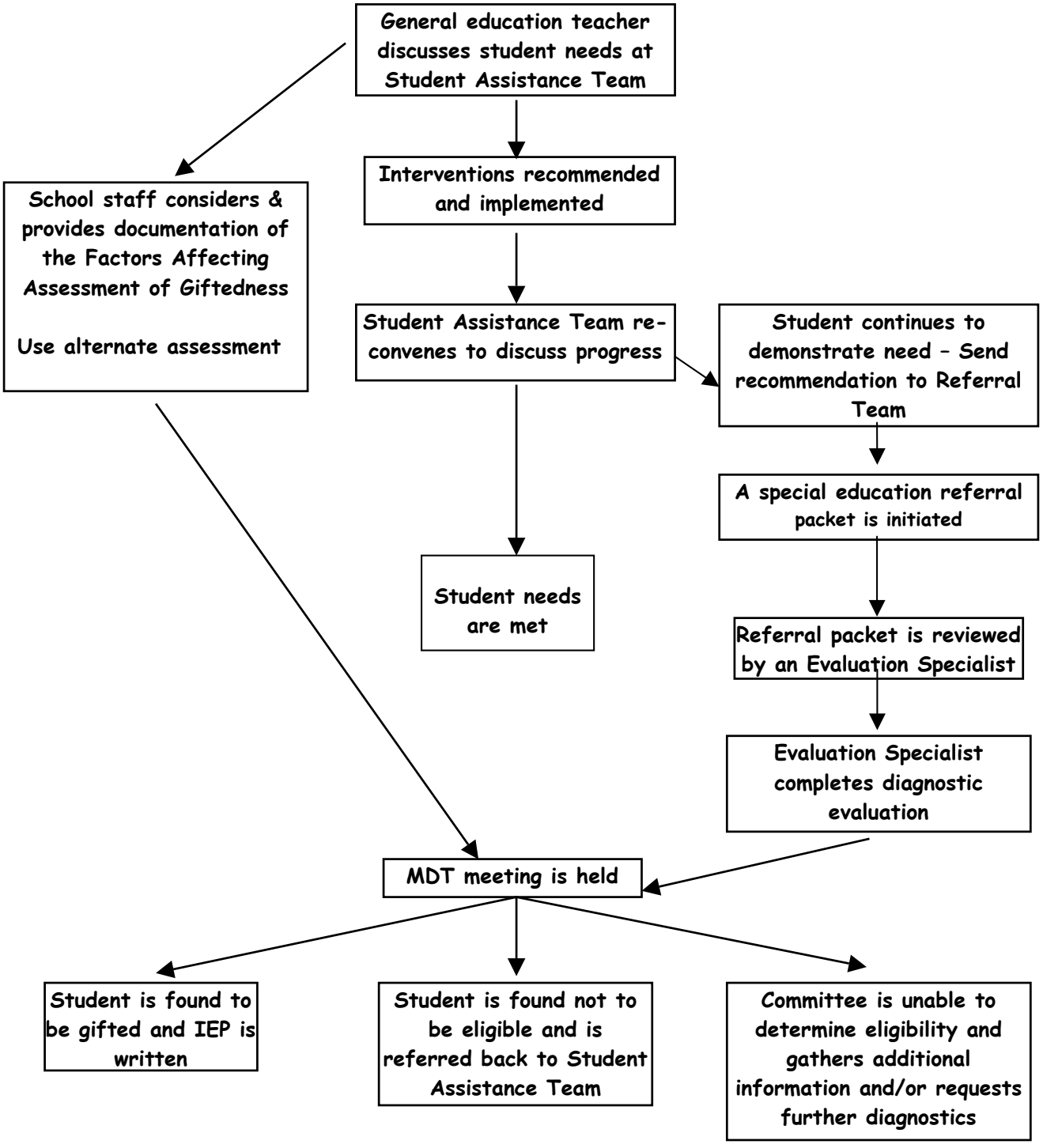
The NMAC mandates the formation of a Gifted Advisory Committee in each district that provides gifted services. The responsibilities of these committees include:

- Regular review of the goals and priorities of the gifted program, including the operational plans for student identification, evaluation, placement, and service delivery
- Ongoing support for the gifted program
- Provision of information regarding the impact that cultural background, linguistic background, socioeconomic status, and disability conditions within the community may have on student referral, identification, evaluation, and service delivery processes
- Advocacy for students who have been under-represented in gifted services due to cultural or linguistic background, socioeconomic status, or disability conditions, in order to ensure that these children have equal opportunities to benefit from services for gifted students. (6.31.12 G (2) NMAC)
- Outreach programs to parents that endeavor to educate parents about gifted students and their needs
- Ongoing workshops and in-services for teachers to understand the nature and needs of gifted students
- Serving as a resource for Individualized Education Program (IEP) teams members

Another way to advocate for gifted education is through sponsoring a “Gifted Awareness” day during the school year. Activities could highlight the needs and the contributions of gifted students and focus on different aspects and forms of giftedness. Key points to emphasize to the participants are listed below:

- Students, both gifted and high average, need to receive information regarding their aptitudes, skills, and abilities.
- Giftedness is an exceptionality that should be nurtured, encouraged, fostered and assisted through a variety of means.
- Students should be made aware of school resources.
- Resources for gifted students and their parents should be updated, and attendance at state or local conferences should be encouraged.

REFERRAL PROCESS
FLOWCHART



The referral process should be vigorous and include provisions and procedures for referrals from classroom teachers, students (both self and peer referrals), counselors and other professionals, parents, and community members. All stakeholders should have access to the referral process and be aware of how to initiate it. The New Mexico Public Education Department's (NMPED) Student Assistance Team (SAT) Manual (NMPED, 2007) is available at http://ped.state.nm.us/resources/sat/SATManualComplete.pdf. Nomination forms should be clear, concise, and readily available. Most importantly, the process must progress from the initial SAT referral to the Multidisciplinary Team (MDT) meeting in a timely fashion.

SATs should be clearly established and in place at each school, and they should follow procedures thoroughly, while processing referrals quickly. It is vital that teams handling the referrals for gifted students always include at least one person who is capable of acting as an advocate for gifted students and their needs. From preschool and kindergarten through the senior year of high school, all teachers, parents, counselors and paraprofessionals should be sensitive to the need to refer students for evaluation for giftedness.

All schools should provide in-service training on the referral process. Parents, teachers, counselors and educational assistants should all be encouraged to refer students and to have an in-depth understanding of the process. There should be a clear process and procedure to follow if a student does not meet certain criteria. Alternative assessment procedures should be available for culturally, linguistically and ethnically different students.

The Evaluation Process

The evaluation process must be conducted by appropriately qualified individuals, diagnosticians or school psychologists, and completed within 60 days of receiving parent permission. The Public Education Department also allows for the use of two alternative protocols for the identification of gifted students, DISCOVER© and the Frasier Talent Assessment Profile 2 (FTAP 2) – Multistage Edition. These also must be conducted by teams of properly trained individuals who have been certified in their use.

Clinical Considerations in Testing for Giftedness

Prior to testing students referred for giftedness, the examiner should:

- Review previous records and documentation.
- Meet with the student if possible to establish rapport.
- Meet with the student's teacher or referral person if possible.
- Review the manual of the test.
- Ascertain if there are any visual, hearing, physical, motor, or medical concerns (e.g., asthma, hay fever, allergy, etc.).

- Examine or look for the best intelligence measure for the age, sex, racial, ethnic and socio-economic status or background of the student. Some intelligence tests rely heavily on timed tests while others use “power tests.”
- Review standardized group achievement scores and grades.
- Conduct a behavioral observation.
- Learn about the culture of the student. For example, the Diné (Navajo) are different from the Hasidim. Time frames and perception of time vary in different cultures. Some cultures are past-oriented, while others are present-oriented, and still others are future-oriented. In some cultures, time is relative. There is a stressed, rushed, pushed time emphasis in most large urban cities. In rural towns, there is more of a relaxed atmosphere and environment, and less emphasis on doing things quickly.
- Review all subtests to ascertain any possible alternative reasons for low scores. For example, was the student yawning or inattentive during directions? Was fatigue noted? Did the examiner make the necessary change of arrangement for the handedness of the student? Was the student wearing glasses, or using a hearing aid? Was the student comfortable, agitated, upset, or nervous during testing? Did the student seem ill?

In many instances, students may be doing very well in achievement areas as measured by standardized testing instruments but may not perform well on a given intelligence test. In such instances, it may be wise, prudent, judicious, and reasonable for the diagnostician or school psychologist to administer a different intelligence test. For example, a non-verbal intelligence test (language-free) may be more appropriate to accurately determine intelligence than a verbal intelligence test. In other instances, it may be left to the clinical judgment of the diagnostician or school psychologist to suggest re-testing in a year, with a different intelligence test. Traditional assessment for identification for giftedness in New Mexico requires testing in four areas: intelligence, achievement, critical thinking, and creativity.

Note: Standard error of measure applies to all testing instruments used.

Testing Instruments

A variety of testing instruments may be used to evaluate students who are potentially gifted and determine if they meet the criteria for gifted education services in New Mexico. The categories of testing instruments used for traditional assessment include: (a) intelligence testing instruments, (b) achievement testing instruments, (c) group screening instruments for achievement, (d) critical thinking testing instruments, (e) creativity testing instruments, and (f) referral checklists. A list of testing instruments is provided for each of these categories in Appendix A. Additional information regarding traditional assessment is available in the revised New Mexico Technical Evaluation and Assessment Manual (NMTEAM) June, 2007 at: http://www.ped.state.nm.us/seo/library/manuals.htm

Multidisciplinary Team (MDT)

The diagnostician or alternate assessment team will notify the MDT that the evaluation is complete. The MDT then determines whether the student is eligible by virtue of meeting criteria and demonstrating a need for specialized instruction. If services are needed, an IEP will be written. It is vital that this happen as early as possible in the student's academic career. Once the referral process has been initiated, it is to be conducted by appropriately trained personnel and proceed to a conclusion with as little delay as possible.

Note: Students may also be identified through the two state-approved alternative assessment processes, DISCOVER© and FTAP 2.

Alternative Protocols for the Identification of Gifted Students in New Mexico

The NMPED has approved two alternative protocols for use in the identification of gifted students: DISCOVER© and FTAP 2. The purpose of these alternative protocols is to address long-standing disparities in the state in the proportions between the numbers of ethnic minority students in a school's overall population and the numbers of those students identified as gifted and included in gifted programs. Although these issues can be addressed to some extent by the use of non-verbal assessments, it may ultimately be the testing environment itself that is inappropriate for many of our students who are determined to have factors: cultural, linguistic, socioeconomic status, and disability conditions. Alternative protocols are needed to address these issues.

Although the alternative protocols are implemented in a manner similar to group screening instruments, they provide much more in-depth information about a student's abilities. Therefore, they can be considered as equivalent to standardized measures of intelligence. Students identified as gifted through their use may be eligible to receive gifted services. They can advance directly to their initial MDT meeting without further completion of the SAT process. (6.31.2.12 (E) (3) NMAC)

It is recommended that districts adopt one of these protocols approved by the NMPED to be used with students who are identified as having factors unless the district submits a different alternative assessment that is approved by the NMPED. Although neither DISCOVER© nor the FTAP 2 requires a licensed diagnostician for its administration, proper training is necessary for the teams who conduct these assessments. Districts are responsible for ensuring that staff receives the initial training and updates. It is recommended that districts keep detailed records of the results obtained from the use of these protocols and are responsible for reporting these results to the NMPED, Humanities Bureau. (6.31.2.12 (E) (1) NMAC)

Discovering Intellectual Strengths and Capabilities while Observing Varied Ethnic Responses (DISCOVER©)

The DISCOVER© assessment was developed at the University of Arizona by Dr. C. June Maker and her staff. The assessment is based on Gardner's theory of multiple intelligences (DISCOVER Projects, n.d.). Students are assessed for their problem solving skills in five activities covering the Spatial (Artistic and Analytical), Logical-Mathematical, and Linguistic (Oral and Written) intelligence areas. A team of certified observers works with an entire classroom of students at once and records detailed information about their behaviors and products as they complete a range of activities designed to allow them to manifest gifted behaviors. Afterwards, the team debriefs together and reaches consensus decisions about the level of problem-solving skills demonstrated by students in the various tasks. Students receive scores on each activity as follows:

W=Wow
D=Definitely a Superior Problem Solver
P=Probably a Superior Problem Solver
M=Maybe a Superior Problem Solver
U=Unknown if a Superior Problem Solver

The NMPED accepts overall scores of three or more "Definitely" ratings, or a "Wow" and one or more additional rating of "Definitely" or "Wow" as evidence of eligibility for gifted services.

Once a team of five observers has received training, they can assess up to 25 students a day. This allows a district to identify large numbers of gifted students in a matter of weeks or months, and to begin providing them services in a gifted program.

An additional strength of DISCOVER© is that it provides detailed information about a student's strengths that can be valuable during the creation of an Individualized Education Program (IEP).

Frasier Talent Assessment Profile 2 (FTAP 2) – Multistage Edition

FTAP 2 is an assessment protocol designed to identify gifted students who are culturally or linguistically different from the norm, socio-economically disadvantaged, or disabled. Students with these factors are at a disadvantage in traditional psycho-educational assessment situations, because of their different prior knowledge and skill set (Slocumb & Payne, 2000; Frasier, Garcia & Passow, 1995), and are at a greater risk of having their giftedness go unrecognized. The FTAP 2 can be used on an individual basis for students with factors when they are in schools with low total incidence of factors, or it can be used on a school-wide basis in instances where diversity factors are pervasive (such as Title 1 schools and schools in corrective action for low achievement).

The FTAP 2 is designed to meet or exceed all National Association for Gifted Children (NAGC; Landrum, Callahan & Shaklee, 2001) and New Mexico standards for excellence in identification of gifted students. Giftedness is operationalized in the assessment as a multidimensional construct encompassing Sternberg's Successful Intelligence (Sternberg & Grigorenko, 2002), Frasier's Traits, Aptitudes, and Behaviors (Frasier & Passow, 1994), and New Mexico's definition of giftedness. Utilizing diverse sources of information such as teacher rating scales, group achievement, reasoning, and divergent thinking tests, and creativity and problem solving performance tasks, the FTAP 2 allows for maximum diversity in the expression of giftedness while consistently selecting the top 5% (95th percentile) of a given population.

In 1995, FTAP was published as part of a validated process for identifying underrepresented gifted students (Frasier, Hunsaker, Lee, Finley, Garcîa, Martin, & Frank, 1995) known as the Staff Development Model (SDM) and Research-based Assessment Plan (RAP). The SDM trained teachers to recognize and report on diverse manifestations of giftedness while the RAP provided a method for collecting, profiling, and making decisions about potentially gifted students. FTAP is now used as an omnibus term to refer to the staff development process, referral, testing, and profiling system used for alternate identification of gifted students in New Mexico.

Several key theoretical assumptions about culture, giftedness, and education undergird the construction of the FTAP 2. Giftedness is one construct that manifests differently in students with different prior experience (Frasier & Passow, 1994). While there is no assessment that is culture-free, recognizing intellectual ability as practical, analytical, or creative allows more opportunities for students who are socio-economically disadvantaged or culturally diverse to be recognized as gifted (Sternberg & Grigorenko, 2003). FTAP 2 assessors must look for different indicators when they look for more and less developed aptitude for different domains (Jarvin & Subotnik, 2006) and look for different indicators of strength for different domains (Lohman, 2005). FTAP 2 assessors are also looking for exceptional performance with nonverbal reasoning, imagination, and problem solving that can translate to adult accomplishment (Cramond, Matthews-Morgan, Bandalos & Zuo, 2005) but which can be disadvantageous during school years (Mann, 2005, Lohman, 2005).

To meet these theoretical mandates, the FTAP 2 contains key features not present in the original, including new training, new test instruments and new decision-making systems. The FTAP 2 training process has been standardized by Moon and Sutcliffe (2008). The FTAP 2 computes estimates of general ability, school domain aptitude, and visual/spatial aptitude as measured by analytical, creative, and practical ability in verbal, nonverbal, quantitative, social, and scientific domains. The FTAP 2 profile (Moon & Sutcliffe, 2008) automatically compiles data from scored tests to create graphs, reports, and estimates of percentile rank using a transformation of the incidence tables by Bélanger and Gagné (2006). The FTAP 2 testing battery includes *Finding and Solving Problems*, a performance assessment of practical problem solving (adapted from Okuda, Runco, & Berger, 1991); *My Own Projects*,

an inventory of prior accomplishments (adapted from Runco, 1986 and Milgram & Livne, 2004), and the *Critical Thinking Disposition Scale*, a teacher rating scale for critical thinking motivation and interest (Moon & Sutcliffe, 2008) developed exclusively for the profile, in addition to norm and criterion referenced measures recommended in the original literature (Frasier et al., 1995).

FTAP 2 can be implemented by assessment teams made up of teachers and administrators (preferably three people per school), school psychologists or diagnosticians, or teachers of gifted who have been trained to use the process and instruments.

The FTAP 2 Process

Classroom teachers are trained to recognize diverse expressions of 10 characteristics (known as the Frasier Traits, Aptitudes, and Behaviors; TABS) which are found in gifted students of many cultures. These trained teachers observe students for a two-week period in the classroom and identify students who express the highest levels of the TABS. At the end of this two-week period of observation, teachers complete the TABS rating scale, and indicate the level at which each student expresses insight, inquiry, interest, motivation, memory, creativity, communication, reasoning, problem solving ability, and humor.

The FTAP 2 assessors use nationally normed standardized tests, rating scales, criterion referenced performance tasks and other data to further investigate the potentially gifted child. In addition to assessing Successful Intelligence and the Traits, Aptitudes, and Behaviors, the data are compiled to assess the level at which the student expresses New Mexico's seven characteristics of gifted students: intellectual ability, problem solving, critical thinking, achievement, aptitude, creativity, and divergent thinking.

A typical assessment uses the following instrumentation:

Area	Instrument	Type
Problem Solving and Critical Thinking	Cognitive Abilities Test (CogAT)	Norm-referenced academic reasoning and problem solving
	William and Mary Test of Critical Thinking (TCT)	Norm-referenced reasoning and critical thinking test (Grades 3-5)
	Cornell Critical Thinking Test (CCTT)	Norm-referenced reasoning and critical thinking test (Grades 6+)
	Finding and Solving Problems packet (FSP)	Criterion-referenced performance task solving practical problems

Area	Instrument	Type
Achievement	New Mexico Standards-Based Assessment (NMSBA)	Norm and criterion-referenced test of school achievement in math, reading, and science (Grades 4+)
	Gates-McGinitie Reading Tests (Gates)	Norm and criterion-referenced test of school achievement in reading (Grades K-3)
	Test of Mathematical Abilities in Gifted Students (TOMAGS)	Norm-referenced test of mathematical problem solving (Grades K-3)
	Grades (using Frasier's recommendation for aggregating)	Social-norm-referenced assessment of school achievement
Creativity and Divergent Thinking	Torrance Tests of Creative Thinking, Figural (TTCT)	Norm-referenced test of divergent thinking with words and pictures
	Children's Language Use Evaluation Scale (CLUES)	Criterion-referenced performance task in story writing
	Scales for Rating Behavioral Characteristics of Superior Students (SRBCSS) - Creativity	Teacher rating scale for documenting creative behaviors
Aptitude Ratings	SRBCSS Math, Reading, and Science	Teacher rating scale for documenting practical intellectual abilities within disciplines
	Critical Thinking Disposition Scale (CTDS)	Teacher rating scale for documenting practical intellectual abilities across disciplines
	Visual/Spatial Identifier (VSI)	Teacher rating scale for documenting practical intellectual traits in at-risk students.
Inventories and Other Performances	Finding and Solving Problems packet (FSP)	Criterion-referenced performance task in identification and definition of practical problems
	My Own Projects (MOP)	Checklist and Open-Ended Narrative listing of past accomplishments

For students who are significantly different from the norm, such as monolingual Spanish speakers, very young children, and students with potential disabilities, appropriate substitutions to or eliminations from the standard battery of tests can be made.

- For monolingual Spanish speakers:
    - Spanish versions of the FSP, NMSBA, CLUES, TTCT, VSI, and MOP are available
    - A Spanish-language IQ test can be used in place of the CogAT
    - The TCT and Cornell should be bypassed.
- For children not yet in grade 3:
    - Testing should occur alone or in a very small group
    - The TCT and FSP should generally be bypassed
    - The CLUES story and TTCT titles may be scribed.
- For students with potential disabilities:
    - An individual IQ test should be used instead of the CogAT, to reduce the impact of time and bubble response format
    - An individual achievement test should be used, to reduce the impact of response format
    - Scribing or voice recording should be used for the CLUES story and may need to be used for the TTCT story.
    - Certain rating scales should be eliminated if a teacher has developed a negative mental set toward the student.

The team uses the student data in each of the areas to complete the FTAP 2 profile. The profile generates percentile scores for 11 areas:

- Problem Solving and Critical Thinking
- Achievement
- Creative and Divergent Thinking
- Aptitude Rating (school-related practical intellectual abilities)
- Performances and Inventories (non-school practical intellectual abilities)
- Language Arts Aptitude
- Math Aptitude
- Science Aptitude
- Social Science Aptitude
- Visual/Spatial Aptitude
- Traits, Aptitudes, and Behaviors of Giftedness

Students may be classified as gifted when they have TABs at or above the 95th percentile and/or specific aptitude in one of the five aptitude areas at or above the 98th percentile.

The MDT team then considers recommendation for services in the gifted program and chooses whether to develop an IEP. The IEP is written to develop characteristics that will help the student be successful generally and specifically in

areas of greatest aptitude. Level of services and the type of services are also determined at this time in order to meet the needs of the identified student.

Understanding the Differences in Gifted Programs and Identification Between New Mexico Public Schools and Bureau of Indian Affairs (BIA) Schools

There are important differences between New Mexico public schools and federally funded schools (BIA, grant, and contract) in the way that gifted students are identified and served. This may affect a student's eligibility. If students transfer to a public school in New Mexico from another agency, state, or private institution, the public schools should review their testing and school history to determine if they meet the criteria to be considered gifted under NMPED Regulations.

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Chapter Three: Social and Emotional Issues of Gifted

The truly creative mind in any field is no more than this: A human creature born abnormally, inhumanely sensitive. To him...a touch is a blow, a sound is a noise, a misfortune is a tragedy, a joy is an ecstasy, a friend is a lover, a lover is a god, and failure is death. Add to this cruelly delicate organism the overpowering necessity to create, create, create--so that without the creating of music or poetry or books or buildings or something of meaning, his very breath is cut off from him. He must create, must pour out creation. By some strange, unknown, inward urgency he is not really alive unless he is creating.

– Pearl Buck

INTRODUCTION

Gifted students often have uneven development in their cognitive, social/emotional, and physical abilities. This disparity, combined with heightened intensity, creates inner experiences and awareness that are different from the norm. This uniqueness of the gifted makes them particularly vulnerable and requires flexibility and sensitivity in parenting, teaching, and counseling**.**

The differing rates of development often result in an inappropriate match between the school curriculum and the students' academic needs. This may be demonstrated by a lack of conformity to cultural expectations based on the chronological age of the student, problems relating to age peers, and preference for older companions.

Several intellectual and personality attributes characterize gifted students and should be noted. These characteristics may be strengths, but potential problems also may be associated with them (Clark, 1992; Seagoe, 1974).

NAGC STANDARDS FOR SOCIO-EMOTIONAL GUIDANCE AND COUNSELING

Description: Gifted education programming must establish a plan to recognize and nurture the unique socio-emotional development of gifted learners.

Guiding Principles:

1. Gifted learners must be provided with differentiated guidance efforts to meet their unique socio-emotional development.
2. Gifted learners must be provided with career guidance services especially designed for their unique needs.
3. Gifted at-risk students must be provided with guidance and counseling to help them reach their potential.
4. Gifted learners must be provided with affective curriculum in addition to differentiated guidance and counseling services.
5. Underachieving gifted learners must be served rather than omitted from differentiated services.

National Association for Gifted Children (NAGC; 2000)

Unique Social and Emotional Issues of Gifted Students

All students face emotional and developmental issues at all phases and ages. Gifted students also experience additional challenges—and experience them intensely. The following summaries are adapted from the work of Earle (2003) regarding these unique issues, presented in alphabetical order, not in order of importance or frequency.

Acceleration: Gifted students often deal with difficult decisions about accelerated (single subject or full grade) classes. Acceleration may clearly be the best educational option, but social and emotional aspects must be considered. Should the student skip a grade or be accelerated in just the strength area, if at all? How will he or she handle the additional expectations and stress, including being in class with older students?

Asynchronous Development: Students develop at different paces in different areas. Gifted students often function at one age level intellectually, another socially, and yet another emotionally. People who treat them like the little adults that they sound like may be critical when they act in "childish" (actually age-appropriate) ways.

Chameleon Effect: Students who feel it is not "cool" to be smart may hide their abilities to blend in (and become friends with) others their own age. Girls may not work up to their academic potential so they do not "show up" the boys. Parents, teachers and other educators may need to encourage gifted students to keep showing their bright sides and building on their strengths.

Communication: Students of their own age often do not understand the abstract thoughts or advanced vocabularies of gifted students. They may be interested in concepts that their peers do not understand.

Disorganized/Lacking Study Skills: Because of divergent thinking and excellent memory skills, gifted students may not learn to organize or prioritize their work, or even study. If schoolwork is below their ability level, these skills may not be necessary. But when they do encounter challenging work, they may not have the necessary organization or study skills that they need.

Misunderstood: Gifted students may be misunderstood by their teachers and by their age-mates. Teachers may misinterpret their gifted students as having Attention Deficit Hyperactivity Disorder (ADHD) or think that students who are highly sensitive, fearful or intense are emotionally disturbed. Gifted students do not just <u>feel</u> misunderstood. They often <u>are</u> misunderstood.

Multipotentialed: Being good at many things sounds like a wonderful problem to have, but gifted students may feel overwhelmed or confused by having too many interests and abilities. Because they have strengths in so many areas, choosing a career path may be difficult.

Overexcitabilities: Gifted students experience life with greater intensity than others because of the ways their brains processes information. According to Tolan (1999), Dabrowski identified the following overexcitabilities, which appear more frequently in gifted people: emotional, intellectual, sensual, psychomotor, and imaginational. These overexcitabilities may lead to gifted students being more vulnerable, more absorbed, and/or more sensitive than their peers.

Ownership of Their Gifts: The gifted student, the school and the family must think about who "owns the gift." What do gifted students owe society, their community, their schools, their families and themselves? Where do they fit in the universal scheme of things?

Perfectionism: Many gifted students strive for excellence, which can be a problem if it becomes an obsession with trying to be perfect. Social relations and creativity may be impaired by the quest for perfection. Such gifted students may develop physical (headaches, stomach aches, even depression) or emotional symptoms (avoiding anything that can not be done perfectly or not turning in their schoolwork because it is just not "good enough").

Selective Learning/Underachievement: Gifted students may select not to perform academically to their potential. Others may have social or emotional problems that get in the way of achieving. Determining the type and cause of their under-performance is essential. Changes may need to be made at school, home, or both, before the gifted student becomes actively engaged in school and therefore productive.

Self-Concept: If they compare themselves to age-mates, gifted students may have over inflated self-concepts. But if they compare themselves to those who excel in given fields, they may develop low self-concepts and think they can never be "that good."

Social Isolation: Feeling "different" may range from not sharing similar interests to having interests beyond those of their age-mates, which makes it difficult to find true friends. Feelings of isolation can increase when attention is given to them because of their giftedness.

Benefits of Cluster Grouping

Studies have shown that gifted students benefit from learning together and perform better academically when placed with students who have similar areas of strength and ways of thinking and learning. Cluster grouping of gifted students allows them to learn together. They can better understand and accept their learning differences if there are others just like them in the class. Gifted learners need consistent opportunity to learn new material and to develop the behaviors that allow them to cope with the challenge and struggle of new learning. They need consistent opportunities to learn at a challenging level. When they work in their own cooperative learning groups, they are more likely to develop positive attitudes about learning. Gifted students need time to be together when they can just "be themselves." They also feel more comfortable when there are other students with similar needs in the class. Studies clearly document the benefits of keeping gifted students together in their areas of greatest strength for at least part of the day. If

cluster groups are not formed, gifted students may find their achievement and learning motivation waning (Winebrenner & Devlin, 1996).

Possible Problems that May be Associated with Characteristic Strengths of Gifted Students.

According to Webb (2004), there are many likely problems associated with the characteristic strengths of gifted students. Some of these typical strengths and possible problems are provided below:

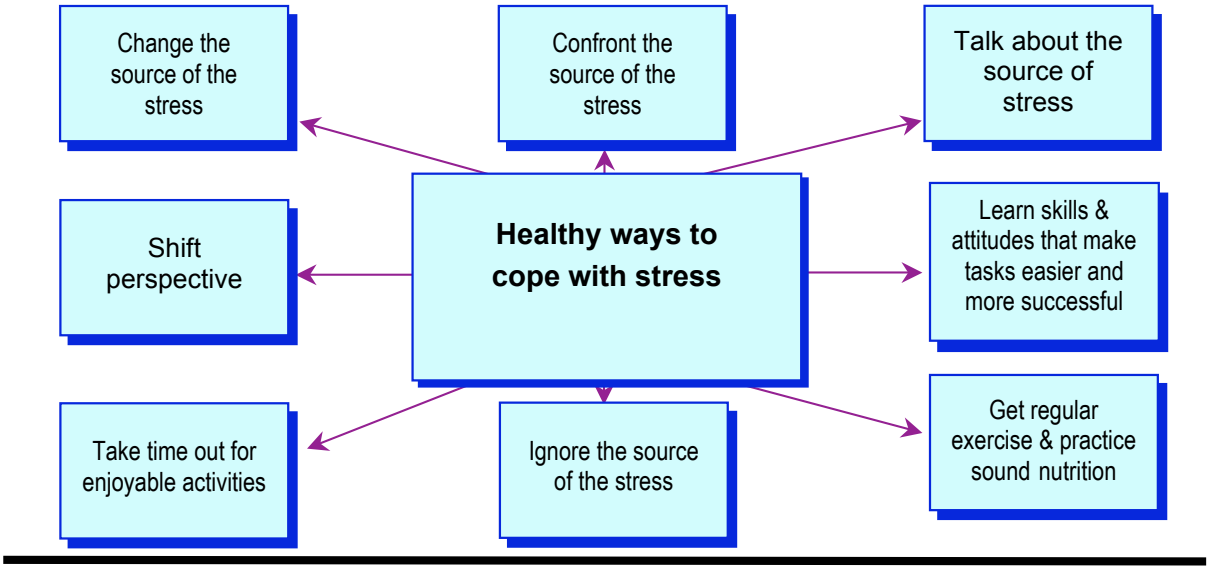
Strengths	Possible Problems
Acquires/retains information quickly	Impatient with others, dislikes basic routine
Inquisitive, searches for significance	Asks embarrassing questions, excessive interests
Intrinsic motivation	Strong-willed, resists direction
Enjoys problem solving; able to conceptualize, abstract, synthesize	Resists routine practice; questions teaching procedures
Seeks cause-effect relations	Dislikes unclear/illogical areas (e.g., traditions or feelings)
Emphasizes truth, equity, and fair play	Worries about humanitarian concerns
Seeks to organize things and people	Constructs complicated rules; often seen as bossy
Large vocabulary and advanced broad Information	May use words to manipulate; bored with school and age-peers
High expectations of self and others	Intolerant, perfectionist, may become depressed
Creative, inventive; likes new ways of doing things	May be seen as disruptive and “out of step”
Intense concentration; long attention span; persistence in areas of interest	Neglects duties or people during periods of high focus; resists interruption; stubbornness
Sensitivity, empathy, desire to be accepted by others	Sensitivity to criticism or peer rejection
High energy, alertness, eagerness	Frustration with inactivity; may be seen as hyperactive
Independent, prefers individualized work; reliant on self	May reject parent or peer input; nonconformity
Diverse interests and abilities; versatility	May appear disorganized or scattered; frustrated over lack of time
Strong sense of humor	Peers may misunderstand humor; may become “class clown” for attention

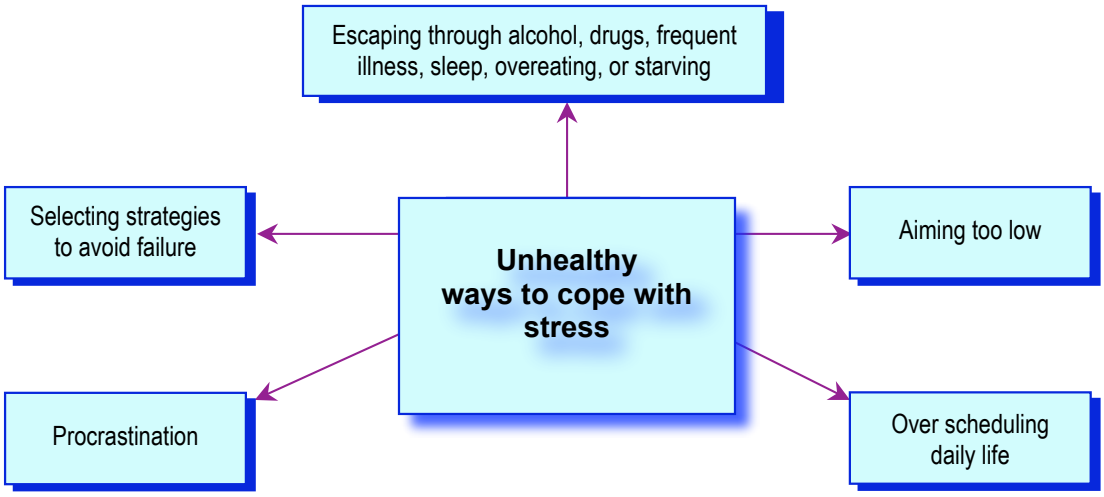
Stress and the Gifted Learner

Gifted students may experience more stress than other students. Stresses include the pressure to excel, feeling different, self-doubt, the need to prove their giftedness and secretly fearing they will not be successful or measure up to expectations. Busy-work and tasks that are boring and monotonous are stressful to those who prefer reasoning and thinking activities. Boredom can result in anger, resentment, and setting personal goals that are much higher than those of parents and school personnel. There are times when internal conflicts may arise between trying to be like their peers and using their exceptional abilities. Gifted learners may think that "giftedness" is equal to instant learning, comprehension, and mastery and that outstanding achievement follows naturally. When work becomes more difficult, they may think they are no longer gifted, and their self-esteem may suffer. Many times, these students have to make some very difficult choices, which may involve risk taking and moving beyond their comfort level. This may mean having to say "no" to some attractive alternatives and capabilities. It is imperative that they understand themselves, their values, and goals so that they can make proper decisions. Thus, even decision-making can be stressful.

Kaplan (1990) provides healthy and unhealthy ways for students to cope with stress. His model is provided on the following page:

Healthy and unhealthy ways for students to cope with stress include:





Students can suffer burnout. It is very important that parents and teachers watch for signs and make note of any changes in the student. If gifted students are to grow up into productive adults, their needs must be addressed. Kaplan (1990) suggests that the following needs be addressed to keep stress at a minimum:

- The need to understand the ways in which they are alike and different from others
- The need to accept their abilities, talents, and limitations
- The need to develop social skills
- The need to develop an understanding of the distinction between "pursuit of excellence" and "pursuit of perfection"
- The need to feel understood and accepted by others

Van Tassel-Baska (1990) has suggested some of the following ways to help students meet these needs:

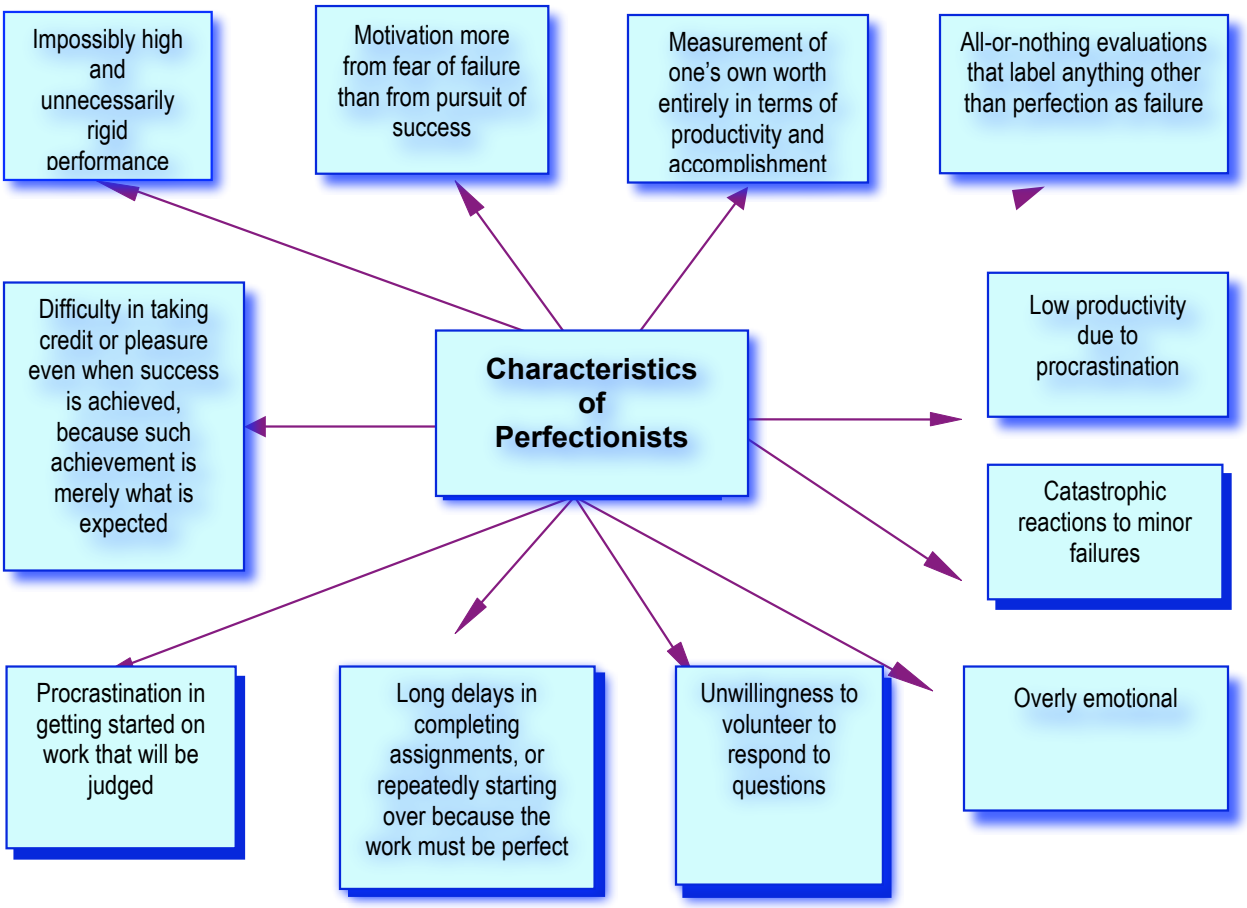
- Accept and reward their efforts and the process of working on tasks
- Help them learn empathy, teamwork, and tolerance
- Help students develop a realistic and accurate self concept
- Recognize and understand their emotions
- State expectations and limits and give examples as they are not mind readers
- Let them enjoy the process of creating new ideas
- Show patience and help them develop patience with themselves
- Encourage flexibility and appropriate behavior
- Let them live their own lives
- Help them become a whole person
- Show acceptance and encouragement
- Teach them when and how to use their novel perceptions, creativity, and independent thoughts
- Be available for guidance and advice
- Provide loving concern and guidance

According to Silverman (2003), stress can be magnified in the gifted because they experience life intensely. The following are ways to help students cope with stress:

- Allow the student to express his/her feelings
- Go for a walk together and let the student talk it out
- Validate the student's perceptions
- Say something like, "Let's see if we can make this better"
- Brainstorm together some alternatives for dealing with the situation
- Ask if the plan worked and revise if necessary
- For generalized stress, do relaxation exercises together, play soft music at bedtime, visualize peaceful scenes, read or play a quiet game, see a funny video, or do massage
- If stress seems out of control, consult a therapist

Perfectionism

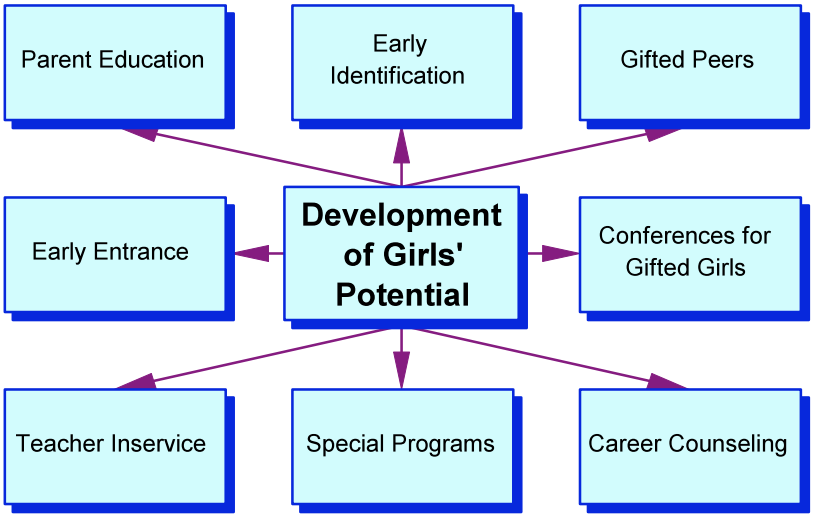
Gifted students may not be satisfied with merely doing well or even with doing better than their peers. Fear of failure can be destructive to achievement and motivation, especially if it is powerful and persistent. Many gifted students feel isolated and may become alienated underachievers. Perfectionists may expend more energy avoiding mistakes than learning. One or more of the following characteristics may be exhibited by perfectionists (Brophy, 1996):



Gender Issues

Social Development of Gifted Girls

Much has been researched and written about helping gifted girls reach their potential. Silverman (2003) suggested several essential guidelines which facilitate the development of gifted girls' potential.



Research has consistently found that girls with high ability may feel compelled to hide their intelligence. Gifted girls are often less popular with boys, and boys value the reputation of being an intellectual to a much greater extent than girls. Even more disturbing are the findings from the research on self-concept and achievement. Gifted girls with high grade point averages (GPAs) were significantly more depressed, had more psychosomatic symptoms and had lower self-esteem than boys with high GPAs. Self-image scores in high achieving junior high school girls increased as their grades decreased, whereas the opposite was true for boys (Silverman, 2003).

Social Development of Gifted Boys

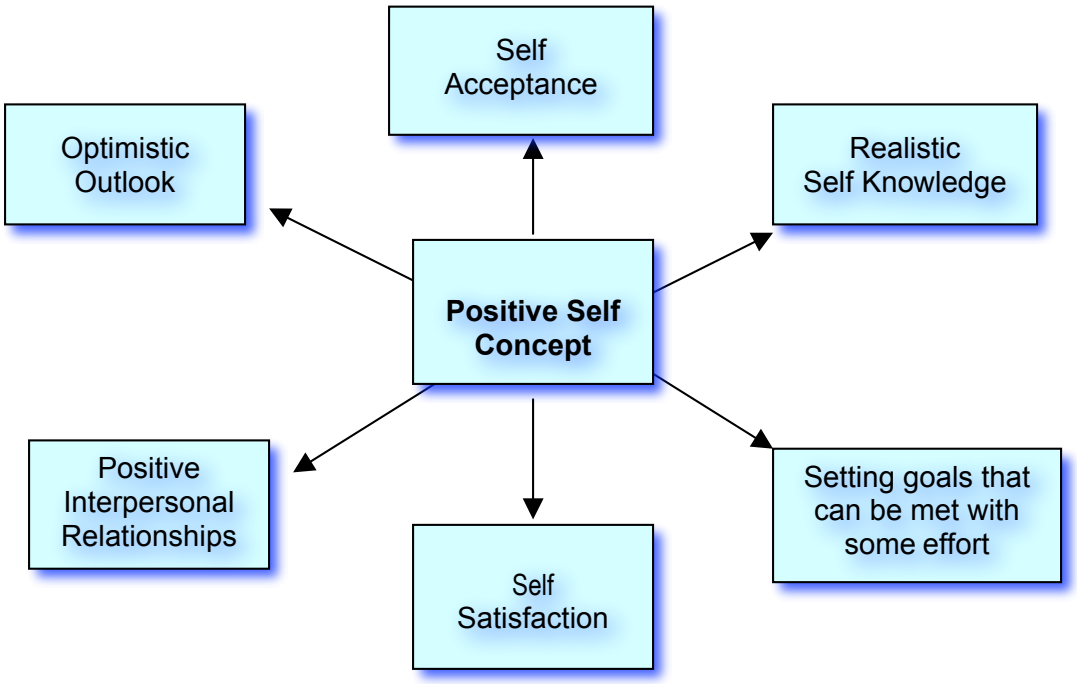
Gifted boys may have difficulty relating to others who are not at their developmental level. They often think games are "silly" or "babyish." Gifted boys with superior intellect may get angry when others do not follow their rules. They may be unable to understand that their same-age friends are not mentally ready to understand the meaning of rules. If others laugh at them or reject them, gifted boys may conclude that there is something wrong with them (Silverman, 2003).

Because gifted boys are unusually sensitive, they take teasing and criticism personally. If gifted boys have early contact with like peers, they do not see themselves as different or "weird." They can make friends more easily with others

who think and feel as they do, who communicate on their level and share their interests. Association with “true peers” prevents alienation (Silverman, 2003).

Self-Concept

Plucker and Stocking (2001) emphasize the importance of considering affective issues related to the development of gifted students. Positive self concept leads to the following outcomes:



Characteristics of Special Populations of Gifted Students

Special populations of gifted students include students with various disabilities**.** Willard-Holt (1999) provides specific characteristics of gifted students with various disabilities, which are provided below:

Attention Deficit Hyperactivity Disorder (ADHD)

- Poorly sustained attention spans
- Diminished persistence on tasks not having immediate consequences
- Often shift from one uncompleted activity to another
- Impulsivity, poor ability to delay gratification
- Unable to follow commands to regulate or inhibit behavior in social contexts
- More active, restless than other children
- Often talk excessively
- Often interrupt or intrude on others (e.g., butt into games)
- Difficulty adhering to rules and regulations
- Often lose things necessary for tasks or activities at home or school

- May appear inattentive to details
- Highly sensitive to criticism
- Problem behaviors exist in all settings, but in some are more severe
- Variability in task performance and time used to accomplish tasks

Questions to Ask in Differentiating between Giftedness and ADHD

- Could the behaviors be responses to inappropriate placement, insufficient challenge, or lack of intellectual peers?
- Is the child able to concentrate when interested in the activity?
- Have any curricular modifications been made in an attempt to change inappropriate behaviors?
- Has the child been interviewed? What are his/her feelings about the behaviors?
- Does the child feel out of control? Do the parents perceive the child as being out of control?
- Do the behaviors occur at certain times of the day, during certain activities, with certain teachers or in certain environments?

Visual Impairments

- Fast rate of learning
- Superior memory
- Superior verbal communication skills and vocabulary
- Advanced problem-solving skills
- May progress more slowly than sighted students in some academic areas
- Ease in learning Braille
- Great persistence
- Motivation to know more
- Sometimes slower rate of cognitive development than sighted students
- Excellent ability to concentrate

Hearing Impairments

- Early reading ability
- Excellent memory
- Ability to function in the regular school setting with assistance despite impairment
- Rapid grasp of ideas
- High reasoning ability
- Wide range of interests
- Nontraditional ways of getting information
- Delays in concept attainment
- Self starters
- Good sense of humor
- Enjoy manipulating environment
- Intuition
- Ingenuity in solving problems
- Symbolic language abilities (different symbol system)

Learning Disabilities

- High abstract reasoning ability
- Good mathematical reasoning ability
- Keen visual memory, spatial skills
- Advanced vocabulary
- Sophisticated sense of humor
- Imaginative and creative
- Insightful
- Exceptional ability in geometry, science, arts, music
- Good problem-finding and -solving skills
- Difficulty with memorization, computation, phonics, and/or spelling
- Distractibility and/or disorganization
- Supersensitivity
- Perfectionism
- Grasp of metaphors, analogies, satire
- Comprehension of complex systems
- Unreasonable self expectations
- Often fail to complete assignments
- Difficulties with sequential tasks
- Wide variety of interests

Physical Disabilities

- Develop compensatory skills
- Creativity in finding alternate ways of communicating and accomplishing tasks
- Impressive store of knowledge
- Advanced academic skills
- Superior memory
- Exceptional problem-solving skills
- Rapid grasp of ideas
- Ability to set and strive for long-term goals
- Greater maturity than other children their age
- Good sense of humor
- Persistence, patience
- Motivation to achieve
- Curiosity, insight
- Self-criticism and perfectionism
- Cognitive development that may not be based on direct experience
- Possible difficulty with abstractions
- Possible limited achievement due to pace of work

Selective Achievers (also known as Underachievers)

- Poor attention span, daydreaming
- Low tolerance for persistence on tasks that seem irrelevant
- Begin many projects, see few to completion

- Development of judgment lags behind intellectual growth
- Intensity may lead to power struggles with authorities
- High activity level; may need less sleep
- Difficulty restraining desire to talk; may be disruptive
- Question rules, customs, and traditions
- Lose work, forget homework, are disorganized
- May appear careless
- Highly sensitive to criticism
- Do not exhibit problem behaviors in all situations

Accommodations for Students with Attention Deficit Disorders (ADD)

Students with attention deficit disorders (ADD) often have serious problems in school. Inattention, impulsiveness, hyperactivity, disorganization, and other difficulties can lead to unfinished assignments, careless errors, and behavior that is disruptive to one's self and others. Though the implementation of relatively simple and straightforward and accommodations to the classroom environment or teaching style, teachers can adapt to the strengths and weaknesses of students with ADD. Small changes in how a teacher approaches the student with ADD or in what the teacher expects can turn a losing year into a winning one for a child. Examples of accommodations which teachers can make to adapt to the needs of students with ADD are grouped below according to areas of difficulty (Parker, 1999).

Inattention
- Seat student in quiet area
- Seat student near good role model
- Seat student near "study buddy"
- Increase distance between desks
- Allow extra time to complete assigned work
- Shorten assignments of work periods to coincide with span of attention; use timer
- Break long assignments into smaller parts so student can see end to work
- Assist student in setting short-term goals
- Give assignments one at a time to avoid work overload
- Require fewer correct responses for grade
- Reduce amount of homework
- Instruct student in self-monitoring using curing
- Pair written instructions with oral instructions
- Provide peer assistance in note taking
- Give clear, concise instructions
- Seek to involve student in lesson presentation
- Cue student to stay on task (i.e., private signal)

Impulsiveness
- Ignore minor, inappropriate behavior
- Increase immediacy of rewards

- Use time-out procedure for misbehavior (i.e., avoid lecturing or criticism)
- Attend to positive behavior with compliments, etc.
- Acknowledge positive behavior of nearby student
- Seat student near good role model or near teacher
- Set up behavior contract
- Instruct student in self-monitoring of behavior (i.e., hand raising, calling out, etc.)
- Call on only when hand is raised in appropriate manner
- Praise student when hand raised to answer question

Motor Activity
- Allow student to stand at times while working
- Provide opportunity for "seat breaks," (i.e., run errands, etc.)
- Provide short breaks between assignments
- Supervise closely during transition times
- Remind student to check over work product if performance is rushed and careless
- Give extra time to complete tasks (especially for students with slow motor tempo)

Mood
- Provide reassurance and encouragement
- Frequently compliment positive behavior and work product
- Speak softly in non-threatening manner if student shows nervousness
- Review instructions when giving new assignments to make sure student comprehends directions
- Look for opportunities for student to display leadership role in class
- Conference frequently with parents to learn about student's interests and achievements outside of school
- Send positive notes home
- Make time to talk alone with student
- Encourage social interactions with classmates if student is withdrawn or excessively shy
- Reinforce frequently when signs of frustration are noticed
- Look for signs of stress build up and provide encouragement or reduced work load to alleviate pressure and avoid temper outburst
- Spend more time talking to students who seem pent up or display anger easily
- Provide brief training in anger control: encourage student to walk away; use calming strategies; tell nearby adult if getting angry

Academic Skills
- If reading is weak: provide additional reading time; use "previewing" strategies; select text with less on a page; shorten amount of required reading; avoid oral reading

- If oral expression is weak: accept all oral responses; substitute display for oral report; encourage student to tell about new ideas or experiences; pick topics easiest for student to talk about
- If written language is weak: accept non-written form of reports (i.e., displays, oral, projects); accept use of typewriter, word processor, tape recorder; do not assign large quantity of written work; test with multiple choice or fill-in questions
- If math is weak: allow use of calculator; use graph paper to space numbers; provide additional math time; provide immediate correctness feedback and instruction via modeling of the correct computational procedure

Organizational Planning
- Ask for parental help in encouraging organization
- Provide organization rules
- Encourage student to have notebook with dividers and folders for work
- Provide student with homework assignment book. Supervise writing down of homework assignments
- Send daily/weekly progress reports home
- Regularly check desk and notebook for neatness; encourage neatness rather than penalize sloppiness
- Allow student to have extra set of books at home
- Give assignments one at a time
- Assist student in setting short-term goals
- Do not penalize for poor handwriting if visual motor deficits are present
- Encourage learning of keyboarding skills
- Allow student to tape record assignments or homework

Compliance
- Praise compliant behavior
- Provide immediate feedback
- Ignore minor misbehavior
- Use teacher attention to reinforce positive behavior
- Use “prudent” reprimands for misbehavior (i.e., avoid lecturing or criticism)
- Acknowledge positive behavior of nearby student
- Supervise student closely during transition times
- Seat student near teacher
- Set up behavior contract
- Implement classroom behavior management system
- Instruct student in self-monitoring of behavior

Socialization
- Praise appropriate behavior
- Monitor social interactions
- Set up social behavior goals with student and implement a reward program

- Prompt appropriate social behavior either verbally or with private signal
- Encourage cooperative learning tasks with other students
- Provide small group social skills training
- Praise student frequently
- Assign special responsibilities to student in presence of peer group others observe student in a positive light

Strategies for Gifted Students

Listed below are categories of various strategies that may be used with gifted students. Strategies must be in alignment with individual student needs.

- Acceleration
- Curriculum Compacting
- Enrichment Opportunities
- Independent Study
- Motivating
- Questioning
- Social and Emotional Teaching Strategies
- Using Media and Technology

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Chapter Four: Gifted Individualized Education Program (IEP) Development

The principle goal of education is to create men who are capable of doing new things, not simply of repeating what other generations have done -- men who are creative, inventive and discoverers.

-- Jean Piaget

INTRODUCTION

Every student identified as gifted who is determined to be in need of special education services in New Mexico, must have an Individualized Education Program (IEP) developed to meet each student's individual needs. The following guidelines from the New Mexico Quality IEP Manual provide comprehensive information on writing IEPs.

In New Mexico, the IEP is defined as a written statement for each student with a disability or identified as gifted. It is developed, reviewed, and revised in accordance with New Mexico statutes and rules. Each IEP is a vital document that indicates the special education supports and related services each student will receive. The IEP team includes parents, school professionals, the student, and other appropriate personnel. The IEP should be developed with careful consideration of each student's abilities, strengths, needs, and interests. It should function as the tool that directs and guides the development of meaningful educational experiences, thereby helping the student achieve personal goals.

The IEP model is based on the following six foundations:

- IEP development is a collaborative process;
- The IEP is a product which documents that the student is receiving a Free Appropriate Public Education (FAPE), consistent with State requirements;
- The IEP reflects the student's and family's vision for the future;
- The IEP, to the maximum extent appropriate, provides that a student requiring specially designed gifted services is educated with peers of equal ability;
- The IEP Team develops a student's IEP based on the student's needs to go beyond the general curriculum; and
- The IEP involves the ongoing process of evaluating and decision-making. Decision-making is solution-focused, based on student strengths, interests, and needs that lead to improved student results.

The IEP is an important part of the special education process for everyone: students, parents, teachers, related service personnel, general education staff, and administrators. The IEP helps guide services for each student on an individual basis. Such a guide also assists teachers and other staff to have very specific, well-defined measurable annual goals for each eligible student. All persons involved should have high expectations for students, and work from a strengths-based perspective in developing educational programs.

In New Mexico State, students identified as gifted must have an IEP in place that meets the Federal IEP requirements for students with disabilities.

The IEP Team

Collaboration among IEP team members is essential to ensure that each student's educational experience is a success. All members of the IEP team are equal partners in IEP discussions. The opinions of all team members are valued and encouraged. Participants offer suggestions, listen carefully, encourage others, and ask questions. Equality and respect are extended to all team members. Because of their long-term perspective and unique relationship, parents bring a valuable understanding of their child to the table. Students also can express their own educational strengths, interests, and needs. Educators, on the other hand, bring an educational focus to the meeting; an understanding of the curriculum, the challenging educational standards for the student, and the relationship to the general education environment. Educators must continue to recognize their responsibility to maintain and enhance partnerships with parents and students throughout the school year in order to create a collaborative environment at each IEP team meeting.

The IEP team should work toward consensus, but the school has ultimate responsibility to ensure that the IEP includes the services that the student, identified as gifted, needs in order to receive a FAPE. Following the meeting, the school should provide the parents Prior Written Notice of the school's proposal for services regarding the student's educational program and placement.

The members of the IEP team are specifically identified and described in State rules. In addition to the following listed members of the IEP team, if parents need a sign language interpreter or foreign language translator, the school must provide that service.

- The student should be invited and encouraged to attend the IEP meeting. If the student cannot attend the meeting, the IEP team must take other steps to ensure that the student's preferences and interests are considered in developing the IEP. In New Mexico, students 14 and older must be invited to attend the IEP meeting. The NMPED strongly encourages that all students attend their IEP meetings no matter what age or grade level.
- The parents must be invited to attend and participate in the IEP meeting. The parents are equal partners and play an active role in providing critical information about their child's abilities, interests, performance, and history. They are involved in the decision-making process throughout the development of the IEP.
- The gifted education service provider who is or will be working with the student must be invited.
- The general education teachers who work with the student to ensure success in the general curriculum and implement portions of the IEP must be invited to the IEP meeting. They assist in determining appropriate positive behavioral interventions, instructional strategies, supplementary aids, services, and supports.

- The school may designate which teacher or teachers will serve as IEP Team member(s), taking into account the best interests of the student. The general education teacher who serves as a member of the student's IEP Team should be one who is, or may be, responsible for implementing a portion of the IEP.
- The school is strongly encouraged to seek input from the teachers who will not be attending the IEP Team meeting. All general education teachers of the student are to be informed of their specific responsibilities related to implementing the student's IEP, and the specific accommodations, modifications, and supports that must be provided for the student in accordance with the IEP. The student's IEP must be accessible to each general education teacher who is responsible for its implementation.

- The local educational agency (LEA) representative (administrator) or designee must attend the IEP meeting. The three requirements for the LEA representative or designee are:
  1. Qualified to provide or supervise provision of special education services;
  2. Knowledgeable of the general education curriculum; and
  3. Knowledgeable about the availability of the school's resources.

The primary responsibility of the LEA school representative or designee is that the individual has authority to commit school operational resources and ensure that services written in the IEP, for students identified as gifted, will be provided. All of these requirements do not necessarily have to be filled by one person; other members of the school team may meet one or any of these requirements for the school representative.

- A person who can interpret instructional implications of any new evaluation or assessment results must also attend the IEP meeting. This may include individuals who participated on the evaluation team. A special education teacher, general education teacher, speech/language pathologist, or other related service provider might have evaluation results that need to be interpreted and provide instructional implications. These individuals should also be available at the IEP meeting. A school psychologist or diagnostician acting in this role at an IEP team meeting is not precluded from also acting as the school representative, provided that the individual meets all the qualifications necessary for both roles.
- Others who have knowledge or special expertise regarding the student may attend at the discretion of the parents or the school including related services personnel. The determination of the knowledge or special expertise of any individual invited to the IEP meeting is made by the party (parents or school district) who invited the individual to be a member of the IEP Team. Although not required to do so, the school may ask the parents to inform them of the individuals they are bringing. The person who contacts the parents may wish to ask them if they intend to bring

other people to be sure that the room is adequate for the number of participants.

- Other team members may also be added, based on students' individual needs. For example, for students who attend classes in another grade level or school, the teachers of those classes may be required at meetings. In other circumstances, the school counselor should attend. However, "other individuals at the IEP meeting" does not necessarily mean attorneys should attend the IEP meeting if they do not have knowledge about students and their educational needs. The presence of an attorney is strongly discouraged, as it often sets an adversarial tone for the meeting.

Parent Participation

The parents of a student identified as gifted are expected to be equal participants along with school personnel in developing, reviewing, and revising the IEP for their child. This is an active role for the parents in which they provide critical information regarding the strengths of their child and express their concerns for enhancing the education of their child. They join with the other participants in discussions about their child's need gifted services, related services, and supplementary aids and services. As part of the IEP team, they help decide how their child will be involved in and progress through the general curriculum. The student's participation in State and district-wide assessments, and how the school will provide services to the student and in what setting also get parental input. The concerns of parents and the information they provide regarding their child must be considered in developing and reviewing their child's IEP. Keeping parents informed about the educational progress of their child is required, particularly as it relates to progress in the general curriculum. The IEP must contain a statement of how the student's parents will be regularly informed (e.g., periodic report cards, parent-teacher conferences, etc.) of their child's progress toward the annual goals and the extent to which that progress is sufficient to enable the student to achieve the goals by the end of the year. The State statutes and rules make it clear that a written report is sufficient to report progress, although in some instances, a school may decide that a meeting with the parents (which does not have to be an IEP Team meeting) would be a more effective means of communication. If progress is reported in a parent meeting, the meeting date and whether the student's progress is sufficient to achieve annual goals by the end of the year should be documented.

Notification of IEP Meeting

The school shall take steps to ensure that one or both parents are present at each IEP meeting or are afforded the opportunity to participate in the IEP meeting. The school must provide notice of an IEP meeting to the parents for the initial and any subsequent IEP meetings. This notice is to be provided early enough to ensure that they will have an opportunity to attend the meeting. The meeting is to be scheduled at a mutually agreed upon time and place.

The prior written notice must be provided at least 10 calendar days prior to the meeting and must be accompanied by the "Parent and Child Rights in Special Education" document which is located on the NMPED website at www.ped.state.nm.us. Providing the "Parent and Child Rights in Special Education" advance of the meeting allows the parents an opportunity to thoroughly read and understand what their rights are before the IEP meeting. If the parents are having difficulty understanding their rights, they have an opportunity to request advice or assistance. If the native language or other mode of communication used by the parents is not English or a written language, the public school must take steps to ensure that the notice is translated orally or by other means to the parents in their native language or other mode of communication (KAR 91-40-17 and Section 504 of the Rehabilitation Act of 1973).

In New Mexico, beginning no later than age 14 (or younger), the student should also receive a notice of the IEP meeting and be invited to attend and participate in the IEP meeting. The parents' copy of the notice must inform the parents that their child is invited to attend the IEP meeting.

In the case of students who are age 18 or older whose rights have transferred to them, all notices are to go to the students. The school or the student may invite the parents to the IEP meeting as persons with knowledge about the student.

The prior written notice of the IEP meeting must go to all team members who are invited to attend the IEP meeting. The written notice must:

- Indicate the purpose, date, time, and location of the meeting; and the titles or positions of the persons who will attend on behalf of the school, including any other agency invited to send a representative to discuss next step plan and needed post-secondary services;
- Indicate that the school must invite the parents' child to attend if next step planning is to be considered; and
- Inform the parents of their right to invite individuals whom the parents believe to have knowledge or special expertise about their child to the IEP meeting.

The determination of who has knowledge or special expertise regarding the student is made by the party (parents or school) who invited the individual to be a member of the IEP Team. Other parties may not bring into question the expertise of an individual invited to be a member of the IEP Team and may not exclude another team member's expertise based on the amount or quality of their knowledge.

If appropriate, for a student identified as gifted age 14 or younger, the notice must:

- Indicate that a purpose of the meeting is the consideration of needed next step planning;
- Indicate that the school will invite the student; and
- Identify any other agency that will be invited to send a representative.

Methods to Ensure Parent Participation

If neither parent is able to physically attend the IEP meeting, the school must take steps to ensure parent participation, including individual or telephone conference calls. The school must take whatever action is necessary to ensure that the parents understand the proceedings at the IEP meeting, including arranging for an interpreter for parents who are deaf or whose native language is other than English.

Conducting the IEP Team Meeting Without a Parent

A school may conduct an IEP meeting without the parent(s) in attendance if the school, after three attempts, has been unable to contact the parents to arrange for a mutually agreed upon time or to convince the parents that they should participate. The school must have a record of its attempts to arrange a mutually agreed upon time and place.

The school district is required to have a "record of attempts" that the agency made to contact the parents to provide them notice of the meeting and to secure the parents' participation. The record shall include at least two of the following:

- Detailed records of telephone calls made or attempted, including the date, time, person making the calls, and the results of those calls;
- Detailed records of visits made to the parents' home or homes, including the date, time, person making the visit, and the results of the visits;
- Copies of correspondence sent to the parents and any responses received; and
- Detailed records of any other method attempting to contact the parents and the results of that attempt.

Districts are encouraged to use their judgment about what constitutes a good-faith effort in making repeated attempts to involve each family in the IEP process. NMPED recommends that at a minimum, school districts make **three attempts**, using at least **two methods**, to involve the parents in the IEP Team meeting.

Parent Consent to Implement or Change the IEP

If the parents fail to respond to repeated attempts by the school to obtain their participation, and the IEP Team meeting must be conducted without the parents' participation, it may become necessary during the meeting for the IEP Team to consider making changes to the student's IEP without the parents' participation. For any change to an IEP to occur, the school must hold an IEP Team meeting. Subsequent to the meeting, the school must provide the parents a "Prior Written Notice of Proposed Action" before any change is implemented. This allows the parents an opportunity to consent to the proposed change if their consent must be sought, or object to the change even if their consent is not required.

For changes on the IEP that do not impact the student's services (including service time) or placement, parent consent **is not required**. The school must still follow all required steps to attempt to obtain the parents' participation in the IEP Team meeting and, subsequent to the meeting, provide the parents with a "Prior Written Notice of Proposed Action" allowing them an opportunity to object to the school's proposal before any change may be implemented. This type of proposed change might include changes in criteria for a measurable annual goal, or a change in interventions or strategies on the Behavioral Intervention Plan (BIP), as deemed appropriate by the Functional Behavior Assessment (FBA).

Parent consent **is required** for the following actions related to the IEP:

- Educational Evaluation or Reevaluation; and
- Initial provision of services on the IEP.

Parent participation, but not signed consent, **required** for the following actions related to the IEP:

- Substantial change in placement;
- Material change in services; and
- Add a new service or to delete a service completely.

Each parent must be provided a final copy of the IEP at no cost. Additional IEP requirements are included in state rules.

Parent's Rights Document

Parent Rights and Procedural Safeguards are to be provided to the parents with the notice of the IEP meeting. This may mean that if the school sends the notice through the mail, the "Parent Rights" must also be mailed with it. It is not to be provided to the parents for the first time at the IEP meeting "Parent Rights" must include a full explanation of all of the procedural safeguards available and the state complaint procedures. It also must include the names of persons or organizations that can be contacted for further information.

The Initial IEP Meeting

According to *Developing Quality IEPs "*an IEP must be developed so as to provide a baseline that reflects the entire range of the child's needs" (New Mexico State Department of Education, n.d., p. 24). The *Developing Quality IEPs* technical assistance manual is available at: http://www.ped.state.nm.us/seo/iep/index.htm

At the IEP meeting, the IEP team develops a plan for the delivery of a free appropriate public education (FAPE) to a student requiring special education services. The IEP defines the educational services, activities, and linkages necessary for the student's success. It also describes the services the student needs to participate in the general curriculum, progress in the general curriculum, and receive educational benefit. The IEP is a working document that must meet

legal requirements and provide guidance for day-to-day instruction. IEPs are not lesson plans and generally should not contain specific educational methodology. IEPs serve as a concise summary of a student's strengths, interests, goals, supports, services, and needs. The IEP team must ensure that all components of the specially designed program are linked and implemented as described.

When an IEP Must Be in Effect

An IEP must be in effect before gifted education supports and related services can be provided to a student identified as gifted, and it must be implemented as soon as possible after written parent consent is granted for the services in the IEP. In addition, the school is required to ensure that an IEP is in effect at the beginning of each school year for each student identified as gifted. However, IEPs are valid for one calendar year from the effective date unless an IEP meeting is convened earlier.

IEP Content

Standards-Based IEP

An IEP that promotes challenging expectations and ensures participation and progress in the general education curriculum is one that focuses primarily on local curricular content standards and related assessments. Thus, statements of present levels of academic achievement and functional performance and gifted education and related services provided, and the ongoing monitoring and evaluation of IEPs should relate to State and local standards**.** It is also important that the IEP address each of the student's other identified educational needs. For example, measurable annual goals for higher level math may be appropriate for students who are accelerated in math. Annual goals in academic content areas will be drawn from the general education curriculum. Other annual goals, such as social/emotional, may be based on standards that are appropriate to meet the student's unique needs that result from the identified areas of giftedness.

New Mexico State Standards and Benchmarks provide a way to develop IEPs that align measurable IEP goals to classroom curriculum considered important for all students. It gives the IEP a more long-term focus because content standards are generally written in terms of the knowledge and skills that an individual needs to become a successful and productive citizen.

Present Levels of Academic Achievement and Functional Performance (Present Levels)

Present levels summarize the student's current achievement in the areas of need as determined by an evaluation. The purpose of present levels is to identify and prioritize the specific needs of a student and establish a baseline from which to develop meaningful and measurable goals. Present levels should:

- Be stated in terms that are specific, measurable, and objective;
- Describe current performance, not past performance;
- Describe the student's performance in the general curriculum;
- Prioritize and identify needs that will be written as goals; and
- Provide baseline information for each need.

The baseline data in present levels are derived from locally developed or adopted assessments that align with the general education curriculum**.** Measurable annual goals describe the student's performance anticipated within one year and are directly related to the present levels. Present levels may also contain general information that describes the student and communicates a more global understanding of the student. This information might include the results of nationally normed assessments of general intelligence or academic achievement**.**

The IEP Team should consider the following questions when writing present levels:

- In areas of concern, what is the student's present levels in relationship to State standards and benchmarks in the general education curriculum?
- Are there areas of concern not reflected in the general education curriculum (e.g. social skills)?
- What strengths of the student are relevant to address the identified concerns?
- What educational supports and interventions demonstrate the ability to enhance educational success?
- What areas of concern will require gifted education and related service in the coming year?
- What areas are of greatest importance to the student?
- Do State standards or benchmarks in the general education curriculum describe a reasonable annual goal? If yes, can the State standard or benchmark be written to goal specifications?

General Education Curriculum

The purpose of gifted education is to ensure access of to the general education curriculum, so that they can meet the educational standards that apply to all students within the school's educational jurisdiction. The IEP must include a statement of the student's present levels, including how the student's exceptionality affects the student's involvement and progress in the general curriculum. Participating in the general curriculum does not mean that students must be educated entirely within the general education classroom if that placement is not

appropriate. That does not necessarily mean that it is appropriate for students who are, for instance, the same age as 5th graders to be doing exactly the same class work or classroom activity that the 5th grade class is doing. Students may have accommodations or be participating in an enhancement of the 5th grade curriculum. Or, they may be proceeding through the general curriculum at a different level (e.g., may be working on skills in the 8th grade curriculum).

The IEP should include a statement for school personnel of the program enhancements or supports that need to be provided for all students to enable them to advance appropriately toward attaining those measurable annual goals and to be involved and progress in the general education curriculum. LEA approved supports may include staff development (e.g., how to differentiate curriculum, learn a software program that the student will use), consultation by a teacher providing supports to students identified as gifted, or materials or modifications to the learning environment.

Modification and Accommodation in the General Education Classroom (Not the State Assessments)

A general education classroom is filled with students representing a wide range of abilities, achievement, and learning styles. The expected range of achievement for students may be two or more grade levels behind to two or more grade levels ahead. For classes with students who are identified as gifted, the range of achievement may be broader. Despite the diversity of students in any particular classroom, the general education teacher's mission is to help ensure that all students learn. This often requires that teachers make enhancements, accommodations, modifications, and/or adapt their teaching styles to reach all of their students. Meeting the needs of individual students using enhancements, accommodations and/or modifications is part of effective instructional practice for teachers.

Accommodated General Education Classroom Curriculum and/or Tests

A student identified as gifted should have the opportunity to demonstrate mastery of the curricular content at any time. Pre-testing is an accommodation that allows a student to demonstrate mastery through prior knowledge. Pre-testing frees up time during general education for students identified as gifted to have opportunities to progress at an advanced level and pace of instruction in content area(s) of the student's individual interest and expertise throughout the general curriculum areas and in areas such as creativity, leadership, and social/emotional development.

Modified General Education Classroom Curriculum and/or Tests

Focus is on the curricular content to be learned. If the student is expected to learn and demonstrate mastery of more or different curricular content than students without exceptionalities, the course has to be enhanced.

Necessary accommodations, modifications, and enhancements for students identified as gifted with exceptionalities must be documented on the student's IEP. Everything documented on a student's IEP must **legally** be fully implemented by all teachers working with the student (e.g., no penalty for pull-out, compacted curriculum, pre-testing, independent projects, acceleration, etc.).

Measurable Annual Goals

Measurable annual goals are descriptions of what a student can reasonably be expected to accomplish within a 12-month period with the provision of gifted education (specially designed instruction) and related services. When selecting areas of need to address through annual goals, the IEP Team's focus should be on selecting goals from the State standards and benchmarks. To accomplish this, it is necessary that the student's performance be measured against the State standards and benchmarks. As districts develop assessments to measure standards and benchmarks, all students need to be considered.

Measurable annual goals must be related to meeting the student's needs that result from the student's identified areas of giftedness, to enable the student to be involved and progress in the general or advanced curriculum. In addition, they must meet each of the student's other educational needs that result from the student's identified areas of gifted or, if appropriate, identified areas of need. Annual goals are not required for areas of the general curriculum in which the student's areas of giftedness or need does not affect the ability to be involved and progress in the general curriculum. The annual goals included in each student's IEP should be individually selected to meet the unique needs of the individual student. The goals should not be determined based on the category of the student's areas of giftedness or need.

There is a direct relationship between the measurable annual goals and the needs identified in present levels. Because present levels are baseline data for the development of measurable annual goals, the same criteria used in establishing present levels must also be used in setting the annual goals.

Four critical components of a well-written goal are:

- **Timeframe** is usually specified in the number of weeks or a certain date for completion.

  In 36 instructional weeks . . .
  By November 19, 2009 . . .

By the end of the 2009-2010 school year . . .

- **Conditions** specify the manner in which progress toward the goal is measured. Conditions are dependent on the behavior being measured and involve the application of skills or knowledge.

  When presented with 2nd grade-level text . . .
  Given a mixed, 4th grade-level math calculation probe . . .
  Given a story prompt and 30 minutes to write . . .

- **Behavior** clearly identifies the performance that is being monitored, usually reflects an action or can be directly observed, and is measurable.

  Sarah will read . . .
  Claude will correctly solve . . .
  Mary will score . . .

- **Criterion** identifies how much, how often, or to what standards the behavior must occur in order to demonstrate that the goal has been reached. The goal criterion specifies the amount of growth the student is expected to make by the end of the annual goal period.

  96 words per minute with 5 or fewer errors.
  85% or more correct for all problems presented.
  4 or better when graded according to the 6-trait writing rubric.

Well-written measurable annual goals will pass the "Stranger Test." This test involves evaluating the goal to determine if it is written so that a teacher who does not know the student could use it to develop appropriate instructional plans and assess the student's progress. The number of goals addressed in the IEP depends on the areas of students' needs. Prerequisite skills, immediate needs, and general applicability are all factors to consider when establishing priorities. Parents, general education teachers, and students are also essential sources of information when setting priorities. Each IEP must have at least one measurable annual goal.

In the context of New Mexico Rules and IEPs, measurable annual goals are the desired outcome. Within the local curriculum, IEP teams should identify the skills and performance levels that students will master as they progress toward the annual goals.

Examples of Present Levels and Annual Goals

Jake is able to complete class projects that meet the teachers expectations for content. He tends to follow the same pattern when creating class projects and his teachers have requested that he be more "creative." Jake would like to know more about ways to be creative in his class work.

Measurable Annual Goal: In 36 instructional weeks, Jake will be able to name the four affective and four cognitive creative thinking skills. He will be able to demonstrate how he has used them in one short-term and two long-term class projects.

Given 4th grade-level math curriculum, Jeff is currently able to solve 100% of all problems presented with 98% accuracy. Jeff completes all class work quickly and accurately and often works ahead with no teacher instruction. He is a self-motivated, independent worker.

Measurable Annual Goal: In 36 instructional weeks, Jeff will pre-test the 4th grade math curriculum. He will work with the class in areas where he does not show mastery and will be given extension activities when he shows mastery of the general education curriculum. He will show 80% mastery of all work.

Examples of Measurable Goals

Technology
Goal: In 18 weeks, Jeff will demonstrate his knowledge of technology by learning to access information on at least 5 web sites and create a 10 card Hyperstudio or PowerPoint presentation of a selected topic for presentation to his class with a score of at least 4 on a 5 point rubric.

Baseline: Jeff said he is very interested in technology and spends about 90 minutes everyday at home playing computer games. His parents support this. Jeff said he does not know how to use PowerPoint and hasn't used Inspiration software or used web sites to research information. His teachers and parents would like to encourage his interest in technology.

Science, the Scientific Process
Goal: By the end of the second 9 weeks of the 2000-2001 school year, the student will learn the steps of the scientific process and apply these steps to complete a scientific experiment with a mean rubric score of at least a 4 on a 1 to 5 scale.

Baseline: When asked to list the five steps of the scientific process and explain the meaning of each, the student stated that she knew she would conduct an experiment but she was unable to explain how to begin or how to proceed.

Math, Using Manipulatives
Goal: During the next 36 weeks, Ben, a 4th grader, will solve at least 70 problems at the 5th grade level using unifix cubes, pattern blocks, pentominos, tangrams and other manipulatives with an average score of 95-100%

Baseline: When given a pretest of 2 problems from each of the above categories at the 5th grade level, Ben scored an average of 35%.

National History Day, Secondary Level, Selected Topic

Goal: From August, 2009 through March, 2010 (given the National History Day guidelines), the student will apply the characteristics of (selected topic) to produce a 10 minute documentary and a 500 word processed paper including an annotated bibliography for a rating of a 3 on a 1 to 3 scale.

Baseline: This is an extension of the junior high social studies curriculum. When asked to define a (topic) the student said, "(definition)." He was also unable to list the characteristics of (topic).

Extension of Social Studies American History Curriculum, Native American Myths

Goal: During the first semester, as an extension of the 5th grade social studies curriculum and after studying the characters and themes common to the genre of Native American mythology and the oral tradition of the Native American culture, Yoshika will analyze these elements and synthesize her knowledge to create 5 story pyramids, five character webs, "an animal skin" petroglyph and an original myth told to an audience.

Baseline: Yoshika read Greek and Roman myths last year. She expressed an interest in learning more about the culture and mythology of other countries. Using a rating system from 1 to 4 (1 being least known), Yoshika rated her knowledge and understanding of Native American myths and culture as a 1 or 2. This goal extends and enriches the 5th grade social studies curriculum. Yoshika is capable of analyzing information and drawing comparisons, said her teacher and parents.

Math Acceleration

Goal: During the 2009-2010 school year, given the district's math curriculum for Transition Math at the 7th grade level with daily assignments and scheduled tests, Matthias, a 6th grader, will demonstrate mastery of the course outcomes by scoring an average of 90-100% for each 9 week grading period.

Baseline: As a 5th grader, Mathias met the district outcomes for 6th grade math last year with an "A" average for each 9 weeks.

Secondary Level, Compacting of Spanish I

Goal: During the first semester of the 2009-2010 school year, and given the district curriculum for Spanish II which covers two semesters, the student will compact the curriculum by completing assignments and tests with an average

score of at least 85% as evaluated by criteria established for the course by the district.

Baseline: In the 2009-2010 school year, the student successfully completed the curriculum outcomes for Spanish I and scored 90-100% on all daily assignments and tests for a final grade of "A."

Problem Solving, Using the Genre of the Mystery Story

Goal: By the end of the first semester, after studying the characteristics of the genre of the mystery story, Yoshika will utilize inductive/deductive reasoning to solve 7 short mysteries, 5 visual mysteries and 2 Sherlock Holmes mysteries at the 7th grade level with an average score of 90-100%.

Baseline: Yoshika does not know the characteristics of a mystery story because this information has never been introduced to her. Yoshika's parents and teachers gave narrative evidence of her high ability to reason and to analyzing clues and figuring out solutions. At home, she makes up mysteries and hides clues around the house for her sisters to find and use to solve her mysteries. Yoshika was given an introductory level problem with a time limit to establish a baseline. She was unable to reach a solution.

Measuring and Reporting Progress on Annual Goals

Parents must be informed about their child's educational progress. The manner in which this requirement is implemented is left to the discretion of each IEP Team. The reporting may be carried out in writing or through a meeting with the parents (including documentation of information shared at the meeting), whichever would be a more effective means of communication. Whatever method, or combination of methods, decided on at the IEP meeting, it must provide sufficient information to enable parents to be informed of (a) their child's progress toward the annual goals, and (b) the extent to which that progress is sufficient to enable the student to achieve the IEP goals by the end of the year.

Frequent monitoring of student progress is encouraged. Frequent monitoring is beneficial in several ways:

- It gives the teacher time to implement interventions and new strategies if student progress is inadequate,
- It maximizes the student's time and opportunity to learn and ensures effective instructional practices,
- It prevents unpleasant surprises for parents when progress reports go home or at parent-teacher conferences, and
- It documents "good faith" on the part of the teacher implementing the IEP.

When appropriate, a portion of the IEP may be revised. As with any change made on an IEP, there must be an IEP Team meeting. The notice for the IEP Team meeting would indicate what part of the IEP the team is reviewing. Upon completion

of the review, the parents will receive a "Prior Written Notice of Proposed Action." Parent consent for the revision may or may not be required depending on whether the change constitutes a substantial change in placement or a material change in services. When reviewing only a portion of the IEP, the annual review date does not change. The annual review date should only change if the entire IEP is reviewed for appropriateness and revised as necessary.

Accountability for the IEP

New Mexico regulations make it clear that the IEP is not a performance contract and does not constitute a guarantee by the public school and the teacher that a student will progress at a specified rate. Despite this, schools and teachers have continuing obligations to make good-faith efforts to assist the student in achieving the goals listed in the IEP, including those related to next step planning. In addition, teachers and other personnel who carry out portions of the student's IEP must be informed about the content of the IEP and their responsibility regarding its implementation. The law does not limit the parents' right to ask for revisions of the student's IEP or to invoke due process procedures if the parents feel that these efforts are not being made.

Gifted Education and Related Services

Each IEP Team makes decisions about the gifted education instruction and related services, as well as the supplementary aids and services required to meet the needs of a student identified as gifted. All services outlined on the IEP indicate the projected date for the beginning of the services and the enhancements or modifications for each. It is possible that service dates may vary throughout the year and should be indicated as such on the IEP.

The decision about what services, the amount of services, and the setting of services needed to assist in the implementation of the IEP is based on a variety of factors. The IEP Team must identify the student's present levels of academic achievement and functional performance and describe the annual goals. Once the needs and goals are established, the IEP Team decides what services are to be provided, where the services are to be provided, and the amount of time the student will spend in general education settings, gifted or special educational settings, or in a combination of settings. All gifted education and related services must be individually determined in light of each student's unique abilities and needs to reasonably promote the student's educational success.

The amount of services to be provided must be stated in the IEP so that the level of the school's commitment of resources will be clear to parents and other IEP Team members. The amount of time to be committed to each of the various services to be provided must be (a) appropriate to the specific service, and (b) stated in the IEP in a manner that is clear to all who are involved in both the development and implementation of the IEP.

Participation in General State Assessments and District-Wide Assessments

Students identified as gifted will participate in standardized assessment without accommodations unless specified by the IEP team.

IEP Team Considerations

New Mexico statutes include several special factors that the IEP Team must consider in the development of the IEP:

- **Strengths of the Student and the Concerns of the Parents:** The IEP Team should be aware of the strengths of the student, and utilize those strengths during the development of the IEP to assist in addressing the student's needs where possible. In addition, parents should have the opportunity to express their concerns for their child's education during the IEP meeting, and those concerns are to be reflected in the IEP.
- **Results of the Initial Evaluation or Most Recent Reevaluation:** In developing each student's IEP, the IEP Team must consider the results of the initial or most recent reevaluation of the student and, as appropriate, the results of the student's performance on any general State or district-wide assessments. This must include a review of valid evaluation data and the observed needs of the student resulting from the evaluation process. Because the relationship between the IEP and evaluation process has been strengthened by New Mexico regulations, it is expected that this consideration will usually occur through examination of existing evaluation data.
- **Behavioral Concerns:** The IEP Team must consider whether the students' behaviors impede their learning or that of others. If it does, the students' IEPs must include strategies to address that behavior, including positive behavioral interventions, strategies, and supports and a Behavior Intervention Plan (BIP) based on a Functional Behavioral Assessment (FBA), if appropriate.
- **Limited English Proficiency:** The IEP Team must consider the language needs of the student who has limited English proficiency. The language needs of the student as they relate to the IEP must be addressed in the provision of services for a student with limited English proficiency.
- **Braille (twice exceptional: gifted and visually impaired):** For a student identified as gifted who is blind or visually impaired, the IEP Team must consider instruction in Braille. The use of Braille should be provided unless the IEP Team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student. If Braille is to be taught as a method of accessing printed material, it is to be indicated in the IEP.

- **Communication Needs (twice exceptional: gifted and speech and language impaired):** It is important that the IEP Team consider the communication needs of all students. This consideration must include the unique communication needs of students who are speech and language impaired to help them achieve their educational goals.
- **Deaf/Hard of Hearing:** For the students who are deaf or hard of hearing, the IEP Team must consider the students' communication needs, as well as academic level. A full range of needs including opportunities for direct instruction and communication with peers and professional personnel in the students' language and communication mode must be considered. The unique communication needs of all students must be the determining factors. The school must provide the communication services that all students require.

Educational Placement and the Least Restrictive Environment (LRE)

Students Identified as Gifted

The provision of Free and Appropriate Public Education (FAPE) requires that the IEP team make an individualized placement determination for the student in the LRE. A student who is identified as gifted should be afforded a continuum of placement options for the implementation of the services on the IEP. The consideration of the location of the services should be based on the individual needs of the student, not on the areas of giftedness or convenience of the staff.

It is important that the IEP for a student who is identified as gifted contain an explanation of the extent to which the student will not be participating with non-identified students in the general education class, and in extracurricular and nonacademic activities. For most students identified as gifted, the need to provide gifted education services in a "pull-out" setting outweighs the potential negative social and educational consequences of missing general education classroom activities, discussions, instruction, and social interaction with classmates. Research indicates that LRE for students identified as gifted may not be the general education classroom. However, "no single program fully addresses all the psychological and emotional needs of students" (Delcourt, Loyd, Cornell, & Goldberg, 1994, p. 1).

Extracurricular and Other Activities

The IEP must include a description of the extent to which the student will participate with students in the general education class, including extracurricular and other activities. The school is to take steps to provide nonacademic and extracurricular services and activities in the manner necessary to afford students identified as gifted an equal opportunity for participation in those services and activities.

Extracurricular services and other activities may include counseling, athletics, transportation, health services, recreational activities, special interest groups or

clubs sponsored by the public school, employment of students, etc. Examples could be math clubs, chess clubs, or enriched science activities.

Meeting to Review and Revise the IEP

The IEP is to be reviewed periodically, but at least once every 12 months, to determine whether the annual goals for the student are being achieved and to revise the IEP as appropriate. The IEP must be in effect at the beginning of the school year, and the IEP team must consider the placement of the student at least annually. Although the school is responsible for determining when it is necessary to conduct an IEP meeting, the parents of a student identified as gifted have the right to request an IEP meeting at any time. The student's teacher or other school staff may also propose an IEP meeting at any time they feel the IEP has become inappropriate for the student and revision should be considered.

If changes are contemplated in the student's measurable annual goals, any of the services or program modifications, or other components described in the student's IEP, the school must ensure that the student's IEP team is reconvened in a timely manner to address those changes. The school must conduct an IEP meeting even when the proposed changes in the IEP do not require parent consent.

Every time an IEP meeting is proposed, the school must provide written notice of the meeting to the parents and other IEP team members, as described earlier in this chapter, along with a copy of "Parent and Child Rights."

Goals versus Programming

Goals must involve specially designed, direct instruction. In comparison, programming must be appropriately adjusted to address skills students have already mastered and provide opportunities for students to apply these skills.

Acceleration (single subject or full grade) is a programming option that does require specially designed, direct instruction, so a goal needs to be written. (See Chapter 5 for additional information on acceleration.) Taking classes at a higher grade level or at a college/university requires a goal even though direct instruction is provided by the teacher or professor of the course and not by the gifted education facilitator. The facilitator provides information to the professor or upper grade level teacher about the student.

The IEP is a complete document. A case manager must be named to implement the IEP and monitor the student's progress. The IEP **must contain at least one annual goal**. If students only need accommodations, then need for specialized services has not been established and these students do not need gifted services.

References:

Delcourt, M. A. B., Loyd, B. H., Cornell, D. B., & Goldberg, MN. D. (1994). *Evaluation of the effects of programming arrangements on student learning outcomes*. Retrieved on February 25, 2008 from: http://www.gifted.uconn.edu/nrcgt/delcloyd.html

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Chapter Five: Program Design and Service Delivery

It is the supreme art of the teacher to awaken joy in creative expression and knowledge.

-- Albert Einstein

INTRODUCTION

The development of appropriate gifted educational programming requires comprehensive services based on sound philosophical, theoretical, and empirical support. The belief that any kind of gifted service is "better than nothing at all" is often held out of fear of or reluctance to change that might improve gifted education services. Rather than any single gifted program, **a continuum of programming services must exist for gifted learners**.

NAGC STANDARDS FOR PROGRAM (SERVICE) DESIGN

Description: The development of appropriate gifted education programming requires comprehensive services based on sound philosophical, theoretical, and empirical support.

Guiding Principles:

1. Rather than any single gifted program, a continuum of programming services must exist for gifted learners.
2. Gifted education must be adequately funded.
3. Gifted education programming must evolve from a comprehensive and sound base.
4. Gifted education programming services must be an integral part of the general education school day.
5. Flexible groupings of students must be developed in order to facilitate differentiated instruction and curriculum.
6. Policies specific to adapting and adding to the nature and operations of the general education program are necessary for gifted education.

National Association of Gifted Children (NAGC; 2000)

Gifted Service Design

Description

A continuum of services is predicated on evidence that giftedness is multi-faceted. It may manifest itself in many different ways and to many degrees across individuals and/or groups of identified gifted learners. Hence, one service delivery option (e.g., monitoring) will not serve all gifted learners equally well. To ensure an appropriate education, a continuum of services and placement should be designed to address specific needs of many different types and levels of giftedness from kindergarten through grade 12.

Development of coherent services for the gifted requires careful planning, development, and implementation and should be differentiated according to the nature of giftedness, family, community environments, and the age of the student. Opportunities to match needs of students to levels of services, such as:

- Cluster group options
- Pull-out classes
- Homogeneous (ability grouping) classes
- Specialized or magnet schools
- Mentorships
- Dual enrollment classes

These strategies will maximize learning for each individual student.

Quality Services for Gifted Students

Gifted students should be challenged in every classroom every day. There must be support to develop all teachers' understanding of gifted education practices. The education of gifted students should be a shared responsibility of the gifted educator, classroom teacher, other building staff and the parents. Services for gifted students must include:

- Rich and rigorous content
- Challenging process
- Open-ended products and assessment
- Student choice
- Teacher options
- Supportive learning environment

The critical components for gifted students to access the best services to meet their needs must include:

- Curriculum and instruction that fit each student
- Students having choice in what and how they learn
- Students taking part in setting IEP goals
- Classrooms that connect with the experiences and interests of the individual

Benefits

The benefits that accrue when using a continuum of services matched to individual needs are many, including the following:

- Congruence between gifted learners' needs and learning environment provides opportunity for development in cognitive, psychosocial and physical areas.
- Fewer misidentifications as emotionally/behaviorally disordered or Attention Deficit Hyperactivity Disordered (ADHD)
- Chronological and/or intellectual peer groups support continuing development.

- Gifted learners maintain high levels of interest in learning, motivation, and task persistence.
- Levels of services are matched to the needs of gifted learners and provide a full continuum of options.
- School services are available to and are designed specifically for the identified needs of the population, including age and developmental appropriateness.
- Services for gifted students cross all formats for differentiated options (e.g., consulting teacher, part-time pull-out, special class or school) and are not limited to a sole service design.
- Services are relevant to the identified needs of the gifted learners and are evaluated as such.
- Services address student needs, including academics, creativity, social/emotional and leadership.

Cluster Grouping

A Best Practice to Promote Student Achievement and Exemplary Classroom Practices

This research-based best practice offers a way for schools to provide full-time services for the gifted students in general education classrooms. A group of five to ten identified students, usually those in the top 5% of ability in the grade level population, are clustered in the classroom of one teacher who has had training or is willing to learn how to teach exceptionally capable learners. The other students are of mixed ability. With more than eight to ten gifted students, two cluster classrooms should be formed. Cluster grouping provides opportunities for gifted students to work together with gifted peers on instructional activities, as appropriate. Results from a three-year study from the National Research Center on the Gifted and Talented (NRCGT) conducted by Genry (1999) produced the following conclusions on this best practice:

- Placing high achievers together in one classroom challenges those students, enabling other students to become academic leaders and allowing new talent to emerge.
- Cluster grouping makes it easier for teachers to meet the needs of students in their classrooms by reducing the achievement range of students within a classroom.
- Cluster grouping used in conjunction with challenging instruction and high teacher expectations may improve how teachers view their students with respect to ability and achievement.
- Achievement scores improved over a three-year period for students in a cluster group environment and the number of students identified as high achievers increased.
- Flexible grouping within and between classes that reduces the achievement range of each class can provide many benefits to all students and teachers.

- The positive effects of cluster grouping result from many changes in the school climate such as:
    - Creating opportunities for staff development, emphasizing a variety of instructional strategies
    - Raising teacher expectations
    - Creating a sense of ownership
    - Creating opportunities for collaboration with colleagues and administration

Rationale for Cluster Grouping

Meeting the diverse learning needs of all students may be difficult. Often, the highest ability students are expected to "make it on their own." When a teacher has several gifted students, taking the time to make appropriate provisions for them as a group is more effective. Furthermore, gifted students can better understand and accept their learning differences if they have gifted peers in the class.

Programming Options

General Classroom Enrichment: One method of classroom enrichment is the use of enrichment/learning centers: An area of the classroom is set-aside for independent student activity in a particular area of study. These centers should encourage independent study and individualization in the content areas with gifted students. The focus should be on process rather than on content. Renzulli (1977) states that the emphasis should be on teaching a student to conduct research in the manner used by professionals in the field, rather than simply emphasizing information about the topic itself.

Curriculum Compacting: This procedure is used for streamlining the general education curriculum for students who are capable of mastering it at a faster pace. (Reis, Burns, Renzulli; 1992) Individuals or groups of students are assessed to determine their level of proficiency in general education course outcomes, units or courses. A determination is made of content/skills not yet mastered and a plan is made to complete the remaining material and to progress to more appropriate and challenging instruction and materials.

Individual and Small Group Counseling: Affective education and counseling are both concerned with personal development and emotions. Affective activities are often led by the teacher or another adult without special training and consist of planned exercises and activities that help students clarify their own feelings and beliefs as related to the curriculum. Counseling, directed by an individual trained in counseling, focuses on individuals. It involves problem solving, making choices, conflict resolution and deeper understanding of self and is unrelated to the curriculum.

Magnet or Special Schools: Some large cities design specialized schools, based on talents and needs of students, which offer specialized instruction to less affluent students similar to that offered in private schools.

Cluster Grouping Within Class by Skill Level OR Non-Graded by Skill Level: Instead of separating identified gifted students among classes, a "cluster" of five to ten students is placed in one classroom with a general education teacher who has had additional training in how to teach exceptionally capable students. Such training should include how to compact the curriculum, and how to provide enriched, accelerated, and independent study options for gifted students. The other students in that class are of mixed ability.

Pull-Out Groups Within and Across Grades by Targeted Ability and Interest Areas: Students are "pulled-out" of the general education classroom and a gifted education teacher/facilitator implements instruction and special studies based on ability and interests of groups of students.

Within Grade Level and Across Grade Level Advanced Classes: Advanced classes are designed for students already mastering the basic core of subject matter. Such courses offer consistent study in more depth and breadth to a curricular area with less redundancy from class to class or level to level.

Advanced Placement*:* Advanced Placement (AP) classes give students an opportunity to take college-level courses and exams while still in high school. Courses are also offered online.

International Baccalaureate: The International Baccalaureate Organization (IBO), a nonprofit educational foundation based in Switzerland, offers advanced curricular options for students in the final two years of secondary school, for students in the 11-16 age range, and for students aged 3 to 12 years. The IBO provides curriculum and assessment development, teacher training and information seminars, electronic networking, and other educational services to its 1000 participating schools in 100 countries around the world.

Honors Classes: General education classes with more complex content covered at a more rapid pace and in greater depth.

Self-Designed Courses or Independent Study: Self-designed courses and independent study can be an excellent way to vary the depth at which students learn. To avoid misuse, direction and supervision, along with a study plan, is needed to insure student success. A format is developed and structure is established that will indicate when the study is completed.

Special Enrichment Options: May be available in or outside of school -- Saturday and Summer Programs, Great Books, Young Writers, Future Problem Solving, History Day, Academic Decathlon, Thinking Cap Quiz Bowl, Odyssey of the Mind,

Continental Math League, Math Counts, Stock Market Simulation Game, Knowledge Master Open, and Science Olympiad are some examples of special enrichment activities available.

Individual Options: Internships, apprenticeships and mentorships expose students to advanced training and experiences in a career, interest, talent, or content area not ordinarily offered in the general school setting.

Acceleration Options: Acceleration means studying the regular curriculum earlier or at a faster pace than a typical student.

Early Admission: A student may enter school at an earlier age than is expected. Early admission is not permitted in New Mexico at this time.

Subject Acceleration: A student is placed in a class for a part of a day with students at more advanced grade levels. The student may be assigned to a higher grade for part of the day, such as a third grade student who goes to reading instruction in fifth grade. A middle grade student may attend math classes at the high school or a high school student may take advanced college courses concurrently with high school enrollment.

Full-Grade Acceleration (Grade skipping): A student is moved ahead of normal grade placement. This may be done during an academic year such as placing a kindergarten student directly into first grade, or at year-end, promoting a 7th grader to 9th grade. Another example might be a student who spends the first semester in one grade and advances to the next grade for second semester.

Determining Need for Gifted Services

New Mexico gives gifted students the same rights and protections as students with disabilities, except in the areas below (6.31.2.12 F NMAC):

F. Applicability of rules to gifted students.

(1) All definitions, policies, procedures, assurances, procedural safeguards and services identified in 6.31.2 NMAC for school-aged children with disabilities apply to school-aged gifted children within the educational jurisdiction of each local school district, including children in charter schools within the district, except:

(a) the requirements of 6.31.2.8 NMAC through 6.31.2.10 NMAC and Subsections J, K and L of 6.31.2.11 NMAC regarding child find, evaluations and services for private school children with disabilities, children with disabilities in state-supported educational programs, children with disabilities in detention and correctional facilities and children with disabilities who are schooled at home;

(b) the requirements of 34 CFR Secs. 300.530-300.536, Subsection I of 6.31.2.13 NMAC and 6.11.2.10 and 6.11.2.11 NMAC regarding disciplinary changes of placement for children with disabilities; and

(c) the requirements of 34 CFR Secs. 300.43, 300.320(b) and 6.31.2.11(G)(2) regarding transition planning. Students identified as gifted must meet the requirements at Subsection B of 22-13-1.1 NMSA 1978, which is the next step plan for students without disabilities.

The three core concepts of IDEA-2004 for exceptional students in New Mexico state that:

- The involvement and progress of each student with an exceptionality in the general curriculum includes addressing the **unique needs** that arise out of the student's exceptionality.
- The involvement of parents and students together with general and special education are needed in making individual decisions to support each student's educational success.
- The preparation of students with exceptionalities for employment and post-school opportunities is of critical importance.

Eligibility is determined by a three-prong test:

- **Criteria:** The student must meet eligibility criteria for the state definition of gifted.
- **Need:** The student must demonstrate a need for gifted services.
- **Benefit:** The student must benefit from gifted services.

After a team decides a student needs gifted services, the Individualized Education Program (IEP) must be written determining the student's present levels of educational performance so annual goals can be established. After student goals are established, the service delivery model should then be determined. **Districts need to be aware and realize that problems may arise when focusing on only one service delivery model.**

Maximum or Extensive Services

When students are identified with a generalized need for advanced material in most, if not all, academic areas, they will best be served through a service delivery model that allows for services for more than half a day. It is possible that a student may need extensive services in one or two academic areas and not in others. Once again, it is important for each student's needs to be considered individually and to provide services to meet those needs.

Pull-Out Services

The majority of gifted services in New Mexico have been offered primarily through a pull-out model. Many gifted services have relied on providing enrichment not necessarily related to the general education curriculum. This may be the most appropriate service model to meet the student's current needs, but there may be inherent problems in looking at this as the primary model. Those difficulties may include the following:

- Fragmentation of instruction
- Isolation of special program instruction
- Problem of student missing other classroom activities
- Failure to meet individualized needs
- Lack of connection to the general curriculum

Inclusion

Greater emphasis is being placed on facilitating differentiation in the general education classroom for gifted (Tomlinson, 1999). Differentiation acknowledges the need gifted students have to be offered challenge in their learning curriculum each day and every class period. Another important factor recognizes that through differentiation the general classroom teacher shares in the responsibility of meeting the educational needs of gifted students.

How Teachers Can Provide Differentiation for Gifted Students

Instructional practices for gifted students indicate that a greater emphasis needs to be placed on involvement with the general education curriculum, while using an increased emphasis on collaborative teaching models. Services for students with giftedness should not be segregated and separate from the general education curriculum. Services should rely on the use of approaches that can motivate gifted students to become enthusiastic learners. The following strategies may assist in bringing about this change:

Compacting the curriculum: The most important needs of gifted students are to have regular opportunities to demonstrate what they already know, to receive full credit for content they have already mastered, and to spend their own learning time on challenging activities that accelerate and enrich the regular curriculum (Reis, Burns & Renzuilli, 1992). Compacting the curriculum can answer these needs.

Designing alternative learning experiences: The teacher would need to provide alternative learning opportunities through differentiation of the content, process, products, learning environment, and assessment.

Allowing for differentiated pacing: For a curriculum that cannot be assessed beforehand, gifted students should be allowed to work at their own pace to learn the required concepts and spend more time on developing an expertise on a related topic of their choice.

Agreeing on expectations: Teachers and students work together to set up standards for evaluating productivity, behavior, and differentiated products. Then they agree on the standards in writing.

How Administrators Can Help Facilitate Differentiation for Gifted

Acknowledge the needs of gifted students: Because gifted learners are just as far removed from average as students with mental retardation, instructional differentiation is highly defensible and equitable.

Facilitate gifted education training for staff: Strategies that teachers learn for the benefit of their advanced students are applicable to other students and tend to raise the learning curve for all.

Investigate cluster grouping: Cluster grouping is the practice of purposely placing five to ten gifted students together in an otherwise heterogeneous class. Their teacher needs to have training in how to differentiate the curriculum for students who demonstrate mastery or who can learn at a quicker rate.

Communicate expectations: Make clear that all students should be able to learn something new and challenging every day. Gifted students need to demonstrate that they are making continuous progress in their own learning.

References:

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Renzulli, J. S. (1977). *The enrichment triad model: A guide for developing defensible programs for the gifted and talented*. Mansfield Center, CT: Creative Learning Press.

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Chapter Six: Curriculum and Instruction

The whole art of teaching is only the art of awakening the natural curiosity of young minds for the purpose of satisfying it afterwards; and curiosity itself can be vivid and wholesome only in proportion as the mind is contented and happy.

-- Anatole France

INTRODUCTION

Guidelines for Curriculum

Students receiving gifted services must be provided a differentiated education from that regularly provided by New Mexico school districts. It is important that teachers of gifted students be aware of the following curricular issues and resources:

- Techniques for differentiation of curriculum
- Methods and materials specific to gifted students
- Scope and sequence of their district's general curriculum - standards/benchmarks of district
- Academic needs of individual gifted students within and beyond the district's general curriculum
- State standards
- District gifted curriculum guides
- District/community philosophy toward gifted education.

NAGC STANDARDS FOR CURRICULUM AND INSTRUCTION

Description: Gifted education services must include curricular and instructional opportunities directed to the unique needs of the gifted child.

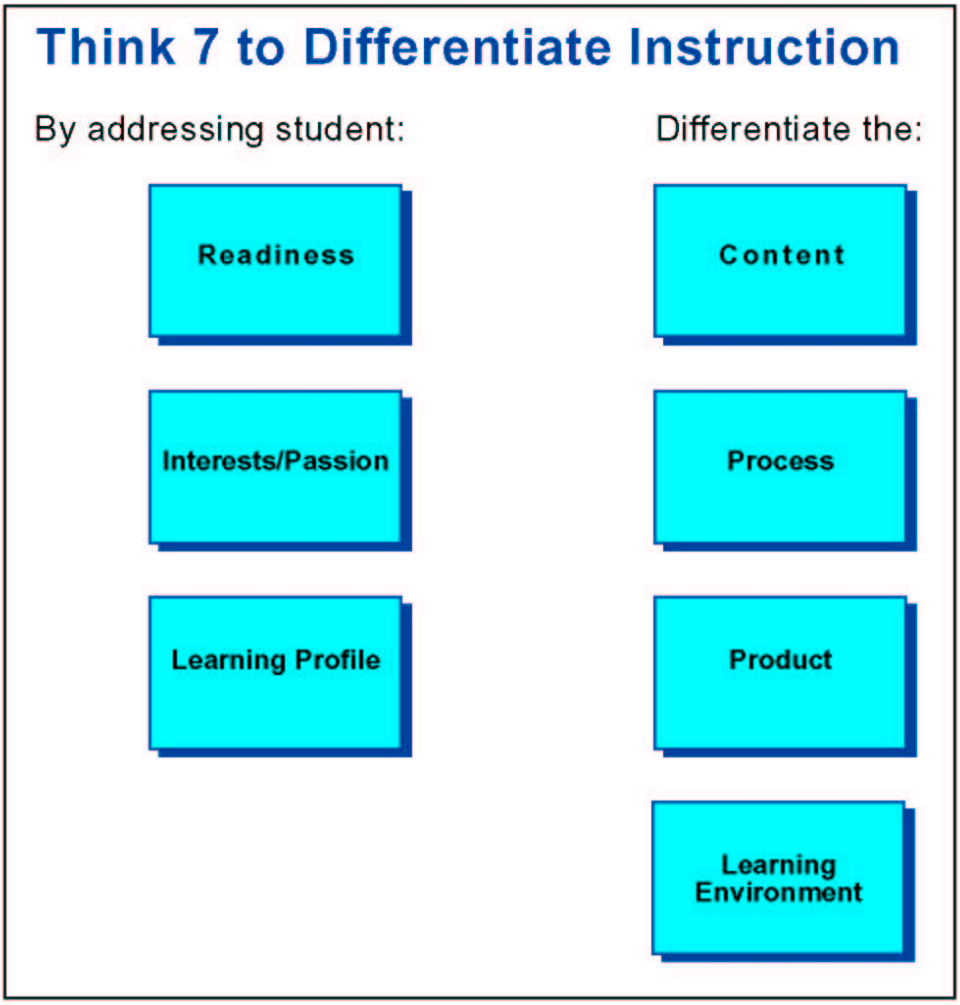
Guiding Principles:

1. Differentiated curriculum for the gifted learner must span grades pre K-12.
2. Regular classroom curricula and instruction must be adapted, modified, or replaced to meet the unique needs of gifted learners.
3. Instructional pace must be flexible to allow for the accelerated learning of gifted learners as appropriate.
4. Educational opportunities for subject and grade skipping must be provided to gifted learners.
5. Learning opportunities for gifted learners must consist of a continuum of differentiated curricular options, instructional approaches, and resource materials.

National Association for Gifted Children (NAGC; 2000)

Differentiation of Curriculum

Curriculum differentiation is a broad term referring to the need to tailor teaching environments and practices to create appropriately different learning experiences for different students. The Think 7 chart on the following page outlines differentiation in these broad terms:


Think 7 to Differentiate Instruction
By addressing student:
Readiness
Interests/Passion
Learning Profile
Differentiate the:
Content
Process
Product
Learning Environment

Based on the work of Keirouz, Farmer (1996) suggests typical procedures in the case of gifted and talented students include:

- Deleting already mastered material from existing curriculum,
- Adding new content, process, or product expectation to existing curriculum,
- Extending existing curriculum to provide enrichment activities,
- Providing course work for able students at an earlier age than usual, and
- Writing new units or courses that meet the needs of gifted students.

Developing curriculum that is sufficiently rigorous, challenging, and coherent for students who are gifted is a challenging task. The result, however, is well worth the effort. Appropriately differentiated curriculum produces well-educated, knowledgeable students who have mastered a substantial body of knowledge, and can think clearly and critically about that knowledge.
Based on the work of Maker's model of differentiated curriculum, Farmer (1996) suggests that curriculum needs to be differentiated in terms of:

- Content
- Process
- Product
- Learning environment

Based on the work of Tomlinson and other researchers, DeKalb County School System (2007) recommends that gifted education teachers differentiate (a) content including ideas, concepts, information, and facts; (b) process including the way new material is presented, activities in which students engage, the questions that are asked, teaching methods, and thinking skills or processes developed by the student; (c) products; and (d) learning environment including adaptations in the setting in which learning occurs, both physical setting and psychological school/classroom climate for gifted students using the following:

Content

Abstractness: Major focus of discussions, presentations, reading, and lectures should be on abstract themes, and theories – things that have a high potential for transfer. Facts and other concrete information should be the basis for the study of abstract issues and problems.

Complexity: Curriculum to be organized around broad-based, abstract themes. Use a multidisciplinary approach; exploration of themes and topics across the disciplines. Ideas that have a number of concepts, approaches, parts, interpretations, and solutions should be available for student exploration.

Variety: Gifted learners should be taught ideas and content areas not taught in regular curriculum. This is often called the "null curriculum" and includes subjects such as anthropology, economics, archaeology, topology, sociology, psychology.

Provide opportunities for students to select areas of study (e.g., independent studies or contracts).

Operation for Learning Value and Economy: Design experiences to allow students to receive as much value for the time spent as possible. Organize activities to facilitate transfer of learning, memory and understanding of abstract concepts and generalizations. This comes from organizing instruction around key concepts or abstract ideas to be learned rather than arranging it in some other fashion.

Study of People: In order to learn how to deal with their own talents and possible successes, gifted students should study creative and productive individuals. Students should analyze the problems faced by eminent people and explore how they handled their problems. Students should examine personal traits, career and professional characteristics, and their social interactions.

Study of Methods: Students should learn methods of inquiry, investigation, and research used by scholars in different disciplines. They should practice these methods. Students should be given opportunities to focus on metacognitive thought and to explore how they think and learn.

Process

Higher Levels of Thinking: Students are asked to think on the higher levels of Bloom's Taxonomy, on the levels identified by Frank Williams, and/or any other higher-level skills. Students should be involved in creative thinking, critical thinking, and problem solving. These skills should be actively taught.

Open-endedness: Divergent, not convergent, questions allow students to explore many options and allow students to see that there are many situations in life when no predetermined right answer exists. Provocative questions stimulate further thinking and investigation. Openness stimulates thought, permits and encourages divergent thinking, encourages responses from more than one student, and aids in development of interaction in which learning, not the teacher, is the focus.

Discovery: Create situations which allow students to use inductive processes to discover patterns, ideas, and underlying principles. Allow students to bring their own organizational structure to problems and situations. Encourage independent learning; the surest way to make it hard for a student is to make it easy for him. Provide lots of opportunities for investigation of problems, situations in which there is no right answer.

Evidence of Reasoning: Ask students to express their conclusions as well as the reasoning that led them to their conclusions. This allows students to focus on how they think and reason and to evaluate their thinking processes. Listening to reasoning and evidence also allows teachers to assess levels of thinking.

Freedom of Choice: Give students freedom to choose both learning experiences and topics. Offer students the opportunity to choose strategies and processes which best fit their learning styles and intelligences.

Group Interaction: Provide simulations and other structured and unstructured opportunities for students to work with other gifted students. Vary group organization to include pairs, small groups, and large groups. Include opportunities for peer evaluation.

Pacing: Present new material at a rate/pace which accommodates gifted learners. Do not expect gifted learners to wait for others to grasp a concept before they can move on to something they don't know. Compacting, contracts, independent studies are some things that can be used to adjust pacing. It is very important to maintain motivation and interest and to enhance students' willingness to accept a challenge. This does NOT mean hurrying through a lesson or removing wait time from questioning.

Variety: The teacher should use various methods to maintain the interest and to accommodate the different learning styles of the students.

Enabling Skills: Include learning of specialized skills that are "tools of the trade" of specific areas of human endeavor. The learning and usage of self-directed, independent learning skills is important.

Self-Understanding: Provide activities which develop self-understanding, recognizing and using one's abilities, becoming self-directed, appreciating likenesses and differences between oneself and others.

Evaluation: Allow for self-evaluation. Evaluate through authentic products. Provide a wide variety of types of evaluation. Allow for evaluation f thinking/problem solving process.

Other: Use strategies such as learning logs, journals, graphic organizers, creative problem solving, think-pair-share, synectics, mind mapping, two-sided debates (listing pluses, minuses, and interesting points about a topic under consideration), mentorships or apprenticeships, flexible grouping, learning centers, varying questions, role-playing, model making, labs, tiered assignments, compacting, contracts, and independent studies.

Products

Result from Real Problems: Address problems that are meaningful to the learner. Address problems which might be encountered by professionals in a field.

Addressed to Real Audiences: Provide opportunities for students to present their products to the scientific community, city council, government area, classmates, another class, or a group of partners in education.

Transformation: Products should represent transformation of existing information or data rather than mere summaries of others' conclusions. Provide opportunities for original research, original art work, and collection of raw data. Force use of higher level thinking skills.

Variety: Encourage students to learn about and use a variety of products and to carefully consider the most appropriate representation of their content to a proposed audience. Allow for students to choose products that fit their learning and intelligence styles. Allow students to learn to use different media.

Self-Selected Format: Allow students to decide which format they want to use. Give them a menu of choices. Allow them to suggest their own new techniques, materials, and forms.

Appropriate Evaluation: Have the end products evaluated by the audiences to which they were intended, including peers. Students should do extensive self-evaluations of their own products during the project and after the project. Clearly lay out criteria for success in content and production. Each student will have ~~a~~ different criteria for success. Allow for student evaluation on the basis of agreed-upon criteria for content and production. Set clear standards of high expectations for student products.

Other: Help students see the need for both creative and critical thinking; help them build a passion for the ideas being pursued. Require a synthesis of multiple sources of information in developing products. Give clear and ample directions as a way of ensuring quality, but leave room for student choice in the context of clear directions. Ensure the learning of required production skills, not just content. Communicate with parents regarding timelines, assessment, rationale for product, and how they can help. Consider allowing students to work on products in class when they have compacted out of an assignment or when they do not need practice for homework. If possible, allow an advanced learner to work with a mentor.

Learning Environment

Learner Centered: Focus on the students' interests and ideas rather than those of the teacher. Emphasize student discussions rather than teacher talk. Patterns of interaction have the student as the central focus.

Independence: Tolerate and encourage students to take initiative for their own learning. Students should solve problems such as classroom management or discipline, and make their own decisions instead of depending on the teacher.

Openness: Be sure the physical environment is open to new people, materials, and things. The psychological environment must also be open to new ideas, diverse values, exploratory discussions, and freedom to change directions and meet new situations.

Acceptance: Attempt to understand the students' ideas and points of view. Listen to ideas, request clarification, elaboration and extensions of ideas before approving or challenging them. Make judgments at appropriate times – not when creative production should be occurring. Make evaluations that assess strengths and limitations rather than judgments which imply rightness or wrongness.

Complexity: Arrange a physical environment which includes a variety of materials; have sophisticated and varied tools, references, and books; a representation of varied cultures and intelligences; a variety of databases and electronic resources. Include challenging tasks, complex ideas, and sophisticated methods.

Variety in Groupings: Groupings should approximate real-life situations. Allow the students to make choices about how groups are set up. Be sure the types of tasks and purposes of learning experiences are varied.

Flexibility: Allow for flexibility in scheduling, requirements to be met, and criteria for evaluation. Give extended time for complex projects if necessary. Be prepared to take advantage of "teachable moments." Allow for unstructured time. Allow for student autonomy whenever possible.

High Mobility: Allow movement in and out of the classroom. Provide access to different learning environments, materials, and equipment.

Curricular Models Specific to Gifted Students

Gifted students exhibit different behaviors and characteristics and as a result have different learning needs (Georgia Department of Education, 2006). Therefore, one curriculum model to meet the needs of gifted students is inappropriate. Different models are needed to meet the different individual needs of gifted students. A variety of models are provided below:

Autonomous Learner Model (ALM): Developed specifically to meet the diversified cognitive, emotional, and social needs of learners, the ALM for the Gifted and Talented is used at all grade levels for the gifted as well as learners in the regular classroom. George Betts and Jolene Kercher developed this model which places emphasis on meeting the unique needs of learners through activities in five major dimensions of the model: Orientation, Individual Development, Enrichment, Seminar, and In-depth Study. Additional information about ALM is available at: http://www.alpspublishing.com/alm.html

Students may use the ALM model individually or under the direction of their

classroom teacher from the following website: http://nmgifted.org/ALM/intro.html.

Calvin Taylor Model of Creative Thinking and Critical Thinking (MCTCT): The Calvin Taylor MCTCT describes five talent areas: productive thinking, communication, planning, decision-making, and forecasting. Both the critical and creative elements of thinking are incorporated in this model, which is best known as Talents Unlimited (a program of the National Diffusion Network of the U.S. Department of Education). This thinking skills model describes the essential elements of thinking. Additional information about the Calvin Taylor MCTCT is available at: http://inventors.about.com/od/creativity/a/Clavin_Taylor.htm

Edward DeBono CoRT Thinking Programme: The Edward DeBono Cognitive Research Trust (CoRT) Thinking Programme includes generative and creative thinking as well as operational and constructive thinking. It represents one of the most comprehensive approaches to the teaching of thinking. The CoRT programme is divided into six parts of ten lessons each. Additional information about the Edward de Bono CoRT Thinking programme is available at: http://www.edwarddebono.com/concept1.htm

Parallel Curriculum Model: The Parallel Curriculum Model is a set of four interrelated designs: Core, Connections, Practice, and Identity. These designs are used to create or revise existing curriculum units, lessons, or tasks and can be used individually or in combination with each other. Each parallel offers a unique approach for teaching, learning, and organizing content. Additional information about the Parallel Curriculum Model is available at: http://reach.ucf.edu/~CENTRAL/elementary/PCM/index.html

Problem-Based Learning: Problem-Based Learning is an approach to learning that focuses on the process of solving a problem and acquiring knowledge. When students are active in creating the problem then it is considered an inquiry-based approach. Additional information about problem-based learning is available at: http://www.pbli.org/ and http://www.udel.edu/pbl/ and https://www.imsa.edu/programs/pbl/cpbl.html

Project-Based Learning: Project-Based Learning is an approach to learning that focuses on
developing a product or creation. The project may be student-centered, problem-based, or inquiry-based. Additional information about project-based learning is available at: http://www.pbl-online.org/ and http://www.bie.org/index.php/site/PBL/overview_pbl/ and http://www.projectapproach.org/

Operation Houndstooth: Operation Houndstooth model studies how certain non-academic factors contribute to the development of giftedness (Renzulli, Koehler, & Fogarty, 2006). These six factors are: a sense of vision, a sense of destiny, physical/mental energy, romance with a topic or discipline, courage, and optimism.

Additional information about Operation Houndstooth is available at: http://www.gifted.uconn.edu/oht/houndst.html

Renzulli's Three-Ring Conception of Giftedness: The Renzulli's Three-Ring Conception of Giftedness model consists of three clusters: above average ability, task commitment, and creativity. The research has shown that it is the interaction of the three clusters that is necessary for creative-productive accomplishment. Additional information about Renzulli's Three-Ring Conception of Giftedness is available at: http://www.gigers.com/matthias/gifted/three_rings.html

Renzulli's Triad Enrichment Model: The Renzulli's Triad Enrichment Model identifies three types of enrichment activities to motive students, develop higher level thinking, and enable students to become real world investigators and problem solvers. Additional information about Renzulli's Triad Enrichment Model is available at: http://www.maxwell.syr.edu/plegal/critical/Renzullitriad.html

Structure of Intellect (SOI): Developed by J.P. Guilford in 1967, Structure of Intellect (SOI) has two components which contribute to gifted education. First, the SOI tests can be an effective means of identifying students as gifted. Second, the SOI training modules offer qualitatively different instructional content, not just accelerated academics. Students' gifted abilities can be enhanced through the SOI training modules and students can develop abilities not yet at the gifted level. Additional information about the SOI is available at: http://coe.sdsu.edu/eet/articles/structureintellect/index.htm

William & Mary Integrated Curriculum Model (ICM): The William and Mary Integrated Curriculum Model (ICM) for Gifted Learners has three dimensions: advanced content, higher level processes and product development, and interdisciplinary concepts, issues and themes. Through these three dimensions the ICM responds to gifted learners' characteristics of precocity, intensity, and complexity. The ICM was developed at the College of William & Mary's Center for Gifted Education, which emphasizes the development of exemplary curriculum frameworks and units of study for gifted learners. Additional information about the ICM for Gifted Learners is available at: http://cfge.wm.edu/curriculum.htm

The graphic on the following page represents how the different models apply to different areas of giftedness.

Curricular Models	Self Under-standing	Inter-personal Skills	Thinking Skills	Creativity	Interest Development	Com-munication Skills	Skills of an Independent Learner	Advanced Knowledge	Future Studies
ALM	X	X	X	X	X	X	X	X	X
Calvin Taylor MCTCT			X	X		X	X		X
Edward DeBono CoRT	X		X	X	X				
Parallel Curriculum Model			X	X		X		X	
Problem-Based Learning		X	X	X		X	X	X	X
Project-Based Learning	X	X	X	X	X	X		X	X
Operation Houndstooth	X	X	X	X	X	X	X	X	X
Renzulli's Three-Ring		X	X	X	X	X	X	X	
Renzulli's Triad		X	X	X	X	X	X	X	
SOI			X	X		X			
William & Mary ICM			X	X		X	X	X	

Strategies Specific to Gifted Students

Teachers must use differentiated instruction and a variety of strategies to meet the diverse needs of gifted learners and allow all students to learn at appropriately challenging levels. According to Roberts and Inman (2007), strategies must address the interests and learning preferences of gifted learners in order to motivate them to perform well. A variety of strategies are provided below:

Bloom's Taxonomy: In 1956, Bloom identified six levels within the cognitive domain: (a) knowledge, (b) comprehension, (c) application, (d) analysis, (e) synthesis, and (f) evaluation. These levels go from simple recall or recognition of facts to increasingly more complex and abstract mental levels. Bloom's Taxonomy is probably the most widely known and applied strategy in use today. Additional information about Bloom's Taxonomy is available at: http://www.officeport.com/edu/blooms.htm and http://www.nwlink.com/~donclark/hrd/bloom.html

Creative Problem-Solving: Creative Problem Solving (CPS) is a process that allows gifted students to apply both creative and critical thinking to find solutions to problems. Additional information about creative problem-solving is available at: http://www.prufrock.com/productdetails.cfm?pc=504

Critical Thinking: Critical thinking is actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information obtained through observation, experience, reflection, reasoning, or communication in order to guide thinking or action. Additional information about critical thinking is available at: http://www.criticalthinking.org/

Cross Impact Matrix: The cross impact matrix represents an effort to extend the forecasting techniques of the Delphi method. In this approach, events are recorded on an orthogonal matrix. At each matrix intersection a question is asked: "If the even in the row were to occur, how would it affect the probability of occurrence of the event in the column?" The judgments are entered into the matrix cells in an attempt to reveal the conditional probability of an event occurring given the occurrence of another event. Additional information about the cross impact matrix is available at: http://www.iit.edu/~it/cross.html

Delphi Method: The Delphi Method focuses on reliable and creative exploration of ideas for the production of suitable information for decision making. It is based on the structure process of collecting knowledge from a group of experts by means of questionnaires interspersed with controlled opinion feedback. The Delphi Method represents a usful communication device among a group of experts to facilitate the formation of a group judgment. Additional information about the Delphi Method is available at: http://www.iit.edu/~it/delphi.html

Futures Wheel: The futures wheel can be used to consider how specific developments or changes to a particular area may affect the future. Students look at an issue from three or more points of view to help them visualize how specific actions may impact the future. Additional information about futures wheel is available at: http://www.globaleducation.edna.edu.au/globaled/go/pid/1835

Inquiry Based Learning: Inquiry based learning is a process where students generate questions from their interests, curiosities, perspectives, and experiences. When students generate their own questions, they are at the center of their own learning, which is intrinsically enjoyable. Inquiry based learning is a cyclical process where after the students generate their questions, they begin to explore and create hypotheses. These hypotheses lead to an investigation, which leads to the creation or construction of new knowledge based on the findings. Students discuss and reflect on the newly acquired knowledge, which leads to more questions and further investigation. Additional information about inquiry based learning is available at: http://www.inquirylearn.com/Inquirydef.htm

Krathwohl's Taxonomy of Affective Domain: Krathwohl's taxonomy is ordered according to the principals of internalization as follows: (a) receiving, (b) responding, (c) valuation, (d) organization, and (e) characterization by value or value set. Internalization refers to the process individuals use to pass information from general awareness to an internalized level. Individual behavior is determined based on the level within the taxonomy that new information or ideas have been internalized. Additional information about Krathwohl's Taxonomy of Affective Domain is available at: http://classweb.gmu.edu/ndabbagh/Resources/Resources2/krathstax.htm

Moral Development and Education: Kohlberg, building on Piaget's work, identified six stages of moral reasoning and stated that the goal of moral education was to encourage students to develop to the next stage of moral reasoning. Gilligan suggested that Kohlberg's theories were biased against women. She offered two distinct moralities; the morality of justice and the morality of care. Moral development and education as a strategy emphasize efforts to foster empathy and care responses in students. Additional information about moral development and education are available at: http://tigger.uic.edu/~lnucci/MoralEd/overview.html

Multiple Intelligences: Gardner developed the theory of multiple intelligences in 1983. He proposed eight different intelligences: (a) linguistic, (b) logical-mathematical, (c) spatial, (d) bodily-kinesthetic, (e) musical, (f) interpersonal, (g) intrapersonal, and (h) naturalist. While most schools focus their attention on linguistic and logical-mathematical, it is important to implement strategies that focus on all of the different intelligences. Additional information about multiple intelligences is available at: http://www.thomasarmstrong.com/multiple_intelligences.htm

Scenario Writing: Scenario writing encourages students to develop futuristic ideas. The Future Problem Solving Program (FPSP) has a specific component for scenario

writing, which requires students to write futuristic short stories at least 20 years in the future. Additional information about scenario writing is available at: http://www.aea267.k12.ia.us/fpsp/index.php?page=fpsp_components_sw

Synectics: Synectics is an approach to creative thinking that creates relevant connections between what appears to be unrelated information. This strategy can help students develop creative responses to problem solving, retain new information, and assist in writing. Additional information about Synectics is available at: http://www.writedesignonline.com/organizers/synectics.html

Taba's Teaching Strategies: Hilda Taba believed that students had to organize information before they could make generalizations. Through concept development and concept attainment, Taba believed that students could be led toward making generalizations. She developed teaching strategies for concept development and concept attainment. Additional information about the Hilda Taba and her teaching strategies are available at: http://www.csus.edu/indiv/m/mcvickerb/hildataba.htm http://www.csus.edu/indiv/m/mcvickerb/tabastrategies.htm

The 4-Mat Cycle of Learning: Bernice McCarthy places individual learning behaviors and preferences into the following categories of learning styles: (a) innovative learners, (b) analytic learners, (c) common sense learners, and (d) dynamic Learners. Curriculum must address all of these styles of learning. This can be done through the integration of these styles into the 4-Mat Cycle of Learning. Additional information about the 4-Mat Cycle of Learning is available at: http://volcano.und.nodak.edu/vwdocs/msh/llc/is/4mat.html

The Myers-Briggs Type Dynamics: The Myers-Brigs Type Indicator (MBTI) is a personality inventory that determines the basic differences in the ways individuals prefer to use their perceptions and judgment. Type dynamics is an important part of understanding the MBTI results and provides information for developing appropriate strategies for effectively working with students and meeting their individual needs. Additional information about the Myers-Briggs Type Dynamics is available at: http://www.myersbriggs.org/

The Williams Cube: Frank Williams defines creativity in relation to four cognitive factors and four affective factors. The cognitive factors include: (a) fluency, (b) flexibility, (c) originality, and (d) elaboration. The affective factors include: (a) curiosity, (b) imagination, (c) complexity, and (d) risk-taking. These factors compose the Williams Cube, which is used to generate ideas openly and encourage students to explore ideas by listing to their inner voice. Additional information about the Williams Cube is available at: http://www.creativelearning.com/Assess/test21.htm

The graphic on the following page represents how the different strategies apply to different areas of giftedness.

Strategies	Self Under-standing	Inter-personal Skills	Thinking Skills	Creativity	Interest Develop-ment	Com-munication Skills	Skills of an Independent Learner	Advanced Knowledge	Future Studies
Bloom's Taxonomy	X		X	X		X	X	X	
Creative Problem Solving		X	X	X		X	X		X
Critical Thinking			X			X	X	X	X
Cross Impact Matrix			X			X		X	X
Delphi Method		X	X		X	X	X	X	X
Future Wheel			X	X	X	X		X	X
Inquiry Based Learning		X	X			X	X	X	X
Krathwohl's Taxonomy	X					X			
Moral Development and Education	X	X			X	X	X	X	X
Multiple Intelligences	X	X	X	X	X	X	X	X	X
Scenario Writing	X		X	X	X	X	X	X	X
Synectics	X		X	X		X			X
Taba's Teaching Strategies			X			X		X	X
The 4-Mat Cycle of Learning	X	X			X	X	X		
The Meyer-Briggs Type Dynamics	X	X	X		X	X	X		
The Williams Cube	X		X	X		X			

Scope and Sequence of District's General Curriculum

Districts have developed their own scope and sequence which should be familiar to the teachers of the gifted and are aligned with State Standards and Benchmarks. Districts may choose to create a separate scope and sequence specifically for gifted students.

Academic Needs of Individual Gifted Students

Academic needs of individual gifted students are documented in their Individualized Education Program (IEP). Educational opportunities for subject and grade skipping must be available for gifted learners.

State Standards

The state standards for each area can be accessed on the New Mexico Public Education Department's website at: http://www.nmlites.org/standards/index.html. When writing IEPs, it is permissible to use benchmarks that are above grade level in aligning goals with the state standards.

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Chapter Seven: Administration and Management

The function of education is to teach one to think intensively and to think critically. Intelligence plus character – that is the goal of true education.

-- Martin Luther King, Jr.

INTRODUCTION

State law requires that appropriate services be provided for gifted students. Administrators must oversee services for these students and their families. The administrators' roles include, but are not limited to the following:

- Supervision, staff development, staff performance evaluation and program evaluation
- Effectively managing resources including general education funding, additional funding for students who are exceptional including gifted, curriculum adoption and materials acquisition, and professional development
- Demonstrates vision, examines issues, and takes initiative

NAGC STANDARDS FOR PROGRAM ADMINISTRATION OR MANAGEMENT

Description: Appropriate gifted education programming must include the establishment of a systematic means of developing, implementing, and managing services.

Guiding Principles:

1. Appropriately qualified personnel must direct services for the gifted learner.
2. Gifted education programming must be integrated into the general education program.
3. Gifted education programming must include positive working relationships with constituency and advocacy groups, as well as compliance agencies.
4. Requisite resources and materials must be provided to support the efforts of gifted education programming.

National Association for Gifted Children (NAGC: 2000*)*

Administrators' Responsibilities to Gifted Education

Acknowledge the needs of gifted students: Because gifted learners are just as far removed from average as students with learning problems, the differentiation that gifted students need is highly defensible and equitable.

Facilitate gifted education training for staff: Any strategies that teachers learn for the benefit of their advanced students are applicable to other students and tend to raise the learning curve for all.

Investigate cluster grouping: Cluster grouping is the practice of purposely placing five to ten gifted students together in an otherwise heterogeneous class. Their

teacher needs to have training in how to differentiate the curriculum for students who demonstrate mastery or who can learn at a quicker rate.
Communicate expectations: Make clear that all students should be able to learn something new and challenging every day. Gifted students need to demonstrate that they are making continuous progress in their own learning.

Class Size/Caseload

The caseload for a gifted education teacher should not exceed 1.0 Full Time Equivalent (FTE) calculated as follows:

Minimal services (A Level) = 0.029
Moderate services (B Level) = 0.042
Extensive services (C Level) = 0.067
Maximum services (D Level) = 0.125

Examples:

- 35 students at A Level (35 X 0.029) = 1.0 FTE
- 31 students at A Level (31 X 0.029) = 0.899 FTE
- 23 students at A Level (23 X 0.029) + 7 at B (7 X 0.042) = 0.961 FTE
- 8 students at D Level (8 X 0.125) = 1.0 FTE

State Funding

Public school funds are generated from three sources: the general fund, which encompasses general and gross receipts taxes, income tax, interest earnings, and severance taxes, among others; the current school fund, which includes earnings on the permanent fund and land income; and federal mineral leases. Virtually all state-level school funds (90%) are distributed from the public school fund through the State Equalization Guarantee (SEG) that determines an annual unit value.

The intent of the SEG is to equalize financial opportunity at the highest possible revenue level and to guarantee each New Mexico public school student equal access to programs and services appropriate to his or her educational need regardless of geographical location or local economic conditions. This funding is non-categorical to encourage local school district initiatives in seeking more efficient and effective means of achieving desirable educational goals.

The formula uses cost differentials to reflect the costs associated with providing educational services to students with differing needs. The cost differential unit value for basic programs are as follows:

Grade	Factor (Unit Value)
1	1.2
2 & 3	1.18
4 – 6	1.045
7 – 12	1.25

The cost differential unit value for students receiving special education services, which in New Mexico includes students identified as gifted, are add-on units based on head count. They are as follows:

Level of service	**Additional Factor**
Less than ½ day (Minimum - A & Moderate - B Level)	0.7 units
½ day or more (Extensive - C Level)	1.0
Full day (Maximum - D Level)	2.0
3 & 4 Yr. services (Maximum - DD Level)	2.0

For example, **a third grader** who is receiving services at a moderate level (less than ½ day) would generate funding as follows:

If the unit value were $3,500, it would look like this:

3,500.00 x 1.18 = 4,130.00;
4,130.00 x .7 = 2,891.00;
4,130.00 + 2,891.00 = $7,021.00

A tenth grader who is receiving services at a moderate level (less than ½ day) would generate funding as follows:

3,500.00 x 1.25 = 4,375.00;
4,375.00 x .7 = 3,062.50;
4,375.00 + 3,062.50 = $7,437.50

It is critical to note that Chapter 22, Article 8, Section 18 of the *New Mexico Statutes Annotated* (NMSA; 1978), program cost calculation, local school board responsibility clearly states that "funds generated under the Public School Finance Act (22-8-1 to 22-8-42 NMSA) are discretionary to the local school boards, **provided that the special education needs as enumerated in this section are met**" (emphasis added).

Curriculum Adoption and Materials Acquisition

Funding for textbooks is provided by Public Education Department (PED) annually and can also be used for acquiring materials to support services for gifted students. This funding is allocated as follows:

70% Purchases from the state textbook catalog
30% Purchases from other sources (can be used for consumables)

Professional Development

In New Mexico there is currently no requirement for a teacher of the gifted to have any specific certification or licensure beyond a valid teaching certificate. Local Educational Agencies (LEAs), however, are encouraged to use the list of recommended teaching competencies found below. Research supports the idea that teachers of the gifted should have specific training pertinent to gifted education either through pre-service or, for those who are already teaching gifted, support to obtain graduate level credits. There are now multiple opportunities in New Mexico and elsewhere to take classes at our universities or through distance education.

In New Mexico the challenge to identify those underrepresented populations of students requires a sophisticated expertise. In cases where there are not adequately trained staffs, this expertise is absent and can result in poor student identification.

Funding for teacher quality (Title II) is provided by PED as flow-through federal funding annually that can be used for professional development activities for all school personnel who participate in the provision of services for gifted students and their families.

Districts that receive funding for economically disadvantaged students (Title I) must allocate 20% of that money for professional development. This funding may also be used for professional development activities for all school personnel including teachers of the gifted.

Competencies for Entry-Level Gifted Education Teachers

The following competencies for entry-level gifted education teachers have been proposed:

A. Professional Knowledge for Serving Students who are Gifted

(1) Foundations

(a) The teacher explains and discusses models, theories, philosophies, and history that provide the basis for gifted services;

(b) The teacher explains and discusses current and historical state and national rules and regulations relating to gifted services;

(c) The teacher explains and discusses the procedural safeguards relating to gifted educational services;

(d) The teacher explains and discusses state and federal mandates for students who are gifted;

(e) The teacher recognizes and discusses societal, cultural, and economic factors including anti-intellectualism and equity vs. excellence that enhance or inhibit the development of giftedness;

(f) The teacher participates in the activities of professional organizations related to giftedness;

(g) The teacher reflects on personal practice to improve teaching and guide professional growth in gifted education;

(h) The teacher utilizes personal and cultural frames of reference that affect one's teaching of gifted learners, including biases about learners from diverse backgrounds;

(i) The teacher belongs to organizations and reads publications relevant to the field of gifted education;

(j) The teacher assesses own skills and limitations in teaching students who are gifted;

(k) The teacher maintains confidential communication about students who are gifted;

(l) The teacher encourages and models respect for the full range of diversity among students who are gifted;

(m) The teacher complies with laws, ethics, and professional and program standards when conducting activities in gifted education; and

(n) The teacher improves own practice through continuous research-supported professional development in gifted education and related fields.

(2) Parent/Professional Communications Skills

(a) The teacher provides information about community and state resources regarding gifted education available to parents and staff;

(b) The teacher demonstrates the ability to work with parents of students who are gifted on issues and problems;

(c) The teacher understands and uses various models of gifted service delivery at all service levels (minimal, moderate, extensive, and maximum);

(d) The teacher demonstrates knowledge of and sensitivity to cultural, social, environmental, and ethnic dynamics in interpersonal and group interactions with students, parents, paraprofessionals, and professionals; and

(e) The teacher provides information about the roles of families and communities in supporting the development of students who are gifted, including those from diverse backgrounds.

(3) The Exceptionality of Giftedness – To plan and implement effective programs

(a) The teacher defines giftedness;

(b) The teacher identifies the cognitive, linguistic, physical, cultural, social, emotional, and sensory characteristics and needs of students who are gifted;

(c) The teacher discusses general characteristics, etiologies, and learning styles of students who are gifted;

(d) The teacher describes current theories and research for education of students who are gifted; and

(e) The teacher demonstrates skills needed for effective advocacy on behalf of students who are gifted and their parents.

(4) Least Restrictive Environment – To plan and implement effective programs for students who are gifted

(a) The teacher describes rationale necessary to determine the least restrictive environment for students who are gifted based on individual goals;

(b) The teacher demonstrates knowledge of common gifted service delivery options related to least restrictive environment;

(c) The teacher demonstrates knowledge in facilitating least restrictive environment for students who are gifted; and

(d) The teacher considers the pros and cons of various inclusive models for students who are gifted.

(5) Individualized Education Program team

(a) The teacher describes the role and responsibilities of the team;

(b) The teacher describes the composition of the team; and

(c) The teacher demonstrates and participates in developing individual educational plans, transitions, and post-secondary planning.

(6) Individualized Education Program Implementation

(a) The teacher identifies the procedural steps for the development and implementation of the individualized educational plan;

(b) The teacher describes the procedures and strategies necessary for participation in the general education curriculum and the state-wide general assessment system;

(c) The teacher collaborates with general educators, administrators, related services, personnel, and parents in the development and implementation of the individualized educational plan;

(d) The teacher develops appropriate annual goals; and

(e) The teacher develops the timelines and procedures for implementation of the individualized educational plan.

B. Assessment/Evaluation of students who are gifted

(1) Screening, referral, evaluation, eligibility, and re-evaluation procedures

(a) The teacher understands processes and procedures for the identification of gifted learners including screening, referral, evaluation, and eligibility procedures;

(b) The teacher interprets and uses educational diagnostic evaluations, observations, vocational assessments, assessments from related services, and information from necessary parties to develop the Individualized Education Programs;

(c) The teacher uses, understands limitations, and interprets multiple assessments in different domains for identifying gifted learners, including those from diverse backgrounds;

(d) The teacher uses and understands limitations of assessments documenting academic growth of students who are gifted;

(e) The teacher uses non-biased and equitable approaches for identifying students who are gifted, including those from diverse backgrounds;

(f) The teacher uses technically adequate qualitative and quantitative assessments for identifying and placing students who are gifted;

(g) The teacher develops differentiated curriculum-based assessment for use in instructional planning and delivery for students who are gifted; and

(h) The teacher uses alternative assessments and technologies to evaluate learning of students who are gifted.

C. Curriculum

(1) Curriculum Development and Implementation

(a) The teacher develops and implements individualized appropriate differentiated instruction;

(b) The teacher applies alternate curricula for students who are gifted when the general education curriculum is not appropriate;

(c) The teacher develops curriculum for students who are gifted with an emphasis on cognitive, affective, aesthetic, and social domains;

(d) The teacher develops individualized scope and sequence plans appropriate for students who are gifted; and

(e) The teacher selects and adapts curricula that incorporate advanced, conceptually challenging, and complex content for students who are gifted.

(2) Instructional Strategies for students who are gifted

(a) The teacher demonstrates knowledge of data-based approaches to individualized instruction for students who are gifted, including assessment, assistive technology, direct instruction, monitoring, and evaluation;

(b) The teacher describes and demonstrates various methods for individualizing instruction for students who are gifted to ensure access to appropriate curriculum;

(c) The teacher designs and implements appropriate lesson planning and methods for managing individuals, small groups, large groups, inclusive groups, and individual instruction for students who are gifted;

(d) The teacher collects and analyzes instructional data for effectiveness of programs for students who are gifted;

(e) The teacher uses data to adapt and revise programs as necessary for students who are gifted;

(f) The teacher collaborates with regular education teachers and related services personnel for support of students who are gifted in inclusive environments;

(g) The teacher teaches students who are gifted in the use of self-advocacy skills;

(h) The teacher integrates academic and career guidance experiences for students who are gifted to explore, develop, or research their areas of interest or talent;

(i) The teacher paces the delivery of the curriculum and instruction with the intellectual demands of students who are gifted;

(j) The teacher utilizes computers, related technologies, and assistive technology to support teaching and learning;

(k) The teacher delivers content area instruction to students who are gifted from a position of expertise;

(l) The teacher applies pedagogy appropriate to the content area when instructing students who are gifted; and

(m) The teacher applies higher-level thinking and metacognitive models to content areas to meet the needs of students who are gifted.

(3) Materials for students who are gifted

(a) The teacher selects and matches instructional materials to the individual learning needs and styles of students who are gifted;

(b) The teacher evaluates and adapts commercial materials and technological products commonly used with students who are gifted;

(c) The teacher selects appropriate materials for targeted instruction for students who are gifted;

(d) The teacher constructs instructional materials and technological products to meet individual goals of students who are gifted; and

(e) The teacher selects materials that respond to cultural, linguistic, and intellectual differences among students who are gifted.

(4) Transition for students who are gifted

(a) The teacher describes models and develops options with students who are gifted to make successful transitions as appropriate from school to school and to post-secondary options; and

(b) The teacher discusses and implements follow-up evaluation and collaboration for students who are gifted.

(5) Diversity

(a) The teacher understands how students who are gifted differ in their approaches to learning, academic and affective characteristics, and creates instructional opportunities that are adapted to diverse learners;

(b) The teacher organizes and manages varied learning groups as appropriate in each of the disciplines and as appropriate to the needs and/or interests of students who are gifted and the goals of the lesson;

(c) The teacher is aware of and can apply current research findings regarding individual differences of students who are gifted such as linguistic backgrounds, developmental levels, affective needs, exceptionalities, and gender;

(d) The teacher identifies stereotypes in curriculum materials and adapts instruction appropriately for students who are gifted;

(e) The teacher helps students who are gifted develop social interactions, coping skills, and critical perspectives on biased materials to address personal and social issues;

(f) The teacher identifies and develops appropriate responses to differences among language learners who are gifted;

(g) The teacher demonstrates sensitivity to New Mexico's unique linguistic and cultural diversity for students who are gifted;

(h) The teacher integrates perspectives of diverse groups into planning instruction for students who are gifted and on all forms of communication;

(i) The teacher understands the implications of one's own and others' cultures, behaviors, and use of language on the development of students who are gifted;

(j) The teacher accesses resources that enhance communication skills for students who are gifted including those with exceptional communication or English learning needs; and

(k) The teacher promotes multilingualism among students who are gifted.

(6) Classroom Environment

(a) The teacher implements disciplinary procedures consistent with state and federal rules and regulations and conducts functional behavior assessments and implements behavior intervention plans as appropriate; and

(b) The teacher provides an intellectually, emotionally, and physically safe environment for students who are gifted.

<u>Professional Training Delivery Options:</u> The size and diversity of New Mexico dictates that there be a variety of ways for teachers of the gifted to receive professional training. Some of the training options for the initial attainment of the competencies and for continuing education in the field include: (a) university courses including distance learning and correspondence classes, (b) conferences and institutes on gifted education, and (c) use of colleagues with gifted education training and/or experience.

Least Restrictive Environment (LRE) and the Continuum of Services

Research supports that students who are gifted require planned opportunities to interact with intellectual peers. This interaction may occur in the general education classroom, when appropriate. Students requiring enrichment or acceleration of curriculum with specific instruction in critical and creative thinking benefit from segregated interaction with intellectual peers. Decisions around LRE for students who are gifted must address what expertise and knowledge is necessary on the part of the instructor. This will directly relate to the needs of each gifted student.

The principles of LRE apply to students who are gifted, just as they do to students who have other exceptionalities. The concepts of LRE include:

1. The Individuals with Disabilities Education Act (IDEA) requires that students with exceptionalities have access to a Free Appropriate Public Education (FAPE) in the LRE with access to the general education curriculum.
2. The IDEA mandates that the placement for each student with an exceptionality be only as restrictive as the student's individual needs require.
3. The least restrictive possible placement includes full-time participation in general classes and full participation in school activities with non-exceptional students with supplementary aids and services as required.
4. To the maximum extent appropriate students are to be educated with their age-appropriate, non-exceptional peers, realizing that the general education setting may not be appropriate 100% of the time or in 100% of the situations.
5. The extent to which an individual student with exceptionalities participates in the general education setting with the use of supplementary aids and services must be determined on a case-by-case basis by the Individualized Education Program (IEP) team.
6. This requires an **individualized inquiry** into the unique educational needs of each eligible student in determining the possible range of aids and

supports that might allow the student to be educated satisfactorily in the general educational environment before a more restrictive placement is considered.

7. The public agency must offer a wide range of **placement** options, known as the **continuum of alternative placements** (http://www.ped.state.nm.us/seo/lre/lre.booklet.pdf) to insure that each student is educated in what is determined to be the least restrictive environment that is *appropriate* for that individual.

Innovative Provision of Services

Administrators must be supportive of teachers of the gifted in innovative provision of service. The provision of services for student who are gifted may include, but is not limited to:

1. Enrichment within the general education classroom (this is not using students who are gifted as tutors for other students)
2. Skills grouping within the general education classroom
3. Enrichment and/or skills grouping within segregated special education classrooms

The extent of these services are to be determined by the IEP team based on individualize inquiry.

Students and Families

Administrators must advocate for appropriate services for gifted students and their families. This advocacy may include, but is not limited to:

1. Participation in the Gifted Advisory Committee
2. Meaningful participate in IEPs for student who are gifted
3. Effective supervision of teachers of the gifted
4. Allocation of appropriate resources to adequately provide services for students who are gifted and their families

Gifted Advisory Committee

The Gifted Advisory Committee (GAC) meets on a regular basis and provides recommendations according to the New Mexico Statutes Annotated (NMSA) and the New Mexico Administrative Code (NMAC). The GAC must be aware that in New Mexico gifted is included within special education and the rules for special education apply. In other words, when the GAC reviews “the operational plans for student identification” these plans must still be in alignment with special education requirements (e.g., 60-day rule for evaluation unless a separate referral process has been identified and adopted by the district that determines a “reasonable” amount of time approved by the Public Education Department). The New Mexico Statute and NMAC are available at:

http://www.nmcpr.state.nm.us/nmac/parts/title06/06.031.0002.htm and are provided below:

G. Advisory committees.

(1) Each school district offering a gifted education program shall create one or more advisory committees of parents, community members, students and school staff members. The school district may create as many advisory committees as there are high schools in the district or may create a district-wide advisory committee.

(2) The membership of each advisory committee shall reflect the cultural diversity of the enrollment of the school district or the schools the committee advises. Representation from all schools the committee is advising is required.

(3) Purposes. The advisory committee shall:

(a) regularly review the goals and priorities of the gifted program, including the operational plans for student identification, evaluation, placement and service delivery;

(b) demonstrate support for the gifted program;

(c) provide information regarding the impact that cultural background, linguistic background, socioeconomic status and disability conditions within the community may have on the child referral, identification, evaluation and service delivery processes;

(d) advocate for children who have been under-represented in gifted services due to cultural or linguistic background, socioeconomic status, or disability conditions, in order to ensure that these children have equal opportunities to benefit from services for gifted students; and

(e) meet three or more times per year at regular intervals.

(4) Formal documentation of committee membership, activities and recommendations shall be maintained. If proposals are made by the committee to address any of the purposes as listed in Subsection G(3) of 6.31.2.12 NMAC, they shall be submitted in writing to the district administration. The administration shall respond in writing to any proposed actions before the next scheduled meeting of the advisory committee.

Evaluation of Gifted Services

Evaluations of gifted services should be conducted annually. The purpose of evaluation is improvement of services and sharing of successes. Also, evaluation activities are a tool for advocacy. Through evaluation we are able to ensure appropriate services are available to gifted students, their families, and those who serve them.

Evaluation of gifted services should include: (a) establishing quality gifted services; (b) ensuring appropriate resources for students, families, and educators; (c) sharing successes with others; (d) helping to improve services as they evolve; and (e) assessing the impact of providing the most appropriate education for gifted students.

Evaluation of gifted services should be based on the National Association for Gifted Children (NAGC) Standards provided in Appendix B.

Resources:

New Mexico Statutes Annotated (NMSA). (1978). *Chapter 22, article 8, section 18*. Retrieved on May 22, 2008 from: http://www.conwaygreene.com/nmsu/lpext.dll?f=templates&fn=main-h.htm&2.0

Supplemental Information and Resources

Expecting all children the same age to learn from the same materials is like expecting all children the same age to wear the same size clothing.

-- Madeline Hunter

New Mexico Statutes for the Gifted

22-13-6.1. Gifted students: determination.
A. The department shall adopt standards pertaining to the determination of who is a gifted child and shall publish those standards as part of the educational standards for New Mexico schools.

B. In adopting standards to determine who is a gifted child, the department shall provide for the evaluation of selected school-age children by multidisciplinary teams from each child's school district. That team shall be vested with the authority to designate a child as gifted. The team shall consider information regarding a child's cultural and linguistic background and socioeconomic background in the identification, referral and evaluation process. The team also shall consider any disabling condition in the identification, referral and evaluation process.

C. Each school district offering a gifted education program shall create one or more advisory committees of parents, community members, students and school staff members. The school district may create as many advisory committees as there are high schools in the district or may create a single district-wide advisory committee. The membership of each advisory committee shall reflect the cultural diversity of the enrollment of the school district or the schools the committee advises. The advisory committee shall regularly review the goals and priorities of the gifted program, including the operational plans for student identification, evaluation, placement and service delivery and shall demonstrate support for the gifted program.

D. In determining whether a child is gifted, the multidisciplinary team shall consider diagnostic or other evidence of the child's:
1. Creativity or divergent-thinking ability;
2. Critical-thinking or problem-solving ability;
3. Intelligence; and
4. Achievement.

PED Rules for the Gifted 6.31.2.12 Educational Services for Gifted Students:

A. Gifted child defined. As used in 6.31.2.12 NMAC, "gifted child" means a school-age person as defined in Sec. 22-13-6(D) NMSA 1978 whose intellectual ability paired with subject matter aptitude/achievement, creativity/divergent thinking, or problem-solving/critical thinking meets the eligibility criteria in 6.31.2.12 NMAC and for whom a properly constituted IEP team determines that special education services are required to meet the child's educational needs.
B. Qualifying areas defined.
(1) "Intellectual ability" means a score two standard deviations above the mean as defined by the test author on a properly administered intelligence measure. The

test administrator must also consider the standard error of measure (SEM) in the determination of whether or not criteria have been met in this area.

(2) "Subject matter aptitude/achievement" means superior academic performance on a total subject area score on a standardized measure, or as documented by information from other sources as specified in Paragraph (2) of Subsection C of 6.31.2.12 NMAC.

(3) "Creativity/divergent thinking" means outstanding performance on a test of creativity/ divergent thinking, or in creativity/divergent thinking as documented by information from other sources as specified in Paragraph (2) of Subsection C of 6.31.2.12 NMAC.

(4) "Problem-solving/critical thinking" means outstanding performance on a test of problem solving/critical thinking, or in problem-solving/critical thinking as documented by information from other sources as specified in Paragraph (2) of Subsection B of 6.31.2.12 NMAC.

(5) For students with "factors" as specified in Paragraph (2) of Subsection E of 6.31.2.12 NMAC, the impact of these factors shall be documented and alternative methods will be used to determine the student's eligibility.

C. Evaluation procedures for gifted students.

(1) Each district must establish a child find procedure that includes a screening and referral process for students in public school who may be gifted.

(2) Analysis of data. The identification of a student as gifted shall include documentation and analysis of data from multiple sources for subject matter aptitude/achievement, creativity/divergent thinking, and problem solving/critical thinking including:

(a) standardized measures, as specified in Subsection B of 6.31.2.12 NMAC, and

(b) information regarding the child's abilities from other sources, such as collections of work, audio/visual tapes, judgment of work by qualified individuals knowledgeable about the child's performance (e.g., artists, musicians, poets and historians, etc.), interviews, or observations.

(3) The child's ability shall be assessed in all four areas specified in Subsection B of 6.31.2.12 NMAC.

D. Standard method for identification. Under the standard method for identification, students will be evaluated in the areas of intellectual ability, subject matter aptitude/achievement, creativity/divergent thinking, and problem solving/critical thinking. A student who meets the criteria established in Subsection B of 6.31.2.12 for intellectual ability and also meets the criteria in one or more of the other areas will qualify for consideration of service. A properly constituted IEP team, including someone who has knowledge of gifted education, will determine if special education services are required to meet the child's educational needs.

E. Alternative method for identification.

(1) A district may apply to the public education department to utilize an alternative protocol for all students. Eligibility of a student will then be determined by a properly administered and collected, department approved alternative protocol designed to evaluate a student's intellectual ability, subject matter

aptitude/achievement, creativity/divergent thinking, and problem solving /critical thinking.

(2) If an accurate assessment of a child's ability may be affected by factors including cultural background, linguistic background, socioeconomic status or disability condition(s), an alternative protocol as described in Paragraph (1) of Subsection E of 6.31.2.12 NMAC will be used in all districts to determine the student's eligibility. The impact of these factors shall be documented by the person(s) administering the alternative protocol.

(3) The student assistance team (SAT) process requirements will not apply to students who meet the criteria established by the alternative protocols. When a student's overall demonstrated abilities are very superior (as defined by the alternative protocol author), a properly constituted IEP team, including someone who has knowledge of gifted education, will determine if special education services are required to meet the child's educational needs.

F. Applicability of rules to gifted students.

(1) All definitions, policies, procedures, assurances, procedural safeguards and services identified in 6.31.2 NMAC for school-aged children with disabilities apply to school-aged gifted students within the educational jurisdiction of each local school district, including children in charter schools within the district, except:

(a) the requirements of 6.31.2.8 NMAC through 6.31.2.10 NMAC and Subsections J, K and L of 6.31.2.11 NMAC regarding child find, evaluations and services for private school children with disabilities, children with disabilities in state-supported educational programs, children with disabilities in detention and correctional facilities and children with disabilities who are schooled at home;

(b) the requirements of 34 CFR Secs. 300.530-300.536, Subsection I of 6.31.2.13 NMAC and 6.11.2.10 and 6.11.2.11 NMAC regarding disciplinary changes of placement for children with disabilities; and

(c) the requirements of 34 CFR Secs. 300.43, 300.320(b) and 6.31.2.11(G)(2) regarding transition planning. Students identified as gifted must meet the requirements at Subsection B of 22-13-1.1 NMSA 1978, which is the next step plan for students without disabilities.

(2) Assuming appropriate evaluations, a child may properly be determined to be both gifted and a child with a disability and be entitled to a free appropriate public education for both reasons. The rules in this section 6.31.2.12 NMAC apply only to gifted students.

(3) Nothing in these rules shall preclude a school district or a charter school within a district from offering additional gifted programs for children who fail to meet the eligibility criteria. However, the state shall only provide funds under Section 22-8-21 NMSA 1978 for department approved gifted programs for those students who meet the established criteria.

G. Advisory committees.

(1) Each school district offering a gifted education program shall create one or more advisory committees of parents, community members, students and school staff members. The school district may create as many advisory committees

as there are high schools in the district or may create a district-wide advisory committee.

(2) The membership of each advisory committee shall reflect the cultural diversity of the enrollment of the school district or the schools the committee advises. Representation from all schools the committee is advising is required.

(3) Purposes. The advisory committee shall:

(a) regularly review the goals and priorities of the gifted program, including the operational plans for student identification, evaluation, placement and service delivery;

(b) demonstrate support for the gifted program;

(c) provide information regarding the impact that cultural background, linguistic background, socioeconomic status and disability conditions within the community may have on the child referral, identification, evaluation and service delivery processes;

(d) advocate for children who have been under-represented in gifted services due to cultural or linguistic background, socioeconomic status, or disability conditions, in order to ensure that these children have equal opportunities to benefit from services for gifted students; and

(e) meet three or more times per year at regular intervals.

(4) Formal documentation of committee membership, activities and recommendations shall be maintained. If proposals are made by the committee to address any of the purposes as listed in Subsection G(3) of 6.31.2.12 NMAC, they shall be submitted in writing to the district administration. The administration shall respond in writing to any proposed actions before the next scheduled meeting of the advisory committee.

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Internet Resources

Council for Exceptional Children: http://www.cec.sped.org/ericec.htm

Education Program for Gifted Youth: http://www.epgy.stanford.edu

Friends of the G&T: http://www.gtworld.org/

Gifted Child Monthly: http://www.gifted-children.com/

Hoagies Gifted Education Page: http://www.hoagiesgifted.org

Homeschooling the Gifted:
http://www.geocities.com/Heartland/9687/SIG.html

Imagine – Opportunities for Talented Youth:
http://jhunix.hcf.jhu.educ/~setmentr/imagine.html

Summer Institute for the Gifted: http://www.giftedstudy.com/

Stanford Education Program for Gifted Youth (EPGY): http://epgy.stanford.edu/summer/

Organizations and Resources

Council for Exceptional Children (CEC)-TAG is a national advocacy group for gifted education. It is part of CEC, a leading special education professional organization.

The Davidson Institute is devoted to supporting profoundly gifted young people and providing opportunities for them to develop their talents in positive ways to create value for themselves and others. Their database contains hundreds of research articles.

Social and Emotional Needs of the Gifted (SENG) brings attention to the unique social and emotional needs of gifted individuals, which are often misunderstood or ignored.

National Association for Gifted Children is a non-profit organization of parents, teachers, educators, community leaders and other professionals who unite to address the unique needs of all children and youth with demonstrated gifts and talents as well as those who may be able to develop their talent potential with appropriate educational experiences.

ERIC Clearinghouse gathers and disseminates professional literature, information, and resources on the education and development of individuals of all ages who have disabilities and/or who are gifted. The ERIC database of educational materials, has more than 70,000 citations on disabilities or gifted issues.

The Gifted Development Center is the nation's leading counseling and assessment center for gifted children and support center for parents.

The University of Connecticut and the projects that have originated there have been important in rethinking who is identified as gifted and how they are served.

Solutions for Unique Minds (SUMS) is an organization that advocates for gifted and twice exceptional children. Their focus is on the needs of highly gifted students.

Professional Associations

National:

National American Association for Gifted Children
(Talent Identification Program)
David Goldstein, Executive Director
Duke University
1121 W. Main Street, Suite #100
Durham, NC 27701
http://www.jayi.com/sbi/aagc/index.html

The Association for the Gifted (TAG)
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091
http://www.education.idbsu.edu/tag/

The National Foundation for Gifted and Creative Children
395 Diamond Hill Road
Warwick, Rhode Island 02886
http://www.nfgcc.org/

National Association for Creative Children and Adults
8080 Springvalley Drive
Cincinnati, OH 45236

National Association for Gifted Children (NAGC)
1707 L. Street NW, Suite 550
Washington, DC 20036
http://www.nagc.org/

National Association of State Boards
1680 Duke Street
Alexandria, VA 22314
info@nsba.org OR
http://www.nsba.org/

State:

New Mexico Association for the Gifted (NMAG)
www.nmgifted.org

Local:

Albuquerque Association for Gifted and Talented Students (AAGTS)
Albuquerque, NM
www.aagts.org

Parents and Advocated of Gifted Education (PAGE)
Las Cruces, NM

Roswell Association for Gifted Students (RAGS)
Roswell, NM

Glossary of Terms

Ability Grouping: arrangement of students by need or interest to meet various instructional purposes. These groups are specific to the educational goal to be achieved and can be flexibly formed and reformed as needed. This is not "tracking"!

Acceleration: access to higher level learning activities and skill development than would be provided in general education to students of the same age. For gifted students, pacing, complexity, and depth in planned coursework must be accommodated or modified as indicated by individual needs. Acceleration is not a synonym for grade-skipping. It can be single subject or full grade. Acceleration may also be provided through a planned course, compacting/telescoping, specially designed instruction, credit by examination performance, interdisciplinary planned courses, distance learning courses, higher education level courses, and independent or self-directed study.

Advanced Placement Courses: planned courses of study in which any secondary student may earn college credit and/or advanced college placement. These courses are normally available only at the 11th and 12th grade level. Credit is earned by successfully meeting criteria established by higher education institutions on a nationally given and scored Advanced Placement examination. They are not "specially designed" instruction for gifted students; however, they are one option to meet the needs of gifted and other high-ability learners.

Authentic Assessment: a student evaluation technique using student products or performance instead of traditional standardized tests. This allows for greater focus on student individuality and creativity in the learning process.

CA: Chronological Age

Cluster Classes: placing gifted and talented students in a special class or together in a group in one general education class.

Concurrent Enrollment: students take post-secondary courses and receive post-secondary credit in addition to attending high school classes. Post-secondary credit does not apply as high school credit.

Continuous Progress: students progress in the curriculum according to ability rather than grade level.

Cooperative Learning Groups: grouping students with varying ability levels often reflecting the full range of student achievement and aptitude to compete a common task and/or project. The purpose of such learning is to prepare students to live in a democratic society; to help them understand group membership and group dynamics; and to allow them to practice both leadership and cooperative skills. Misuse of the process occurs when students are repetitively assigned to help others learn rather then being allowed to advance at their own pace. Sometimes the common task/project provides little challenge or learning opportunity appropriate to the gifted students' abilities. This does not address gifted students' needs in the same ways as ability grouping. This model rarely provides gifted students with sufficient academic challenge.

Curriculum Compacting/Telescoping: elimination of content that the student has already mastered, allowing a faster paced learning progression based on the student's rate of acquisition/retention of new materials and skills. Compacting allows students time to spend on in accelerated activities or in an area of interest mutually acceptable to teacher and student.

Distance Learning: correspondence courses, on-line courses, or a combination of on-line and face-to-face (hybrid), offered to meet students' needs when they cannot be met locally.

Dual Credit: students receive both high school and post-secondary credit for specific courses.

Early Entrance: early entrance into school before the usual entrance age or date.

Early Graduation: student achieves his or her diploma ahead of the usual age or date.

Enrichment: in-depth learning experiences that provide interactions with new ideas, skills, and topics not ordinarily included in planned courses of study for general education students of the same age. These experiences are based upon individual student strengths, interests, and needs.

Grade Skipping (also called Grade Acceleration): advancing or accelerating students through grades ahead of the usual age or date.

Heterogeneous Grouping: grouping without regard to grade level, age, ability, background, learning style, or interest.

Home Schooling: providing educational services outside of public or private educational settings. Students receiving home schooling more than 50% of the day are not entitled to receive gifted services through the public schools.

Homogeneous Grouping: grouping based on common criteria such as student interests, special needs, or academic abilities. Neither heterogeneous nor homogeneous grouping should be used 100% of the time.

Honors Courses: secondary-level planned courses designed to be advanced in content, process, and product and usually requiring students to meet prerequisite criteria before course entry. They are not "specially designed" gifted instruction unless accommodated and/or modified to meet individual gifted student needs. Honors courses are not synonymous with Advanced Placement (AP) courses.

Individualized Education Program (IEP): a written document developed and implemented by each Local Educational Agency (LEA) for all students receiving special education services (including gifted services) within its jurisdiction.

Inclusion: a placement where students with exceptionalities receive instruction with accommodations and/or modifications within the general education setting.

Independent Study: allowing students to follow individual or self-selected areas of interest by designing and implementing their own study plans. Close monitoring by teachers is an essential component of this model. A written contract is developed by the student and teacher that states activities and monitoring schedules. This can be an appropriate program option for the gifted at any level, provided a teacher or qualified adult meets regularly with the student to provide feedback and oversight of milestones and goals.

Intelligence Quotient (IQ): a measure of intellectual aptitude at a given point in time based on comparison of children of the same chronological age – ratio of mental age (MA) to chronological age (CA).

Interdisciplinary Planned Courses/Units: courses/units that study a broad topic or concept by gathering and relating information and ideas from multiple subject areas and disciplines.

Magnet Schools: a public school accommodating students over a wide geographical area, often organized around a particular teaching philosophy or discipline. Montessori and Performing Arts magnets are two examples. Gifted and Talented Magnets also exist in some communities.

Mentorships/Internships: matching a student on a one-to-one basis with an adult member of the community who can provide expertise and/or advice in a field of study or other community endeavor. Both mentor and student have predetermined goals and outcomes. They are not "specially designed" gifted instruction unless accommodated and/or modified to meet individual gifted students' needs.

Norm Referenced or Standardized Test: used to determine student status with respect to the performance of a "norm" group, which is composed of a large number of examinees who have taken the test and whose scores form the basis of the norms. Such a test may be based on national, state, or local norms.

Portfolio Assessment: a collection of student products used to measure student progress and achievement. Such assessment allows for the demonstration of a wide variety of abilities and talents that do not lend themselves to traditional measures. Usually, the student selects the content of the portfolio which effectively provides a profile of the learner and the quality of work.

Pull-out: students are removed from general education classes for a specified period of time to meet specific gifted students' needs that cannot be met in the general education setting.

Specially Designed Instruction: educational provisions that meet the strengths, needs, and interests of gifted students as determined by an IEP. Such instruction is projected through annual goals, learning outcomes, and evaluation criteria for goal/outcome completion with related services and special materials. Specially designed instruction can occur within or outside the general education classroom as needed and can involve the general education teacher, gifted education teacher/facilitator, and/or mentors.

Appendices

No bird soars too high if he soars with his own wings.

– Ralph Waldo Emerson

Testing Instruments

Assessment Instruments for Intellectual Ability

Cognitive Abilities Test (CogAT): The CogAT assesses students' abilities in reasoning and problem solving using verbal, quantitative and nonverbal (spatial) symbols. It is group administered.

Kaufman Adult and Adolescent Intelligence Test (KAIT): The KAIT is an individually administered measure of general intelligence developed from fluid and crystallized theory. It is a multi-subtest battery for ages 11 years to 85.

Stanford Binet 5 (SB5): The SB5 tests five factors of cognitive ability.

Weschler Intelligence Scale for Children (WISC IV): The WISC IV is an intelligence test for children ages 6-16. There is a timed and untimed version. It generates an IQ score and can be given without reading or writing but is language based.

Assessment Instruments for Intellectual Ability among Diverse Populations

Cattell Culture Fair Test III (CFT 3): The CFT 3 tests fluid and crystallized intelligence to eliminate cultural biases and interests.

Comprehensive Test of Non-Verbal Intelligence (CTONI): The CTONI is useful for testing individuals with difficulties in language or fine motor skills, including those who are bilingual, non-English speaking, motor disabled, or neurologically impaired.

Das Naglieri Cognitive System (CAS): The CAS is a norm-referenced measure of intelligence based on the Planning, Attention, Simultaneous and Successive (PASS) theory of cognitive processing, which form a complex and interdependent system. It is appropriate for ages 5-18.

Differential Abilities Scales (DAS-II): The DAS-II has 20 cognitive subtests grouped into the Early Years and School Age cognitive batteries. General Conceptual Abilities score is a composite score focusing on reasoning and conceptual abilities.

Discovering Intellectual Strengths and Capabilities While Observing Varied Ethnic Responses (DISCOVER©): DISCOVER© is one of the New Mexico state approved alternate assessment protocol. It provides hands-on problem solving exercises designed to be applicable in all languages and cultures to minimize ethnic, cultural, and linguistic bias.

Frazier Talent Assessment Profile (FTAP 2): The FTAP 2 is one of the New Mexico state approved alternate assessment protocol used to identify gifted students with factors, including cultural, linguistic, socioeconomic status, and disability conditions.

Hiskey-Nebraska Test of Learning Aptitude: The Hiskey-Nebraska is an individually administered nonverbal test for children with hearing impairments.

Leiter International Performance Scale-Revised: The Leiter is a nonverbal test of intelligence and cognitive abilities for ages 2.0 to 20.11. Two nationally standardized batteries suitable for children and adolescents that are cognitively delayed; disadvantaged; nonverbal or non-English speaking; speech, hearing or motor impaired; attention deficit hyperactivity disorder or attention deficit disorder; autistic, or traumatic brain injury. It measures fluid intelligence.

Naglieri Non-Verbal Ability Tests (NNAT): The NNAT measures nonverbal reasoning and general problem-solving abilities. Due to simplicity of directions and minimal use of language required to solve the items, the NNAT-Individual is used for examinees from culturally and linguistically diverse backgrounds.

Screening Assessment for Gifted Elementary and Middle School Students-2 (SAGES-2): The SAGES-2 is designed to identify gifted students in kindergarten through eighth grade. It has group administration by school personnel. Stand alone subtests for academic subjects and nonverbal reasoning.

Universal Non-Verbal Intelligence Test (UNIT): The UNIT is for exceptional students including mentally retarded, learning disabled, and gifted. It is based entirely on nonverbal stimulus and response. It has abbreviated, standard and extended batteries.

Weschler Non-Verbal Scale of Ability (WNV): The WNV is an intelligence scale for linguistically diverse populations. A full battery or brief edition is available.

Screening Instruments for Intellectual Ability

Kaufman Assessment Battery for Children (K-ABC): The K-ABC is a clinical instrument for assessing cognitive development. It incorporates developments in psychological theory and statistical methodology. Attention is given to emerging needs, and it is used for students with learning disabilities and is appropriate for cultural and linguistic minorities.

Kaufman Brief Intelligence Test (K-BIT): The K-BIT quickly measures verbal and nonverbal intelligence through two sub-tests.

McCarthy Scales of Children's Ability (MSCA): The MSCA assesses the abilities of preschool children and includes six scale scores: verbal, perceptual-performance, quantitative, composite (general cognitive), memory, and motor ability.

Ravens Progressive Matrices (RPM): The RPM is designed to measure ability to form perceptual relations and to reason by analogy independent from language and formal schooling. It is appropriate 6 years to adult. There are no time limits and the oral instructions are simple.

Slosson Full Range Intelligence Test (SFRIT): The SFRIT is a quick estimate of general verbal cognitive ability or index of verbal intelligence. Verbal, performance, and memory subtests are available for children ages 5-21 to determine whether further evaluation is needed.

Test of Nonverbal Intelligence, third edition (TONI-3): The TONI-3 is a norm-referenced measure of intelligence, abstract reasoning, and problem solving that is free of the use of language.

Achievement Screening Instruments

California Test of Basic Skills (CTBS): The CTBS is a test series designed to measure achievement in the basic skills from kindergarten through grade 12. The subject areas measured are reading, language, spelling, mathematics, study skills, science, and social studies.

Iowa Test of Basic Skills (ITBS): The ITBS is an achievement test battery used to assess student progress in basic skills, with 10 levels (levels 5 - 14) covering grades kindergarten - 9.

New Mexico Standards Based Assessment (NMSBA): The NMSBA is a paper and pencil achievement assessments aligned to the New Mexico Content Standards and Benchmarks. The assessments consist of multiple sections for each content area. Test items are multiple choice and constructed response.

Olssat Otis Lennon School Abilities Test (OLSSAT 8): The OLSSAT 8 assesses abilities related to success in school, including detecting likenesses and differences, recalling words and numbers, defining words, following directions, classifying, establishing sequence, solving arithmetic problems, and completing analogies.

Peabody Individual Achievement Test-Revised (PIAT-R): The PIAT-R is an efficient individual measure of academic achievement. Reading, math and spelling are assessed in a simple, non-threatening format that requires only a pointing response for most items. It is multiple choice and useful with low functioning and those with limited expressive abilities.

Stanford Achievement Test 10 (SAT 10): The SAT 10 is a multiple-choice assessment that measures what students know and are able to do. It provides objective measurement of achievement to evaluate progress toward meeting the national and state standards of the No Child Left Behind Act.

Test De Vocabulario En Imagenes Peabody (TVIP): The TVIP measures the vocabulary of Spanish and bilingual speakers.

Wide Range Achievement Test (WRAT) III: The WRAT III is a brief achievement test measuring reading recognition, spelling, and arithmetic computation. Level I is normed for children ages 5-0 to 11-11, and Level II is normed for ages 12 - 64.

Achievement Tests

Woodcock Johnson (WJ) Bateria-R: The WJ Revised Tests of Cognitive Ability and Tests of Achievement in Spanish.

Woodcock Johnson (WJ) III NU Complete: The WJ III has two distinct, co-normed batteries. It provides a comprehensive system for measuring general intellectual ability, specific cognitive abilities, scholastic aptitude, oral language, and academic achievement. It is appropriate for ages 2 - 90+ years.

Weschler Individual Achievement Test-Second Edition (WIAT II): The WIAT II is an achievement battery linked with the Weschler Intelligence Scale for Children (WISC) IV.

Screening Assessment Instruments for Creative Thinking

Khatena-Morse Talent Perception Inventory (KMMPI): The KMMPI is an innovative assessment that identifies giftedness in music, art, and leadership for individuals from elementary school through adulthood.

Measure of Questioning Skills (MQS): The MQS assesses the quantity and quality of student questions to help educators expand their students' thinking skills.

Renzulli Scales for Rating the Behavioral Characteristics Of Superior Students: The Renzulli scales are based on a multiple talent approach to the identification of gifted students, with 14 scales to help identify student strengths. It is teacher rated. Each score is separate, and there is no total score.

Structure of Intellect (SOI) for Creativity: The Guilford SOI identifies a number of different types of creative abilities. The Divergent Figural Units (DFU) measures the ability to use figural representation, and the Divergent Production of Semantic Units (DMU) measures creative writing skills.

Thinking Creatively in Action and Movement (TCAM): The TCAM assesses the creativity of young children and others with limited verbal and drawing skills.

Thinking Creatively with Sounds and Words (TCSW): The TCSW consists of two tests: sounds and images (SI) and onomatopoeia and images (OI).

Torrance Test of Creative Thinking (TTCT): The TTCT removes language as a testing barrier. It is composed of five creative thinking tests, and it is used for creatively gifted students.

Screening Assessment Instruments for Critical Thinking

Arlin Test of Formal Reasoning (ATFR): The ATFR has been presented as an instrument useful in the identification of students for placement in accelerated mathematics programs.

Cornell Critical Thinking Test (CCTT): The CCTT is designed to measure critical thinking abilities. It can be used to teach critical thinking skills, to predict students' performance on state proficiency exams, or for honors/Advanced Placement programs, critical thinking courses and others. It is appropriate for grades 5-12.

Ennis-Weir Critical Thinking Essay Test (EWCTET): The EWCTET is designed to be used for both formative and summative evaluation and also as teaching material. It is appropriate for grades 7 – college.

Ross Test of Higher Cognitive Processes: The Ross is a multiple-choice test of verbal analogies, deduction, identifying assumptions, and sufficiency of information. It is appropriate for grades 4 - 6.

Structure of Intellect (SOI) for Critical Thinking: The Guilford SOI identifies critical and analytical thinking. The Cognition of Semantic Units (CMR) measures analogical reasoning, and the Convergent Production of Symbolic Implications (NSI) tests logic and reasoning ability.

Watson Glaser Critical Thinking Appraisal (WGCTA): The WGCTA is an assessment tool designed to measure an individual’s critical thinking skills.

NAGC Competencies

The competencies included below are the result of a two-year collaborative effort between the National Association for Gifted Children (NAGC) and the Talented and Gifted (TAG) division of the Council for Exceptional Children (CEC). These standards have been approved by the National Council for the Accreditation of Teacher Education (NCATE) and will be adopted by all universities that are accredited and offer programs for certification in gifted education.

Competencies for Teachers of the Gifted: NAGC and CEC Teacher Knowledge & Skill Standards for Gifted and Talented Education

*K refers to Knowledge *S refers to Skills

Standard 1: Foundations

Educators of the gifted understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues. These perspectives continue to influence the field of gifted education and the education and treatment of individuals with gifts and talents both in school and society. They recognize how foundational influences affect professional practice, including assessment, instructional planning, delivery, and program evaluation. They further understand how issues of human diversity impact families, cultures, and schools, and how these complex human issues can interact in the delivery of gifted and talented education services.

K1	Historical foundations of gifted and talented education including points of view and contributions of individuals from diverse backgrounds.
K2	Key philosophies, theories, models, and research supporting gifted and talented education.
K3	Local, state/provincial and federal laws and policies related to gifted and talented education.
K4	Issues in conceptions, definitions, and identification of gifts and talents, including those of individuals from diverse backgrounds.
K5	Impact of the dominant culture's role in shaping schools and the differences in values, languages, and customs between school and home.
K6	Societal, cultural, and economic factors, including anti-intellectualism and equity vs. excellence, enhancing or inhibiting the development of gifts and talents.
K7	Key issues and trends, including diversity and inclusion, connecting general, special, and gifted and talented education.

Standard 2: Development and Characteristics of Learners

Educators of the gifted know and demonstrate respect for their students as unique human beings. They understand variations in characteristics and development

between and among individuals with and without exceptional learning needs and capacities. Educators of the gifted can express how different characteristics interact with the domains of human development and use this knowledge to describe the varying abilities and behaviors of individuals with gifts and talents. Educators of the gifted also understand how families and communities contribute to the development of individuals with gifts and talents.

K1	Cognitive and affective characteristics of individuals with gifts and talents, including those from diverse backgrounds, in intellectual, academic, creative, leadership, and artistic domains.
K2	Characteristics and effects of culture and environment on the development of individuals with gifts and talents.
K3	Role of families and communities in supporting the development of individuals with gifts and talents.
K4	Advanced developmental milestones of individuals with gifts and talents from early childhood through adolescence.
K5	Similarities and differences within the group of individuals with gifts and talents as compared to the general population.

Standard 3: Individual Learning Differences

Educators of the gifted understand the effects that gifts and talents can have on an individual's learning in school and throughout life. Moreover, educators of the gifted are active and resourceful in seeking to understand how language, culture, and family background interact with an individual's predispositions to impact academic and social behavior, attitudes, values, and interests. The understanding of these learning differences and their interactions provides the foundation upon which educators of the gifted plan instruction to provide meaningful and challenging learning.

K1	Influences of diversity factors on individuals with exceptional learning needs.
K2	Academic and affective characteristics and learning needs of individuals with gifts, talents, and disabilities.
K3	Idiosyncratic learning patterns of individuals with gifts and talents, including those from diverse backgrounds.
K4	Influences of different beliefs, traditions, and values across and within diverse groups on relationships among individuals with gifts and talents, their families, schools, and communities.
S1	Integrate perspectives of diverse groups into planning instruction for individuals with gifts and talents.

Standard 4: Instructional Strategies

Educators of the gifted possess a repertoire of evidence-based curriculum and instructional strategies to differentiate for individuals with gifts and talents. They select, adapt, and use these strategies to promote challenging learning opportunities

in general and special curricula and to modify learning environments to enhance self-awareness and self-efficacy for individuals with gifts and talents. They enhance the learning of critical and creative thinking, problem solving, and performance skills in specific domains. Moreover, educators of the gifted emphasize the development, practice, and transfer of advanced knowledge and skills across environments throughout the lifespan leading to creative, productive careers in society for individuals with gifts and talents.

K1	School and community resources, including content specialists, which support differentiation.
K2	Curricular, instructional, and management strategies effective for individuals with exceptional learning needs.
S1	Apply pedagogical content knowledge to instructing learners with gifts and talents.
S2	Apply higher-level thinking and metacognitive models to content areas to meet the needs of individuals with gifts and talents.
S3	Provide opportunities for individuals with gifts and talents to explore, develop, or research their areas of interest or talent.
S4	Preassess the learning needs of individuals with gifts and talents in various domains and adjust instruction based on continual assessment.
S5	Pace delivery of curriculum and instruction consistent with needs of individuals with gifts and talents.
S6	Engage individuals with gifts and talents from all backgrounds in challenging, multicultural curricula.
S7	Use information and/or assistive technologies to meet the needs of individuals with exceptional learning needs.

Standard 5: Learning Environments and Social Interactions

Educators of the gifted actively create learning environments for individuals with gifts and talents that foster cultural understanding, safety and emotional well being, positive social interactions, and active engagement. In addition, educators of the gifted foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Educators of the gifted shape environments to encourage independence, motivation, and self-advocacy of individuals with gifts and talents.

K1	Ways in which groups are stereotyped and experience historical and current discrimination and implications for gifted and talented education.
K2	Influence of social and emotional development on interpersonal relationships and learning of individuals with gifts and talents.
S1	Design learning opportunities for individuals with gifts and talents that promote self-awareness, positive peer relationships, intercultural experiences, and leadership.
S2	Create learning environments for individuals with gifted and talents that promote self-awareness, self-efficacy, leadership, and lifelong learning.

S3	Create safe learning environments for individuals with gifts and talents that encourage active participation in individual and group activities to enhance independence, interdependence, and positive peer relationships.
S4	Create learning environments and intercultural experiences that allow individuals with gifts and talents to appreciate their own and others' language and cultural heritage.
S5	Develop social interaction and coping skills in individuals with gifts and talents to address personal and social issues, including discrimination and stereotyping.

Standard 6: Language and Communication

Educators of the gifted understand the role of language and communication in talent development and the ways in which exceptional conditions can hinder or facilitate such development. They use relevant strategies to teach oral and written communication skills to individuals with gifts and talents. Educators of the gifted are familiar with assistive technologies to support and enhance communication of individuals with exceptional needs. They match their communication methods to an individual's language proficiency and cultural and linguistic differences. Educators of the gifted use communication strategies and resources to facilitate understanding of subject matter for individuals with gifts and talents who are English learners.

K1	Forms and methods of communication essential to the education of individuals with gifts and talents, including those from diverse backgrounds.
K2	Impact of diversity on communication.
K3	Implications of culture, behavior, and language on the development of individuals with gifts and talents.
S1	Access resources and develop strategies to enhance communication skills for individuals with gifts and talents including those with advanced communication and/or English language learners.
S2	Use advanced oral and written communication tools, including assistive technologies, to enhance the learning experiences of individuals with exceptional learning needs.

Standard 7: Instructional Planning

Curriculum and instructional planning is at the center of gifted and talented education. Educators of the gifted develop long-range plans anchored in both general and special curricula. They systematically translate shorter-range goals and objectives that take into consideration an individual's abilities and needs, the learning environment, and cultural and linguistic factors. Understanding of these factors, as well as the implications of being gifted and talented, guides the educator's selection, adaptation, and creation of materials, and use of differentiated instructional strategies. Learning plans are modified based on ongoing assessment of the individual's progress. Moreover, educators of the gifted facilitate these actions in a collaborative context that includes individuals with gifts and talents, families,

professional colleagues, and personnel from other agencies as appropriate. Educators of the gifted are comfortable using technologies to support instructional planning and individualized instruction.

K1	Theories and research models that form the basis of curriculum development and instructional practice for individuals with gifts and talents.
K2	Features that distinguish differentiated curriculum from general curricula for individuals with exceptional learning needs.
K3	Curriculum emphases for individuals with gifts and talents within cognitive, affective, aesthetic, social, and linguistic domains.
S1	Align differentiated instructional plans with local, state/provincial, and national curricular standards.
S2	Design differentiated learning plans for individuals with gifts and talents, including individuals from diverse backgrounds.
S3	Develop scope and sequence plans for individuals with gifts and talents.
S4	Select curriculum resources, strategies, and product options that respond to cultural, linguistic, and intellectual differences among individuals with gifts and talents.
S5	Select and adapt a variety of differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content.
S6	Integrate academic and career guidance experiences into the learning plan for individuals with gifts and talents.

Standard 8: Assessment

Assessment is integral to the decision-making and teaching of educators of the gifted as multiple types of assessment information are required for both identification and learning progress decisions. Educators of the gifted use the results of such assessments to adjust instruction and to enhance ongoing learning progress. Educators of the gifted understand the process of identification, legal policies, and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with gifts and talents, including those from culturally and linguistically diverse backgrounds. They understand measurement theory and practices for addressing the interpretation of assessment results. In addition, educators of the gifted understand the appropriate use and limitations of various types of assessments. To ensure the use of nonbiased and equitable identification and learning progress models, educators of the gifted employ alternative assessments such as performance-based assessment, portfolios, and computer simulations.

K1	Processes and procedures for the identification of individuals with gifts and talents.
K2	Uses, limitations, and interpretation of multiple assessments in different domains for identifying individuals with exceptional learning needs, including those from diverse backgrounds.

K3	Uses and limitations of assessments documenting academic growth of individuals with gifts and talents.
S1	Use non-biased and equitable approaches for identifying individuals with gifts and talents, including those from diverse backgrounds.
S2	Use technically adequate qualitative and quantitative assessments for identifying and placing individuals with gifts and talents.
S3	Develop differentiated curriculum-based assessments for use in instructional planning and delivery for individuals with gifts and talents.
S4	Use alternative assessments and technologies to evaluate learning of individuals with gifts and talents.

Standard 9: Professional and Ethical Practice

Educators of the gifted are guided by the profession's ethical and professional practice standards. They practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to professional and ethical considerations. They engage in professional activities that promote growth in individuals with gifts and talents and update themselves on evidence-based best practices. Educators of the gifted view themselves as lifelong learners and regularly reflect on and adjust their practice. They are aware of how attitudes, behaviors, and ways of communicating can influence their practice. Educators of the gifted understand that culture and language interact with gifts and talents and are sensitive to the many aspects of the diversity of individuals with gifts and talents and their families.

K1	Personal and cultural frames of reference that affect one's teaching of individuals with gifts and talents, including biases about individuals from diverse backgrounds.
K2	Organizations and publications relevant to the field of gifted and talented education.
S1	Assess personal skills and limitations in teaching individuals with exceptional learning needs.
S2	Maintain confidential communication about individuals with gifts and talents.
S3	Encourage and model respect for the full range of diversity among individuals with gifts and talents.
S4	Conduct activities in gifted and talented education in compliance with laws, policies, and standards of ethical practice.
S5	Improve practice through continuous research-supported professional development in gifted education and related fields.
S6	Participate in the activities of professional organizations related to gifted and talented education.
S7	Reflect on personal practice to improve teaching and guide professional growth in gifted and talented education.

Standard 10: Collaboration

Educators of the gifted effectively collaborate with families, other educators, and related service providers. This collaboration enhances comprehensive articulated program options across educational levels and engagement of individuals with gifts and talents in meaningful learning activities and interactions. Moreover, educators of the gifted embrace their special role as advocate for individuals with gifts and talents. They promote and advocate for the learning and well being of individuals with gifts and talents across settings and diverse learning experiences.

K1	Culturally responsive behaviors that promote effective communication and collaboration with individuals with gifts and talents, their families, school personnel, and community members.
S1	Respond to concerns of families of individuals with gifts and talents.
S2	Collaborate with stakeholders outside the school setting who serve individuals with exceptional learning needs and their families.
S3	Advocate for the benefit of individuals with gifts and talents and their families.
S4	Collaborate with individuals with gifts and talents, their families, general, and special educators, and other school staff to articulate a comprehensive preschool through secondary educational program.
S5	Collaborate with families, community members, and professionals in assessment of individuals with gifts and talents.
S6	Communicate and consult with school personnel about the characteristics and needs of individuals with gifts and talents, including individuals from diverse backgrounds.