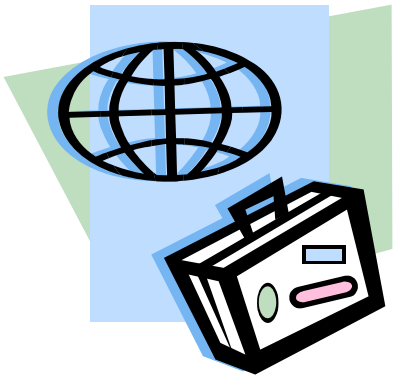
NMAG

New Mexico Association for the Gifted

Resource Guide

For

Parents and Educators of Gifted Learners



NMAG is a non-profit organization of gifted education professionals and parents who are joined together to advocate for gifted education in New Mexico to address the unique social, emotional and intellectual needs of gifted students. Visit the NMAG website at: http://nmgifted.org/
NMAG is a state affiliate of the National Association For Gifted Children (NAGC).

NMAG Resource Guide for Educators of Gifted Learners

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The NMAG Executive Board listed above along with the following NMAG members created this NMAG Resource Guide for Educators of Gifted Learners:

John Frazzini, Las Cruces Public Schools

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The NMAG Resource Guide for Educators of Gifted Learners has been organized in accordance with the National Association for Gifted Children (NAGC) and the Council for Exceptional Children (CEC) Teacher Knowledge and Skill Standards for Gifted and Talented Education available at: http://www.ncate.org/ProgramStandards/NAGC/Standards.pdf and the work of VanTassel-Baska and Johnsen (2007) *Teacher Education Standards for the Field of Gifted Education: A Vision of Coherence for Personnel Preparation in the 21st Century.* It is intended to provide information specific to the state of New Mexico as aligned to each of the 10 content standards as presented by Van Tassel-Baska and Johnsen. We hope that New Mexico educators and administrators of gifted learners, parents of gifted learners, and other gifted education stakeholders in the state will find this information useful in order to move our state forward and continue to improve the services provided for gifted learners throughout the state. The NMAG Resource Guide for Educators of Gifted Learners will be available at the NMAG 2008 Summer Institute for Gifted Education, after which it will be available through the NMAG website at: http://nmgifted.org/. While there is no fee for the Guide, those who wish to make a donation should make it NMAG. All donations will be used to facilitate the achievement of the NMAG Mission and NMAG sponsored activities.

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A MESSAGE FROM THE NMAG PRESIDENT ELECT

Susan Boyles, Farmington Public Schools

Dear Parent and Educators of Gifted Children,

There has long been a need for a concise, comprehensive guide to identifying and educating the gifted students in New Mexico. After much hard work on the part of gifted educators from around the state to create such a guide, the New Mexico Association for the Gifted (NMAG) is proud to make available to you NMAG's *Resource Guide for Parents and Educators of Gifted Learners*.

A number of people have spent countless hours researching, writing, proofreading, and editing the contents of this guide, but we owe a special thanks to the tireless efforts of Denise Lucht, John Frazzini, and Teresa Rowlison for making this Guide a reality. Our hope is that the Guide will be informative, helpful, and user friendly as you and your respective school districts work to continually improve gifted education in our state.

We encourage each of you to continue to advocate for our gifted students and the many challenges faced in today's educational system. The future of our country and the world is dependent on our brightest students receiving the education necessary to face the increasing complexities of the world both now and in the future.

We hope you find this Guide to be an invaluable tool for developing educational programs for our gifted students.

Sincerely,

Susan Boyles

NMAG
New Mexico Association for the Gifted

NMAG MISSION

To **promote** an understanding of gifted students and their educational, social, and emotional needs among educators, administrators, parents and other members of the community, and to provide a supportive learing community for every gifted student.

To **communicate** information about the most recent issues, best practices, and research findings in the field of gifted education.

To **advocate** and provide leadership for policies that promote supportive legislation and funding for the gifted at the state level.

To **disseminate** information on the education and social and emotional needs of the gifted to all interested parties.

STANDARD 1: FOUNDATIONS

Never doubt that a small group of thoughtful, committed individuals can change the world; indeed it's the only thing that ever has. – Margaret Meade

Educators of students identified as gifted should 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 (Van Tassel-Baska & Johnsen, 2007). The information provided for this standard will be specific to New Mexico.

Historical Foundations of Gifted

Services for students identified as gifted were mandated in New Mexico in 1972 as a result of parents advocating for such services. A complete timeline for gifted education in New Mexico can be found in the most current draft of the Technical Assistance Guide for Gifted Education in New Mexico available at: http://www.ped.state.nm.us/div/humanites/index.html under Gifted Education: Gifted TA Draft (updated October, 2007).

Key Philosophies, Theories, Models, and Research Supporting Gifted

Key philosophies, theories, models, and research supporting gifted are provided below:

Autonomous Learner Model (ALM): ALM was developed by George Betts and Jolene Kercher to promote self-directed learning in gifted and talented students. The major goal of the model is to facilitate the growth of students as independent, self-directed learners, with the development of skills, concepts and positive attitudes within the cognitive, emotional and social domains. The ALM advocates the development of student's "passion' learning" and consists of five major dimensions: Orientation; Individual Development; Enrichment; Seminars; and In-Depth Study.

- http://www.kisser.net.au/pdeo/peac/page8.html
- http://technologyspotlight.org/student/alm/index.php

Gardner's Multiple Intelligences: The theory of multiple intelligences was developed in 1983 by Dr. Howard Gardner, professor of education at Harvard University. He suggests that the traditional notion of intelligence, based on I.Q. testing, is far too limited. Gardner proposed eight different intelligences to account for a broader range of human potential in children and adults. These intelligences include: Linguistic intelligence ("word smart"): Logical-mathematical intelligence ("number/reasoning smart"): Spatial intelligence ("picture smart"): Bodily-Kinesthetic intelligence ("body smart"): Musical intelligence ("music smart"): Interpersonal intelligence ("people smart"): Intrapersonal intelligence ("self smart"): Naturalist intelligence ("nature smart")

- http://www.thomasarmstrong.com/multiple_intelligences.htm
- http://www.ldpride.net/learningstyles.mi.htm

Kohlberg's Moral Dilemma Discussions: Lawrence Kohlberg is a moral philosopher and student of child development. His special area of interest is the moral development of children - how they develop a sense of right, wrong, and justice. Kohlberg observed that growing children advance through definite stages of moral development in a manner similar to their progression through Piaget's well-known stages of cognitive development.

- http://www.vtaide.com/blessing/Kohlberg.htm
- http://www.haverford.edu/psych/ddavis/p109g/kohlberg.dilemmas.html

Problem-Based Learning (PBL): PBL is both a curriculum and a process. The curriculum consists of carefully selected and designed problems that demand from the learner acquisition of critical knowledge, problem solving proficiency, self-directed learning strategies, and team participation skills. The process replicates the commonly used systemic approach to resolving problems or meeting challenges that are encountered in life and career.

- http://www.studygs.net/pbl.htm
- http://www.cotf.edu/ete/modules/modules.html

Renzulli's Enrichment Triad Model: The Enrichment Triad Model is a comprehensive plan for school wide enrichment that was developed by Dr. Joseph S. Renzulli. The model was developed specifically for the education of gifted students so that teachers could provide programs that are qualitatively different. It uses two types of identification. The first is a Talent Pool that varies in size according to available facilities and population size. The second allows students to move into advanced enrichment services based on their performance in normal classroom extension activities.

- http://www.det.wa.edu.au/education/Gifttal/provision/provtris.htm
- http://demo.renzullilearning.com/

Socratic Seminars: The Socratic method of teaching is based on Socrates' theory that it is more important to enable students to think for themselves than to simply fill their heads with "right" answers. This process encourages divergent thinking rather than convergent thinking.

- http://www.studyguide.org/socratic_seminar.htm

Taba's Teaching Strategies for Inductive Reasoning: Hilda Taba developed a multi-purpose approach that utilizes a method of three discreet stages. First students make observations, then they gather the similar items together, and finally they name each category. Students are then assigned to category groups and begin to research their topics. The final report can be made using any one of the various reporting techniques available. Taba believed that students make generalizations only after information is organized. She believed that students could be led toward making generalizations through concept development and concept attainment strategies.

- http://personal.cuaa.edu/~kalmesm/422s02/files/tabaqs.rtf
- http://kms.sdcoe.net/getvocal/90.html

Taylor's Multiple Talent Model: Calvin Taylor identified multiple abilities in which students could display talent – academic; productive thinking; communicating; forecasting; decision making; planning; implementing; human relations; and discerning opportunities. Taylor's model aimed to identify strengths in all children, but adapts well to a curriculum for the gifted.

- http://www.det.wa.edu.au/education/gifttal/provision/provtayl.htm

- http://inventors.about.com/od/creativity/a/Calvin_Taylor.htm

State Laws and Policies related to Gifted

In New Mexico, appropriate educational services for students who are identified as gifted are mandated as follows:

6.31.2.12 EDUCATIONAL SERVICES FOR GIFTED CHILDREN:

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 children.

(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 children.

(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.

(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 children.

(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.
[6.31.2.12 NMAC - Rp, 6.31.2.12 NMAC, 6/29/07]

The complete rule for children with disabilities/gifted children in New Mexico is available at:

- http://www.nmcpr.state.nm.us/nmac/parts/title06/06.031.0002.htm

Issues in Conceptions, Definitions, and Identification of Gifted

According to Van Tassel-Baska (2003), the overarching concepts in gifted education include (a) change, (b) systems, (c) patterns, and (d) cause and effect. These concepts are addressed through the Intergraded Curriculum Model (ICM) available at:

- http://cfge.wm.edu/curriculum.htm

New Mexico defines a gifted child as a school-age person whose intellectual ability paired with subject matter aptitude/achievement, creativity/divergent thinking, or problem-solving/critical thinking meets the eligibility criteria for gifted services and for whom a properly constituted Individualized Educational Plan (IEP) team determines that special education services are required to meet the child's educational needs.

The identification of a student as gifted in New Mexico 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 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.

Impact of the Dominant Culture

The integration of multicultural and gifted education is critical in a state like New Mexico. Research conducted by Kitano and Pedersen (2002) indicates that many teachers of the gifted have goals and experiences related to multicultural curricula related to gifted children. This information may assist in the implementation of multicultural activities appropriate for students in New Mexico.

Societal, Cultural, and Economic Factors

Funding for services for students identified as gifted is provided through the State Equalization Guarantee (SEG) formula. The SEG for general education services uses factor differentials as determined by the legislature on an annual basis to reflect the costs associated with providing services per student. Specific information on how New Mexico schools are funded is available at:

- http://www.ped.state.nm.us/div/fin/school.budget/how.nm.schools.are.fundedfy04.htm

Grade	Factor
1	1.2
2-3	1.18
4-6	1.045
7-12	1.25

Additional funds are provided for students who are gifted based on level of service as follows:

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

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

Unit value x Basic unit factor + .07 additional factor

If the unit value were $2,800 it would look like this:

2,800 x 1.18 = 3,304;
3,304 x .7 =2,312.80;
3,304 + 2,312.80 =5,616.80.

Funding for textbooks is provided by the New Mexico Public Education Department (NMPED) annually, which can also be used for materials acquisition to support services for students identified as gifted. This funding is currently allocated as follows:

- 70% Purchases from the state textbook catalog

- 30% Purchases from other sources (can be used for consumables)

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 students who are gifted and their families.

Under Title I, districts must use 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.

Key Issues and Trends

The key issues and trends in New Mexico include diversity, inclusion, and connecting general, special, and gifted education. Cultural and linguistic diversity may be addressed through dual language programs. Information regarding Dual Language Education in New Mexico is available at:

- http://www.duallanguagenm.org/index.html

Inclusion is the provision of special education services within the Least Restrictive Environment (LRE) for identified students. Technical assistance documentation is available from the New Mexico Public Education Department (NMPED) Special Education Bureau (SEB) regarding LRE at:

- http://www.ped.state.nm.us/seo/lre/index.htm

Connecting with general and special education teachers is a critical responsibility of gifted education teachers as is collaboration with school administrators and staff. The Las Cruces Public Schools (LCPS) has outlined the responsibilities of gifted education teachers, referred to as Advanced Education Services (AES) Facilitators in their LCPS AES Best Practices Manual available at:

- http://lcps.k12.nm.us/departments/sped/aes/

References

Kitano, M. K. & Pedersen, K. S. (2002). Action research and practical inquiry: Multicultural content integration in gifted education: Lessons from the field. *Journal for the Education of the Gifted*, 25(3), 269-289.

VanTassel-Baska, J. (2003). Content-based curriculum for high-ability learners: An introduction. In J. VanTassel-Baska & C. A. Little (Eds.), *Content-based curriculum for high-ability learners* (pp. 1-23). Waco, TX: Prufrock Press.

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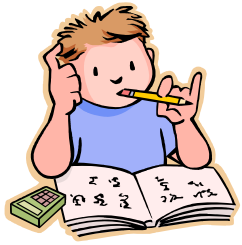

STANDARD 2: DEVELOPMENT AND CHARACTERISICS OF LEARNERS

The secret in education lies in respecting the student. – Ralph Waldo Emerson

Educators of students identified as gifted should know and demonstrate respect for their students as unique human beings (Van Tassel-Baska & Johnsen, 2007). The information provided for this standard will be specific to New Mexico.

Cognitive and Affective Characteristics

Gifted students frequently exhibit cognitive and affective characteristics which are beyond the usual level of their peers. While gifted individuals are not a homogenous group, they may exhibit the following characteristics in varying degrees and intensities (Johnson, 2006):

Cognitive:

- An unusually large vocabulary for the chronological age of the child
- The ability to read early, often before attending school
- Comprehension of the subtleties of language
- Unusual sense of humor
- Learns basic skills easily, with little or no practice
- Wide range of interest
- Highly developed curiosity, limitless supply of questions
- Interest in experimenting and doing things differently
- Tendency to put ideas or things together in unusual ways
- Ability to retain a great deal of information
- Longer attention span, persistence, intense concentration in areas of interest

Affective:

- Uneven development of mental, emotional, and chronological age
- Heightened sensitivity to interpersonal relationships
- Tendency to challenge authority figures
- High activity level
- Increased intensity of feeling
- Feeling "different" and "alone"
- Independent thinking
- Need for recognition and acceptance
- Tendency to overestimate abilities
- Deep concerns about morality, justice, and world issues

Culturally Different: Gifted students from specific ethnic groups: Hispanics, African Americans, Native Americans, and Asian Americans are considered culturally different. Johnson (2006) sites Torrance's suggested 18 "creative positives" that may be helpful in identifying culturally different youth:

- Ability to express feelings and emotions;
- Ability to improvise with commonplace materials and objects;
- Articulateness in role-playing, sociodrama, and storytelling;
- Enjoyment of, and ability in, visual arts, such as drawing, painting, and sculpture;
- Enjoyment of, and ability in, creative movement, dance, dramatics, and so forth;
- Enjoyment of, and ability in, music, rhythm, and so forth;
- Use of expressive speech;
- Fluency and flexibility in figural media;
- Enjoyment of, and skills in, small-group activities, problem solving, and so forth;
- Responsiveness to the concrete;
- Responsiveness to the kinesthetic;
- Expressiveness of gestures, body language, and so forth, and ability to interpret body language;
- Humor;
- Richness of imagery in informal language;
- Originality of ideas in problem solving;
- Problem-centeredness or persistence in problem solving;
- Emotional responsiveness; and
- Quickness of warm-up

Twice Exceptional: Approximately 2% of the population of students with disabilities is gifted. Students with disabilities include those with learning disabilities, visual or auditory impairments, physical disabilities, emotional handicaps, or speech delays. Higgins and Nielsen have noted the following characteristics to be typical of this population (Neumann, 2004):

Strengths	Weaknesses
Superior vocabulary	Poor social skills
Advanced ideas and opinions	High sensitivity to criticism
High levels of creativity and problem-solving ability	Lack of organizational & study skills
Extremely curious, imaginative, and questioning	Discrepant verbal/performance skills
Wide range of interests not related to school	Poor performance in one or more academic areas
Penetrating insight into complex issues	Difficulty with written expression
Specific talent or consuming interest area	Stubborn, opinionated demeanor
Sophisticated sense of humor	High impulsivity

- http://www.prufrock.com/client/client_pages/Definitions_and_Characteristics/Definitions_and_Characteristics_of_Gifted_Students.cfm
- http://www.bownet.org/BESGifted/gtld/gtldfull/GTLD%20Presentation.PPT
- http://2enewsletter.com/LCN%20journal%20article.htm

Gifted In Poverty

Students from poverty have many gifts and talents that might not ever manifest themselves in recognizable and traditionally valued behaviors. For example, they may be very expressive and creative with language, but because they use short phrases, poor syntax, and limited vocabulary, their expressions are usually not acknowledged as indicators of potential talent. They may also know a great deal about such things as sports, entertainers, and gangs – information that is not considered to be valuable knowledge.

Poverty and an unstable home environment can be associated with problem- solving skills. The student who knows how to manipulate family members to avoid triggering anger and physical violence exhibits these skills. So does the student who can spontaneously make up a creative story to avoid being punished. Again, these situations are associated with negative behavior and most teachers do not recognize them as examples of problem-solving skills

- http://www.nagc.org/index.aspx?id=656

Advanced Developmental Milestones

Most children reach these milestones at approximately the time noted. Gifted children are apt to reach several milestones weeks, months, and even years earlier than average children (Bainbridge, 2007):

Three Months:

- Lifts and turns head from side to side when lying on stomach
- Grasps rattle when placed in hand
- Smiles when smiled at
- Follows moving object or person with eyes
- Turns head toward bright colors and lights and toward the sound of a human voice
- Makes cooing and gurgling sounds
- Reacts to peek-a-boo games

Six Months:

- Holds head steady when sitting (with some help)
- Reaches for and grasps objects
- Helps hold bottle during feeding
- Explores by mouthing and banging objects
- Pulls up to sitting position if hands are grasped
- Opens mouth for spoon
- Babbles and makes sing-song sounds
- Knows familiar faces

Twelve Months:

- Drinks from cup with help
- Grasps small objects with thumb and forefinger
- Puts small blocks in and out of a container
- Sits unsupported
- Crawls on hands and knees
- Pulls self up to stand
- Takes steps while holding on to furniture
- Stands alone momentarily
- Walks with one hand held
- Moves body to music
- Begins to use objects, like a comb, correctly
- Babbles, but with inflection, which sounds like talking
- Says first word
- Responds to another's distress by showing distress/crying
- Understands simple commands
- Eighteen Months:
- Turns pages in a book
- Stacks two blocks
- Walks without help
- Scribbles with crayons
- Identifies object in a picture book
- Begins to sort by shapes and colors
- Follows simple, one-step directions
- Says 8-10 words others can understand
- Repeats words heard in conversation
- Looks at person speaking to him or her
- Uses "hi," "bye," and "please" when reminded
- Asks for something by pointing or using one word
- Acts out familiar activity in play (i.e. pretending to eat)
- Recognizes self in mirror or pictures

Two Years:

- Drinks from a straw
- Feeds self with spoon
- Builds tower with 3-4 blocks
- Opens cabinets, drawers, boxes
- Walks upstairs with help
- Likes to take things apart
- Explores surroundings
- Begins to make believe play
- Can and will follow directions
- Enjoys looking at the same books over and over
- Has vocabulary of several hundred words

- Uses 2-3 word sentences
- Comforts a distressed friend of parent
- Refers to self by name and uses “me” and “mine”
- Points to eyes, ears, or nose when asked

Three Years:

- Builds tower of 4-5 blocks
- Walks up steps, alternating feet
- Turns pages in a book one at a time
- Pays attention for about three minutes
- Remembers what happened yesterday
- Knows some numbers, but not always in the right order
- Looks through a book alone
- Likes to be read to
- Counts 2-3 objects
- Follows simple one-step commands
- Uses 3-5 word sentences
- Asks short questions
- Names at least one color correctly
- Knows first and last name
- Recognizes & understands most common objects & pictures

Four Years Old:

- Starts copying letters
- Tries to write name
- Builds tower of 7-9 blocks
- Puts together simple 4-12 piece puzzle
- Walks downstairs using handrail and alternating feet
- Knows some basic colors
- Sorts by shape and color
- Counts up to five objects
- Follows three instructions given all at once
- Has large vocabulary
- Wants to know “why” and “how”
- Knows own age and name of hometown
- Asks direct questions
- Speaks well enough for strangers to understand
- Has large vocabulary
- Uses sentences of five or more words

Five Years Old:

- Uses knife and fork well
- Walks downstairs without a handrail, alternating feet
- Balances on one foot for five seconds

- Prints some letters
- Copies shapes and patterns
- Knows most basic colors
- Wants to know what words mean
- Recites own address and phone number
- Copies own name
- Identifies some letters of the alphabet
- Counts up to 10 objects
- Interested in cause and effect
- Uses six words in a sentence
- Uses "and," "but," and "then" to make longer sentences
- Invents make believe games with simple rules

Advanced Language Development
According to Bainbridge (2007), the stages of advanced language development include:

Early Talking: Gifted children tend to begin talking early. While most children say their first word at around one year of age, gifted children may begin speaking when they are nine months old.

Advanced Vocabulary: An advanced vocabulary can mean two different things. It can mean the number of words a child uses and it can mean the types of words a child uses.

While a non-gifted child may have a vocabulary of 150-300 words at age two, gifted children may have surpassed the 100 word mark by the time they are eighteen months old. At eighteen months, most children have a vocabulary of from five to twenty words. In their second year, most children increase their vocabulary to up to 300 words. Gifted children, however, will have a larger working vocabulary comparable to that of a four year old.

The other type of advanced vocabulary refers to the types of words a child has in his or her vocabulary. Typically, the first words a child learns will be nouns. Gifted children, however, will be adding connecting words. By age three, gifted children might also have added transitional words.

Sentence Structures: A typical two-year old can construct sentences of two or three words, often without a verb. A gifted child, however, will often be able to speak in fuller sentences at age two and by age three, their language may already resemble adult speech. They are able to use time markers. This, along with their advanced vocabulary and more complete sentences, allow them to carry on full conversations with adults.

Similarities & Differences
The similarities and differences between a bright child and a gifted learner are often confused. Note the difference according to Szabos (n.d.) in her comparison of a bright child and a gifted learner:

A Bright Child:	A Gifted Learner:
Knows the answers	Asks the questions
Is interested	Is highly curious
Is attentive	Is mentally and physically involved
Has good ideas	Has wild, silly ideas
Works hard	Plays around, yet tests well
Answers the questions	Discusses in detail, elaborates
Top group	Beyond the group
Listens with interest	Shows strong feeling and opinions
Learns with ease	Already knows
6-8 repetitions for mastery	1-2 repetitions for mastery
Understands ideas	Constructs abstractions
Enjoys peers	Prefers adults
Grasps the meaning	Draws inferences
Completes assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates a new design
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Inventor
Good memorizer	Good guesser
Enjoys sequential presentation	Thrives on complexity
Is alert	Is keenly observant
Is pleased with own learning	Is highly self-critical

Effects of Culture and Environment on the Development

Identifying and Nurturing the Gifted Poor: Often overlooked by traditional selection processes, gifted students from poverty backgrounds need to be recognized and celebrated. Students in poor, uneducated households may not have access to the kind of opportunities that can have a positive impact on their skill and production levels, and resources are frequently lacking in both quantity and quality. Students from poverty may have great potential, but they may be unable to compete against those who come from highly enriched backgrounds with plentiful resources.

School personnel need to factor in environmental conditions that impact, negatively or positively, student performance in school. Traditional cutoff scores that reward students from educated, enriched households should be replaced with an identification process that examines school performance in the context of the opportunities-or lack or opportunities-that students have in their home environment. The process should consider not only the environment, but performance patterns over time. An interviewing instrument, such as the Environmental Opportunities Profile (Slocumb & Payne, 2000), allows school personnel to factor in environmental conditions that impact, negatively or positively, student performance in school.

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Slocumb, P. D. & Payne, R. K. (2000). Principal: The New Diversity, 79(5), 28-32. Retrieved on December 20, 2007 from http://www.nagc.org/index.aspx?id=656

Szabos, J. (n.d.). *Comparison between the bright child and the gifted learner*. Retrieved on December 20, 2007 from: http://www.tag-tenn.org/comparison.html

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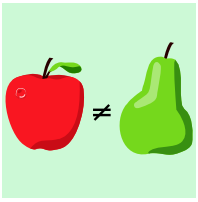

STANDARD 3: INDIVIDUAL LEARNING DIFFERENCES

Not every child has an equal talent or an equal ability or equal motivation, but children have the equal right to develop their talent, their ability, and their motivation. – John F. Kennedy

Educators of students identified as gifted should understand the effects that exceptionalities can have on an individual's learning in school and throughout life (Van Tassel-Baska & Johnsen, 2007). The information provided for this standard will be specific to New Mexico.

Influences of Diversity Factors

Students who are diverse in terms of cultural/linguistic background, socioeconomic status, or disability may not qualify through traditional assessments for gifted services even though they may be gifted. As a result, New Mexico has developed instructions, a checklist, and a scoring guide for determining if students have such factors that would influence their performance using the traditional assessment. If students are determined to have such factors, then an approved alternate assessment process must be used to determine eligibility for gifted services. The Characteristics of Gifted Students with Factors: Instructions, Checklist, and Scoring Guide is available under determination of factors at:

- http://www.ped.state.nm.us/seo/gifted/index.htm

One of the state approved alternate assessment processes is the Frazier Talent Assessment Profile (FTAP). An example of the student referral process using FTAP is provided by LCPS at:

- http://www.lcps.k12.nm.us/Forms/SPED/Jacket%20PacketG.doc

Academic and Affective Characteristics and Learning Needs

The National Education Association (NEA; 2006) has developed a guide, *The Twice-Exceptional Dilemma*. The guide addresses:

- Identification considerations for students who are twice-exceptional;
- Common characteristics of students who are both gifted and disabled;
- Obstacles and learning difficulties faced by these students;
- Roles and responsibilities of school districts for ensuring appropriate programming for twice-exceptional students;
- Roles and responsibilities of teacher for addressing the needs of twice-exceptional students; and
- Adaptations, accommodations, and available resources.

The following link provides additional information related to this issue:

- http://www.nea.org/specialed/images/twiceexceptional.pdf

Idiosyncratic Learning Patterns

An example of idiosyncratic learning patterns within New Mexico is demonstrated by students who are Native American. One such Native American population is the Diné. The Central Consolidated School District (CCSD) has specifically addressed this population in their Gifted Technical Assistance Manual available at:

- http://www.ped.state.nm.us/div/humanites/giftedTechnicalAssistanceManuals.html

Influences of Different Beliefs, Traditions, and Values

Each school district in New Mexico that provided gifted education services must create one or more Gifted Advisory Committees of parents, community members, students, and school staff members. This is to ensure that the different beliefs, traditions, and values within the community are appropriately integrated into the gifted services provided within that community. The complete New Mexico Statutory Authority (NMSA; 22-13-6.1.) regarding gifted children and gifted advisory committees is available at:

- http://www.conwaygreene.com/nmsu/lpext.dll?f=templates&fn=main-hit-h.htm&2.0

Integrate Perspectives of Diverse Groups into Planning Instruction

Integrating perspectives of diverse groups into planning instruction for mixed-ability classrooms in a way that will benefit all students, including students who are gifted is challenging to say the least. However, it is particularly challenging for middle school teachers. Tomlinson (1995) developed a digest that provides an overview of some key principles for differentiating instruction, with an emphasis on the learning needs of academically advanced learners.

- http://www.kidsource.com/kidsource/content/diff_instruction.html

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VanTassel-Baska, J. & Johnsen, S. K. (2007). Teacher education standards for the field of gifted education: A vision of coherence for personnel preparation in the 21st century. *Gifted Child Quarterly*, 51(2), 182-205.

STANDARD 4: INSTRUCTIONAL STRATEGIES

Great teachers empathize with kids, respect them, and believe that each one has something special that can be built upon. –Ann Lieberman

Educators of students identified as gifted should posses a repertoire of evidence-based curriculum and instructional strategies to differentiate for their students (Van Tassel-Baska & Johnsen, 2007). The information provided for this standard will be specific to New Mexico and will provide relevant examples.

School and Community Resources

Content specialists must support differentiation in the classroom. Colorado has established recommended gifted course work to develop content specialists in gifted education.

- http://www.cde.state.co.us/cdeprof/download/pdf/addendwksheets/giftedcoursework.pdf

In New Mexico, the following gifted education course work is available:

Gifted Education Courses Available through New Mexico Institutes of Higher Education

Eastern New Mexico University (available either through ITV or online)

SPED 509: *Theory to Practice*. This introductory graduate level course offers an overview of the characteristics and needs of gifted learners.

ELED 540: *Creativity across the Curriculum*. This course focuses on strategies and teaching models in the education of gifted learners and comprehensively reviews teaching–learning models that can be used in the development and implementation of a curriculum for gifted learners.

SPED 593: *Special Topics – Consultation/Collaboration/Communication/Counseling with the Gifted*. This course focuses on special populations of gifted learners who possess unique characteristics and needs.

SPED 593: *Special Topics – Curriculum and Gifted*. This course focuses upon the development of appropriate curriculum, courses, and units for gifted learners.

New Mexico Highlands University – Farmington (all available online)

SPED 535: *Special Topics – Nature and Needs of the Gifted*. This introductory graduate level course offers an overview of the characteristics and needs of gifted learners.

SPED 535: *Special Topics – Strategies for Gifted Students*. This course focuses on strategies and teaching models in the education of gifted learners and comprehensively reviews teaching–learning models that can be used in the development and implementation of a curriculum for gifted learners.
SPED 535: *Special Topics – Curriculum for Gifted Students*. This course focuses upon the development of appropriate curriculum, courses, and units for gifted learners.
SPED 535: *Special Topics – Twice Exceptional Gifted Students*. This course focuses on special populations of gifted learners who possess unique characteristics and needs. Emphases are placed on issues related to the characteristics, identification, and development of appropriate educational services for twice exceptional and special populations of gifted learners.

New Mexico State University (all available online)
SPED 501: *Nature and Needs of Gifted Learners*. This introductory graduate level course offers an overview of the characteristics and needs of gifted learners.
SPED 502: *Curriculum for Gifted Learners*. This course focuses upon the development of appropriate curriculum, courses, and units for gifted learners.
SPED 503: *Twice Exceptional and Special Populations of Gifted Learners*. This course focuses on special populations of gifted learners who possess unique characteristics and needs. Emphases are placed on issues related to the characteristics, identification, and development of appropriate educational services for twice exceptional and special populations of gifted learners.
SPED 489: *Strategies for Gifted Learners*. This course focuses on strategies and teaching models in the education of gifted learners and comprehensively reviews teaching–learning models that can be used in the development and implementation of a curriculum for gifted learners.

In addition to these courses, SPED 495 has been offered for one graduate credit hour for participants of the Summer Gifted Institute and for one or two graduate credit hours for participants of the Frasier Talent Assessment Profile (FTAP) Training.

University of New Mexico (available face-to-face only)
Spc Ed 470/570: *Introduction to Gifted Education*. This introductory graduate level course offers an overview of the characteristics and needs of gifted learners.
Spc Ed 574: *Teaching Twice-Exceptional Learners*. This course focuses on special populations of gifted learners who possess unique characteristics and needs. Emphases are placed on issues related to the characteristics, identification, and development of appropriate educational services for twice exceptional and special populations of gifted learners.
Spc Ed 576: *Instructional Strategies for Gifted Students*. This course focuses on strategies and teaching models in the education of gifted learners and comprehensively reviews teaching–learning models that can be used in the development and implementation of a curriculum for gifted learners.
Spc Ed 577: *Curriculum for Gifted Students*. This course focuses upon the development of appropriate curriculum, courses, and units for gifted learners.

Western New Mexico University – Gallup
SPED 580: *Special Topics - Nature and Needs of Gifted Learners*. This introductory graduate level course offers an overview of the characteristics and needs of gifted learners.

SPED 580: *Special Topics – Curriculum and Methods for Gifted Learners*. This course focuses upon the development of appropriate curriculum, courses, and units for gifted learners.
SPED 580: *Special Topics – Strategies for Differentiation for Gifted and High Ability Learners*. This course focuses on strategies and teaching models in the education of gifted learners and comprehensively reviews teaching–learning models that can be used in the development and implementation of a curriculum for gifted learners.
SPED 580: *Special Topics – Special Populations of Gifted and High Ability Learners*. This course focuses on special populations of gifted learners who possess unique characteristics and needs.

The Foundation and Center for Critical Thinking has developed *The Critical Thinking Community* online to improve instruction in primary and secondary schools, colleges, and universities.

- http://www.criticalthinking.org/

Curricular, Instructional, and Management Strategies
"We have students in our classrooms who struggle academically and others who learn at an advanced level and accelerated pace. We can meet the needs of all learners by differentiating instruction" (McAleer, 2007, p. 1). Below are websites dedicated to differentiated instruction:

- http://www.learnerslink.com/curriculum.htm
- http://www.differentbydesigncurriculum.com/?gclid=CN2cjt29o5ECFR8UiQodsAqnYw
- http://www.kidsource.com/kidsource/content/diff_instruction.html

Curriculum planning and instructional design appropriate for gifted learners is critical in establishing a positive educational climate for these students (VanTassel-Baska, 2002). Effective management of curriculum and instruction for gifted learners must ensure academic rigor. A rubric addressing academic rigor is available at:

- http://www.dpi.state.nc.us/ec/development/gifted/nonnegotiables/

Applying Pedagogical Content Knowledge
The pedagogy of gifted education is not only appropriate for students identified as gifted, but for all students (Renzulli, 2005).

Applying Higher Level Thinking and Metacognitive Models to Content Areas
One of the most well known models of higher level thinking and metacognition is Bloom's Taxonomy. Information about Bloom's Taxonomy is available at:

- http://www.nwlink.com/~Donclark/hrd/bloom.html
- http://officeport.com/edu/blooms.htm
- http://eduscapes.com/tap/topic69.htm

Additional information on higher order cognition is available at:

- http://condor.depaul.edu/~cwren/courses/other/outmn444/ch7think.htm

Providing Opportunities to Explore, Develop, or Research Areas of Interest
All gifted students should be provided opportunities to explore, develop, and research their areas of interest. Renzulli (2007) has developed a learning system for assessing and developing

students' interests. "The Renzulli Learning System is designed to increase achievement and enjoyment of learning" (p. 1)

Preassessing the Learning Needs in Various Domains

Preassessing the learning needs in various domains of gifted students is essential in determining an appropriate instructional starting point. During instruction, progress monitoring determines if students are benefiting from instruction and allows adjustments in instruction when necessary. New Mexico has adopted a Response to Intervention (RtI) process to assist teachers in preassessing students and conducting progress monitoring to ensure effective instruction. New Mexico's RtI Manual is available at:

- www.ped.state.nm.us/parents.students/dl08/RtI**Manual**FinalCombo2006%2012-06.pdf

Pacing Delivery of Curriculum and Instruction Consistent with Individual Needs

In order to appropriately meet the individual needs of gifted learners the pacing delivery of curriculum and instruction must be flexible. Flexible pacing can be achieved through a variety of methods as described at:

- http://www.kidsource.com/kidsource/content2/Meeting_the_Needs.html

Engaging in Challenging, Multicultural Curricula

Although multicultural students continue to be underrepresented in gifted programs, teachers are serving increasing numbers of multicultural gifted students thanks to an increase use of alternative assessment procedures in New Mexico. Research indicates that engaging in challenging, multicultural curricula benefits diverse gifted students (Pedersen & Kitano, 2006).

Using Information and/or Assistive Technologies

The use of information and assistive technologies may be necessary to allow gifted students access to appropriate learning opportunities. Information for creating virtual learning environments for gifted students is available at:

- http://www.gt-cybersource.org/Record.aspx?NavID=13_11&rid=14141

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McAleer, F. (2007). *Differentiated instruction: One size doesn't fit all*. Retrieved on February 1, 2008 from: http://www.learnerslink.com/curriculum.htm

Pedersen, K. S. & Kitano, M. K. (2006). Designing a multicultural literature unit for gifted learners. *Gifted child today*. Retreived February 1, 2008 from: http://goliath.ecnext.com/coms2/gi_0199-5493595/Designing-a-multicultural-literature-unit.html#abstract

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STANDARD 5: LEARNING ENVIRONMENTS AND SOCIAL INTERACTIONS

Any place that anyone young can learn something useful from someone with experience is an educational institution. – Al Capp

Educators of students identified as gifted should actively create learning environments for their students that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement (Van Tassel-Baska & Johnsen, 2007). The information provided for this standard will be specific to New Mexico and will provide relevant examples.

Historical and Current Discrimination and Implications

The disproportionate representation minorities and students who are disadvantaged economically have been well documented in the field of education and gifted education. Numerous published papers, policy summits, and public forums have attempted to address the issue. New Mexico has become a national leader in addressing disproportionate representation through the use of Mary Frasier's the Frasier Talent Assessment Profile (F-TAP) and Talents, Abilities, and Behaviors (TABs). The links below give a very nice overview:

- http://www.coe.uga.edu/welsf/faculty/morris/Winter2002RoeperPrint.pdf
- http://www.giftededpress.com/GEPQSPRING2007.pdf

Influence of Social and Emotional Development on Interpersonal Relationships and Learning

Gifted girls and Gifted Boys: Similarities, differences, and manifestations in gifted girls and gifted boys are as varied as the individuals themselves. The following areas should be considered when designing services for girls and boys identified as gifted: developmental differences, ability and achievement, socialization, career aspirations, and self esteem. Factors linked to gender and giftedness is closely linked to under achievement. The following links provide additional information on this issue:

- http://courses.ed.asu.edu/kerr/gener_gift.rtf
- http://www.sengifted.org/articles_social/Hebert_ManagingHisImage.shtml
- http://www.sengifted.org/articles_social/Reis_SocialAndEmotionalIssuesFacedByGiftedGirls.shtml
- http://www.sengifted.org/articles_social/Silverman_DevelopmentalPhasesOfSocialDevelopment.shtml

Under Achievement: Students who are gifted and underachieve generate heated debate. Many call for these students to be dropped from "services" due to poor grades. Students who under achieve often face ridicule from teachers and administrators, but almost never receive the support

and services they truly need to realize their potential. The following link provides information for working with underachieving gifted students:

- http://www.nmgifted.org/TeacherResources/underachieverindex.htm

The following links provide additional information on this issue:

- http://www.hoagiesgifted.org/underachievement.htm
- http://www.prufrock.com/client/client_pages/GCT_articles/Gifted_Underachievement.cfm
- http://www.kidsource.com/kidsource/content/underachieving_gifted.html

Designing Learning Opportunities

Students who are gifted need learning opportunities that are qualitatively and quantitatively different. Acceleration is key for meeting academic needs, but there is more to developing the minds of students who are gifted. The following links provide additional information regarding this issue:

- http://www.nationdeceived.org/
- http://www.fpspi.org/
- http://www.odysseyofthemind.com/
- http://www.ntlf.com/html/pi/9812/pbl_1.htm or
- http://www2.imsa.edu/programs/pbln/

Creating Learning Environments

Students who are gifted need learning environments to meet their unique academic, and socio-emotional needs. Often, educators are not trained to create "gifted friendly" classrooms. Many educators assume educating students who are gifted is about academically challenging curriculum. This may meet the needs of academically gifted students, but the educational environment of the classroom is important for the development of all aspects of giftedness. The following links provide additional information on this issue:

- http://www.tielinstitute.com/articles/connections.pdf
- http://www.kidsource.com/kidsource/content/learner_outcomes.html
- http://www.kidsource.com/education/advocacy.gifted.html
- http://www.geniusdenied.com/articles/Record.aspx?NavID=13_25&rid=10599
- http://www.gifted.uconn.edu/siegle/SelfEfficacy/section0.html

The principles of least restrictive environment (LRE) apply to students identified as gifted just as they do to students who have other exceptionalities and must be discussed in the Individualized Education Plan (IEP) in order to determine the most appropriate learning environment. The concepts of LRE include:

- 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.
- The IDEA mandates that the placement for each student with an exceptionality be only as restrictive as the student's individual needs require.

- The least restrictive possible placement includes full-time participation in regular classes and full participation in school activities with non-exceptional students with supplementary aids and services as required.
- To the maximum extent appropriate students are to be educated with their age-appropriate, non-exceptional peers, realizing that the regular education setting may not be appropriate 100% of the time or in 100% of the situations.
- The extent to which an individual student with exceptionalities participates in the regular 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.
- 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 regular educational environment before a more restrictive placement is considered.
- The public agency must offer a wide range of **placement** options, known as the **continuum of alternative placements** to insure that each student is educated in what is determined to be the least restrictive environment that is *appropriate* for that individual student (see http://www.ped.state.nm.us/seo/lre/lre.booklet.pdf**).**

Note: 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 following links provided additional information related to this issue:

- http://www.sengifted.org/articles_social/Gross_PlayPartnerOrSureShelter.shtml
- http://www.kidsource.com/kidsource/content/stress_management.html
- http://www.cksd.wednet.edu/Gifted/Index.htm
- http://cc.ysu.edu/~mkdove/educategiftedtoo.htm

Creating Safe Learning Environments

Creating safe learning environments is just not just about physical safety for students. Emotional safety is essential for learning (Kunc, 1992). Maslow's Pyramid is a well known concept if the field of education. The current manifestation of Maslow's Pyramid leaves students emotionally confused. The brain research also supports the theory our students are emotionally confused. The brain, when threatened, literally "downshifts". On the other hand, the brain thrives in high challenge/low threat environments. When students feel emotionally safe, learning happens (Caine and Caine, 1997). The following links provide additional information related to this issue:

- http://www.cainelearning.com/
- http://www.normemma.com/armaslow.htm

Creating Learning Environments and Intercultural Experiences

In New Mexico, our diversity is tangible. Creating experiences for our culturally, linguistically, and socio-economically disadvantaged students who are gifted is essential to their personal and

academic success. Living in a diverse world demands we create schools reflecting the ever changing political and social landscape our students will face.

Native American Students who are Gifted: Historically, inequities have existed in the identification and services provided for Native American Students who are gifted. Effective identification methods have been suggested to address these inequities. The following links provide additional information regarding this issue:

- http://psych.wisc.edu/henriques/papers/Kitano.pdf
- http://www.gtequity.org/docs/equity_training.pps
- http://jaie.asu.edu/v34/V34S1ide.htm

Latino Students who are Gifted: Models have been created to foster higher achievement in Latino students who are gifted. The following links provide additional information regarding this issue:

- http://www-writing.berkeley.edu/TESL-EJ/ej27/r4.html
- http://www.gifted.uconn.edu/nrcgt/reports/rm04194/rm04194.pdf

The following links/resource provide additional on this issue:

- *Removing the Mask: Giftedness in Poverty* by Paul Slocum ISBN 1-929229-00-3
- http://jaie.asu.edu/v34/V34S1ide.htm
- http://jaie.asu.edu/v31/V31S1phi.htm
- http://jaie.asu.edu/v31/V31S1Ame.htm
- http://www.jsc.montana.edu/articles/v6n4.pdf
- http://www.gifted.uconn.edu/nrcgt/reports/rm04194/rm04194.pdf
- http://www.edmeasurement.net/aera/papers/rodriguez.pdf

Developing Social Interactions and Coping Skills

The one area of services students identified as gifted need the most, and get the least amount of service is the area socio-emotional development. There are many myths surrounding the socio-emotional development of students who are gifted. The following links provide additional information regarding this issue:

- http://www.geniusdenied.com/Articles/Record.aspx?rid=11179&NavID=13_23
- http://www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=11300
- http://www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=11225
- http://www.dukegiftedletter.com/articles/vol5no4_feature.html

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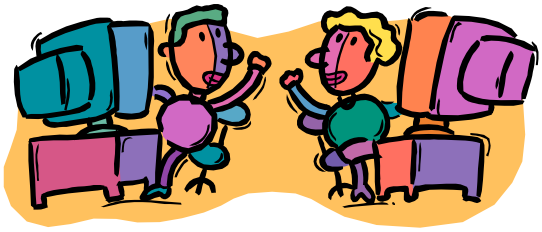
Kunc, N. (1992). *The need to belong: Rediscovering Maslow's hierarchy of needs*. Retrieved on December 20, 2007 from http://www.normemma.com/armaslow.htm

VanTassel-Baska, J. & Johnsen, S. K. (2007). Teacher education standards for the field of gifted education: A vision of coherence for personnel preparation in the 21st century. *Gifted Child Quarterly*, 51(2), 182-205.



STANDARD 6: LANGUAGE AND COMMUNICATION

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

Educators of students identified as gifted should understand the role of language and communication in development and the ways in which exceptional conditions can hinder or facilitate such development (Van Tassel-Baska & Johnsen, 2007). The information provided for this standard will be specific to New Mexico and will provide relevant examples.

Forms and Methods of Communication

Communication is the process by which any message is given or received through talking, writing, or making gestures:

- Oral: speaking, singing, and tone of voice
- Written: reports, letters, and e-mail
- Nonverbal: body language, sign language, paralanguage, touch, and eye contact

Impact of Diversity on Communication

Diversity can cause ineffective communication due to language and custom barriers. Teachers must become aware of these cultural diversities and be sensitive to the non-verbal forms of communication, in order to be more effective in their communications with students from diverse backgrounds.

Implications of Culture, Behavior, and Language on Development

Cultural differences can influence how teachers view the behaviors of students in classrooms, how children interact with teachers and other adults in the schools. In her book *The Invisible Culture: Communication in Classroom and Community on the Warm Springs Indian Reservation*, Susan Philips illustrated that the successful behaviors expected of children elders in the American Indian community differed significantly from the behaviors expected of children by their classroom teachers. She concluded that many of the problems of Indian children noted by their teachers resulted from incompatibilities between Indian and Anglo systems for the regulation of turns at talk.

Cultural differences can affect teachers' attitudes toward children and perceptions of the children's language and literacy skills. According to Romo (2002) many homes of recent immigrant, below-poverty-level children are rich in language, literacy socialization, and developmental activities but the types of interactions in those homes are not necessarily similar to those expected in classrooms. For instance, adults and siblings in these homes tend to model behaviors in physical ways while in the classroom; teachers use numerous verbalized instructions and directives but engage in little physical modeling. At home, these children appear to be bright,

motivated, and quick learners. In the classroom however, they appear to lack motivation and may not participate in activities. Without an understanding of cultural differences, lack of participation may be interpreted negatively by the teacher. The teacher's lack of understanding of these cultural differences can cause these children to miss important learning opportunities.

Accessing Resources and Developing Strategies to Enhance Communication Skills

- Instruction should be purposefully and strategically matched to learner background, language, experience, and talent areas.
- Move to a higher level of expectation in respect to content, process, and concept demands.
- Make more advanced curriculum or content available to students at a younger age, ensuring that all levels of the standards are traversed in the process.
- Use diagnostic-prescriptive approach to instruction allows students to move at a fast pace and not be subject to instruction in skills already learned.
- Combine instructional strategies such as questioning and Problem-based learning with advanced curriculum.
- Curriculum and materials should be challenging, multicultural, standards based, and respectful of student interests:

The following links/resources provide additional information related to this issue:

- http://www.greatbooks.org/programs-for-all-ages/junior.html
- http://www.kendallhunt.com/index.cfm?PID=219&AUT=&ISB=&DIS=0&GRA=0&DES=&MTC=exact&BOOL=AND&KEY=LANGUAGE%20ARTS&PPS=25&SRT=rank&CMD=detail&SRH=simple&PGI=249
- http://als.lib.wi.us/Collegebound.html
- *Books for the Gifted Child* (Baskin & Harris, 1980),
- *Books for the Gifted Child, Volume 2* (Hauser & Nelson, 1988)
- *Guiding Gifted Readers* (Halsted, 1988).

Using Advanced Oral and Written Communication Tools

Gifted children often achieve language competency at an earlier age than their chronological age-mates (Van Tassel-Baska, 2003). Gifted students who have who have mastered fundamental reading skills should be using advanced applications of those skills in critical reading, expository writing, oral communication, linguistic and vocabulary development, and foreign language.

Literature: High ability learners need to read quality texts. Students should be exposed to a variety of literature (i.e. poetry, plays, essays, biographies, and autobiographies). They should read broadly across subject matters. Emphasis should be on critical reading and the development of analysis and interpretation skills should be a focal point.

Writing: A writing program for high ability learners should focus on the development of skills in expository and persuasive writing, emphasizing the writing process - draft development, revision, and editing, and developing ideas and arguments on current issues. Gifted students also need experience in narrative and informative writing. Copying the style of favorite authors would be another useful exercise for gifted learners.

Language Study: The formal study of English grammar and vocabulary should be a major component of language study. This study should include the syntactic structure of English, vocabulary development, word relationships (analogies) and origins (etymology), and appreciating the semantics, linguistics, and the history of language.

Oral Communication: Gifted students benefit from a balanced exposure to oral communication both through listening and speaking. The following skills should be emphasized: (1) evaluative listening; (2) debate, especially for use in formal argument; and (3) discussion, particularly question-asking, probing, and building on ideas stated. Oral interpretation and drama productions also provide paths for creative talented learners to develop higher-level skills.

Foreign Language**:** Students advanced in verbal ability can benefit greatly from early foreign language study, accelerating through four years in one language and at least two years in a second language by the time they graduate from high school. Suggestions for language study include Spanish, French, German, Japanese, and Latin.

References

Romo, H. (2002). *Celebrating diversity to support, student success*. Retrieved on February 1, 2008 from: http://www.sedl.org/pubs/sedletter/v14n02/welcome.html

Van Tassel- Baska, J. (2003). *Differentiating the language arts for high ability learners*. Retrieved on February 1, 2008 from: http://www.gifted.uconn.edu/siegle/TAG/Digests/e640.html

STANDARD 7: INSTRUCTIONAL PLANNING

The object of education is to prepare the young to educate themselves throughout their lives.
– Robert Maynard Hutchins

Educators of students identified as gifted should develop long-range curriculum and instructional plans anchored in general and special curricula (Van Tassel-Baska & Johnsen, 2007). The information provided for this standard will be specific to New Mexico and will provide relevant examples.

Theories and Research Models

Cohen (2006) provides a big-picture view of gifted education in order to clarify, expand, and integrate aspects of theoretical and philosophical foundations of the field. This research provides the history of the Conceptual Foundations Division of the National Association for Gifted Children (NAGC).

Features that Distinguish Differentiated Curriculum from General Curricula

General curricula may not be accessible to all students, because not all students learn the same way. Differentiated curriculum and instruction is adapted to the individual and diverse students within a classroom so that all the students are able to access the information in a way that is conducive to their learning. The following links provide additional information regarding this issue:

- http://www.k8accesscenter.org/training_resources/udl/DifferentiatedInstructionHTML.asp
- http://www.alidalucas.com/alidalucas/finalMA/Edu558A/Literature_review.pdf
- http://www.doe.in.gov/sir/docs/Differentiated_Instruction.pdf
- http://www.curriculum.org/csc/library/strategies/downloads/research.pdf

Curriculum Emphases within Cognitive, Affective, Aesthetic, Social, and Linguistic Domains

Cognitive, affective, aesthetic, social, and linguistic domains are necessary components within a comprehensive gifted education program. The following links provide additional information regarding this issue:

- http://www.sciencedirect.com/science?_ob=ArticleURL&_udi=B6W5S-42HFT3V-5&_user=10&_rdoc=1&_fmt=&_orig=search&_sort=d&view=c&_acct=C000050221&_version=1&_urlVersion=0&_userid=10&md5=933066ce0b37bcc71e9361049b377ea0
- http://cnx.org/content/m13648/latest/
- http://www.springerlink.com/content/g187x3327377703j/
- http://www.ascd.org/authors/ed_lead/el199709_silver.html

Aligning Differentiated Instructional Plans with Local, State, and National Curricular Standards

The success of providing effective services to students who are identified as gifted is largely determined by the administrators who oversee services for these students and their families. However, teachers must align their differentiated instructional plans with New Mexico Standards and Benchmarks. The following links provide additional information regarding this issue:

- http://www.lessonsense.com/articles/gifted-education.html
- http://www.cast.org/publications/ncac/ncac_diffinstruc.html
- http://www.leaonline.com/doi/abs/10.1207/s15430421tip4403_8
- http://www.k8accesscenter.org/training_resources/aligningieps.asp
- http://www.apples4theteacher.com/resources/modules.php?op=modload&name=News&file=article&sid=44

Designing Differentiated Learning Plans

Designing differentiated learning plans may not be easy. However, the following links provide information on this issue:

- http://www.ascd.org/portal/site/ascd/menuitem.3adeebc6736780dddeb3ffdb62108a0c/
- http://www.dcmoboces.com/dcmoiss/staffdev/oinit/dile/didocs.htm
- http://www.ncsall.net/?id=736
- http://www.hawaii.edu/coe/departments/ite/documents/Lesson_format_Fall_07.pdf

Developing Scope and Sequence Plans

The Las Cruces Public Schools (LCPS) Advanced Education Services (AES) has developed appropriate scope and sequence goals and objectives for gifted students aligned to the New Mexico Standards and Benchmarks in the areas of (a) achievement/language arts, (b) achievement/math, (c) critical thinking, (d) creativity, (e) self efficacy, and (f) social emotional for grades K-2, 3-5, 6-8, and 9-12. This scope and sequence is available at:

- http://www.lcps.k12.nm.us/Departments/SPED/AES/scope.shtml

Selecting Curriculum Resources, Strategies, and Product Options

There is no single formula or template for selecting appropriate curriculum resources, strategies, and product options for gifted students that respond to cultural, linguistic, and intellectual differences. Appropriate curriculum resources, strategies, and product options for gifted students begins with high quality curriculum resources, strategies, and products. High quality curriculum resources, strategies, and products make learning meaningful, rich, and at a high level. Given high qualify curriculum resources, strategies, and products, teachers must adapt these materials to individual student needs through flexible pacing, appropriate degree of challenge, and providing opportunities for gifted students to develop their interests. Effective materials for gifted students respond to their levels of readiness, interests, and learning styles (Tomlinson, 2005).

Selecting and Adapting a Variety of Differentiated Curricula

Curricula that incorporate advanced, conceptually challenging, in-depth, distinctive and complex content are essential for gifted students. Like New Mexico, Pennsylvania includes gifted as part of special education and has developed a Gifted Individualized Education Program (GIEP) Model available at:

- http://www.pde.state.pa.us/gifted_ed/lib/gifted_ed/20/59/giepmodel.rtf

Dr. George Betts has developed the Autonomous Learning Model (ALM), which allows gifted students to become more independent and more responsible for their own learning. Dr. Betts has given permission to the New Mexico Association for the Gifted (NMAG) to post his ALM modules on their website available at:

- http://nmgifted.org/ALM/intro.html

Integrating Academic and Career Guidance Experiences into the Learning Plan

Integrating academic and career guidance experiences into the learning plan is challenging. However, the following links provide information on this issue:

- http://cty.jhu.edu/gifted/dcc/career.html
- http://www.kidsource.com/kidsource/content/career_planning.html
- http://school.familyeducation.com/gifted-education/college-prep/37511.html
- http://www.dukegiftedletter.com/articles/vol6no1_feature.html
- http://www.springerlink.com/content/j1716884068q27mq/

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Cohen, L. M. (2006). Conceptual foundations for gifted education: Stock-taking. *Roeper review*. Retrieved February 1, 2008 from: http://goliath.ecnext.com/coms2/gi_0199-5400791/Conceptual-Foundations-for-gifted-education.html

Tomlinson, C. A. (2005). Quality curriculum and instruction for high ability students. *Theory into practice*. Retrieved February 1, 2008 from: http://findarticles.com/p/articles/mi_m0NQM/is_2_44/ai_n13783932

VanTassel-Baska, J. & Johnsen, S. K. (2007). Teacher education standards for the field of gifted education: A vision of coherence for personnel preparation in the 21st century. *Gifted Child Quarterly*, 51(2), 182-205.

STANDARD 8: ASSESSMENT

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

Educators of students identified as gifted should use the results of assessments to adjust instruction and to enhance ongoing learning progress (Van Tassel-Baska & Johnsen, 2007). The information provided for this standard will be specific to New Mexico.

Processes and Procedures for Identification

The New Mexico Public Education Department (NMPED), Humanities Bureau has recently revised the *Technical Assistance Manual for Gifted Education in New Mexico*. According to the document (NMPED, 2008), "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" (p. 20).

According to NMPED (2006), the response to intervention (RtI) process is well suited to providing appropriate interventions for students who are learning beyond the general curriculum (e.g., students identified as gifted who need additional challenge, higher-level thinking skills, etc.). The *Technical Assistance Manual for Gifted Education in New Mexico* (NMPED, 2008) describes the processes and procedures for identification as follows:

> 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 (p. 20).

It is important to remember that identification is "a means not an end" (Coleman, 2003). Once students have been identified, the appropriate services must be determined and provided.

Best practices in identification of gifted students are provided by VanTassel-Baska (2008) and include: (a) use of multiple criteria (three or more); (b) use of a two-stage process of screening and identification; (c) use of measures that are relevant to program emphasis; (d) equitable processes for selection, validation, and placement; (e) placement of students based on individual profile data considerations; (f) consideration of instruments and other approaches sensitive to the inclusion of minority, low socio-economic status, and students with disabilities; (g) different identification procedures for secondary level; (h) ongoing identification procedures; and (i) identification of students in multiple talent areas.

Uses, Limitations, and Interpretation of Multiple Assessments in Different Domains

In using multiple assessments in different domains, it is critical to remember that giftedness exists beyond what happens in school and exists in the broader context of what happens in life (Adams & Bolden, n.d.). Many assessment instruments have been recently revised creating a transitional phase in which there have been both improvements and losses for gifted students (Gifted Development Center, 2007). For those who use these assessments, they must be aware of their limitations and ensure that multiple assessments are used to appropriately identify giftedness in different domains.

Uses and Limitations of Assessments Documenting Academic Growth

In New Mexico, academic growth for all students is most frequently measured through the New Mexico Standards Based Assessment (NMSBA) on an annual basis and the Measuring Academic Progress (MAP) on a short cycle basis (typically three times a year). The following links provide information on these assessments:

- http://www.education.com/reference/article/Ref_New_Mexico_Standards/
- http://www.nwea.org/assessments/map.asp

Using nonbiased and Equitable Approaches for Identification

The state of New Mexico is predominately comprised of three ethnic groups: Caucasian/White, Hispanic, and Native American. According to NMPED (2007c), the student enrollment by ethnicity for the 2007-2008 school year was 30% Caucasian/White, 56% Hispanic, and 11% Native American. However, gifted student enrollment by ethnicity for the 2007-2008 school year was 57% Caucasian/White, 32% Hispanic, and 5% Native American. This ethnic disproportionality emphasizes the importance of nonbiased and equitable approaches for gifted identification. The *Technical Assistance Manual for Gifted Education in New Mexico* (NMPED, 2008) outlines alternative assessment for gifted identification as follows:

> 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 (p. 35).

Using Technically Adequate Qualitative and Quantitative Assessments

According to Osborn (n.d.) the assessment of gifted students is a qualitatively different experience than the assessment of other types of students. Traditionally, the most common quantitative assessments used to identify gifted students include (a) the *Wechsler Preschool and Primary Scale of Intelligence, third edition (WPPSI-III)*, (b) the *Stanford-Binet Intelligence Scale, fifth edition (SB-5)*, and (c) the *Wechsler Intelligence Scale for Children, fourth edition* (WISC-IV). New versions of each of these instruments were released in 2003 (Silverman, 2007). Each of these revisions is a radical departure from previous versions. Silverman also indicates that gifted children obtain dramatically different scores on these different IQ tests, whereas average and developmentally delayed children usually obtain consistent scores on different instruments. This emphasizes the importance of using both quantitative and qualitative assessments in order to appropriately identify gifted students. The following is an additional resource for using qualitative and quantitative assessments for identifying gifted students:

- *Identifying Gifted Students: A Practical Guide* by Susan K. Johnsen ISBN**:** 978-1-59363-003-4

Developing Differentiated Curriculum-Based Assessments

The primary purpose for ongoing assessments such as differentiated curriculum-based assessments is to enhance learning and student achievement (Department of Education and Training, n.d.). The following links provide information on developing and using differentiated curriculum-based assessments:

- http://journals.prufrock.com/IJP/c.abs/journal-for-the-education-of-the-gifted/volume29/issue1/article226
- http://www.megsonline.net/NonnegotiablesGiftedEd.pps
- https://www.det.nsw.edu.au/teachrev/submiss/speciedu.htm
- http://www.penngifted.org/glossary.cfm
- http://www.suite101.com/reference/differentiated_instruction

Using Alternative Assessments and Technologies to Evaluate Learning

Some school systems want to use alternative assessments and technology in addition to standardized tests to assess gifted students and effectively inform instruction with the data gathered. The Education Research Information Center (ERIC) provides helpful definitions of concepts related to alternative assessment (ERIC Clearinghouse on Disabilities and Gifted Education, 2000). The following links provided additional information related to this issue:

- http://gcq.sagepub.com/cgi/content/abstract/40/2/81
- http://www.indiana.edu/~reading/ieo/bibs/altasses.html
- http://edstar.ncrel.org/hammond/ViewEssay.asp?IssueID=162&EssayID=241
- http://www.questia.com/googleScholar.qst;jsessionid=LJpRgXf8qsnpsnxncjjKBTPGKBrk251jVTvvg4Dj6blsQnyp29hQ!-500149612?docId=5000659381

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Adams, K. & Bolden, D. (n.d.). *Creating a new assessment for gifted identification: A progress report*.

Retrieved June 6, 2008 from: http://www.cemcentre.org/documents/CEM%20Extra/Conferences/David%20Bolden/Durham%20Final%20Ed%20Conference.ppt#273,1

Coleman, M. R. (2003). *The identification of students who are gifted*. Retrieved June 6, 2008 from: http://www.ericdigests.org/2004-2/gifted.html

Department of Education and Training. (n.d.). *Gifted and talented education: Monitoring and assessment*. Retrieved on June 6, 2008 from: http://www.det.wa.edu.au/education/gifttal/monitor.htm

Education Research Information Center (ERIC) Clearinghouse on Disabilities and Gifted. (2000). *Gifted students and alternative assessment*. Retrieved on June 6, 2008 from: http://www.hoagiesgifted.org/eric/faq/gt-altas.html

Gifted Development Center. (2007). *A comparison of assessment techniques in the identification of gifted learners: A symposium for the world council for gifted children*. Retrieved on June 6, 2008 from: http://www.gifteddevelopment.com/About_GDC/symposium.htm

New Mexico Public Education Department (NMPED). (2008). *Technical Assistance Manual for Gifted Education in New Mexico*. Santa Fe, NM: Author.

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

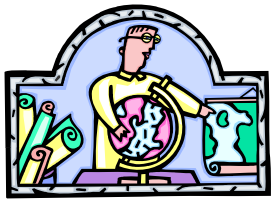
NMPED. (2007c). *State of the states 2007*. Retrieved on May 15, 2008 from http://www.ped.state.nm.us/div/humanites/index.html

NMPED. (2006). *Response to intervention: A systematic process to increase learning outcomes for all students*. Santa Fe, NM: Author.

Osborn, J. (n.d.) *Assessing gifted children*. Retrieved on June 6, 2008 from: http://www.hoagiesgifted.org/assessing_gifted.htm

Silverman, L. K. (2007). *Overview of issues in assessing gifted learners*. Retrieved on June 6, 2008 from: http://www.grcne.com/SympOutline.html

VanTassel-Baska, J. (2008). *The nonnegotiables of gifted education*. Retrieved on June 6, 2008 from: http://www.megsonline.net/NonnegotiablesGiftedEd.pps#256,1



STANDARD 9: PROFESSIONAL AND ETHICAL PRACTICE

To avoid criticism, say nothing, do nothing, be nothing. –Elbert Hubbard

Educators of students identified as gifted should be guided by the profession's ethical and professional practice standards (Van Tassel-Baska & Johnsen, 2007). The information provided for this standard will be specific to New Mexico and will provide relevant examples.

Personal and Cultural Frames of Reference that Affect One's Teaching

According to Burns, Brennan, and Cuddy (2005) the reflective questions that teachers should ask themselves in determining how their personal and cultural frames of reference affect their teaching include:

- How do beliefs about learning, authority, and responsibility affect our teaching?
- What do our students expect of their teachers?
- What would improvements in intercultural sensitivity in teaching and learning look like?

The following link provides additional information regarding this issue:

- http://www.routledgeeducation.com/books/The-Intersection-of-Cultures-isbn9780805861396

Organizations and Publications Relevant to the Field of Gifted

The statewide organization in the field of gifted is the New Mexico Association for the Gifted (NMAG), which is an affiliate of the National Association for Gifted Children (NAGC). The mission of NMAG as well as other information including their quarterly newsletter is available at:

- http://nmgifted.org/

Local organizations in the field of gifted include:

- Albuquerque Association for Gifted and Talented Students (AAGTS)
  Albuquerque, NM
  http://www.aagts.org
- Parents and Advocated of Gifted Education (PAGE)
  Las Cruces, NM
  http://www.lcps.k12.nm.us/Departments/SPED/AES/PAGE.shtml
- Roswell Association for Gifted Students (RAGS)
  Roswell, NM

Assessing Personal Skills and Limitations in Teaching

Ongoing assessment of personal skills and limitations in teaching is required in order to improve personal practice. The following links provide information on assessing personal skills and limitations in teaching:

- http://www.siue.edu/~deder/assess/cats/tchgoals.html
- http://medschool.slu.edu/fac_dev/pdf/portfolio.pdf

Maintaining Confidential Communication
The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records and communication of those records. The following links provide additional information regarding this issue:

- http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html
- http://www.ed.gov/policy/gen/guid/fpco/ferpa/library/vancouver_wa.html
- http://www.nacada.ksu.edu/Resources/FERPA-Overview.htm
- http://www.wrightslaw.com/info/ferpa.index.htm

Encouraging and Modeling Respect for the Full Range of Diversity
Students look to their teachers for encouragement and modeling of respect for the full range of diversity that is experienced here in New Mexico. The following links provide information regarding this issue:

- http://youthdevelopment.suite101.com/blog.cfm/modeling_respect_for_students
- http://www.canadventure.ca/family_resources/teaching-teens-respect.htm
- http://www.respectinc.com/uploads/Respect%20Diversity%20printable%20proposal.doc
- https://www.learningplace.com.au/deliver/content.asp?pid=37898

Conducting Activities in Compliance with Laws, Policies, and Standards of Ethical Practice
New Mexico has developed a code of ethical responsibility of the education profession for primary and secondary education, which is available at:

- http://www.nmcpr.state.nm.us/NMAC/parts/title06/06.060.0009.htm

The Professional and Organizational Development Network in Higher Education created ethical guidelines for educational developers, which are available at:

- http://lamar.colostate.edu/~ckfgill/ethics1.htm

Improving Practice through Continuous Research-Supported Professional Development
Gifted education teachers must be committed to improving their practice through continuous research-supported professional development in order to provide high quality services to gifted students in our state. The following links provide information regarding high quality professional development in gifted education:

- http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?Page=3&TopicRelationID=962&Content=50141
- http://cmweb.pvschools.net/giftedweb/prodev.html
- http://www.gifted.uconn.edu/NRCGT/gubbwest.html

A variety of professional development power points and handouts in the field of gifted education are available through the Las Cruces Public Schools (LCPS) Advanced Education Services (AES) website at:

- http://www.lcps.k12.nm.us/Departments/SPED/AES/prof_dev.shtml

Professional development modules for gifted education are available to NMAG members at:

- http://nmgifted.org/

Participating in the Activities of Professional Organizations Related to Gifted

Participating in activities offered by professional organizations related to gifted are important in order to remain current on the state laws regarding gifted education and continue to improve the practice of gifted education services. The NMAG Annual Summer Institute on Gifted Education is one such activity. Information about this activity can be found on the NMAG website at:

- http://nmgifted.org/

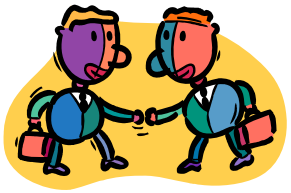
Reflecting on Personal Practice to Improve Teaching and Guide Professional Growth in Gifted

Learning by critical reflection creates new understandings regarding personal practice and the improvement of personal teaching and professional growth. The following links provide information regarding this issue:

- http://www.inspiredliving.com/business/reflection.htm
- http://alex.edfac.usyd.edu.au/LocalResource/Study1/hattonart.html
- http://www.ukcle.ac.uk/resources/reflection/introduction.html

References

Burns, P., Brennan, B., & Cuddy, A. (2005). *Intercultural sensitivity*. Retrieved June 6, 2008 from: http://www.ncspod.org/conf/2005/members/media/1_6-InterculturalSensitivity.ppt#844,2



STANDARD 10: COLLABORATION

Answers divide us—but questions unite us. – Elie Wiesel

Educators of students identified as gifted should effectively collaborate with families, other educators, and related service providers (Van Tassel-Baska & Johnsen, 2007). The information provided for this standard will be specific to New Mexico.

Culturally Responsive Behaviors that Promote Effective Communication and Collaboration
Effective communication and collaboration with students identified as gifted, their families, school personnel, and community members is critical if gifted education teachers are to engage in culturally responsive behaviors. The following links/resource provide information regarding this issue:

- *Collaborative Practices for Educators: Six Keys to Effective Communication* by Patty Lee. ISBN: 1-890455-05-9
- http://gcq.sagepub.com/cgi/content/abstract/45/2/139
- http://www.dukegiftedletter.com/articles/vol2no1_feature.html
- http://www.creativelearningpress.com/excerpts/rcc_ch1.html

Responding to Concerns of Families
Gifted education teachers must be able to respond to the concerns of the families of the gifted students they serve. The following links provide information regarding this issue:

- http://resources.edb.gov.hk/gifted/ge/05~06/060524/Powerpoint%20of%20Speaker_teacher%20seminar.ppt
- http://tfj.sagepub.com/cgi/content/abstract/8/1/58
- http://www.questia.com/googleScholar.qst;jsessionid=LJJGRxB1mhQ1TSRLnvMwxLxqhDnR4jMG34JfrDL9LsTwyTkLZrr7!1494000247?docId=5000607449
- http://www.mellowout.us/respond.html
- http://parentcenter.babycenter.com/gifted-preschooler
- http://www.childdevelopmentinfo.com/learning/gifted_children.shtml

Part of responding to the concerns of families of gifted learners is finding out their concerns. One way to accomplish this is to encourage families to participate in the local Gifted Advisory Committee (GAC). According to the *Technical Assistance Manual for Gifted Education in New Mexico* (NMPED, 2008):

> 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 (p. 115).

Collaborating with Stakeholders Outside the School Setting

Research shows that collaboration with stakeholders outside the school setting improves education quality. The following links provide information regarding this issue:

- http://www.equip123.net/docs/e2-**Stakeholder**Collabo_PB.pdf
- http://www3.moe.edu.sg/compass/FRAMEWORK-FOR-PARTNERS-**COLLABORATION**.pdf

One result of collaborating with stakeholders outside of the school setting has been the new legislation in the area of dual credit and concurrent enrollment. The following links provide information regarding this issue:

- http://www.nmcpr.state.nm.us/nmac/parts/title05/05.055.0004.htm
- http://sde.state.nm.us/stars/dl08/SpringDataConference/Dual_Credit.ppt#257,2
- http://www.roswell.enmu.edu/admissions/concurrent_enrollment.php

Advocating for the Benefit of Individuals Identified as Gifted and Their Families

Advocating for gifted students and their families is essential if appropriate services are going to be provided. The following links provide information regarding this issue:

- http://www.dukegiftedletter.com/articles/vol7no1_connex.html
- http://www.learningplace.com.au/deliver/content.asp?pid=16215
- http://www.nagc.org/index.aspx?id=697
- http://parentsadvocatinggifteded.blogspot.com/
- http://www.prufrock.com/client/client_pages/GCT_articles/Public_Relations/Using_PR_Strategies_for_Gifted_Programming.cfm

Collaborating to Articulate a Comprehensive Preschool through Secondary Educational Program

Creating comprehensive gifted programs requires collaboration and strategic planning to ensure that services provided are aligned with the recommended program standards. The following links provide information regarding this issue:

- http://www.nagc.org/uploadedFiles/PDF/Standards_PDFs/k12%20GT%20standards%20brochure.pdf
- http://www.eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=EJ397784&ERICExtSearch_SearchType_0=no&accno=EJ397784
- http://www.vsb.bc.ca/vsbprograms/kto12/giftededucation.htm

Collaborating with families, Community Members, and Professionals in Assessment

Gifted education teachers must be creative in order to effectively collaborate with families, community members, and professionals in the assessment of gifted students and the services they receive. The following links provide information related to this issue:

- http://goliath.ecnext.com/coms2/gi_0199-4911792/Using-movies-to-guide-teachers.html

- http://www.academicleadership.org/emprical_research/Teachers_Evaluations_of_NAGC_Initial_Knowledge.shtml

Communicating and Consulting with School Personnel

Gifted education teachers must communicate and consult with school personnel about the characteristics and needs of gifted students. The following links provide information regarding this issue:

- http://www.thegiftedchildren.com/
- http://www.ericdigests.org/pre-923/skills.htm
- http://www.uniquelygifted.org/

References

New Mexico Public Education Department (NMPED). (2008). *Technical Assistance Manual for Gifted Education in New Mexico*. Santa Fe, NM: Author

VanTassel-Baska, J. & Johnsen, S. K. (2007). Teacher education standards for the field of gifted education: A vision of coherence for personnel preparation in the 21st century. *Gifted Child Quarterly*, 51(2), 182-205.