

**New Mexico Gifted
Process and Practice Evaluation Survey
2006-2007**



**Report Submitted by:
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**Submitted to:
Iona Leriou,
Director of Gifted and Pre-AP Education
The New Mexico Public Education Department,
Humanities Bureau**



Date: July 31, 2007

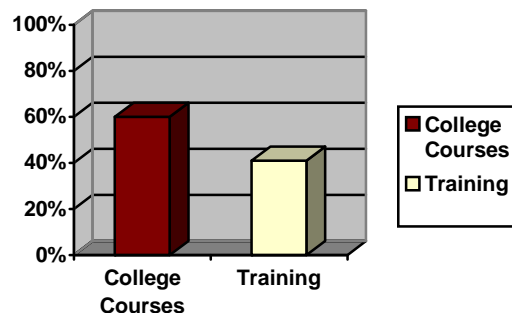
I. Executive Summary

The New Mexico Gifted Process and Practice Evaluation Survey is a statewide effort of the New Mexico Public Education Department-Gifted Programs Bureau and participating school districts in New Mexico. The research was conducted by Community Resource Associates, Glenn Damian, MPA/, MA, Research and Evaluation Consultant. The purpose of the study is to evaluate the types of training received, the gifted services delivered and the needs perceived by teachers, students and parents. The data will be used to evaluate and improve gifted programs in New Mexico schools, and to meet federal reporting requirements.

This study was conducted through a voluntary survey made available online to gifted teachers, gifted students and parents of these students in school districts in New Mexico. Notification of teachers was accomplished through emails sent to gifted teachers using a list provided by the NMPED Gifted Programs Bureau. Teachers surveyed their students and sent notification about the survey to parents. Eighty, (80) teacher surveys, 431 student surveys, and 182 parent surveys were returned and analyzed in this study. This study was, in part, a pilot project to test a system of data collection on gathering annual information on gifted programs across the state.

The survey found that:

- *Sixty percent (48/ 60%) of responding teachers who provided gifted services in 2006 received college credit for course work in delivering gifted education.*
- *Forty-one percent (33/ 41%) of responding teachers who provided gifted services in 2006 attended training to enhance their expertise in provision of gifted services within the past three years.*



- *Teachers reported an overall average of 3.9 (On a likert scale of 5) in assessing their own capabilities in delivering gifted services*
- *Students reported an overall average of 4.1 (on a likert scale of 5) in assessing their satisfaction with the gifted services they receive*
- *Parents reported an overall average of 3.7 (on a likert scale of 5) in assessing their satisfaction with the gifted services their children received.*

II. Methodology

Teachers who provided and students who received gifted education services through Javits Grant funded programs and those provided directly through public school funds as mandated by state law were surveyed between April 15, 2007 and May 31, 2007. The survey, including individual teacher, student, and parent surveys, was posted online and sent via email as a link to districts with Javits grants and gifted teachers who had previously attended state sponsored training. Instructions on administration of the survey were included and technical assistance was made available by phone and by email. The mailing was accompanied by a letter from the director of the NMPED Gifted Education Bureau explaining the purpose of the survey.

Information regarding distribution, administration and processing of the survey was delivered to all schools beginning in March 2007. Technical assistance on completion of the surveys was available by email and via direct phone support by the Research/evaluation consultant who also acted as web manager. Survey data were collected and submitted electronically for compilation and analysis.

III. Research Questions

The research addressed the following questions:

1. What are the capabilities and capacities of teachers to deliver gifted services?
2. What are the similarities and differences in gifted programs including qualifications and training of teachers and techniques employed in classrooms?
3. What are the positive factors, barriers and needs that teachers, students and parents perceive in the gifted programs they participate in and what are possible solutions to these barriers?

The surveys for teachers, parents and students are in the appendix.

IV. Responses to Survey

Teachers in gifted programs from 20 of 89 school districts returned surveys representing 22% of districts. Of the 13,138 students reported enrolled in schools in New Mexico in December, 2006, survey responses were obtained from 481, (a return rate of 3.7%). A total of 182 parents of these gifted students returned surveys representing 1.3% of this group. The sample adequately represents the geographical regions of the state and includes primarily rural as well as urban school districts.

Responses to Teacher Survey (N= 80)

Grade Levels:

TEACHER GRADE LEVEL BY DISTRICT

DISTRICT	ELEMENTARY	MIDDLE	HIGH SCHOOL	2 or More
APS			Yes	
APS	Yes			
APS	Yes			
Bernalillo Public Schools	Yes	Yes		Yes
Bloomfield			Yes	
Bloomfield	Yes			
Bloomfield			Yes	
Bloomfield	Yes			
Carlsbad Schools			Yes	
Central Consolidated			Yes	
Central Consolidated			Yes	
Central Consolidated	Yes			
Central Consolidated	Yes			
Central Consolidated		Yes	Yes	Yes
Clovis Municipal Schools	Yes			
Clovis Municipal Schools	Yes			
Clovis Municipal Schools		Yes		
Clovis Municipal Schools	Yes			
Clovis Municipal Schools	Yes			
Deming Public Schools			Yes	
Deming Public Schools	Yes			
Dexter Consolidated Schools			Yes	
Dexter Consolidated Schools			Yes	

DISTRICT	ELEMENTARY	MIDDLE	HIGH SCHOOL	2 or More
Dexter Consolidated Schools			Yes	
Dexter Consolidated Schools			Yes	
Dexter Consolidated Schools			Yes	
Dexter Consolidated Schools			Yes	
Dexter Consolidated Schools			Yes	
Dexter Consolidated Schools			Yes	
Dexter Consolidated Schools		Yes	Yes	Yes
Dexter Consolidated Schools			Yes	
Dexter Consolidated Schools			Yes	
Dexter Consolidated Schools		Yes		
Farmington Municipal Schools	Yes			
Farmington Municipal Schools	Yes			
Floyd Municipal Schools	Yes	Yes		Yes
Gallup	Yes			
Gallup		Yes		
Hobbs Municipal Schools			Yes	
Hobbs Municipal Schools			Yes	
Hobbs Municipal Schools		Yes		
Hobbs Municipal Schools	Yes			
Hondo Valley	Yes	Yes	Yes	Yes
Las Cruces Public Schools			Yes	
Las Cruces Public Schools			Yes	
Las Cruces Public Schools			Yes	
Las Cruces Public Schools		Yes		
Las Cruces Public Schools		Yes		
Las Cruces Public Schools	Yes			
Las Cruces Public Schools		Yes		
Las Cruces Public Schools				
Las Cruces Public Schools			Yes	
Las Cruces Public Schools	Yes			
Las Cruces Public Schools	Yes			
Las Cruces Public Schools		Yes		
Las Cruces Public Schools			Yes	
Las Vegas City Schools	Yes			
Las Vegas City Schools	Yes			
Moriarty Municipal Schools	Yes			
Moriarty Municipal Schools		Yes		
Moriarty Municipal Schools	Yes			
Moriarty Municipal Schools			Yes	
Moriarty Municipal Schools				
Moriarty Municipal Schools	Yes			
Moriarty Municipal Schools	Yes			
Moriarty School District	Yes			
Reserve School District		Yes	Yes	Yes

DISTRICT	ELEMENTARY	MIDDLE	HIGH SCHOOL	2 or More
Rio Rancho Public Schools		Yes	Yes	Yes
Roswell Independent Schools			Yes	
Roswell Independent Schools			Yes	
Roswell Independent Schools	Yes			
Roswell Independent Schools	Yes	Yes	Yes	Yes
Santa Fe	Yes			
Santa Fe	Yes			
Santa Fe	Yes			
Santa Fe	Yes			
Santa Fe			Yes	
Santa Fe	Yes			
Turquoise Trail Charter School	Yes			
Wagon Mound Schools	Yes	Yes	Yes	Yes
Totals	37	18	35	9

Primary Teaching Responsibility:

PRIMARY TEACHING RESPONSIBILITY BY DISTRICT

District	PrimPosOther	PrimPosition	Total
APS		Gifted	2
		SpEd	1
	Total		3
APS Total			3
Bernalillo Public Schools		Gifted	1
	Total		1
Bernalillo Public Schools Total			1
Bloomfield		Gifted	1
		Reg	3
	Total		4
Bloomfield Total			4
Carlsbad Schools		Reg	1
	Total		1
Carlsbad Schools Total			1
Central Consolidated		Gifted	2
		Reg	1
		SpEd	2
	Total		5
Central Consolidated Total			5
Clovis Municipal Schools		Gifted	5
	Total		5
Clovis Municipal Schools Total			5

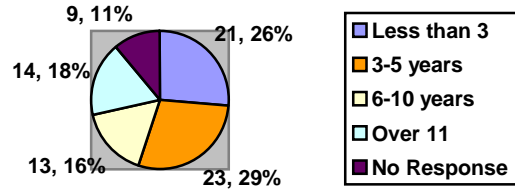
District	PrimPosOther	PrimPosition	Total
Deming Public Schools		Gifted	1
		SpEd	1
	Total		2
Deming Public Schools Total			2
Dexter Consolidated Schools		Gifted	1
		Reg	2
		SpEd	5
	Total		1
	Total		9
	music director	Other	1
	music director Total		1
vocational		1	
vocational Total		1	
Dexter Consolidated Schools Total			11
Dexter Consolidated Schools		Reg	1
	Total		1
Dexter Consolidated Schools Total			1
Farmington Municipal Schools		Gifted	2
	Total		2
Farmington Municipal Schools Total			2
Floyd Municipal Schools		SpEd	1
	Total		1
Floyd Municipal Schools Total			1
Gallup		Gifted	1
		SpEd	1
	Total		2
Gallup Total			2
Hobbs Municipal Schools		Gifted	3
	Total		3
	G T Facilitator	Other	1
	G T Facilitator Total		1
Hobbs Municipal Schools Total			4
Hondo Valley		SpEd	1
	Total		1
Hondo Valley Total			1
Las Cruces Public Schools		Gifted	10
	Total		10
	Advanced Education Services Facilitator		1
	Advanced Education Services Facilitator Total		1
	Gifted Facilitator	Other	2
	Gifted Facilitator Total		2
Las Cruces Public Schools Total			13

District	PrimPosOther	PrimPosition	Total
Las Vegas City Schools		SpEd	1
	Total		1
	I TEACH SPED ED AND GIFTED	SpEd	1
	I TEACH SPED ED AND GIFTED Total		1
Las Vegas City Schools Total			2
Moriarty Municipal Schools		Gifted	2
		Reg	3
		SpEd	2
Total			7
Moriarty Municipal Schools Total			7
Moriarty School District		Gifted	1
	Total		1
Moriarty School District Total			1
Reserve School District		Gifted	1
	Total		1
Reserve School District Total			1
Rio Rancho Public Schools		Gifted	1
	Total		1
Rio Rancho Public Schools Total			1
Roswell Independent Schools		Gifted	3
	Total		3
	Gifted Dept. Chair	Other	1
	Gifted Dept. Chair Total		1
Roswell Independent Schools Total			4
Santa Fe		Gifted	1
		SpEd	3
	Total		4
	Asst. Principal	Other	1
	Asst. Principal Total		1
	special education	Gifted	1
special education Total		1	
Santa Fe Total			6
Turquoise Trail Charter School		Gifted	1
	Total		1
Turquoise Trail Charter School Total			1
Wagon Mound Schools		SpEd	1
	Total		1
Wagon Mound Schools Total			1
Grand Total			80

Years in gifted education:

Average- 6.4 years

Range- less than 3 years	21
3-5 years	23
6-10 years	13
Over 11 years	14
No response	9
Total:	80



Trainings Completed

Yes (at least 1): 33

Trainings Completed by District

District	FTAP0405	Discover0405	SumInst0405	FTAP0506	Discover0506	SumInst0506	FTAP0607	Discover0607
APS			Yes			Yes		
APS	Yes						Yes	
APS				Yes			Yes	
Bernalillo	Yes	Yes	Yes	Yes		Yes		
Bloomfield						Yes		
Bloomfield								
Bloomfield						Yes		
Bloomfield				Yes			Yes	
Carlsbad								
Central		Yes				Yes		
Central								Yes
Central		Yes						
Central								
Central								
Clovis		Yes				Yes		
Clovis			Yes		Yes	Yes		Yes
Clovis								Yes
Clovis			Yes		Yes	Yes		Yes
Clovis			Yes			Yes		
Deming			Yes	Yes		Yes	Yes	
Deming						Yes		
Dexter								
Dexter								
Dexter		Yes	Yes		Yes	Yes		

District	FTAP 0405	Discover 0405	SumInst 0405	FTAP 0506	Discover 0506	SumInst 0506	FTAP 0607	Discover 0607
Dexter								
Dexter								
Dexter								
Dexter								
Dexter								
Dexter		Yes						
Dexter								
Dexter								
Dexter						Yes		
Farmington				Yes			Yes	
Farmington							Yes	
Floyd	Yes					Yes		
Gallup				Yes			Yes	
Gallup								
Hobbs			Yes			Yes		
Hobbs						Yes		Yes
Hobbs		Yes	Yes			Yes		
Hobbs								
Hondo Valley				Yes		Yes	Yes	
Las Cruces			Yes			Yes	Yes	
Las Cruces	Yes		Yes	Yes		Yes	Yes	
Las Cruces								
Las Cruces	Yes		Yes	Yes		Yes	Yes	
Las Cruces	Yes		Yes			Yes		
Las Cruces		Yes			Yes		Yes	Yes
Las Cruces				Yes		Yes		
Las Cruces			Yes			Yes	Yes	
Las Cruces			Yes			Yes	Yes	
Las Cruces	Yes	Yes				Yes	Yes	
Las Cruces							Yes	
Las Cruces								
Las Vegas City								
Las Vegas City								
Moriarty								
Moriarty								
Moriarty							Yes	
Moriarty						Yes		
Moriarty								
Moriarty			Yes					
Moriarty								
Moriarty								
Reserve								

District	FTAP 0405	Discover 0405	SumInst 0405	FTAP 0506	Discover 0506	SumInst 0506	FTAP 0607	Discover 0607
Rio Rancho			Yes			Yes		
Roswell		Yes	Yes		Yes	Yes		
Roswell		Yes				Yes		
Roswell								
Roswell		Yes	Yes		Yes			Yes
Santa Fe								
Santa Fe								
Santa Fe				Yes		Yes		
Santa Fe								
Santa Fe								
Santa Fe								
Santa Fe						Yes	Yes	
Wagon Mound								

Totals 7 12 19 11 6 22 19 8

Instrument used in Identification of Gifted Students:

Instrument Used by District

District	FTAPPercent	DiscPercent	OtherPercent
APS			
APS	0%		
APS	98%	0%	200%
Bernalillo	0%	0%	100%
Bloomfield	0%	0%	100%
Bloomfield	100%		
Bloomfield	100%		
Bloomfield	100%		
Carlsbad			
Central		60%	40%
Central		100%	
Central		97%	3%
Central			
Central		95%	5%
Clovis			
Clovis	0%	37%	63%
Clovis			
Clovis		45%	55%
Clovis	0%	80%	20%
Deming			
Deming	0%	0%	100%
Dexter			
Dexter			

District	FTAPercent	DiscPercent	OtherPercent
Dexter			
Dexter			
Dexter			
Dexter			
Dexter			
Dexter			
Dexter			
Dexter			
Dexter			
Dexter		50%	50%
Farmington			
Farmington	50%	10%	40%
Floyd			100%
Gallup	100%		
Gallup	100%		
Hobbs			
Hobbs		95%	5%
Hobbs			
Hobbs	0%	77%	23%
Hondo Valley			100%
Las Cruces			
Las Cruces			
Las Cruces			
Las Cruces			
Las Cruces	5%	0%	95%
Las Cruces	30%	10%	60%
Las Cruces	39%	11%	50%
Las Cruces			100%
Las Cruces			
Las Cruces	5%		95%
Las Cruces	10%	20%	70%
Las Cruces	100%		
Las Cruces			
Las Vegas City			
Las Vegas City			100%
Moriarty			
Moriarty			
Moriarty			100%
Moriarty			
Moriarty			100%
Moriarty			
Moriarty			

District	FTAPercent	DiscPercent	OtherPercent
Reserve			5%
Rio Rancho			
Roswell		10%	90%
Roswell		20%	80%
Roswell			
Roswell		22%	78%
Santa Fe			100%
Santa Fe			
Santa Fe	33%		66%
Santa Fe		100%	
Santa Fe			
Santa Fe			
Santa Fe			
Wagon Mound			

Gifted Education Courses through a University:

Yes 48

Average Credit Hours all Districts: 4.8

Gifted Course Hours by District

District	CrHr0405	CrHr0506	CrHr0607
APS			
APS			
APS	6	6	6
Bernalillo	3		
Bloomfield		9	3
Bloomfield			
Bloomfield		6	6
Bloomfield	3	6	6
Carlsbad			
Central		3	
Central		3	
Central			
Central			
Central	1	1	
Clovis			
Clovis		12	21
Clovis		6	4
Clovis	3	6	3
Clovis	4	7	3
Deming			

District	CrHr0405	CrHr0506	CrHr0607
Deming			
Dexter	3		
Dexter			
Dexter			3
Dexter			
Dexter			
Dexter			
Dexter			
Dexter			
Dexter			
Dexter			
Dexter			
Dexter		9	
Farmington			
Farmington			9
Floyd			
Gallup	3	6	3
Gallup	12		
Hobbs			
Hobbs			
Hobbs			
Hobbs	12		
Hondo Valley			
Las Cruces			
Las Cruces			
Las Cruces			
Las Cruces			
Las Cruces	6	3	0
Las Cruces	3	6	3
Las Cruces		1	1
Las Cruces			1
Las Cruces			
Las Cruces	3	3	6
Las Cruces			
Las Cruces	3	6	3
Las Cruces	3	6	3
Las Vegas City			
Las Vegas City			
Moriarty			
Moriarty			
Moriarty			
Moriarty			
Moriarty			

District	CrHr0405	CrHr0506	CrHr0607
Moriarty			9
Moriarty			
Moriarty			
Reserve			
Rio Rancho			
Roswell		3	3
Roswell		3	6
Roswell			6
Roswell	3	6	3
Santa Fe	4		
Santa Fe			
Santa Fe	3	3	
Santa Fe			
Santa Fe			
Santa Fe			3
Wagon Mound	2		

Number of Students on Caseload and Regular Education Students taught Daily:

Students on Caseload and Regular Education Students by District

District	NumbStudentsCaseload	RegEdStudents
APS		
APS	15	0
APS	25	0
Bernalillo	31	55
Bloomfield	5	95
Bloomfield	11	12
Bloomfield	38	
Bloomfield	5	24
Carlsbad	42	65
Central	40	0
Central	46	90
Central	0	7
Central		17
Central	36	8
Clovis	37	0
Clovis	27	0

District	NumbStudentsCaseload	RegEdStudents
Clovis	41	0
Clovis	34	0
Clovis	37	
Deming	45	0
Deming	7	0
Dexter		120
Dexter	0	105
Dexter	19	0
Dexter	19	10
Dexter		
Dexter		
Dexter		119
Dexter	0	150
Dexter		
Dexter		125
Dexter		
Dexter	24	60
Farmington	23	0
Farmington	25	0
Floyd	3	45
Gallup	0	0
Gallup	7	4
Hobbs	41	12
Hobbs	42	0
Hobbs	51	0
Hobbs	41	0
Hondo Valley	2	0
Las Cruces	36	0
Las Cruces	17	0
Las Cruces	35	0
Las Cruces	43	8
Las Cruces	40	0
Las Cruces	50	0
Las Cruces	38	
Las Cruces	30	0
Las Cruces	36	0
Las Cruces	35	6
Las Cruces	32	0
Las Cruces	29	0
Las Cruces	35	
Las Vegas City	12	40
Las Vegas City	22	0
Moriarty		13

District	NumbStudentsCaseload	RegEdStudents
Moriarty	21	20
Moriarty	18	20
Moriarty	29	5
Moriarty	25	0
Moriarty	26	50
Moriarty	10	40
Moriarty		
Reserve	3	15
Rio Rancho	25	0
Roswell	25	
Roswell	28	120
Roswell	28	0
Roswell	18	0
Santa Fe	26	60
Santa Fe	13	0
Santa Fe	18	6
Santa Fe	2	0
Santa Fe	0	0
Santa Fe	2	0
Santa Fe	25	12
Wagon Mound	8	3

Teacher assessment of training provided through FTAP, Discover, Summer Institutes and University Courses.

A. What skills did you acquire for application in the classroom?

Greater competency in Delivering Modified Curriculum	49/ 61%
Designing Program content	46/ 58%
Making Course Modifications and Alternative Methods of Delivery	50/ 63%
Making Coursework Challenging	52/ 65%
Use of Technology	43/ 54%
Reporting Progress to Parents	37/ 46%

B. How are you using the skills identified in “A” above?

Designing and Implementing Hands on Activities	44/ 55%
Designing and Implementing Group Activities	57/ 71%
Accessing Classes through other Schools and Colleges	15/ 19%
Working Individually with Students	55/ 69%
Designing Activities that make Lessons More Interesting	47/ 59%
Motivating Students	58/ 73%
Reporting Progress to Parents	44/ 55%
Integrating Computers and Other Technology	42/ 53%

C. What were the strengths of the Courses?

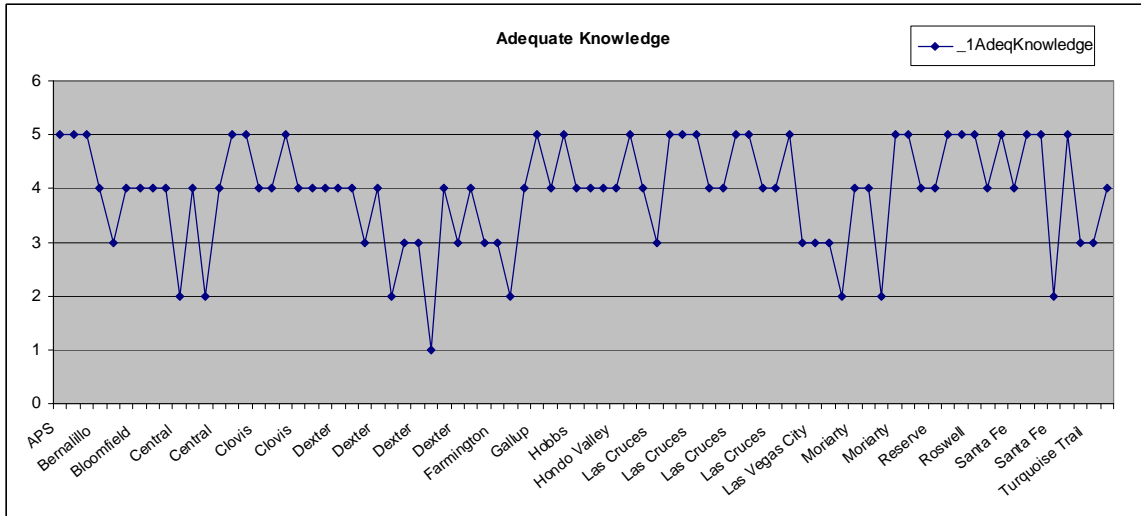
Knowledge and Competency of Instructor	45/ 56%
Interesting and Relevant Topics	53/ 66%
Hands on Activities	34/ 43%
Training on use of Computers and other Technology	19/ 24%

D. What were the weaknesses of the courses?

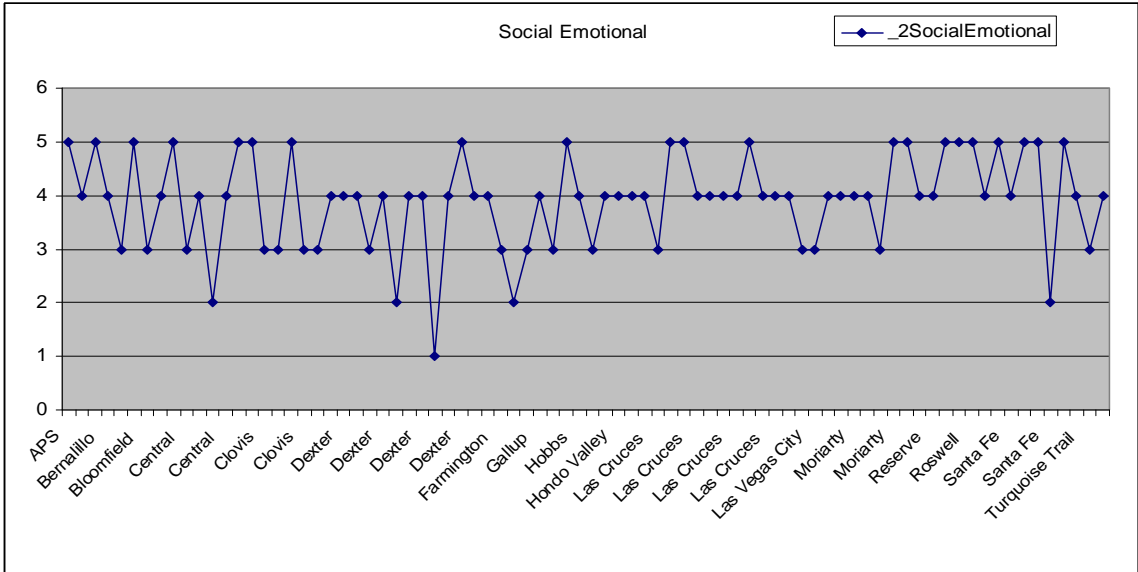
Knowledge and Competency of Instructor	3/ 4%
Lack of Interesting and Relevant Topics	6/ 8%
Lack of Hands on Activities	11/ 14%
Training on use of Computers and Other Technology	13/ 16%

Responses are based on a 5 point likert scale arrayed as follows: 1: Strongly agree, 2: Disagree, 3: Somewhat agree, 4: Agree, 5: Strongly agree

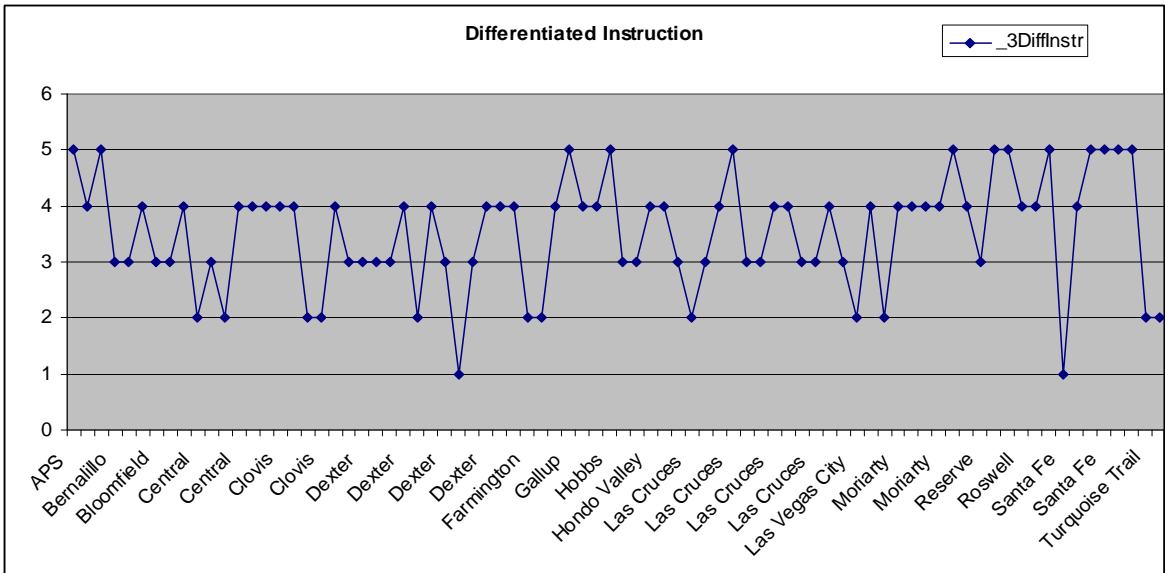
1. I have adequate knowledge about the nature and needs of gifted learners. (average response: 3.9)



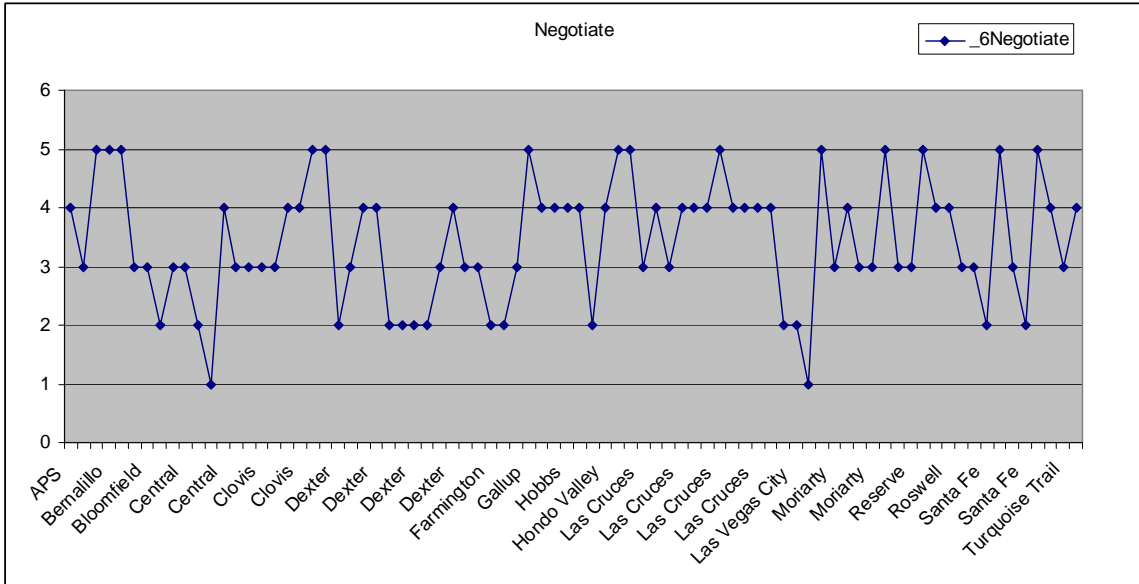
2. I am adequately prepared to meet the social/ emotional needs of identified students. (average response: 3.9)



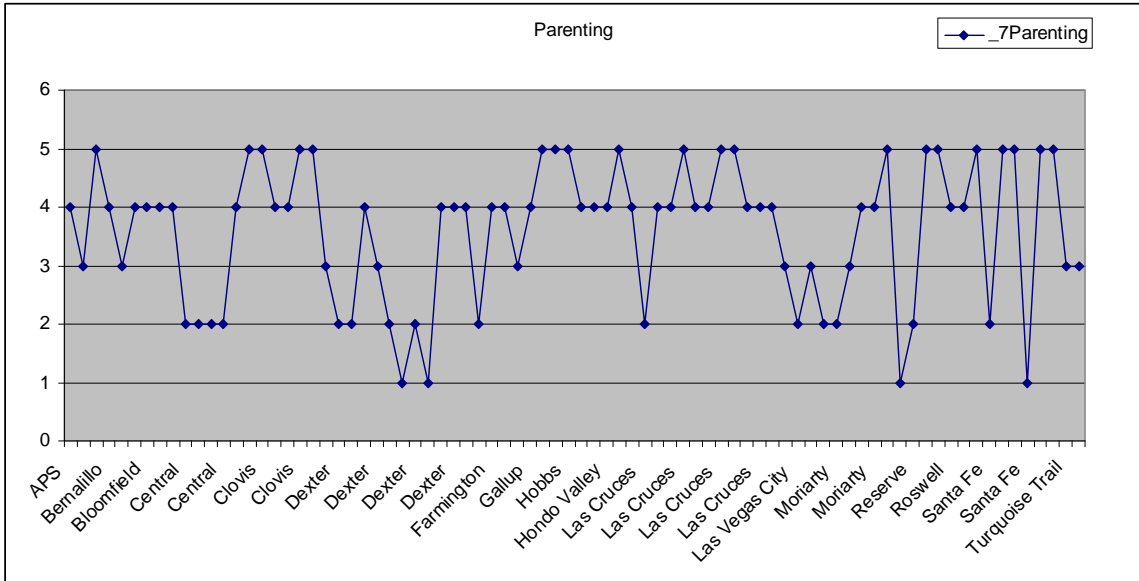
4. My level of knowledge about differentiated instruction is complete. (average response: 3.5)



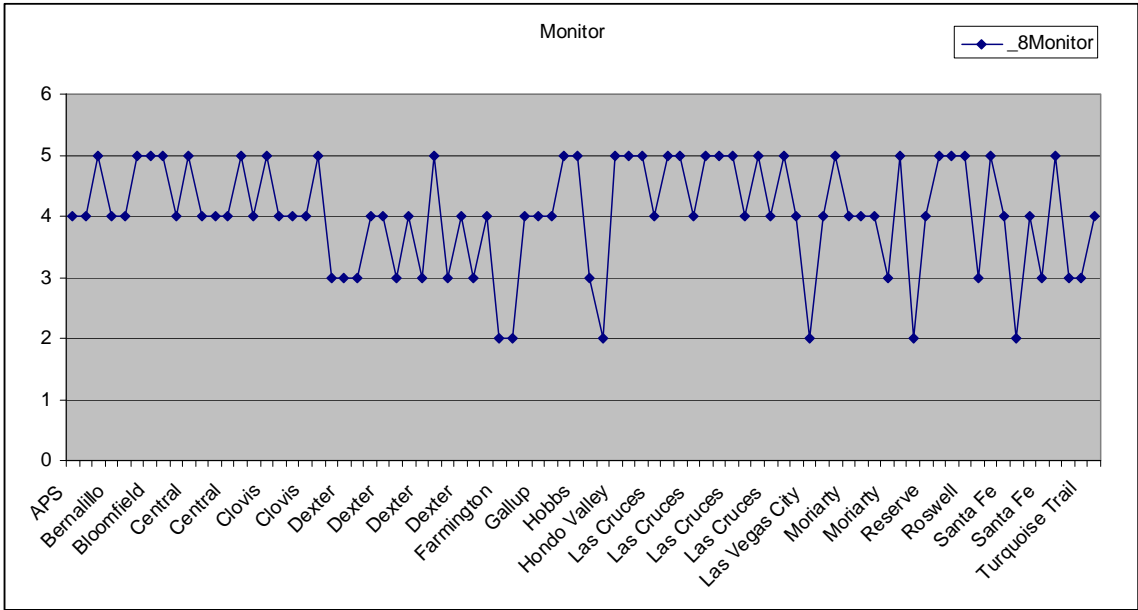
6. I teach students to negotiate with teachers for assignments better suited to their needs. (average response: 3.4)



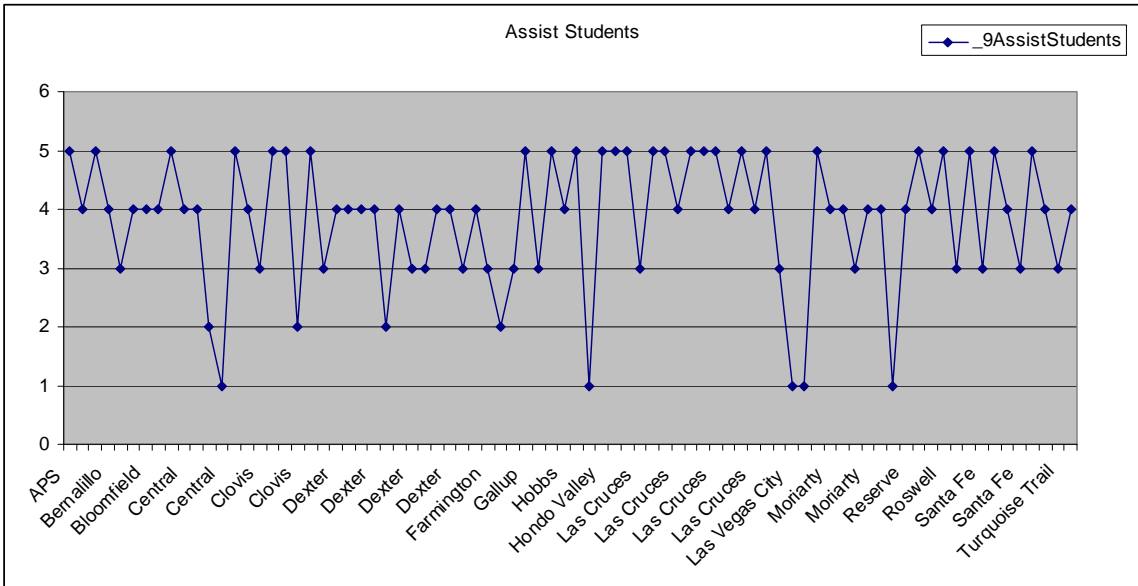
7. I have available information regarding parenting a gifted child. (average response: 3.6)



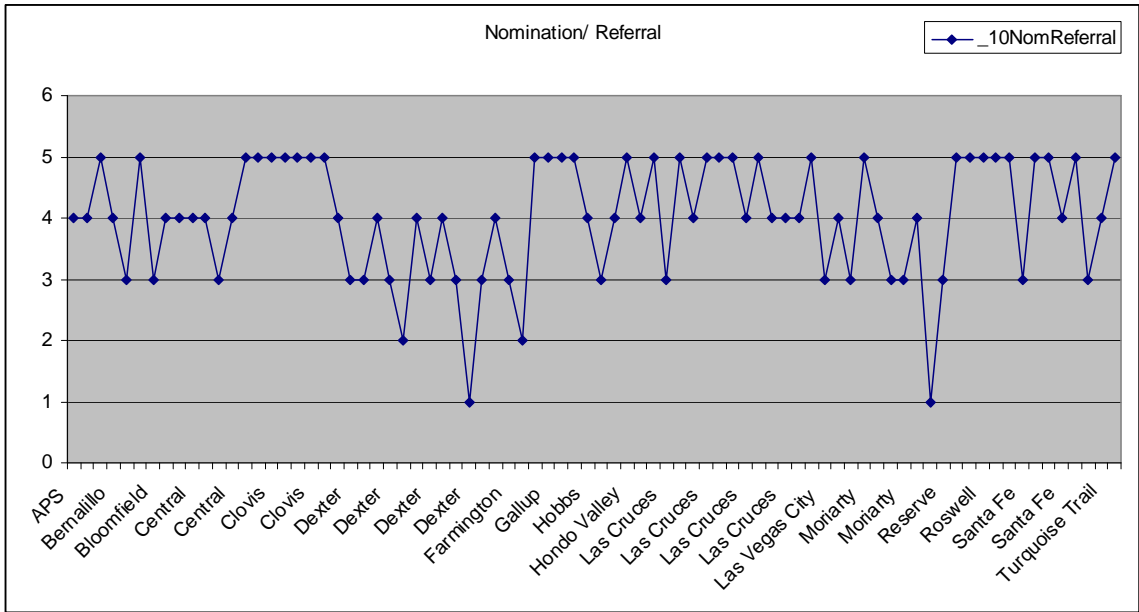
8. I monitor student grades and provide them with feedback regarding their academic progress. (average response: 4.0)



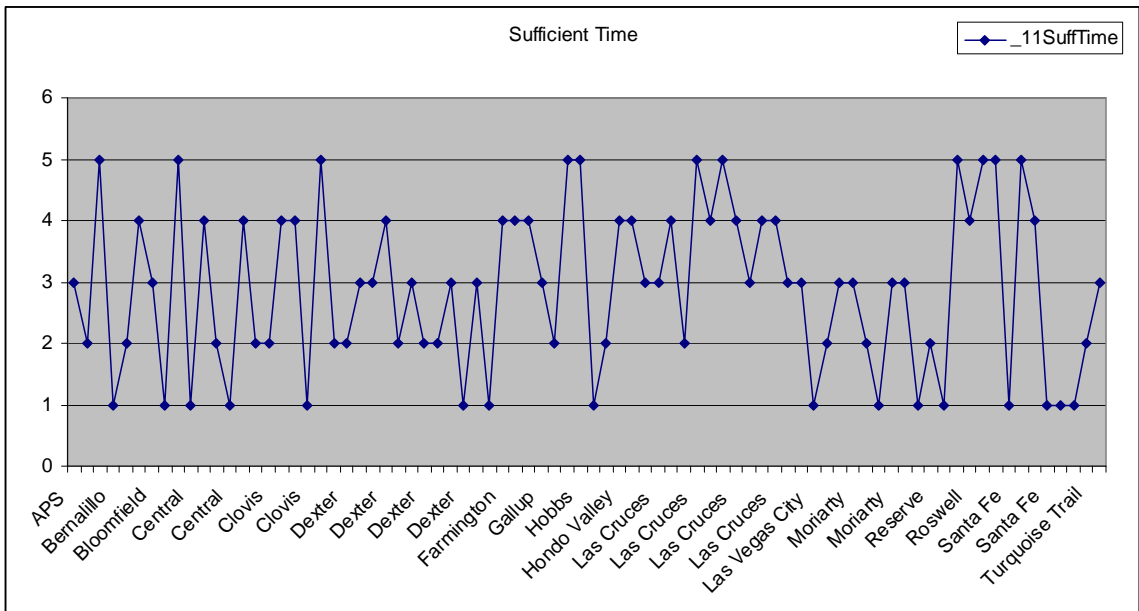
9. I assist students in taking appropriate courses suitable for their ability level and future plans. (average response: 3.8)



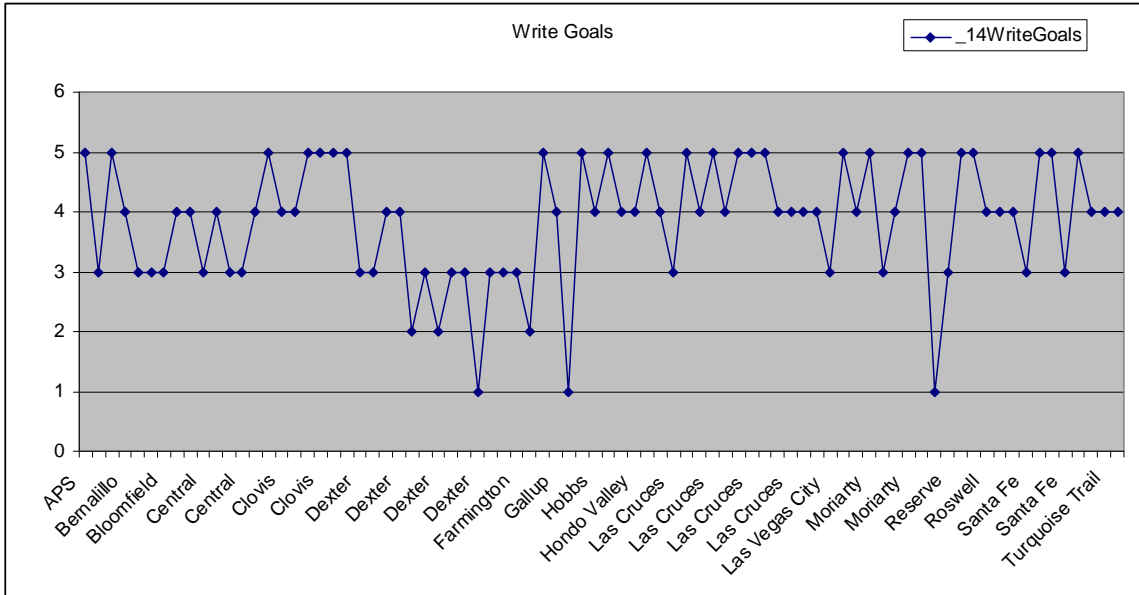
10. I understand the nomination and referral process. (average response: 4.0)



11. I have sufficient time to plan lessons/ projects for gifted instruction. (average response: 2.8)



14. I know how to write goals for students relative to their identified needs/strengths and weaknesses (if applicable). (average response: 3.8)



Responses to Student Survey (N= 431)

A. What do you LIKE about the gifted activities you participate in?

My Teacher	323/ 75%
Interesting Lessons	267/ 62%
Doing Different Activities than in the Regular Classroom	334/ 77%
Self-Directed Activities	220/ 51%
The Activities make me want to Work to do my Best	221/ 51%
Using Computers and Other Technology	291/ 68%

B. What else would you like to do in your gifted activities?

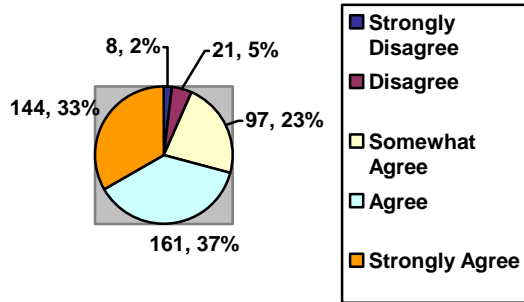
More Hands on Activities	280/ 65%
More Things that I Want to Work on	206/ 48%
More Activities in Groups and Working with Others	214/ 50%
More Classes through other Schools and Colleges	129/ 30%
Computers and Other Technology	212/ 50%

C. How does your gifted teacher help you in your regular classes?

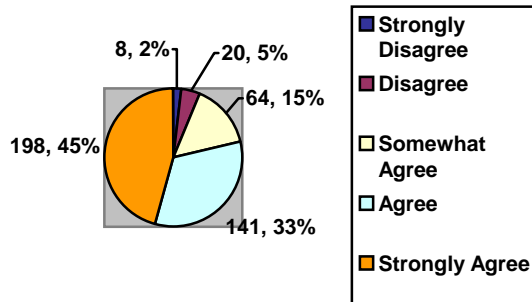
Works with me Individually	174/ 40%
Makes Lessons and Learning more Interesting	240/ 56%
Doing Different Activities that Make Regular Classes more Interesting	214/ 50%
Helps me Want to Work to do my Best	238/ 55%
Helps me in using Computers and Other Technology	173/ 40%

In my opinion, my gifted teacher:

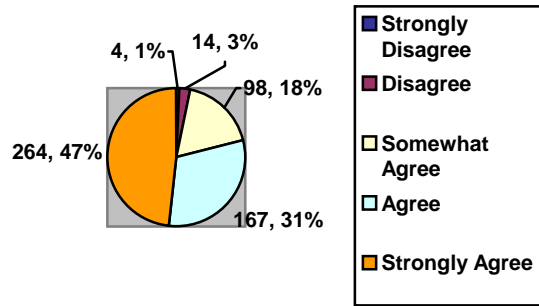
1. Is adequately prepared to meet my social/ emotional needs.



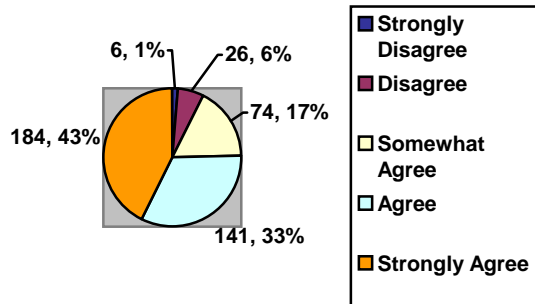
2. Knows how to challenge me in my areas of strength.



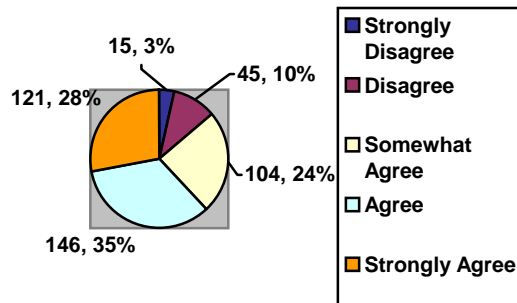
3. Can describe a range of service options to meet my needs.



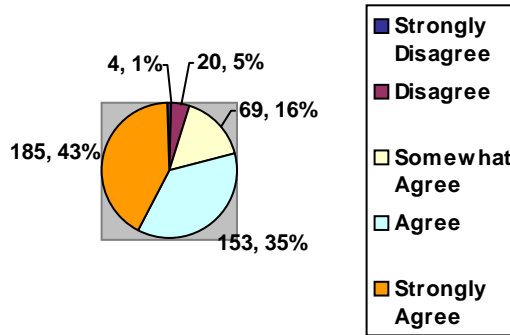
4. Encourages me to apply knowledge to real-life situations.



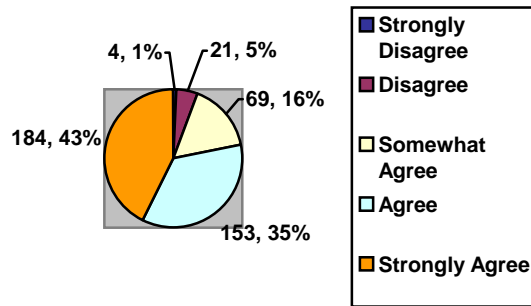
5. Teaches me to negotiate for assignments better suited to my needs.



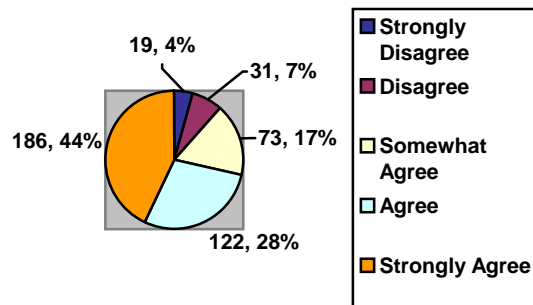
6. Communicates and collaborates with my parents about my learning needs.



7. Provides me with feedback regarding my academic progress.

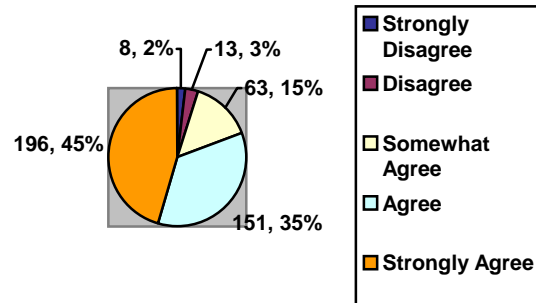


8. Assists me in taking appropriate courses suitable for my ability level and future plans.

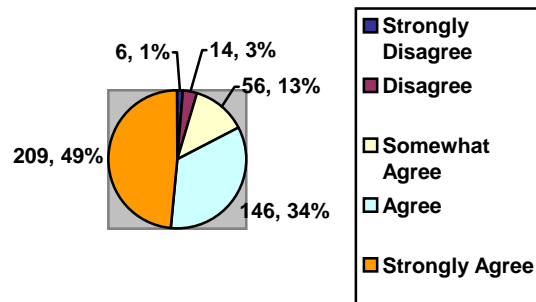


In my opinion, gifted activities:

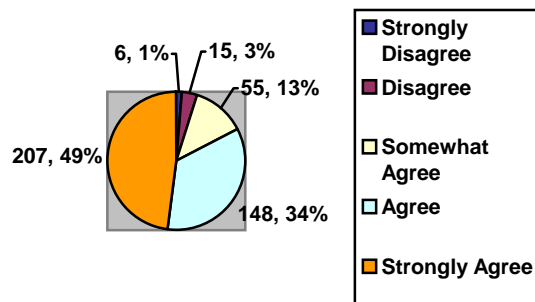
9. Meet my educational needs



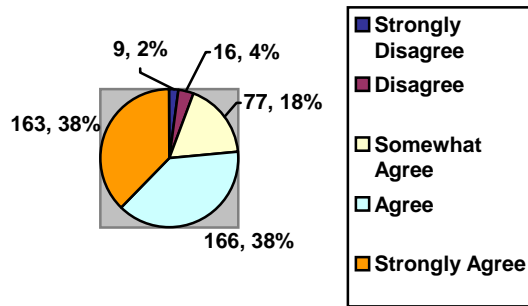
10. Provide opportunities for me to pursue areas of my own interests.



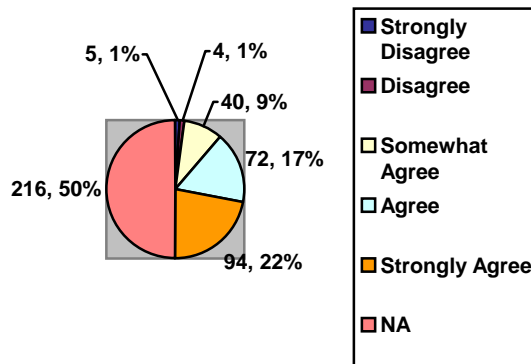
11. Emphasize critical thinking and creative problem solving skills.



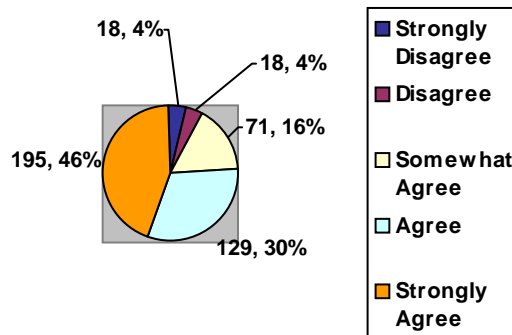
12. The curriculum content reflects the right pace, level of depth and complexity appropriate for gifted learners.



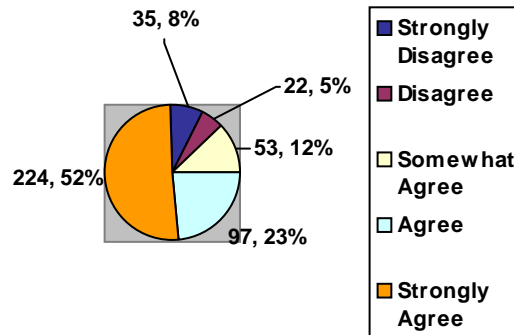
13. The Advanced Placement (AP) or Pre-AP classes provide enough acceleration and challenge for gifted learners.



14. Pull out programs are good for gifted learners.



15. I am invited to my IEP meetings and my input is considered in the process.



Responses to Parent Survey (N= 180)

A. What do you like about the gifted services your child receives?

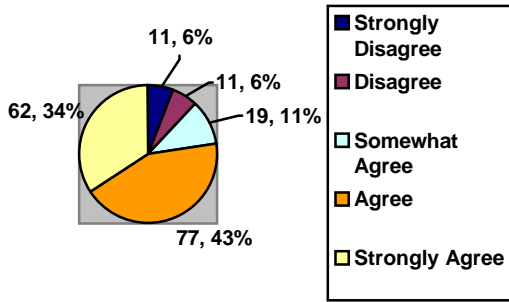
Teacher Competence	125/ 70%
Program Content	106/ 59%
Course Modifications and Delivery	68/ 38%
Challenging Coursework	109/ 61%
Use of Technology	86/ 48%
Reports to Parents	91/ 51%

B. What do you see that could be improved?

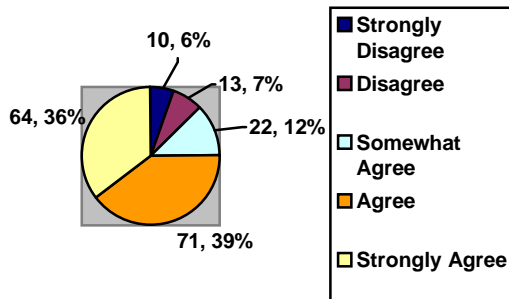
Teacher Competence	28/ 4%
Program Content	66/ 37%
Course Modifications and Delivery	52/ 29%
Challenging Coursework	50/ 28%
Use of Technology	67/ 37%
Reports to Parents	63/ 35%

In my opinion, my child's gifted teacher:

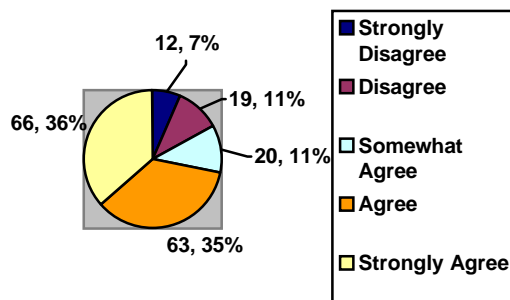
1. Is adequately prepared to meet the learning needs of my gifted child



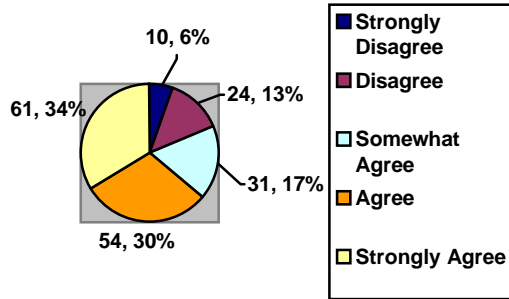
2. Is adequately prepared to meet the social/ emotional needs of my child



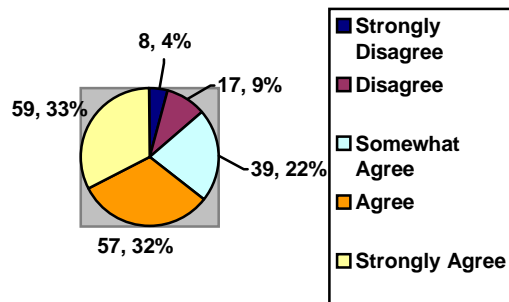
3. Knows how to challenge my gifted child in her/ his areas of strength



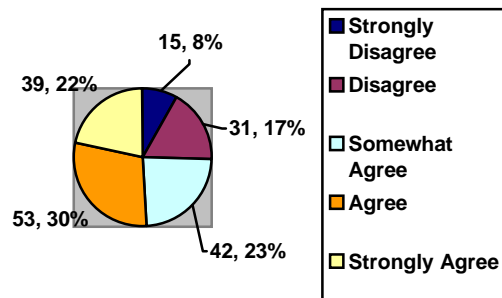
4. Can describe a range of service options to meet my child's needs



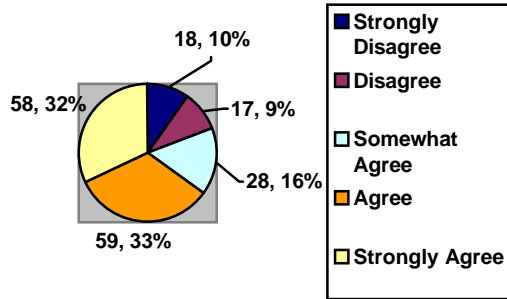
5. Encourages students to apply knowledge to real-life situations



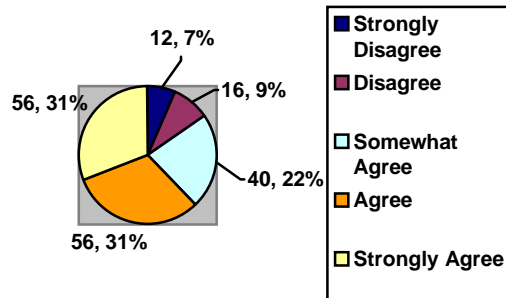
6. Teaches my gifted child to negotiate for assignments better suited to her/ his needs



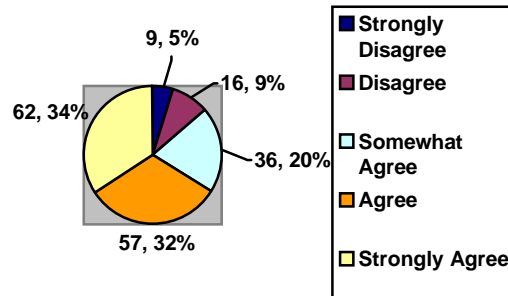
7. Communicates and collaborates with me about learning needs/ academic progress of my child



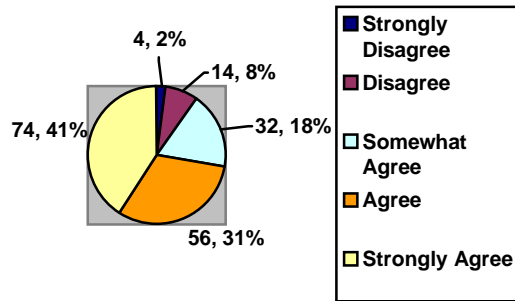
8. Assists my child in taking appropriate courses suitable for her/ his ability level and future plans



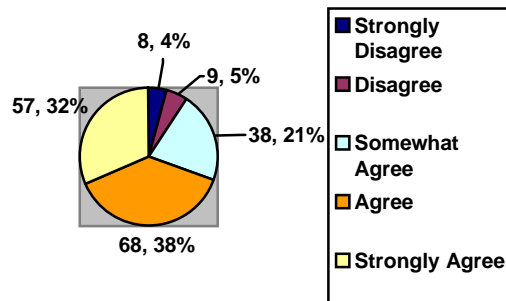
9. Provide opportunities for gifted students to pursue areas of their own interests



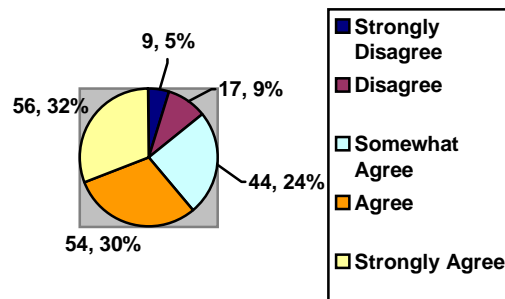
10. Emphasize critical thinking and creative problem solving skills



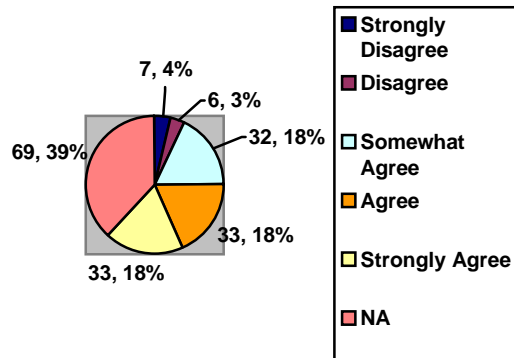
11. Allow for children of different ethnic, socioeconomic or racial backgrounds to become engaged in learning



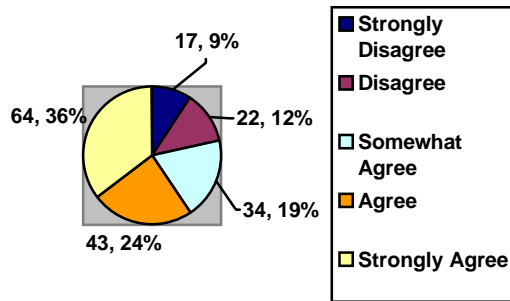
12. The curriculum content reflects pacing, level of depth and complexity appropriate for gifted learners.



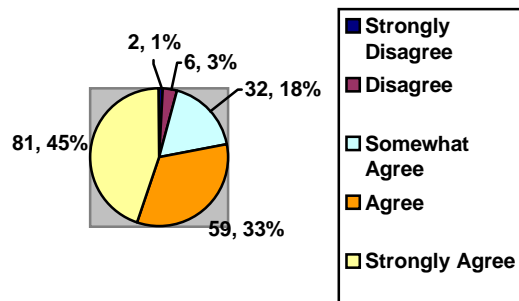
13. The Advanced Placement (A) or Pre-AP classes provide enough acceleration and challenge for gifted students



14. Pull out programs benefit my child



15. Consider my input in the IEP planning process



V. Analysis

On each of the surveys, teachers, parents and students were provided with the opportunity to comment on gifted training and gifted services received. These comments provide useful context in assessing the effectiveness of gifted programs, and when correlated with the level of satisfaction in various aspects of gifted services, they present a more complete picture of gifted programs. The comments are presented sequentially and analyzed in the subsequent narrative.

Teacher Comments on training received through FTAP, Discover, Summer Institutes and University Courses

What skills did you acquire for application in the classroom?

Question A. Teacher Comments

AOtherNar
University coursework
Renzulli, Multiple Intelligences, Bloom's Taxonomy
None from school staff all other was independently obtained
No longer in a classroom setting
NMAG summer conference, coursework from Master's Degree (graduated 2003), self-education through journals and online
networking with admin, parents, students, other teachers
most of this was on my own seeking out help from various sources
Keeping abreast of students classroom performance and assisting with college selection, applications and financial aid packages.
IEP
Identifying needs.
identifying gifted student using the FTAP
I took courses from Elizabeth Nielson 10 years ago. They have most probably changed course titles. I also have an MA in technology and curriculum.
How to manage independent study
behavior management
Applying creativity in the classroom/Increased understanding of social & emotional needs

How are you using the skills identified above?

Question B. Teacher Comments

BOtherNar
integrating art/creativity
I'm on my own in determining what I need to do. NO guidelines currently in place
I tried to make it motivating , but not sure I succeeded

Encouraging and adding creativity in activities
Coordinating gifted programming district -wide
conferencing-collaboration with regular ed teachers, resource for regular ed teachers
Building an academic community

What were the strengths of the courses?

Question C. Teacher Comments

COtherNar
Working with administrators, counselors and students to choose the appropriate class load.
on line accessibility
Networking with other professionals in the field
materials were generated that could immediately be of use with students, parents, teachers, admin
interactions with classmates
Discover learning to establish a better view of students abilities Curriculum class in understanding the demands of the gifted student and curriculum design
Did not acquire through coursework, but through experience and effort

What were the weaknesses of the courses?

Question D. Teacher Comments

DOtherNarr
Volume of reading required
required to take some classes online
repetition of concepts
Not enough opportunities to apply what we were learning to actual classroom situations; would like to have some sort of "student teaching" experience with a gifted education specialist in an actual classroom.
none
none
NA
Lack of access to students, due to scheduling and other factors.
instructor non-responsive to questions/critical of questions
Inconvenient deadlines/ as far as day of the week and time for due dates of projects
I experienced no issues that were weak. The online format was perfect for my situation.
goals of teachers and school personnel that did not align with experimentation and use of new strategies learned through training (Differentiated Instruction Conference).
district reluctance to push for better and improved gifted education programming

Student comments on gifted services received:

What do you like about the gifted activities you participate in?

Question A. Student Comments

AOtherNar
working with group
working in groups
working faster
work faster
When we do projects to better understand things.
When we do projects to better understand things.
We mostly enjoy each others company, and the activities are so amazingly fun.
Variety of activities
using your mind
This program is the highlight of my day! We have so much fun while learning
They make me think outside the box which forces me to worker harder and prepare me for college.
They are specific to my needs
They are fun but you get to learn how to use different things, like if we are using computers, you will learn something about computers or how to do something/use them in an easier and faster way.
The other students.
The opportunity to learn more about the Science Field on the Science Magnet and have devoted teachers.
The Kind of Fieldtrips we go on (overnight)
The interesting work that we do
the fact that we get advanced lessons so I'm not bored
the chance to be destructive and creative at the same time!
talking with friends
She also gives me more work than the other teachers.
projects
playing musical instruments
Play games
play games
play games
outside activities
Outdoor Exploritorium
origami
origami
nothing really
not applicable
My hour a day in Enrichment (except Friday) are the highlights of my day
Mrs.~~~ is the best teacher yet!
Most of my friends are in the gifted program, so I get to see them every Tuesday

.
more than one field trips
more challenging lessons, and no home work
making things
Making our Myth Board Games
Learning new things
Learning about new and interesting things I never would have imagined
its more challenging
Involvement with other kids at my learning level is really nice to have daily.
Involvement in activities that pertain to future goals
Interesting discussion
interactive projects
In the past I have enjoyed my lessons and my teacher, though this year I have been disappointed with both.
I think it is challenging
i love to do mind trap, and French
I love the Mind Traps and other activities.
I like the games.
I like the availability of specific help whenever I need it.
I like doing art in the class, and you get to do activities that challenge you and you enjoy
I like being in small groups and working with partners. Fun activities other kids can't do.
I like all kinds of stuff.
I get to do origami.
I enjoy the Socratic seminars.
How much I learn and have fun at the same time
having fun!
Has time for all of us.
Hands-On Activities
Hands-on activities
Hands-On Activities
Hands on activities
hands on
going out in volunteer in the community
Getting to work with others that are gifted
getting to improve
Get to try our best to make something fun for the other kids
Get to miss advisory
games, and art
games
games
fun activities
faster pace
Doing topics that we won't learn in other classes.
doing more complicated work than in the normal classroom
doing math and teaching lessons to 2 graders
doing art projects

Doing art projects
Critical Thinking
creative things such as drawing or painting
Cool trips, hands on activities
challenging my brain
Challenge
building the exploritorium
Brain teasers, fun projects
Books
Books
being in an environment with students who want to learn.
Being able to see people from other schools more often
being able to hold and engage in intelligent conversation, just being in the company of others more like myself makes coming worthwhile
Being able to do thing that challenge me
Being able to be creative, instead of it being just pure knowledge
being with my friends.
Artwork
artistic projects
art, drawings, and chess
art
Allowed to work together
all of the hands on projects
all accept #5.
I like the opportunity to learn above your grade level.
I like helping my friends and getting help from my friends in GT.

What else would you like to do in your gifted activities?

Question B. Student Comments

BOtherNar
We only get advisory time, so we do what we can.
watch more video
Slightly to moderately harder subjects
Skipping classes
showing toys
Read, and watch lessons
Read, and watch lessons
Playing games.
play outside and learn about the weather
Overnight fieldtrips
none
My teacher
More time out of class
More time for AES. Like AES is just a regular class.

More Social Studies
more self directed activities
more projects
More innovation brainstorming during the AES groups.
more individual work and projects
more field trips
More creativity
More art projects.
more art
More activities
More activities- Might require more participation
More active activities.
More active activities.
Mesa
Make the lessons more creative.
make music rock videos
lots of art
Interest in the arts, and hobbies
If we don't get the problem she takes the time to help us
I'd like to have different sets and put it all together
I would like to do more social activities, were we can talk 2 higher people than the school boards like governors and the mayor.
I wish we had GT class more often because I love my GT teacher.
I wanted to go on more field trips.
I think it is good the way it is
I really think that I get to do more then this.
Having gifted classes that are directed for a certain career.
have free time.
Have access to online learning games
games
games
Filming want to learn how to film
fieldtrips
FIELD TRIPS!!
Field trips
Enrichment covers all my interests and learning wants
emphasizing computer and other types of technology
doing more things like field trips and stuff
doing art projects
Doing art and creative activities.
constructing buildings, houses, etc.
Spending more time with other kids from different kids, getting to know people from different schools
I would like for me to just have to go in just one class not two.

How does your gifted teacher help you in your regular classes?

Question C. Student Comments

COtherNar
We learn things in here, and then we know lots of things that the regular class does already
Wants to succeed and makes me.
uses harder lessons on certain subjects so that, that subject is a lot easier in the classroom
shows me different ways to solve the problem.
she usually doesn't help me with my regular class but sometimes the strategies she shows us in enrichment
She tries to teach some of the same topics at a higher level than in my regular classroom
she talks to me when I am having trouble or when I don't know how to do anything
she shows me different ways to do things.
she is really nice and always is there to help me with any problem i have. she'll help me in both school and home problems
She helps me when needed and that's what I like
She helps me to understand my algebra.
She helps and makes sure I'm keeping up with my grades
She gives us attention
She does whatever she can to help me
she does not
She didn't
She checks my grades and makes sure I am doing my best.
Schedules IEPs
provides information about goings on outside of the class
nothing
My teacher is always nice, no matter what.
My current teacher does not help me with my regular classes, except through IEP
Mrs.~~~ enforces the notion that I am responsible for my work and the only person to blame for anything is myself.
math
making things more clear
Lets us talk!!!!
lets me think more outside of the box in math and other subjects in school
Keeps me on track
I'm not with her in my regular classes.
IEP
IEP
I don't have a gifted teacher
helps with me individually with school problems
helps with college stuff
Helps me, and teaches me
Helps me understand things difficult to me.
Helps me to understand the project
Helps me learn new facts that I can tell my friends and awe them

Helps me in my personal life and is not just my teacher but my FRIEND
helps me improve my weaknesses
Helps me figure things out.
Helps me feel more confident in my own work
Help me using different strategies
Helps with my interests
Had marathon, helped us in our school work, Read-a-thon
giving me something to look forward to in the dreary school week.
Gets grade updates from teachers and makes sure I am doing ok in classes.
Enrichment is a pull-out class, not part of my normal class at my school.
encourages me to do well
During the rare occasions I get myself into negligible trouble, I feel extremely depressed. My AES facilitator helps me calm down so I don't let it affect the rest of my life.
Does hands on activities
Checks on my grades to make sure I'm doing what i need to do
Because sometimes I don't catch up and I have to come do it over here.
allows me to work on what i feel i need to
not really
(Please note that I do not have normal classes.)

Parent comments on gifted services received

What do you like about the gifted services your child receives?

Question A. Parent Comments

AOtherNar
Wonderful college prep
When services are provided they, as of this year, have been alternative & knowledgeable
We love Mrs. ~~~! She is the best teacher my daughter has had, and we love the higher curriculum.
very competent and helpful AES facilitators
This is not a fair survey because there are 3 teachers
they breakdown problems to make easier to understand for the children
there hasn't really been any consistent services other than the IEP meetings
The once in a blue moon wonderful, challenging teacher
The junior high teacher went above and beyond to help my students success in his academics and to teacher organizational skills and keep his interest.
The junior high teacher went above and beyond to help my student success in his academics and to teacher organizational skills and keep his interest.
Teacher works with child individually.
Teacher competence...some times
Supportiveness of staff
science
recognition of gifted students
Read-a-thon

Pull out opportunity that allows my child to pursue some of his own interests and hands-on projects
Positive interaction
Plays written and performed by students
Our facilitator's willingness to answer any questions we might have.
My son's 8th grade facilitator at ~~~ Middle School has done an outstanding job.
My son is a different learner. The regular classroom is VERY hard for him, the Javits program gives him a place to focus and to help maintain his self-esteem and success
My child works with two teachers and gets more small group time; they go on more field trips
my child did not receive direct services but will in mid school
Ms. ~~~
Mrs. ~~~ gives ~~~ the opportunity to take charge of her plan and administering it.
Middle school and High school AES facilitators who have an inside look to our children's academic development and can help plan for our children's future.
Liaison with school
leveling in math and reading programs to better accommodate advanced learners
Learning in a diverse environment
It is the one day a week my child is actually educated with her intellectual peers.
intense small group work
Individualized instruction; suggested occupational therapy;
If I need some special assistance for my child in one of his classes, the AES facilitator usually can assist me.
I like that this year he has been in a class with other high achieving students
I especially like that the students are asked to think about their future and are guided in the direction to accomplish the goals they set for themselves.
I am not sure. The teacher is a wonderful person but does not communicate enough to let me know what my son is doing unless I ask. I have to ask my son.
Hands on Learning & Field Trips
guidance in course and curriculum selection
GREAT!
Gifted Student recognition
Flexibility to make schedule/teacher changes based on his needs
Facilitator monitoring of student
Exposure to art
encouragement and quality character building focus
Dedicated and Thorough Facilitator
Creative Thinking Exercises
child works at an independent rate
builds child's confidence
Along with reports to parents, having a personal monitor for my child. Every student should be so lucky.
Advice from Mrs. ~~~ on how to challenge ~~~in the regular classroom
ability to guide my child's education

What do you see that could be improved?

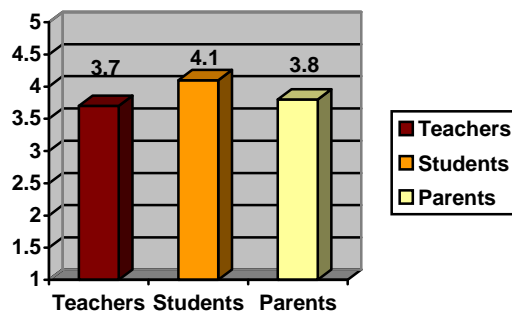
Question B. Parent Comments

BOtherNar
We've been in program too short a time for an answer yet.
We would like more specifics of what the kids are actually spending their time doing
We are just beginning with the Discovery Program so as of yet I am not familiar enough to comment.
This was a first year for our gifted program teacher, I am sure she will figure out how best to meet our student's needs next year.
Teacher this year did not provide a course program, was not responsive when asked.
Synchronization of coursework with topics addressed in regular classroom.
students spend more time with facilitators, especially during last 2 years of high school.
Since coming to the high school level all that my son has done is puzzles that the teacher runs off and then he visits with his friends. It is being used as a get out of class free card with no academics or learning attached.
scheduling that allows for more contact time
provide more time in the gifted pull-out sessions.
Provide more pull-out time in the gifted program setting--now there is only 1 session per week and that is all.
Parent involvement
Overall, and not considering his current program
Other teachers need to learn about not requiring gifted students to do all of the work even if they have mastered the subject. Gifted students should also not miss recess because they have participated in gifted ed.
Nothing that i can think of.
Nothing
None
More time. 1/2 a day a week just isn't enough. The program is wonderful!
more proactive conferences needed.
More modification in the classroom. (Telescoping, acceleration)
More contact with regular class teachers and academics
more collaboration between regular education teacher and gifted teacher
~~~ could use a full day in Discovery vs. 1/2 day
If I didn't get an e-mail once in a while from the facilitator, I'd never know who he was. My kid is struggling in school, and the facilitator has yet to call me??
I would like to be informed on what my son is working on. Two or three times a year he brings home paperwork and it does not look like he has worked much at all. I don't think he is being challenged. I gets to choose what is is going to work on.
I do not feel informed on what is being covered - a weekly/monthly newsletter would be useful
I answered questions 3-12 the way I did because I do not receive enough information from my child's teacher to actually answer the questions.
I am basing the questions below on Mr. ~~~ only. I do not think Mrs. ~~~ is doing a good job.
How to measure the progress and the goal for the child.
general ed teachers' understanding of needs of gifted students
follow through on student plans, small community politics
enrichment instead of acceleration
Creative and challenging coursework that encourages "out of the box" thinking.

Coursework went on too long
competent teacher planning
Communication among the teachers. Individually they don't give that much homework but collectively they give entirely too much.
Classroom teacher attitude at the Middle School and High School levels who feel it is necessary to humiliate bright children and humble them.
availability to more students
at the elementary level i never received copies of IEP meetings
applies to current program placement 06/07school year
An adequate office/conference area in which to work.
Always room for improvement!
All team members should be present for the IEP
All teachers involved
All Great!
addressing specific needs in classroom/coursework
4 Hours a week is great, but our child could use MORE time in the program!

## VI. Quality of Gifted Services

Respondents to the gifted survey, including teachers, parents and students generally indicated a positive degree of satisfaction with gifted services they provided or received. Teachers recorded an average 3.7 response on the five point likert scale in rating their knowledge and capabilities in delivery of gifted services. Students recorded an average response of 4.1 in evaluating satisfaction with their gifted programs. Parents provided an average response of 3.8 in assessing their satisfaction with the gifted services their child receives.



Teachers recorded strongly favorable responses on FTAP, Discover and Summer Institute trainings and university courses, and their comments supported the summary data. Comments provided by respondents offer valuable contextual information on gifted services. The most common complaint of teachers was a lack of awareness about the gifted program on the part of administrators and general education teachers that limited gifted teachers' abilities to effectively integrate their programs into regular curricula and school routines. Teachers indicated their lowest numerical response on their self-evaluations in the area of "sufficient time to plan lessons/ projects for gifted instruction." Teachers also indicated that they lacked professional development opportunities. These

responses appeared to be related to geographical distance of the respondent from New Mexico universities.

When asked to identify what they liked about their gifted programs, (75%) of students responded “My Teacher”, (77%) marked “doing Different Activities than in the Regular Classroom”, and (62%) identified “Interesting Lessons”. When asked what else they would like to do in their gifted programs, (65%) identified “More Hands on Activities”. Student comments reinforced their general satisfaction with gifted services reflected in their numerically quantified choices. Several students indicated that their gifted activities were the high point of their school day.

Parents were also generally supportive of the gifted programs provided to their children. When asked what they liked about the gifted services their child received (70%), identified “Teacher Competence”, (61%) marked “Challenging Coursework”, and (59%) indicated “Program Content”. Comments of parents provide a more nuanced view. Some responses included:

- *“We would like more specifics of what the kids are actually spending their time doing.”*
- *“I would like to be informed on what my son is working on. Two or three times a year he brings home paperwork and it does not look like he has worked much at all. I don't think he is being challenged. He gets to choose what he is going to work on.”*
- *“My son is a different learner. The regular classroom is VERY hard for him. The Javits program gives him a place to focus and to help maintain his self-esteem and success.”*

Other parent comments reflected those of teachers and parents, with several indicating a lack of coordination between general education and gifted services and a need for more gifted activities.

While responses to this survey represent only a small proportion of the teachers, students and parents delivering or receiving gifted services, some general trends and indicators of successful programs are apparent in this study. There is a moderate correlation between high marks from parents and students on quality of gifted services and gifted training received by teachers. The best predictors of high marks from parents and students on quality of gifted services appeared to be small teacher caseloads and more time dedicated to gifted services in contrast with regular education responsibilities.

## **VII. Recommendations**

The following recommendations are based on analysis of survey processes and outcomes. In addition to facilitating the collection of useable information, the recommendations are intended to maximize survey returns, establish a process that is sustainable and manageable and to minimize costs. .

1. To minimize complexity, paper-handling tasks and data entry, it is recommended that the survey be continued as an on-line survey in 2008. This format makes it possible to monitor data input on a daily basis, to correct entry errors and to prompt non-responders to enter data as well as offering technical assistance. On line surveys have been demonstrated to provide greater efficiency and increased rates of survey returns.
2. The NMPED should notify districts early in the spring of their required participation in the gifted outcomes survey. In many cases schools failed to report or had very poor return rates. It appeared to be evident that many schools did not inform the teachers of gifted courses of the need to complete the survey and did not appoint a designated individual or individuals to assume responsibilities in organizing the survey process. It would be useful to develop and maintain a list serve of all active gifted teachers to communicate information on the survey directly to them.
3. Several parents called and requested that the survey be made available to them online to insure anonymity. It is recommended that schools provide parents with a link to next year's survey to enable them to respond directly rather than completing and returning paper surveys to schools.
4. Other surveys conducted to determine post school outcomes of students who exit high school suggest the usefulness of expanding the survey to include a sample of students who received standard education services as a comparison group. This strategy would provide a point of reference to determine the effectiveness of gifted services.
5. Include questions on delivery methods that are asked on the State of the States Gifted Education State Survey. Delivery methods (choices) include:

Advanced Placement, Continuous Progress Curriculum, Dual Enrollment, Independent Study, IB, Virtual High School, Magnet Schools, Mentorships, Regional Math School, Regional Performing Arts School, Regular Classroom, Self-contained Classroom, Self-Paced Learning, Telescoped Learning, Resource Room, Cluster Classrooms, Other
6. Several comments from students and parents indicate that they like the pull-out format in their gifted program. As there are different paradigms for the delivery of gifted services, it is of interest to note that (21%) of gifted students in 2006-2007 were served in settings where they were in the regular education classroom less than (79%) of the time. (*NMPED student tracking data, December 2006.*) It would be useful to ask questions that provide more detailed information on setting in next year's survey.

## **VIII. Appendices**

- A.** Teacher Survey
- B.** Student Survey
- C.** Parent Survey