

ALBUQUERQUE PUBLIC SCHOOLS



GIFTED HANDBOOK

PURPOSE: It is the purpose of this handbook to provide current information on gifted education including pre-referral, Referral, evaluation, IEP development and program design.

FALL 2008

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Fall 2008

DEDICATION AND APPRECIATION

This Handbook is dedicated to all the staff, students and parents involved in gifted education.

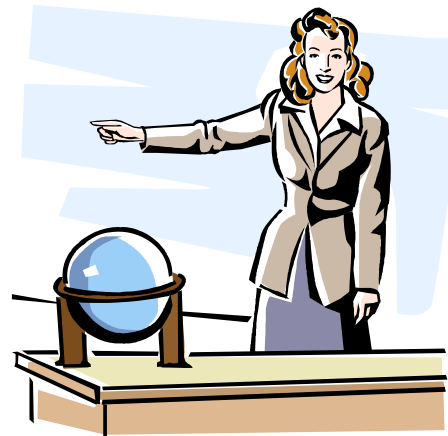
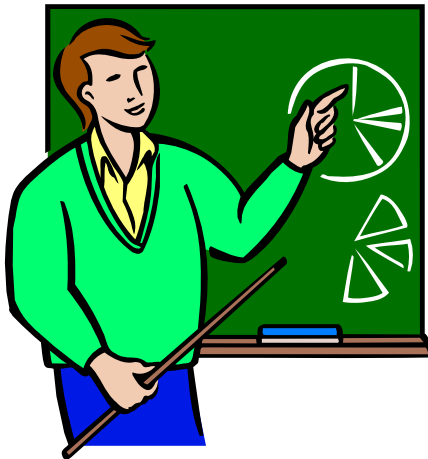
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SECTION I

INTRODUCTION

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

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

EQUAL EDUCATIONAL OPPORTUNITY

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

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

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

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

Loss of talent through educational neglect can be a tragic waste for both the individual and, in turn, for society. Students who are gifted and talented have much to contribute to society and can benefit society by solving a range of complex problems facing humanity today. Society needs these gifted individuals and needs to expect much from them. As adults, today's gifted students are needed to play more demanding and innovative roles as humanity faces future complex problems. Leaders, problem solvers, and complex thinkers are vital for society's progress in this millennium.

Because many students with giftedness do not continue to achieve without attention to their unique educational needs, the loss of individual potential and the benefits of gifted services are difficult to calculate. As James Gallagher wrote in 1978, "...failure to help the gifted child reach his potential is a societal tragedy, the extent of which is difficult to measure but which is surely great. How can we measure the sonata unwritten, the curative drug undiscovered, and the absence of political insight? They are the difference between what we are and what we could be as a society."

PURPOSE OF GIFTED SERVICES IN NEW MEXICO

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

The defining characteristics and curricular needs of identified students must guide a school's gifted services. The students should not be molded into an already existing or conveniently pre-arranged program. Options must be determined by student capabilities, and not by the structure of existing curricular units. No student should be compelled to engage regularly in activities that present concepts already mastered. Enrichment must consist of richer depth and complexity of explorations, not an increased load of similar or previously learned material. Furthermore, the gifted student should participate in the planning and evaluation of his/her differentiated learning experiences.

Most students will require a combination of instruction from both classroom teachers and certified teachers of the gifted in order to fulfill their potential for intellectual and academic achievement.

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

U.S. OFFICE OF EDUCATION DEFINITION

The state of New Mexico Public Education Department has based its definition of gifted on the federal definition below.

Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas, singly or in combination:

- General intellectual ability.
- Specific academic aptitude.
- Creative or productive thinking.
- Leadership ability.
- Visual and performing arts.

It can be assumed that utilization of these criteria for identification of the gifted and talented will encompass a minimum of 3 to 5% of the school population.

Giftedness Defined in New Mexico

In the New Mexico Administrative Code (6.31.2.12) a gifted child is defined as a school-age person whose intellectual ability paired with subject matter aptitude/achievement, creativity/divergent thinking, and/or problem solving/critical thinking meets the eligibility criteria in this section and for whom a properly constituted IEP team determines that special education services are required to meet the child's educational needs. The New Mexico Statutes and Public Education Department Rules are in the appendices.

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

GIFTED CHARACTERISTICS

Traits, Aptitudes, and Behaviors

Motivation: desire to learn

- Demonstrates persistence in pursuing and completing self-selected tasks (school or non-school activities).
- Expresses enthusiasm about learning.
- Aspires to be somebody or something.

Interest: intentness, passion, concern, or curiosity about something.

- Demonstrates unusual or advanced interest in a topic or activity.
- Self-starts.
- Pursues an activity unceasingly.

Communication: highly expressive and effective in use of words, numbers and/or symbols.

- Demonstrates unusual ability to communicate in one or more ways (verbally, physically, artistically, symbolically).
- Uses particularly apt examples, illustrations, or elaborations.

Problem Solving Ability: effective, inventive strategies used to recognize and solve problems.

- Demonstrates unusual ability to devise or adapt as systematic strategy for solving problems.
- Changes strategies when the employed strategy is ineffective.
- Creates new designs or inventions.

Memory: retains and retrieves information.

- Already knows something that is assumed to be new knowledge.
- Needs few repetitions for mastery.
- Has a wealth of information about school and/or non-school topics.
- Pays attention to details.
- Manipulates information.

Inquiry: questions, experiments, explores.

- Asks unusual questions for age.
- Plays around with ideas.
- Demonstrates extensive exploratory behaviors directed at eliciting information.

Insight: grasps new concepts, makes connections, senses deeper meanings.

- Demonstrates exceptional ability to draw inferences.
- Appears to be a good guesser.
- Is keenly observant.
- Sees unusual and diverse relationships.
- Integrates ideas and disciplines.

Reasoning: uses controlled, active, intentional, goal-oriented thought.

- Makes generalizations.
- Uses metaphors and analogies.
- Thinks things through in a logical manner.
- Thinks critically.

Creativity: produces many and/or highly original ideas.

- Shows exceptional ingenuity in using everyday materials.
- Has wild, perhaps silly ideas.
- Produces ideas fluently or flexibly.
- Is highly curious.

Humor: brings heretofore unrelated ideas together in a recognizable relationship.

- Uses a keen sense of humor – may be gentle or hostile.
- Has a large accumulation of information about emotions.
- Sees unusual relationships.
- Demonstrates unusual emotional depth.
- Demonstrates sensory awareness.

ALBUQUERQUE PUBLIC SCHOOLS (APS) has adopted the following strands which may also be used to identify the characteristics of gifted students.

GIFTED STUDENTS MAY HAVE THE FOLLOWING CHARACTERISTICS	WHICH ARE DOCUMENTED BY:	PREMISE	GIFTED STRAND
I. Sensitivity and Perceptiveness Student is concerned with right and wrong. He/She is empathetic, and concerned with social issues.	Counselor reports, teacher/parent rating scales, student self-concept scales, student journals.	The gifted student needs to develop a good understanding of his/her exceptionality (i.e. strength, weaknesses, and style of learning)	Self-Understanding-Self-Acceptance Preferred learning, behavioral and management styles. Sense of personal responsibility.
II. Leadership Student is assertive, likes to organize and structure to people and situations. He/She is dependable, influential, persuasive, and a risk taker.	Socio-grams, peer ratings, Renzulli Student Leadership Scale, teacher and student bring observations, anecdotal records.	The gifted student needs to develop the skill to facilitate and participate in human interaction in diverse situations.	Interpersonal Skills (i.e. group dynamics) Leadership, Conflict Resolution (i.e. negotiation, compromise) Cooperation and Teamwork, Presentation of Self.
III. Advanced Conceptualization Student has high cognitive and problem solving abilities including convergent and divergent thinking skills.	Tests of critical thinking, analysis of discussion, and written communications, rubrics.	The gifted student needs to develop and use critical thinking.	Thinking Skills Critical thinking, Decision making, Problem Solving, Logic
IV. Creativity Student has a keen sense of humor, is inventive, and a risk taker. He/She is one who uses originality, divergent thinking.	Tests of creativity, teacher and student observation, peer ratings, Renzulli Rating Scale, student journals.	The gifted student needs to develop his/her creative abilities as a necessary part of his/her human growth.	Creativity Problem solving, Creative Thinking, Abstract Expressiveness
V. Wide Range of Interests The student is curious and has a storehouse of information in varied areas.	Teacher anecdotes and ratings, interest surveys, case study information, written products, recommendation, references from community members.	The gifted student needs an expanded awareness of alternatives in order to develop areas of continued interest.	Interest Development Wide range of interest, Career Exploration, Arts Experience, Community/Global Awareness
VI. Communications The student uses a richness of elaboration and fluency in verbal and non-verbal areas. He/She needs the opportunity to communicate ideas.	Pupil products, teacher rating scales, diagnostic testing, evaluation of discussion expression which includes analytical skills, anecdotal records, learning skills checklist.	The gifted student needs the stimulation resulting from the opportunity to evaluate, reinforce, and extend learning, thinking, and verbal communication skills and interaction with intellectual peers.	Communication Listening skills, Oral and written skills, Non-verbal communication skills, Discussion skills
VII. Independence The student has strong self-management skills, is goal oriented and requires minimal teacher direction.	Teacher ratings, self-observation report instruments, learning style inventories.	The gifted student needs the opportunity to pursue a self-selected topic and/or area of career interest in an in-depth manner.	Skills of the Independent Learner Independent study skills, Evaluation skills, Accessing community, Mentorship/Internship
VIII. Advanced Knowledge Student has quick mastery and recall of information and needs little teacher explanation of routine tasks.	Criterion referenced tests, mentor reports, learning skills checklist.	The gifted student needs to make progress in learning commensurate with his/her ability in a variety of subject areas.	Achievement Accessing appropriate alternative educational opportunities

Misconceptions and Realities of Gifted Children

Misconception: All children are gifted.

Many principals and teachers assert that all children are gifted, meaning that all children have some areas in which they have strengths or that all children have equal potential for learning.

Reality: While all children have relative strengths and weaknesses, some children have extreme strengths in one or more areas. Students who are gifted may require special education, just as students who have cognitive disabilities do. The belief that all children are gifted leads to a lack of identification and service to students who are gifted.

Misconception: Gifted kids have it made and will succeed in life no matter what. They can make it on their own because they're smart. They don't need any special help in school or anywhere else.

Reality: Gifted students may drop out of school because they don't find it challenging, interesting or relevant. They often feel "different" because of their unique thinking processes and thus become alienated from other students. Too many of them "make it" or try to fit in and do not reach their potential.

Misconception: Gifted kids love school, get high grades, and greet each new school day with enthusiasm. The gifted student is the one who is most enthusiastic about school and schoolwork.

Reality: Most schools and classroom teaching methods are geared for average students which make it hard for gifted students to get excited about going to school. Some of the most capable students end up not using their academic potential unless they are appropriately challenged and their social and emotional needs are understood and addressed.

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

Reality: Some do, but some don't. Some teachers feel uncomfortable with the unique learning needs of gifted students and are unsure of how to meet the students' needs. They may also have the responsibility of meeting the needs of a very wide variety of student abilities.

Misconception: Gifted children have intellectual capabilities that allow them to be outstanding in all subjects and areas.

Reality: Academic giftedness is often concentrated in a particular area, including the "hands-on" or manipulative strengths that are not common practice in most classrooms. Most gifted children have a combination of academic strengths and weaknesses. Children can even be gifted in one academic area and learning-disabled in another.

Misconception: High-IQ children are popular, well-adjusted, exceptionally moral, and glowing with psychological health.

Reality: This perception was based on results by Terman's study in 1922 which defined gifted children not only as academically superior, but also as superior in physique, health and social adjustment, marked by superior moral attitudes. Gifted children are often socially isolated and unhappy unless they are fortunate enough to find others like themselves. Gifted children may face ridicule and taunts about being nerds or geeks. Most children easily pick out the awkward, unathletic loners, or the "show-offs" who have strange interests and vocabularies that are out of touch with those of their peers.

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

Reality: Gifted children tend to have “asynchronous” development. That is, their intellectual, social and emotional abilities often develop at different rates. An 8-year-old gifted child may sound like a teenager but act like a 6-year-old. These differences in development can be frustrating for the children and adults around them.

Misconception: Nearly all gifted students come from upper-, middle-class, professional families. Teachers won't find them coming from the lower economic and social levels.

Reality: There are just as many gifted children from families with a low socio-economic status as there are in the suburbs. Intelligence knows no income, race or socio-economic levels. One of the challenges of school systems is to implement identification methods that are appropriate for all children, including those who do not have strong English-language skills or have not had experiences that more affluent families can afford.

Misconception: Gifted children are destined to become eminent adults.

Reality: Many gifted children are more susceptible to emotional and physical problems from being “stressed out” and thus burn out early or choose to hide or deny their abilities. Some, while extremely successful as adults, never do anything genuinely creative. Besides a high level of ability, personality, motivation, family and school environments, opportunity, and chance play important roles. The Terman studies and the Stanford studies showed, however, that an unusual proportion of gifted individuals became lawyers, doctors, engineers, college professors, and leaders in government, business, and industry.

Misconception: Some people assert that gifted children are "made" by overzealous parents' intent on their children's stardom. Parents are cautioned not to push or label their children, to let them have a "normal" childhood. Otherwise, they are told, their children will resent them and lose interest in achieving.

Reality: Parents of gifted children are often highly involved in the nurturance of their children's gifts. A high degree of investment and involvement is not a destructive force. It is necessary for a child's gift to be fully developed. Emotional support and understanding from the family are also important for gifted children. Nature and nurture both play a role in determining whether there is the ability for high levels of intelligence to develop.

References:

- *Idaho Best Practices Manual for Idaho Gifted and Talented Programs*, pgs 6-7; adapted from *The Gifted Kids Survival Guide (Ages 11-18)*, J. Galbraith, 1983
- *Gifted Children: Myths and Realities*. E. Winner. New York: Basic Books, 1996.
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SECTION II

FACTORS

*Justice is not achieved by
equality of treatment, but by
equality of opportunity.*

Roeper Volume 17 No. 4

FACTORS

When referrals are brought to the SAT for students who may be gifted the **first** decision that must be made is whether or not the student has “factors” that may interfere with their ability to perform on the standardized battery of tests that are given by the school’s diagnostician. After looking for possible socio-economic, disability, language and/or cultural issues, the SAT will determine if the student should be evaluated using the standard process (with appropriate modifications), or the Frasier Talent Assessment Profile (FTAP) that has been adopted by APS.

A. FACTORS DETERMINATION

Some characteristics are specific to underrepresented populations, such as those who are culturally diverse, linguistically diverse, socio-economically disadvantaged, and/or those with disabilities.

Sensitivity to populations who have traditionally been underrepresented in gifted programs should permeate the entire realm of gifted education in New Mexico. When addressing special factors that may depress standardized test measures, the following must be considered:

CULTURAL BACKGROUND

- Length of time living in the United States.
- Degree of acculturation and assimilation.
- Comfort in cross-cultural interactions.
- Culture substantially different from school’s dominant culture.
- Parental expectations.

LINGUISTIC BACKGROUND

- Limited or non-English speaking home.
- Language different from school/community.
- Evidence that language proficiency in English affects ability to achieve.
- Previous school experience.
- Age English language was acquired.
- Number of English-speaking years: both in the academic and community settings.

SOCIO-ECONOMIC STATUS

- Evidence of low family income.
- Family size.
- Education level of parents.
- Evidence of frequent school changes.
- Eligibility for reduced or free school lunch.
- Evidence of need for outside assistance (welfare, Medicaid, etc).
- Evidence of other situations and obligations (debt, siblings with disabilities, care of elderly, parent incarceration, etc.).
- Homelessness.
- Family structure is substantially different from dominant culture.

The parent questionnaire will clarify the potential impact on student performance.

DISABILITY CONDITION(S)

- Identified special education disability.
- Need for specialized instruction.

B. APS PROCESS FOR THE DETERMINATION OF FACTORS

There are documents to assist in identifying students who have factors that have potential impact on their ability to perform on a standardized battery of tests and affect their school performance now and in the future. All schools will utilize the teacher questionnaire and the parent questionnaire (available in Spanish and Vietnamese) in the identification of students with factors. If other translations of the document are needed contact the district liaison at 505-855-9938.

The parent and teacher forms that will be used for the determination of factors are in the Appendices – Section II. The scoring guide for these forms (and other school based information) will be sent to the schools when needed from the district liaison. Help in using the scoring form is available. (505-855-9938)



SECTION III

INITIAL IDENTIFICATION PROCESS

*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

A. INTRODUCTION

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

The identification of giftedness and the needs of students who exhibit these characteristics should be addressed through a team problem-solving process beginning with general-education interventions to define an exceptional student's needs in an educational setting. In cases where there is overwhelming evidence that a student is high-order gifted, the Student Assistance Team (SAT) should ask a teacher of the gifted to have the TABS completed with the general-education classroom teacher as well as the teacher and parent forms for the determination of factors.

<p style="text-align: center;">BELIEF STATEMENT</p>
<p>Educators, community leaders, and parents can generate much higher levels of student achievement – <i>can virtually eliminate school failure – by connecting with students and coordinating the resources they need to succeed.</i> It is a partnership of like-minded people moving in a single direction. Kansas TA Manual</p>

The referral process for gifted will follow the process outlined in the following flowchart.

Suggested for All – Required for Frasier Process
Third Grade teachers identify the “top” 30% of their students, using the TABS



B. PRE-REFERRAL CONSIDERATIONS

Education of the school staff concerning the characteristics of gifted students is essential to the pre-referral process.

Classroom teachers may find the following list of characteristics useful in their initial identification of potentially gifted students. This is only one consideration in assessing their students' abilities.

Other relevant information can be found in the individual student's cumulative folder. Information that is useful may include:

Bertie Kingore's Characteristics List

A High Achiever...	A Gifted Learner...	A Creative Thinker...
Remembers the answers.	Poses unforeseen questions.	Sees exceptions.
Is interested.	Is curious.	Wonders.
Is attentive.	Is selectively mentally engaged.	Daydreams; may seem off task.
Generates advanced ideas.	Generates complex, abstract ideas.	Overflows with ideas, many of which will never be developed.
Works hard to achieve.	Knows without working hard.	Plays with ideas and concepts.
Answer the questions in detail.	Ponders with depth and multiple perspectives.	Injects new possibilities.
Performs at the top of the group.	Is beyond the group.	Is in own group.
Responds with interest and opinions.	Exhibits feelings and opinions from multiple perspectives.	Shares bizarre, sometimes conflicting opinions.
Learns with ease.	Already knows.	Questions: What if...
Needs 6 to 8 repetitions to master.	Needs 1 to 3 repetitions to master.	Questions the need for mastery.
Comprehends at a high level.	Comprehends in-depth, complex ideas.	Overflows with ideas--many of which will never be developed.
Enjoys the company of age peers.	Prefers the company of intellectual peers.	Prefers the company of creative peers but often works alone.
Understands complex, abstract humor.	Creates complex, abstract humor.	Relishes wild, off-the-wall humor.

Grasps the meaning.	Infers and connects concepts.	Makes mental leaps: Aha!
Completes assignments on time.	Initiates projects and extensions of assignments.	Initiates more projects that will ever be completed.
Is receptive.	Is intense.	Is independent and unconventional.
Is accurate and complete.	Is original and continually developing.	Is original and continually developing.
Enjoys school often.	Enjoys self-directed learning.	Enjoys creating.
Absorbs information.	Manipulates information.	Improvises.
Is a technician with expertise in a field.	Is an expert who abstracts beyond the field.	Is an inventor and idea generator.

ADDITIONAL INFORMATION CAN BE PROVIDED THROUGH:

Standardized Tests

- New Mexico Standards Based Assessment (NMSBA)
- New Mexico Writing Assessment
- Gates-MacGinitie Reading
- NMHS Competency Exam (Tenth Grade)
- Preliminary Scholastic Aptitude Test (PSAT)
- Pre-ACT (PLAN)
- LAS scores

- **Criterion Referenced Tests**

- Assess 2 Learn (A2L)
- District Reading Assessment (DRA)
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Kindergarten Developmental Progress Report (KDPR)
- District Math Assessment

- **Interviews/Written Reports**

Performance

- **Observations**

- Parent information
- Reports from other staff
- Observations re: student's use of creativity and critical thinking

- **Other Information**

- Classroom achievement
- Special awards
- Student published work
- Review of student portfolio

C. STUDENT ASSISTANCE TEAM (SAT)

TEAM MEMBERSHIP – *Principal, Counselor, Teacher(s), Nurse, Social Worker, Parents, Person(s) knowledgeable about interventions for suspected areas of need (these are not permanent members of the team, but those invited depending on the students to be reviewed).*

PURPOSE – SAT is a **general-education** function that incorporates a systemic safety net to assist students, K-12, who are displaying academic or behavioral needs. It creates a multi-disciplinary, problem-solving process that involves everyone in the building. The process encourages:

- Policy review and development.
- Coordinated services.
- Individualized student academic/behavioral interventions.
- School /parent joint efforts (partnership).
- Greater access to school/community resources.
- Community/school partnerships.
- Behavioral and academic standards of excellence.
- Continuous improvement efforts.
- Application of research-based interventions (see Section III of the Appendix for suggested interventions).

IMPACT – SAT provides a problem solving process that involves and impacts every one in the building. The process enhances:

- Coordinated support for individual students.
- The use of individualized instructional strategies, which are timely and appropriate.
- Planning and resource development.
- Policy review and development.
- Partnership development.
- Appropriate referrals to special education services.
- Coordination of staff development efforts.
- Student academic and behavioral performance.
- Organizational self assessment.

FACTOR DETERMINATION

When referrals are brought to the SAT for students who may be gifted the **first** decision that must be made is whether or not the student has “factors” that may interfere with their ability to perform on the standardized battery of tests that are given by the school’s diagnostician or school psychologist. After looking for possible socio-economic, disability, language or cultural issues, the SAT will determine if the student should be evaluated using the standard process (with appropriate modifications) or the Frasier Talent Assessment Profile (FTAP) that has been adopted by APS. (SEE SECTION II)

D. STUDENT ASSISTANCE TEAM INTERVENTIONS

As an advocate for gifted students, the teacher of the gifted should provide support to general-education teachers in addressing factors and documenting characteristics of gifted behavior.

If the student without factors, or in a school that does not use the alternative process, is to be evaluated through the SAT, the process graph that follows will define the steps that should be taken. **Interventions, if needed, for students who may be gifted should follow a tighter timeline than is recommended for students who may have a disability.** The time required for the intervention will depend on what the intervention is. The research tells us that gifted students typically pick up new material in one or two presentations when six to eight are required for regular students. A two to three week interval for implementation and review is suggested. A decision should be made within six weeks for most gifted referrals.

There are suggestions for appropriate interventions for students who may be gifted. IDEA requires that research-based interventions/curriculum be used to the extent practicable. For gifted students, the curriculum available from William and Mary is the most research-based option, but it is very difficult to implement in a general-education classroom.

The following intervention checklist is available in the appendices as a separate document.

STUDENT ASSISTANCE TEAM INTERVENTIONS FOR HIGH ABILITY STUDENTS

The intervention should be used until the SAT reviews the outcomes.

Student Name _____ Initial SAT Meeting Date _____

Start Date	Interventions	Outcome
	Provide opportunity to work with intellectually challenging peers.	
	Limit drill and practice in favor of projects and research in areas on interest within content.	
	Provide access to a wide variety of complex materials and advanced technology.	
	Foster creativity by allowing students to vary the end product for book reports, research, etc. (Do not rely strictly on paper/pencil products.)	
	Provide problem solving and inquiry experiences.	
	Ask open-ended questions that require comparison, synthesis, insight, judgment, hypothesis, conjecture, assimilation and/or personal opinion.	
	Promote different forms of expression: art, public speaking, video recording, drama, writing, photography, music, etc.	

	Provide opportunities for students to investigate and explore real/realistic problem situations.	
	Accelerate student in areas of academic talent.	
	Provide opportunity to progress at an individual pace in strength area.	
	Other:	

Outcomes reported by: _____ Date of SAT Review _____

It is recommended that each review be completed within two to three weeks of initiating selected interventions.)

PARENT REQUEST FOR EVALUATION:

- If a parent requests testing, the SAT process is initiated. Having the parent part of the SAT process should assist in providing the appropriate interventions and planning any necessary actions.
- If parents present the school with a private evaluation report, it must be given to the head teacher for the diagnostician. All privately obtained evaluations must be reviewed by the Private Evaluation Review Committee prior to consideration of the results in determining eligibility. These evaluations are presented to the committee by a diagnostician and students must still complete the SAT/referral process. Reviews can be completed any time the evaluation is submitted by the parent.

NOTE: APS employees should NOT recommend outside testing. If a parent requests names of outside evaluators, the employee must refer the parents to the diagnostic coordinator for the district. (505-855-9908)

E. SCREENING

The Student Assistance Team may request that the teacher of the gifted screen the student. This screening will include:

- Teacher Form to Rate the Traits, Aptitudes, and Behaviors (TABS).
- Teacher Form for the Determination of Factors.
- Parent Form for the Determination of Factors.

Training on these documents will be provided to the teachers who have not had experience with them each fall.

F. REFERRALS

The special education referral process to the educational diagnostician is completed by the head teacher, the FTAP Team, or the educational diagnostician. The teacher of the gifted may provide assistance in this process, and should be aware of what is required. The Initial Referral Checklist follows this page.

INITIAL REFERRAL CHECKLIST

This form is to be used by the school to complete the initial referral packet. It will be reviewed for completeness by the educational diagnostician or speech-language therapist (depending on type of referral) after the packet is submitted.

Student _____ APS# _____

School _____ Date Received _____ By _____

Basic packet items required for all initial referrals – must be submitted in the order listed

- SAT documentation that includes the following
 - Completed Initial Referral Documentation form signed by a school administrator
 - Completed Initial Referral Review form – evaluation determined to be appropriate with team signatures
- Student Health Assessment form including vision and hearing screening results – *if either of these screenings is failed, please refer to the Initial Referral Process Information Document for additional instructions*
- Content Standards Information form – *except for articulation, voice, and fluency referrals*
- Student Observation form – *except for articulation, voice, fluency, and superior ability referrals*
- Copies of the following from the student’s cumulative file
 - Report Cards
 - Reading Placement Card
 - Summary Comments (if available)
- SchoolMAX – the following screens must be included.
 - ST004** (Student Information Printable Version) – with Full Schedule checked before printing
 - ST410** (Student Enrollment by District) – with Sch Yr changed to ‘0’ before printing
 - NM230** (Student Language Information)
 - NM231** (English LAS Test Scores)
 - GS455** (Student Test Results)
- Information from outside agencies when available (medical reports, psychological reports, etc.) N/A

Additional documentation required for the following area(s) of concern – must be submitted in order listed

- English Language Learners (ELL)** – a Language Usage Data form must be completed for any student that is classified as PHLOTE on NM230 on SchoolMAX unless the student is classified FEP (LAS classification on NM231 on SchoolMAX) or Advanced or Proficient (NMELPA score of 5 on GS455 on SchoolMAX)
- Language** – a Language Indicator Checklist must be completed
- Articulation** – an Articulation Indicator Checklist must be completed
- Voice** – a Voice Indicator Checklist must be completed
- Fluency** – a Fluency (Stuttering) Indicator Checklist must be completed
- Superior Ability**
 - Traits, Aptitudes and Behaviors Rating Scale (TABS)
 - Factors Assessment~ Parent and Teacher Rating Scales (must include both) and School Information
- Social/Emotional/Behavioral**
 - Documentation that the student was discussed by the school Health/Mental Health Team
 - Current functional behavior assessment (FBA)
 - Current behavior intervention plan (BIP) and outcomes
 - Other, if appropriate (Copies of Individual Student Safety Plans, Behavior Consultation reports, etc.)
- Motor** – a Neuromotor Indicator Checklist must be completed.

Reviewed by _____ Date _____

- Please obtain the missing items indicated above and submit them as soon as possible. The Prior Written Notice of Proposal to Conduct an Individualized Multidisciplinary Evaluation will be sent to the parents only after these missing items are received.*

Accepted by _____ Date _____

Revised 6/20/08



SECTION IV

EVALUATION

The pupil, who is never required to do what he cannot do, never does what he can do.

John Stuart Mill

A. ASSESSMENT

The Public Education Department's Rules outline requirements for evaluation to determine if a student is eligible as gifted. Students must meet criteria on the intellectual ability and one other area listed below unless factors are present that need to be considered. There are four main categories to consider in the evaluation process.

I. Intellectual Ability

Student must score two standard deviations above the mean as defined by the test author on an intelligence measure.

II. Subject Matter Aptitude/Achievement

Student must score superior academic performance on a total subject area score on a standardized measure, OR as documented by information from other sources.

III. Creativity/Divergent Thinking

Student must score outstanding performance on a test of creative/divergent thinking, OR as documented by information from other sources.

IV. Problem Solving

Student must score outstanding performance on a test of problem solving, OR as documented by information from other sources.

Other sources of documentation include:

- Collections of work.
- Audio/visual tapes.
- Judgment of work by qualified individuals knowledgeable about the child's performance (e.g. artists, musicians, historians, scientists, etc.).
- Interviews.
- Observations.

Factors to consider in selecting and interpreting evaluation information include:

- Cultural background.
- Linguistic background.
- Socioeconomic status.
- Disabling condition.

These factors must be considered with other sources of documentation when determining very superior intellectual ability.

B. ALTERNATE ASSESSMENT

If a student is found to have "factors" that would negatively impact their ability to perform well on the standard battery or in the classroom they may be assessed through the alternative protocol that has been adopted by the district. The Frasier Talent Assessment Profile (FTAP) is offered in several elementary schools in APS. The flow chart that defines the steps for FTAP is at the beginning of this section.

C. MDT DETERMINATION OF ELIGIBILITY

Once the assessment has been completed and the report is available, the Multi-disciplinary team (MDT) convenes to determine if the student meets the necessary criteria and is in need of services. This team is usually made up of the principal, diagnostician or FTAP evaluator, teacher(s), and the parent(s). It is not recommended that the student be present for the determination of eligibility.

Other evidence to determine whether or not a student meets the criteria in achievement, creativity, or critical thinking should have been given to the diagnostician, but may also be introduced to the MDT in making their final determination. If a student has been determined to have “factors” and has undergone the traditional testing, evidence of their intellectual ability outside of the test results can also be utilized.

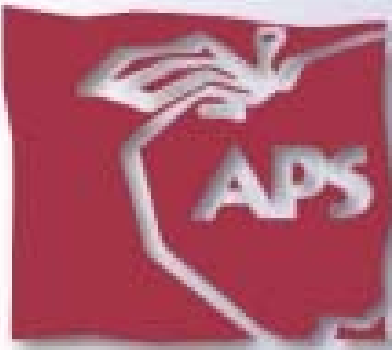
Students evaluated through the FTAP process will have had several pieces of subjective assessments incorporated into their Profile for consideration.

The team makes the determination of eligibility – not any one member.

Eligibility is determined by a two-prong test:

- **Exceptionality:** Determined when the child meets the state definition of gifted.
- **Need:** Established by examining all possible avenues in general-education. (Rarely can the needs of the gifted be met in the general-education classroom alone.)

After a team decides if a student has a need for gifted services the Individual Educational Program (IEP) must be written determining the student’s present levels of performance so goals can be established. When student goals are determined the service delivery model should then be determined. It is highly recommended that the student be invited to participate in setting goals which he/she feels will be interesting and increase his/her abilities. **Services must be based on the student’s instructional needs.**



SECTION V

TEACHER OF THE GIFTED

RESPONSIBILITIES AND COMPETENCIES

*A teacher affects
eternity; he can never tell
where his influence stops.*

Henry Brooks Adams

A. SPONSOR TEACHER RESPONSIBILITIES

The Sponsor Teacher is responsible for the implementation of the student's IEP and works collaboratively with parents, the head teacher and may also serve as a resource to the school's Student Assistance Team. Their duties include, but are not limited to:

- **Maintenance of positive relationship with parents by:**
 - Sending written notification to parents of the IEP meetings.
 - Notifying parents of progress toward goals and report cards.
 - Providing copies of IEP meeting forms.
 - Communicating with parents about student needs, successes, etc.

- **Provision of required information, organization and paper work for IEP and Annual Review meetings to include:**
 - Present Levels of Performance.
 - Needed changes in goals and/or objectives.
 - Invitations to general-education and related service personnel (if the student is receiving related services).
 - Initiating and monitoring the reevaluation process.
 - Participating or leading the development of the IEP.

- **Monitoring and addressing student needs by:**
 - Attending IEP meetings.
 - Completing referrals, if required, for related service evaluations.
 - Arranging for services of IEP service schedule.
 - Notifying all teachers of IEP modifications.
 - Maintaining and reviewing confidential folder and working files.
 - Attending the IEPs of students on their caseload.
 - Conducting annual reviews of all students on their caseload.
 - Monitoring suspension days.
 - Monitoring modifications in general-education setting.

B. FINDING OUR GIFTED STUDENTS INSERVICE FOR THE SCHOOL INSTRUCTIONAL STAFF ON CHARACTERISTICS

It is the responsibility of the teacher of the gifted in conjunction with the principal of the school to provide the education faculty and staff with information about gifted students. This will enable the school to properly identify the school-age students that may be gifted. IDEA requires that we actively look for students with disabilities that may need additional services. New Mexico rules include this requirement for students who may be gifted. Often it is thought that students who are gifted will “survive on their own” or that a teacher can effectively provide the increased level of instruction that may be needed. This does not do justice to the needs of the student or the teachers. By actively engaging in the identification of students who may be gifted, the teacher(s) are better able to differentiate for the whole class.

The information contained in the first chapter of this handbook about the characteristics of gifted students can be used to help teachers recognize gifted students. Training school faculty and staff on the TABS and Factors Determination packet is part of the duties of the gifted-education teacher.

C. SCREENING

Pre-screening activities can take place in the classroom with the use of the Kingore Observation Inventory (KOI). The TABS and Factors Determination forms will be utilized as the screening instruments for the FTAP process and the SAT.

D. COMPETENCIES FOR TEACHERS OF THE GIFTED

Although the New Mexico Public Education Department does not require specialized preparation to teach gifted students, APS does require teachers of the gifted to obtain 12 graduate-level hours in gifted education. The following standards have been adopted by the accreditation agency for colleges and universities. The specific knowledge and skills that are expected are in the appendices. (See Section V)

CEC – NAGC Knowledge (K) & Skill Standards (S) for Gifted Educators

Standard 1: Foundations

Educators of the gifted understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues.

Standard 2: Development and Characteristics of Learners

Educators of the gifted know and demonstrate respect for their students as unique human beings. They understand variations in characteristics and development between and among individuals with and without exceptional learning needs and capacities.

Standard 3: Individual Learning Differences

Educators of the gifted understand the effects that gifts and talents can have on an individual’s learning in school and throughout life.

Standard 4: Instructional Strategies

Educators of the gifted possess a repertoire of evidence-based curriculum and instructional strategies to differentiate for individuals with gifts and talents.

Standard 5: Learning Environments and Social Interactions

Educators of the gifted actively create learning environments for individuals with gifts and talents that foster cultural understanding, safety and emotional well being, positive social interactions, and active engagement.

Standard 6: Language and Communication

Educators of the gifted understand the role of language and communication in talent development and the ways in which exceptional conditions can hinder or facilitate such development.

Standard 7: Instructional Planning

Curriculum and instructional planning is at the center of gifted and talented education. Educators of the gifted develop long-range plans anchored in both general and special curricula.

Standard 8: Assessment

Assessment is integral to the decision-making and teaching of educators of the gifted as multiple types of assessment information are required for both identification and learning progress decisions. Educators of the gifted use the results of such assessments to adjust instruction and to enhance ongoing learning progress.

Standard 9: Professional and Ethical Practice

Educators of the gifted are guided by the profession's ethical and professional practice standards.

Standard 10: Collaboration

Educators of the gifted effectively collaborate with families, other educators, and related service providers.

The competencies are fully defined in the Appendix Section V.



SECTION VI

INSTRUCTIONAL MODEL IEP DESIGN

A well constructed program that brings gifted students together and provides them with an intellectually stimulating and important set of ideas, together with giving them practice to use their own ability to problem-find and problem-solve, seems to yield very tangible results.

(ERIC EC)

A. IEP Design (ALL IEPs will be completed using TIENET once the training has been completed at your site.)

1. Areas of identification

Each student is evaluated for their eligibility based on his/her intellectual ability, achievement (math, reading, language arts), creativity, and critical thinking.

2. Determining Need / Areas of Identified Need (identified academic areas, social emotional, related services)

After the evaluation is completed, the Multi-disciplinary Team (MDT) will meet to determine eligibility and need for service. This team can be composed of, but not limited to, the following:

- ◆ Administrator/designee.*
- ◆ Educational diagnostician.
- ◆ Teacher of the gifted.*
- ◆ General-education teacher.*
- ◆ Parents (must be invited).*
- ◆ If the student has “factors,” someone knowledgeable about how these factors affect student performance.
- ◆ Student

* Indicates members of the team who must be present for the entire MDT and IEP.

The team considers all information from the testing including any special factors. Once determination of eligibility and need for service is made, the MDT forwards information to an IEP team.

B. Individualized Education Program (IEP) for Gifted Students

Membership of the IEP team should include those listed above and the student. When students have the opportunity to participate in the goal setting they will have more buy-in to the process and the goals.

1. Initial IEP

The IEP Team considers current classroom placement and determines whether or not the student’s need(s) can be met within general-education or if there is a need for specialized instruction. Modifications to the current curriculum are also considered. **It is strongly recommended that the student be included in the development of his/her IEP at ALL ages.**

Purpose of the IEP

The Individualized Education Program (IEP) is required by state law to assure that each gifted student has appropriate education services to meet his/her unique instructional needs. The IEP is:

- ◆ A communication vehicle.
- ◆ A commitment of resources.
- ◆ A management tool to ensure a free appropriate public education (FAPE).
- ◆ A compliance/monitoring document.
- ◆ A tool that is assessed to determine a student’s progress.

There are several legal and educational principles that underlie the development of an IEP. These include:

- ◆ The placement and the amount of service is based on the learner's unique needs.
- ◆ Consideration of the Least Restrictive Environment. **When dealing with gifted a shift in perspective is necessary.** There is a significant body of research that supports the view that gifted students need to be provided the opportunity to interact with their intellectual peers. The lack of this opportunity is a more restrictive placement.
- ◆ The opportunity to excel and be challenged should be addressed in the IEP.

Content of the IEP

The IEP must include the components listed below:

- A statement of the student's present level of educational performance:
 - should include measurable information.
 - should document parent concerns.
 - should cite all sources of data reported.
 - should include student's strengths and weaknesses.
- A statement of annual goals:
 - should be generated from the information documented under present levels of performance
 - will have condition, behavior, criteria, evaluation, and time frame defined.
 - should be reviewed as often as is agreed upon.
- A statement of the specific special education and related services to be provided:
 - should be based on learner's unique needs.
 - should not be based on program limitations.
- A statement of modifications needed:

Modifications for gifted students are on the IEP form and can be located at the end of each of the modification sections. Other modifications on that page may also be appropriate, such as;

 - students should not be penalized for time missed in general-education.
 - copies of modification(s) should be distributed to relevant general-education staff.
- The extent to which the student will participate in general-education programs:
 - based on information from present levels of performance.
 - should be individualized.
- The projected dates for the initiation and duration of services
- Prior notice is required and should include:
 - list of procedural safeguards (parent rights).
 - descriptions of actions proposed (accepted or refused) by the district.
 - an explanation of why the actions are proposed or why the district refuses to take an action proposed by the parent.
 - a description of each record, report, test, etc. used as a basis for the refusal any proposal.

Goals that will address the specific areas of identification as well as strengthen the areas of ability for these students have been identified by the following:

Remember:

Enrichment Goal – Strand is cited first, then the standard.

Academic Area Goal – Standard is cited first, then the appropriate strand.

GIFTED STUDENTS MAY HAVE THE FOLLOWING CHARACTERISTICS	PREMISE	GIFTED STRAND
I. Sensitivity and Perceptiveness Student is concerned with right and wrong. He/She is empathetic, and concerned with social issues.	The gifted student needs to develop a good understanding of his/her exceptionality (i.e. strength, weaknesses, and style of learning)	Self-Understanding-Self-Acceptance Preferred learning, behavioral and management styles. Sense of personal responsibility.
II. Leadership Student is assertive, likes to organize and structure to people and situations. He/She is dependable, influential, persuasive, and a risk taker.	The gifted student needs to develop the skill to facilitate and participate in human interaction in diverse situations.	Interpersonal Skills (i.e. group dynamics) Leadership, Conflict Resolution (i.e. negotiation, compromise) Cooperation and Teamwork, Presentation of Self.
III. Advanced Conceptualization Student has high cognitive and problem solving abilities including convergent and divergent thinking skills.	The gifted student needs to develop and use critical thinking.	Thinking Skills Critical thinking, Decision making, Problem Solving, Logic
IV. Creativity Student has a keen sense of humor, is inventive, and a risk taker. He/She is one who uses originality, divergent thinking.	The gifted student needs to develop his/her creative abilities as a necessary part of his/her human growth.	Creativity Problem solving, Creative Thinking, Abstract Expressiveness
V. Wide Range of Interests The student is curious and has a storehouse of information in varied areas.	The gifted student needs an expanded awareness of alternatives in order to develop areas of continued interest.	Interest Development Wide range of interest, Career Exploration, Arts Experience, Community/Global Awareness
VI. Communications The student uses a richness of elaboration and fluency in verbal and non-verbal areas. He/She needs the opportunity to communicate ideas.	The gifted student needs the stimulation resulting from the opportunity to evaluate, reinforce, and extend learning, thinking, and verbal communication skills and interaction with intellectual peers.	Communication Listening skills, Oral and written skills, Non-verbal communication skills, Discussion skills
VII. Independence The student has strong self-management skills, is goal oriented and requires minimal teacher direction.	The gifted student needs the opportunity to pursue a self-selected topic and/or area of career interest in an in-depth manner.	Skills of the Independent Learner Independent study skills, Evaluation skills, Accessing community, Mentorship/Internship
VIII. Advanced Knowledge Student has quick mastery and recall of information and needs little teacher explanation of routine tasks.	The gifted student needs to make progress in learning commensurate with his/her ability in a variety of subject areas.	Achievement Accessing appropriate alternative educational opportunities

2. Annual Review with Progress Toward Goals (PTG)

The Annual Review is usually completed with input from parents, the student, general-education teachers and teachers of the gifted and serves to review progress and determine any changes needed in goals and objectives for the following year. At the high school level, this would include a review of the Next Step Plan to determine if any changes need to be made.

An important part of the annual review is the documentation of progress gathered throughout the school year. It is expected that students in special-education programs, of which gifted is a part, receive not only a general-education report card, but also a written progress report as required by IDEA (goal page updates). In APS, these reports should be developed at least as often as report cards are issued to general-education students.

The PTG specifically addresses the student's goals in the gifted services. It provides information on how close the student is to reaching his/her goals. The IEP form allows for teachers to briefly describe how the student is progressing on the goals that have been identified. It is always appropriate to include more explicit information if it would be beneficial. Examples for teachers to use as a guide are in the appendices. (See Section VI)

3. **Progression IEP:** This type of IEP takes place when a student progresses from elementary to middle school and from middle to high school. It is important to consider program differences between the school levels and what is appropriate for the student. A four-year plan is developed when a student moves from middle to high school. The purpose of this plan is to assist students in reaching career or post-secondary educational goals. The sending and receiving teachers from each school should be present.

C. Placement in the Least Restrictive Environment (LRE)

Understanding and Making the Placement Decision

What is Placement?

It is not the physical location of the special education services. Rather, it is the set of services **and** the type of environment, or the spot on the continuum of services, in which those services are delivered.

Who Makes the Placement Decision?

The student's IEP team is the group who makes the decision. This requires an **individualized** inquiry into the student's unique educational and related services needs.

When is the Placement Decision Made?

It is the last of a series of decisions made at the IEP meeting. It is made after goals and instructional modifications are developed. The decision is based on those IEP elements.

What is the LRE with Respect to Making Placement Decisions for Gifted?

- . To the maximum extent that it is beneficial to the student, he/she will be educated in the general-education classroom.
- . **Research has shown the need for students who have been identified as gifted to have the opportunity to interact with their intellectual peers.**

- Unless the student's IEP needs require some other kind of arrangement, the student attends the same school he or she would attend if not eligible for special education services.

The Continuum of Alternative Placements for Gifted

State and federal regulations require that public agencies make the continuum of alternative placements available as needed in order to meet the needs of the individual student with an exceptionality.

- ◆ Least Service/Intervention
 - ◆ General-education with weekly or daily consultation from a special education provider
 - ◆ General-education with special education services and supports included in that setting which are aligned with the general curriculum (utilizing such strategies as flexible groupings)
 - ◆ General-education with special education services provided for part of the day in a resource room or a special education classroom
 - ◆ Half to full day special education classroom
- ◆ Most Service/Intervention

The Decision : See section VII for program considerations.

When making the placement decision as an **individualized** inquiry, the IEP team should follow these steps.

- First, determine through the IEP process the student's educational needs. **Determine what constitutes appropriate services for the student, not where it will be provided or what pre-existing "program" fits best. The services that are needed for the student then constitute his/her "program."**
 - Next, review the continuum of placement options in sequence from least restrictive to most restrictive. Look at how each option currently exists, as well as how it might also be modified.
 - Now start the decision-making process by examining general-education classroom placement as the first option. Have a serious and thoughtful discussion about the three factors below.
1. Consider whether the student can be educated satisfactorily in the general-education classroom with one or more of the following:
 - supplementary aids and supports.
 - program and/or curriculum modifications.
 - provision of an itinerant special-education provider.
 - the development and implementation of FBAs and BIPs designed to identify and meet the daily behavioral challenges presented by the student in the general-education classroom.
 2. Compare the benefits provided in the general-education classroom and those provided in a special education classroom or segregated setting.
 - Compare social and communication skills, as well as academic benefits.
 - Compare the relative benefits to the student.
 3. Consider the potentially beneficial or harmful effects that a general-education class placement may have on the student with an exceptionality on the other students in the class.

Consider each of the three factors above equally.

Keep in mind the placement decision cannot be *solely* based on:

- Category and severity of the exceptionality.
- Language and communication needs.
- Needed modifications to the curriculum.
- Configuration of the school's delivery system.
- Availability of space or educational services.
- Administrative convenience.

If the team agrees that the student should receive part or all of the special-education services outside of the general-education classroom, then the IEP must also provide opportunities for participation in general-education programs in academic, nonacademic, or extracurricular activities, **as appropriate**.

If the team agrees that the student's IEP cannot be satisfactorily implemented in the general-education classroom with the provision of supplementary services and supports, then the team can consider a more restrictive placement **keeping in mind that the general-education classroom is not the LRE for that student at that time. A full time general-education setting is not usually considered the LRE for gifted students.**

Finally, clearly articulate on the IEP document the placement decision and the justification for it based on the considerations in this section.

D. Addendum

Addendums may be used to indicate that a student has completed a goal and another will be added to the IEP or to change the placement of where the student will receive the services. They may NOT be used when the service level of the student will be changed. Appropriate signature must be obtained.

E. Gifted Exit/Entry Process

EXIT

When a gifted student or parent of gifted student indicates services are not desired, with the possibility of returning to the gifted program at a later date, the following exit process should be followed.

- Completion of a re-evaluation tracking form.
- Notification of completion of re-evaluation mailed.
- MDT held or parents refuse service (indicate student is not in need of specialized instruction).
- MDT is entered on School Max.

RE-ENTRY

When a gifted student or parent of a gifted student indicates that gifted services are once again desired, the process for re-entry is as follows.

- Student/parent indicates desire to receive services.
- If evaluation* is current:
 - an initial referral cover sheet is completed.

- letter of notification is completed and sent home.
- MDT/IEP held (MDT should reflect that gifted criteria were previously met, and that student is “re-entering” program).
- Data is entered on School Max.
- If evaluation* is not current:
 - An initial referral cover sheet is completed.
 - Letter of notification is completed and sent home, along with gifted case history.
 - Previous evaluation is reviewed.
 - Performance based re-evaluation report is written, that includes any current teacher information available.
 - MDT/IEP is held.
 - Data is entered on School Max.
 - New three year re-evaluation cycle is started.

Note: The re-entry process described is based on the assumption that the student was appropriately exited from special education (see exit process).

* Evaluation may be either a complete diagnostic assessment or a performance-based re-evaluation.

F. Exceptions for Gifted Services

New Mexico gives gifted children the same rights and protections as children with disabilities except in these three areas. (6.31.2.12 F NMAC)

- Discipline (Suspension/Expulsion), general-education regulations apply.
- Services to 3 to 5 year olds, students may be considered for gifted services upon entering kindergarten.
- Transition plans do not have to be completed for students receiving only gifted services. The students will follow the process for general-education students and complete the Next-Step plan.

The three core concepts of IDEA-2007 for exceptional children in New Mexico state that:

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



SECTION VII

SERVICE LEVEL AND PLACEMENT CONSIDERATIONS

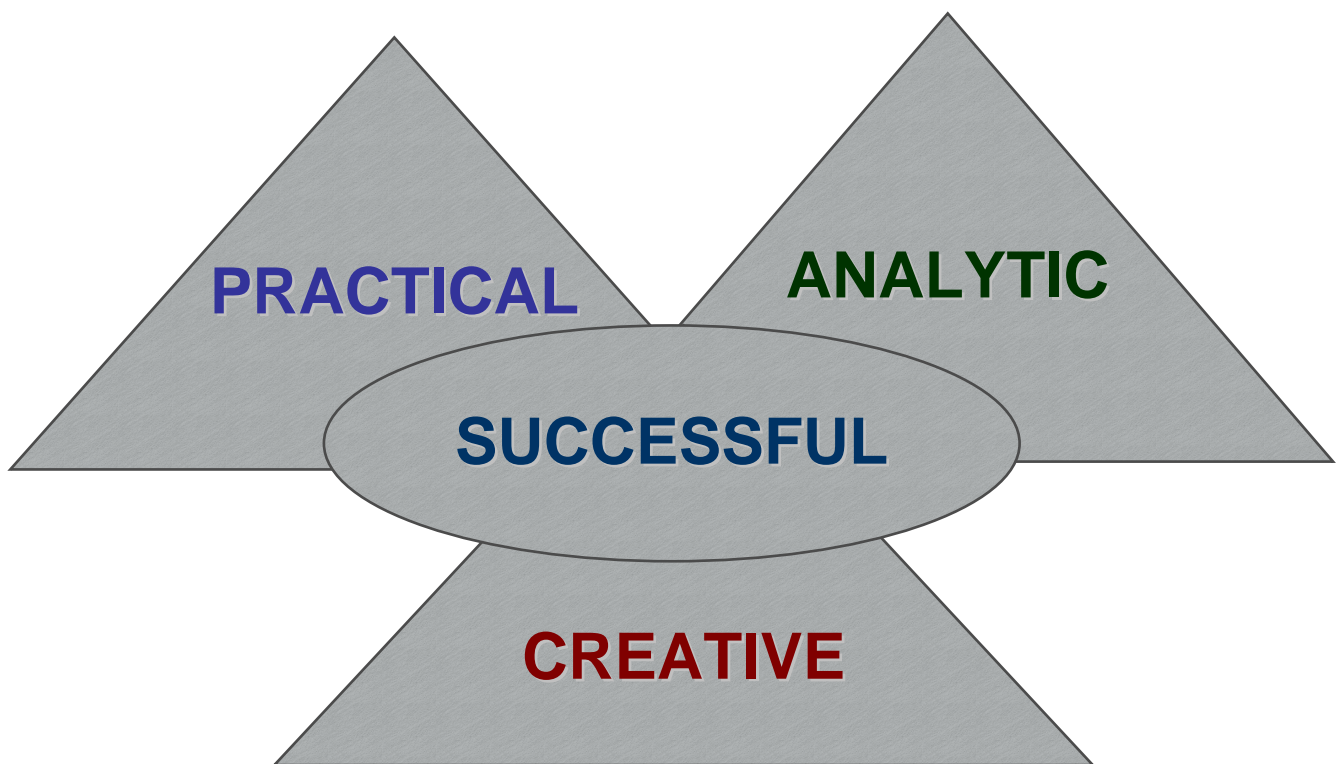
The principle goal of education is to create men who are capable of doing new things, not simply of repeating what other generations have done -- men who are creative, inventive and discoverers.

Jean Piaget

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

All students receiving gifted service should receive services that will increase their ability to think critically and creatively. The convergence of the practical abilities, analytical abilities, and creativity will ensure the student’s ability to be successful.

Successful Intelligence: Sternberg



A. GIFTED SERVICE DESIGN

1. Description

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

Development of coherent services for the gifted requires careful planning, development, and implementation and should be differentiated according to the nature of giftedness, family, community environments, and the age of the child. Opportunities to match needs of students to levels of services, such as cluster group options, special pull-out class, homogeneous class, magnet school, mentorship, dual enrollment, and so forth, will maximize learning for each individual student.

2. Benefits

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

- Congruence between gifted learners' needs and learning environment provide opportunity for development in cognitive, psychosocial and physical areas.
- Fewer incorrect perceptions that student is behavior disordered, socially inappropriate, or immature.
- There are chronological and intellectual peer groups to support continuing development.
- Gifted learners maintain high levels of interest in learning, motivation, and task persistence.
- Levels of services are matched to the needs of gifted learners and provide a full continuum of options.
- School services are available to, and are designed specifically for, the identified needs of the population, including age and developmental appropriateness.
- Services for gifted students cross all formats for differentiated options (e.g., consulting teacher, resource room, special class, or school) and are not limited to a sole service design.
- Services are relevant to the identified needs of the gifted learners and are evaluated as such.
- Services address student needs in all types of giftedness including general academic, specific academic, creativity and leadership.

3. What is Needed to Provide Quality Instruction for Students with Giftedness

Educators need to believe that students with giftedness should be challenged in every classroom every day. There must be support to develop all teachers' understanding of gifted education practices. The education of the gifted child should be a shared responsibility of the specialist, classroom teacher, other building staff and the parents. Finally the system must overcome the barriers of time, materials and how-to in educating a gifted student. Strategies for gifted students must include:

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

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

- Curriculum and instruction that fit each student.
- Students having choice in what and how they learn.

- Students taking part in setting IEP goals.
- Classrooms that connect with the experiences and interests of the individual.

4. Gifted students should be placed in a cluster group instead of being assigned evenly to all classes.

When teachers try to meet the diverse learning needs of all students, it becomes extremely difficult to provide adequately for everyone. Often, the highest ability students are expected to "make it on their own." When a teacher has several gifted students, taking the time to make appropriate provisions for them seems more realistic. Furthermore, gifted students can better understand and accept their learning differences if there are others just like them in the class. Gifted students will actually remain more humble when they have consistent academic competition. Finally, scheduling out-of-class activities is easier when the resource teacher for gifted has only one cluster teacher's schedule per grade level with which to coordinate.

5. Twice-Exceptional Students (those who are gifted and have a disability)

These students must be on the caseload (sponsor list) of a teacher who is endorsed in special education. Best practice indicates that the twice-exceptional students should be assigned to the teacher of the gifted if the teacher also has his/her special education endorsement. The student should receive gifted services even if the student is not on the teacher of the gifted caseload.

General-education Classroom Modifications for Gifted Students and for Gifted Students with Disabilities are in the Appendices. (See Section VII)

Other considerations for students with disabilities follow this section.

6. Class Sizes for Gifted Students

Gifted students should be given the opportunity to interact and speak in an appropriately sized group. Best practice indicates that groups of no more than 8 to 10 students are recommended for students in elementary schools and groups of 10 to 12 are ideal for middle and high school students. Fewer students in these groups does not give them the interaction that they need, and in larger groups they do not all have the opportunity to develop their skills.

7. Calculating sponsor list and general-education teaching responsibilities.

The FTE for a teacher of the gifted is determined by the service level of the students on their sponsor teacher list. Students who are receiving services for more than 10% of their school day, a teacher would have a maximum of 24 students. This constitutes a full FTE and no other teaching duties should be assigned. The guide for determining what constitutes a full caseload is on the page following or can be accessed on the PED website at:

<http://www.ped.state.nm.us/seo/guide/stars.guide.maximums.pdf>

How to Figure Caseload Maximums

For teachers with position codes:

94 regular education teacher of gifted

95 related service caseload teacher

96 preschool teacher

97 special education teacher

each "A or minimum" level student $1/35$ or .029 FTE

(receives sp ed service 10% or less of the day = level 1 on STAR)

each "A or minimum" related service student $1/60$ or .017 FTE

(must be under staff at code 95)

each "B or moderate" level student $1/24$ or .042 FTE

(receives sp ed service less than half of the day = level 2 on STARS)

each "B or moderate" related service student $1/35$ or .029 FTE

(must be under staff at code 95)

each "C or extensive" level student $1/15$ or .067 FTE

(receives sp ed service half a day or more = level 3 on STARS)

each "D or maximum" level student $1/8$ or .125 FTE

(receives sp ed service all day or approaching a full day = level 4 on STARS)

The FTE generated by the students cannot exceed the FTE for their caseload teacher unless a waiver is granted. These caseload waivers are granted by the State Superintendent of Public Instruction on a case-by-case basis.

Last Updated June 2006

If the sponsor list is not a full FTE, and the teacher may be expected to assume some general-education duties, a guide for determining the number of general-education students they can support can be calculated. The PED guide for calculating this kind of FTE follows or can be found at <http://www.ped.state.nm.us/seo/guide/class.size.pdf>. In addition to looking at the number of students the teacher can serve, it should be taken into account that the FTE for gifted should be a percentage of the school day. An FTE of .5 should have at least $1/2$ of their day spent with students who are gifted or on sponsor teacher activities.



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DR. VERONICA C. GARCÍA
SECRETARY OF EDUCATION

BILL RICHARDSON
Governor

February 5, 2004

Memorandum

TO: Special Education Directors

FROM: Sam Howarth

State Director of Special Education

RE: FTE/Class Size Guidelines for Teachers Who Are Certified in Special Education and General Education

We are frequently asked how to determine the number of general education students a special education teacher can be expected to teach if that teacher is also carrying a special education caseload. This question also applies to general education teachers who carry a gifted caseload.

- Start with the full time equivalency (FTE) for the teacher.
- Compute the special education caseload in the usual way to determine the part of the FTE that is attributed to special education.
- Subtract the special education FTE from the total FTE.
- The remaining FTE is the general education FTE.
- Multiply the general education FTE times the class size for that grade to determine the number of general education students that teacher can support.

Example 1

Mr. Jones is a full time teacher of a fourth grade inclusion class and he is certified to teach both special and general education. He is assigned two D-level students. How many general education students can he support?

$$2 \text{ D-level students} = 2/8 = 0.25$$

$$1.00 - 0.25 = 0.75$$

$$0.75 \times 24 = \mathbf{18 \text{ students}}$$

Example 2

Ms. Garcia is a full time teacher of a kindergarten inclusion class and she is certified to teach both special and general education. She is assigned four D-level students, two in the morning session and two in the afternoon session. How many general education students can she support without an aide?

$$4 \text{ D-level students} = 4/8 = 0.5$$

$$1.00 - 0.5 = 0.5$$

$$0.5 \times 30 = \mathbf{15 \text{ students, 7 in one session and 8 in the other session}}$$

Example 3

Ms. Steinberg is a full time teacher of high school English and he is certified to teach both special and general education. He is assigned two C-level students and five B-level students who require support in English. How many general education students can he support?

$$2 \text{ C-level students} = 2/15 = 0.13$$

$$5 \text{ B-level students} = 5/24 = 0.21$$

$$1.00 - 0.34 = 0.66$$

$$0.66 \times 150 = \mathbf{100 \text{ students (with no class going over 30 students)}}$$

Example 4

Mr. Martinez is a full time certified teacher of high school science. He is assigned 20 A-level gifted students. How many general education students can he support?

$$20 \text{ A-level students} = 20/35 = 0.57$$

$$1.00 - 0.57 = 0.43$$

$$0.43 \times 160 = \mathbf{69 \text{ students}}$$

B. SERVICE LEVEL/PLACEMENT DECISION

Maximum or Extensive Service Levels (more than 50% of the school day to approaching full day)

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

Moderate Service Level (10% to 49% of the school day)

The majority of gifted services in New Mexico have been offered primarily through a pullout model. Many gifted services have relied on providing enrichment not necessarily related to the general-education curriculum. This may seem to be the most appropriate service model to meet the student's current needs, but there may be problems in looking at this as the primary model. Those difficulties may include fragmentation of instruction and exclusion from other classroom activities.

REMINDER: Services must be driven by the identified needs of the student and services under this model may include collaboration with general education to insure appropriate progress in the core curriculum.

“More recent research on pull-out programs suggests that teachers of pull-out programs are more extensively trained than are homogeneous classroom teachers, have more access to differentiated materials, and come to the program “excited” rather than burdened by daily responsibilities for differentiation (Campbell, 1993). Affectively, students in pull-out programs are more positive about school, have more positive perceptions of giftedness, and are more positive about their program of study at school than are gifted students not participating in pull-out programs (Delcourt et al., 1994, Kulik & Kulik, 1992, Lim, 1994; Shields, 2002, Zeidner & Schleyer, 1999)” Gifted Child Quarterly, Vol. 51, No. 4.

Minimum Service Level (Less than 10% of the school day)

How General-education/Gifted Teachers Can Provide Differentiation for Gifted Students

Services should rely on the use of approaches that can motivate gifted students to become enthusiastic learners. The following strategies may assist in bringing about this change:

- ◆ **Compacting the curriculum:** The most important needs of gifted students are to have regular opportunities to demonstrate what they already know, to receive full credit for content they have already mastered, and to spend their own learning time on challenging activities that accelerate and enrich the regular curriculum (Reis, Burns & Renzuilli, 1992). Compacting the curriculum can answer these needs.
- ◆ **Designing alternative learning experiences:** The teacher would need to provide alternative learning opportunities through differentiation of the content, process, products, learning environment and/or assessment.

- ◆ ***Allowing for differentiated pacing:*** For a curriculum that cannot be assessed beforehand the gifted students should be allowed to work at their own pace to learn the required concepts and spend more time on developing an expertise on a related topic of their choice.
- ◆ ***Agreeing on expectations:*** Teachers and students work together to set up standards for evaluating productivity, behavior and differentiated products and then agree on the standards in writing.

The following chart addresses the needs of the twice-exceptional students. For many of these students a set of services that approaches a full day may be the most appropriate “program”.

Possible Indicators to Consider when Making Program/Service Decisions for Gifted Students with Disabilities

<i>Supported Inclusion</i>	<i>Blended Services (GT = Sp. Ed.)</i>	<i>Program for GT Students with "Factors"</i>	<i>Self-Contained Program for GT with Disabilities</i>
Required Indicator:	Required Indicator:	Required Indicator:	Required Indicator:
Meets NM Gifted Criteria for Gifted with Factors	Meets NM Gifted Criteria for Gifted with Factors	Meets NM Gifted Criteria for Gifted with Factors	Meets NM Gifted Criteria for Gifted with Factors
Has an identified disability according to NM criteria	Has an identified disability according to NM criteria	Has an identified disability according to NM criteria	Has an identified disability according to NM criteria
Possible Indicators:	Possible Indicators:	Possible Indicators:	Possible Indicators:
IEP indicates that few modifications may be needed	IEP indicates that few modifications are needed	IEP indicates a need for a moderate level of modifications	IEP indicates a need for extensive modifications
School performance average in most subjects areas	School performance below average in at least 1 subject area	School performance below average in 2 or more subject areas	School performance below average in 3 or more subject areas
May be 1 grade level or below in some academic area based on formalized assessment	1 grade level or below in some academic area based on formalized assessment	1 to 2 grade levels below in one or more academic area(s) based on formalized assessment	At least 2 grade levels below in one or more academic areas based on formalized assessment
May need additional support services (e.g., SLP, OT)	May need additional support services (e.g., SLP, OT)	May need additional support services (e.g., SLP, OT)	May need additional support services (e.g., SLP, OT)
No serious attention problems or problems with distractibility	No attention problems or problems with distractibility	May have mild to moderate attention problems or problems with distractibility	May have severe attention/distractibility problems
Organizational skills are average to above average	Organizational skills are average or mild problems only	May have mild to moderate organizational problems	Moderate to severe organizational problems
Self esteem is average or above	Self esteem is average or above	Mild to moderately low self esteem	Very low self esteem
Social skills adequate	Social skills adequate	Mild to moderate social skills problems	Poor social skills
Few if any behavioral problems	Few if any behavioral problems	Mild behavioral problems	Internalizing behavioral problems (e.g., depression)
	Indications that intense short term special education interventions would be beneficial		May have more than one disability (e.g., LD & other health impaired)
			Extreme scatter on IQ subtest scores
Albuquerque Public School Gifted	Task Force 2001-2002		Fine/gross motor problems

C. APS Guidelines for a Continuum of Appropriate Gifted Services in Middle School

Each student should have appropriate options based on their areas of eligibility and current areas of need.

Gifted Science

- 1) The student demonstrates an interest and enjoyment of science;
- 2) The teacher rates the student on the SRBCSS for Science– rating 80% or better; and
- 3) Proficient or better scores in Reading, Math, and Science.*

Proficiency can be documented using either of the following tests:

NMSBA – proficient or advanced

A2L – proficient or advanced (math and reading)

*Students who are LD and Gifted must score in the proficient or advanced range on two out of the three content areas.

Gifted Language Arts/Literature

Eligibility – from gifted testing (Woodcock-Johnson) - no further evidence is needed

OR

Desire and Proficient or better scores on:

NMSBA – Reading and Writing;

A2L – Reading; or

NM Writing Assessment (4th grade).

Gifted Math.

Eligibility – from gifted testing (Woodcock-Johnson) - no further evidence is needed

OR

Desire and Proficient or better scores on:

NMSBA or

A2L

Best Practices in the Continuum also Include Opportunities in:

Gifted Social Studies

Appropriate for all gifted students. The gifted strands can be easily incorporated into the curriculum.

Gifted Seminar

Appropriate for all gifted students. The class is centered around a skill set and the gifted strands can be easily incorporated.

D. DEFINITION OF TERMS – SERVICE MODELS/STRATEGIES

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

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

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

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

Pull-Out Groups: Within and Across Grades by Targeted Ability and Interest Areas
Students are “pulled-out” of the general-education classroom and a trained specialist facilitates instruction and special studies based on ability and interests of groups of students.

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

Advanced Placement: The Advanced Placement (AP) gives students an opportunity to take college-level courses and exams while still in high school

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

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

Special Enrichment Options: Outside of the School-Saturday and Summer Programs, Great Books, Young Writers, Future Problem Solving, History Day, Academic Decathlon, Thinking Cap Quiz Bowl, Odyssey of the Mind, Continental Math League, Math Counts, Stock Market Simulation Game, Knowledge Master Open, and Science Olympiad are some examples of special enrichment activities available.

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

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

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

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

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

Acceleration Scale is available at the Gifted Resource Center in APS and provides a framework for determining what needs to be considered in making a grade skipping decision.

Concurrent Enrollment/Dual Enrollment: Student's may take classes at the colleges/universities in the community before graduation. If they are taken through concurrent enrollment at an institution that has an agreement with the school district, the cost of tuition and books will be assumed by the district.



SECTION VIII

RE-EVALUATION PROCESS

Evaluation is a process, not an event.....

Unknown

The Public Education Department regulations require that a student in special education be re-evaluated every three years. Although formal testing may be requested by the IEP team as part of a gifted student's re-evaluation, the portfolio is most commonly used as the re-evaluation method.

The following pages provide resources to teachers for documenting portfolio progress and other indicators of continued need for gifted services.

A. CRITICAL ELEMENTS OF PORTFOLIOS

- A variety of student work demonstrating performance beyond factual knowledge of included.
- Dates on each item become important, showing progress over time.
- Students are allowed to select examples of their work for the portfolio.
- Students become active participants in assessment; portfolios facilitate student self evaluation.
- Consideration of different learning styles making assessment less culturally dependent and less biased is reflected.
- A portfolio is a permanent and long-term record of a student's progress reflecting the life-long nature of learning.

Portfolios might contain:

- Video, audio and computer-generated examples of student work.
- Copies of awards or prizes.
- Pictures and dictated reports from younger students.
- Written descriptions of the results of investigations.
- Descriptions and diagrams of problem solving processes.
- Samples of short stories, poetry, lyrics or personal narratives.
- Group reports and photographs of student project.
- Book reports; lists of books read.
- Responses to open-minded questions.

CHARACTERISTICS OF GIFTED STUDENTS

Documentation for Reevaluation Portfolio

Characteristics	Education Goals	Forms of Documentation
<p>Sensitivity/Perceptiveness Student is concerned with right and wrong. He/she is empathetic, interested in social programs, and is responsive to subtleties of music, literature, art and drama.</p>	<p>Self Understanding The student will comprehend giftedness as it pertains to his/her unique abilities.</p>	<p>Documentation Counselor and teacher reports, parent reports, self-concept scales.</p>
<p>Leadership Student is assertive, likes to organize and bring structure to people and situations. He/she is dependable, influential, persuasive, and a risk taker.</p>	<p>Interpersonal Skills The student will use appropriate interpersonal skills to organize and/or work effectively with a group.</p>	<p>Documentation Sociograms, peer ratings, teacher and student observations, copies of awards or prizes, copies of letters from mentors.</p>
<p>Advanced Conceptualization Student has a keen sense of humor, is inventive and a risk taker. He/she is one who uses originality, divergent thinking and imagination.</p>	<p>Thinking Skills The student will use various creative processes to generate ideas and to solve problems.</p>	<p>Documentation Pupil products, teacher rating scales, evaluation of discussion skills, samples of writing, videos, audio productions, and computer generated examples of work.</p>
<p>Wide Range of Interests The student is curious and has a storehouse of information in varied areas.</p>	<p>Interest Development The student will use creative processes to generate ideas and to solve problems.</p>	<p>Documentation Copies of learning logs, teacher anecdotes and ratings, interest surveys, case study information. Copies of awards, prizes, and long range projects.</p>
<p>Effective Communication Skills The student uses a richness of expression which includes elaboration, fluency, and elegance in verbal and non-verbal areas. He/she seeks the opportunity to communicate ideas.</p>	<p>Communication The student will develop verbal and non-verbal skills in order to effectively express ideas and feelings.</p>	<p>Documentation Pupil products, teacher rating scales, evaluation of discussion skills, samples of writing, videos, audio productions, and computer generated examples of work.</p>

DOCUMENTATION OF STUDENT PRODUCTS

Student Name: _____ D# _____

Completed by: _____ Date _____

Gifted Characteristics Sensitivity/Perceptiveness, Leadership, Advanced Conceptualization, Creativity, Wide Range of Interests, Communications, Independence, Advanced Knowledge, etc.	Evidence of Gifted Characteristic How student demonstrated the selected characteristic.	Forms of Documentation Rating Scales, Reports, Videos, Report Cards, Journal Entries, Teacher Anecdotes, Awards, Prizes, Computer Generated Work, Interest Surveys, Etc.

B. AUTHENTIC ASSESSMENTS

Additional Forms of Documentation of Gifted for Possible Inclusion in Portfolio

Student selection and presentation at the MDT might include:

Assessments

- Teacher Observation.
- Self-Esteem Inventory.
- Attitude Survey.
- Criterion-Referenced Tests.
- Subjective Tests.
- Parent Surveys.
- Samples of Outstanding Work.
- Written Teacher Reports.
- Self-Assessment.
- Student Surveys.

Products/Research Projects

- Research Projects.
- Writing Samples.
- Journals.
- Learning Logs.
- Photographs of Work.
- Group Projects.
- Long-Term Projects.
- Inventions.

Competitions/Oral Presentations

- Debates.
- Mock Trials.
- Simulations.
- Role Play.

Community Service



SECTION IX

PARTNERING WITH PARENTS

*Justice is not achieved by
equality of treatment, but by
equality of opportunity.
Roepers Volume 17 No. 4*

PARENT INVOLVEMENT

Parents are a great source of information and insight into their children's physical, emotional and academic strengths and needs. Children who are gifted challenge their parents in many ways. Parents, in turn, advocate for effective services for their children.

Below are some recommendations that will facilitate good parent partnerships with your classroom and school.

- Send home a letter of introduction and include some broad curricular areas you will be addressing.
- Encourage parents to attend open house, visit the classroom when they want, share special abilities and talents they have with the students, etc.
- Contact each student's parents at least once a month through a newsletter, phone call and/or personal note praising something their child has done well.
- For all long term student projects, you should:
 - Send home a description of the project.
 - Include steps along the way and their deadlines (i.e. research cards, copies of articles, interviews, outline, draft, final draft etc).
 - Develop a rubric that clearly lets both students and parents know what is expected for an A, B, or C.
 - Make clear if there are expectations for work at home or other requirements (materials, trip to museum or library, etc) that the parents will have facilitate.
 - Provide ongoing feedback as students complete steps toward the final project and evaluation/grade information. (You can make this part of the students' responsibilities, but let parents know timelines.)

Good parent involvement includes a continuum of parent involvement opportunities. All parents want information on their child. Some would like to be involved in special events, field trips, parent conference, etc while others would like to be involved on a school level through PTA, classroom volunteer, school governance council and the like. The important thing to remember is that parents are partners with their children in developing the skills of lifelong learning.

Parents are part of the IEP process - review the IEP section (See Section VI)

Ongoing contacts and reports to parents

- Parent conferences**
- Communication – newsletter – create your own or let your parents know where to find the gifted news on the internet**
- Provide your email if possible**

The next page has a form to give to parents with contact information and websites of interest.

CONTACT INFORMATION FOR PARENTS

Teacher's Name _____

Teacher Email _____

School Name _____

School Phone Number _____

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

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

Parents Reaching Out (PRO) www.parentsreachingout.com

Albuquerque Public Schools (APS) www.aps.edu/specialed/gifted

Parent Rights/Responsibilities <http://www.ped.state.nm.us/seo/parents/index.htm>

Public Education Department (PED)

<http://www.ped.state.nm.us/Humanities/Gifted/index.html>

APPENDICES

Section I

NEW MEXICO STATUTE for Gifted (<http://www.conwaygreene.com/nmsu/lpext.dll?f=templates&fn=main-h.htm&2.0>)

22-13-6.1. Gifted children; determination.

A. The department shall adopt standards pertaining to the determination of who is a gifted child and shall publish those standards as part of the educational standards for New Mexico schools.

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

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

D. In determining whether a child is gifted, the multi-disciplinary team shall consider diagnostic or other evidence of the child's:

- (1) creativity or divergent-thinking ability;
- (2) critical-thinking or problem-solving ability;
- (3) intelligence; and
- (4) achievement.

Public Education Department Rules

TITLE 6 PRIMARY AND SECONDARY EDUCATION CHAPTER 31 SPECIAL EDUCATION PART 2 CHILDREN WITH DISABILITIES/GIFTED CHILDREN

6.31.2.1 ISSUING AGENCY: Public Education Department
[6.31.2.1 NMAC - Rp 6 NMAC 5.2.1, 8/14/2000; A, 8/31/2004]

6.31.2.2 SCOPE: The requirements of these rules are binding on each New Mexico public agency that has direct or delegated authority to provide special education and related services, regardless of whether that agency is receiving funds under the Individuals with Disabilities Education Act (IDEA) and regardless of whether it provides special education and related services directly, by contract or through other arrangements such as referrals by the agency to private schools or facilities. Each public agency is responsible for ensuring that all rights and protections under these rules are afforded to children referred to or placed in private schools or facilities by that public agency.
[6.31.2.2 NMAC - Rp 6 NMAC 5.2.2, 8/14/2000]

6.31.2.3 STATUTORY AUTHORITY: Section 22-13-5 NMSA 1978 authorizes the state board to develop and establish regulations and standards for the conduct of special education in the schools and classes of the public school system in the state and in all institutions wholly or partially supported by the state and to monitor and enforce those regulations and standards. Section 22-13-6.1 NMSA 1978 authorizes the state board to adopt standards pertaining to the determination of who is a gifted child as part of the educational standards for New Mexico schools. Section 22-2-2Y NMSA 1978 directs the state board to participate in the federal funding program under Public Law 94-142, now the Individuals with Disabilities Education Act (IDEA). The IDEA at 20 USC 1412(a)(11) requires the state educational agency in each participating state to ensure that the requirements of the IDEA and state educational standards are met in all educational programs administered by any state or local educational agency for children with disabilities aged 3 through 21.

Sections 4-11 have been omitted for this document. The full Public Education Department (PED) rules for special education (disability and gifted students) can be found at <http://www.nmcpr.state.nm.us/nmac/part.s/title06/06.031.0002.htm>.

6.31.2.12 EDUCATIONAL SERVICES FOR GIFTED CHILDREN:

A. Gifted child defined. As used in this section 6.31.2.12 NMAC, “Gifted child” means a school-age person as defined in Sec. 22-1-2(O) NMSA 1978 whose intellectual ability paired with subject matter aptitude/achievement, creativity/divergent thinking, or problem-solving/critical thinking meets the eligibility criteria in this Section 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 Subparagraph (b) of Paragraph (2) of Subsection B 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 Subparagraph (b) of Paragraph (2) of Subsection B 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 Subparagraph (b) of 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 (PED) to utilize an alternative protocol for all students. Eligibility of a student will then be determined by a properly administered and collected, PED-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; and

(b) the requirements of 34 CFR Secs. 300.519-300.528, 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.

(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 PED-approved gifted programs for those students who meet the established criteria.

G. Advisory committees

(1) Establishment and membership. Pursuant to Subsection C of Section 22-13-6.1 NMSA 1978, each school offering a gifted education program shall create an advisory committee of parents, community members, students and school staff members. The membership of each advisory committee shall reflect the cultural diversity of that school's enrollment. Formal documentation of committee membership, activities and recommendations shall be maintained.

(2) 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; and

(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.

[6.31.2.12 NMAC - Rp 6 NMAC 5.2.14, 8/14/2000; A, 7/29/2005]

HISTORY OF 6.31.2 NMAC:

Pre-NMAC History:

Material in this Part was derived from that previously filed with the commission of public records - state records center and archives:

SBE Regulation 85-4, Educational Standards for New Mexico Schools Basic, Special Education, Vocational Programs, 10/21/85

SBE Regulation 86-7, Educational Standards for New Mexico Schools, 9/2/86

SBE Regulation 87-8, Educational Standards For New Mexico Schools, 2/2/88

SBE Regulation 88-9, Educational Standards For New Mexico Schools, 10/28/88

SBE Regulation 89-8, Educational Standards For New Mexico Schools, 11/22/89

SBE Regulation 90-2, Educational Standards For New Mexico Schools, 9/7/90

History of Repealed Material:

6 NMAC 5.2, Primary and Secondary Education, Special Education, Children with Disabilities/Gifted Children -- Repealed, 8/14/2000

Section II

Traits
Aptitudes
Behaviors

Referral Form
Schoolwide Child Find

Worksheet for observing a student's exhibition of the core attributes of giftedness

Developed by
Dr. Mary M. Frasier and Associates
University of Georgia
Adapted for New Mexico by
Geoffrey Moon

Date: _____ Grade or Subject: _____
Name: _____ Student Number: _____
Birthdate: _____ Gender: _____ School: _____
Observer: _____ Relationship to student: _____

PURPOSE: This rating system facilitates classroom teachers' observation and reporting on traits, aptitudes, and behaviors that are present in gifted persons of all cultures. Teachers should use one of these forms to refer each student they think should be further assessed during stage 1 of FTAP school-wide child find for gifted.

INSTRUCTIONS: Observe students that you placed in quadrants I or II of FTAP-201 for at least two weeks. Begin one of these forms for each observed student. Fill out demographic information, above. Read the definitions and examples for each of the ten TABS. Reflect on the student's exhibition of each TAB and report on it according to the directions at the top of each page. Add comments as necessary. Return the completed form to your school's records clerk.

OBSERVATIONAL SUMMARY:

- The student's exhibition of the core attributes was so strong that I recommend him/her for further assessment without reservation.
- The student's exhibition of the core attributes was exceptional, but not overwhelming. The student may be gifted. I recommend further assessment.
- The student's exhibition of the core attributes was not conclusive enough to warrant a recommendation for further assessment at this time. I feel that enough examples of gifted attributes were present to require further observation before a final recommendation is made.
- While this student exhibited some core attributes of giftedness, they were not strong enough to warrant further observation at this time.

Directions: Use the boxes below the definitions and descriptions of the basic traits, aptitudes and behaviors associated with the giftedness construct to record examples of TAB's displayed by the student. Use the scale in the bottom of each box to summarize your evaluation. Remember that 10 - 9 = (almost always, 86% to 100% of the time), 8 - 7 = (generally, 66 to 85% of the time), 6 - 5 = (frequently, 36 to 65% of the time), 4 - 3 = (sometimes, 16 to 35% of the time), 2 - 1 (rarely, 0 to 15% of the time).

<p>Motivation: desire to learn</p> <ul style="list-style-type: none"> • Demonstrates persistence in pursuing and completing self-selected tasks (school or non-school activities). • Expresses enthusiasm about learning • Aspires to be somebody or something 	<p>Interest: intentness, passion, concern, or curiosity about something</p> <ul style="list-style-type: none"> • Demonstrates unusual or advanced interest in a topic or activity • Self-starts • Pursues an activity unceasingly 	<p>Communication: highly expressive and effective in use of words, numbers and/or symbols</p> <ul style="list-style-type: none"> • Demonstrates unusual ability to communicate in one or more ways (verbally, physically, artistically, symbolically) • Uses particularly apt examples, illustrations, or elaborations 	<p>Problem solving ability: effective, inventive strategies used to recognize and solve problems</p> <ul style="list-style-type: none"> • Demonstrates unusual ability to devise or adapt as systematic strategy for solving problems • Changes strategies when the employed strategy is ineffective • Creates new designs or inventions 	<p>Memory: retains and retrieves information</p> <ul style="list-style-type: none"> • Already knows something that is assumed to be new knowledge • Needs few repetitions for mastery • Has a wealth of information about school and/or non-school topics • Pays attention to details • Manipulates information
<p>Notes:</p> <p>0 2 4 6 8 10</p> <hr/> <p>Weak Strong</p>	<p>Notes:</p> <p>0 2 4 6 8 10</p> <hr/> <p>Weak Strong</p>	<p>Notes:</p> <p>0 2 4 6 8 10</p> <hr/> <p>Weak Strong</p>	<p>Notes:</p> <p>0 2 4 6 8 10</p> <hr/> <p>Weak Strong</p>	<p>Notes:</p> <p>0 2 4 6 8 10</p> <hr/> <p>Weak Strong</p>

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<p>Inquiry: asks questions, experiments, explores</p> <ul style="list-style-type: none"> • Asks unusual questions for age • Plays around with ideas • Demonstrates extensive exploratory behaviors directed at eliciting information 	<p>Insight: grasps new concepts, makes connections, senses deeper meanings</p> <ul style="list-style-type: none"> • Demonstrates exceptional ability to draw inferences • Appears to be a good guesser • Is keenly observant • Sees unusual and diverse relationships • Integrates ideas and disciplines 	<p>Reasoning: uses controlled, active, intentional, goal-oriented thought</p> <ul style="list-style-type: none"> • Makes generalizations • Uses metaphors and analogies • Thinks things through in a logical manner • Thinks critically 	<p>Creativity: produces many and/or highly original ideas</p> <ul style="list-style-type: none"> • Shows exceptional ingenuity in using everyday materials • Has wild, perhaps silly ideas • Produces ideas fluently or flexibly • Is highly curious 	<p>Humor: brings heretofore unrelated ideas together in a recognizable relationship</p> <ul style="list-style-type: none"> • Uses a keen sense of humor – may be gentle or hostile • Has a large accumulation of information about emotions • Sees unusual relationships • Demonstrates unusual emotional depth • Demonstrates sensory awareness
<p>Notes:</p> <p>0 2 4 6 8 10</p> <hr/> <p>Weak Strong</p>	<p>Notes:</p> <p>0 2 4 6 8 10</p> <hr/> <p>Weak Strong</p>	<p>Notes:</p> <p>0 2 4 6 8 10</p> <hr/> <p>Weak Strong</p>	<p>Notes:</p> <p>0 2 4 6 8 10</p> <hr/> <p>Weak Strong</p>	<p>Notes:</p> <p>0 2 4 6 8 10</p> <hr/> <p>Weak Strong</p>

Additional Comments or Observations

(optional)

I. Additional Comments:

A. Approach to learning:

B. Personality attributes:

C. Leadership attributes:

D. Resourcefulness:

E. Sense of competence:

II. Additional Anecdotal Information:

Parent Form

**ALBUQUERQUE PUBLIC SCHOOLS
INVENTORY FOR PARENTS/GUARDIANS OF
POTENTIALLY GIFTED STUDENTS**

Geoffrey Moon (2007)
based on Slocumb and Payne (2000) and Frasier (2002)

Student Name: _____

Birthdate: _____

School: _____

Return to: _____

Person Completing Form: _____

Date: _____

PURPOSE: This form gives caregivers a chance to show the way a child seems at home. It will be used in creating trial interventions, understanding student interests and strengths, and as evidence of giftedness.

INSTRUCTIONS: Answer all of the following questions to the best of your ability. Return this form to your student's school, attaching any supporting documents.

Name: _____ Date: _____
School: _____ Grade: _____ Birthdate: _____

A. What special talents or skills does your child have? _____

Give examples of behaviors that illustrate this. _____

B. Describe your child by checking *little*, *some*, or *a lot* beside each item.

	Little	Some	A Lot
1. Is alert beyond his/her years	_____	_____	_____
2. Likes school	_____	_____	_____
3. Has interests of older children or of adults in games and reading	_____	_____	_____
4. Sticks to a project once started	_____	_____	_____
5. Is observant	_____	_____	_____
6. Has many ideas to share	_____	_____	_____
7. Has many different ways of solving problems	_____	_____	_____
8. Is aware of problems others often do not see	_____	_____	_____
9. Uses unique and unusual ways of solving problems	_____	_____	_____
10. Wants to know how and why	_____	_____	_____

	Little	Some	A Lot
11. Likes to pretend	_____	_____	_____
12. Other children ask him/her to start play activities	_____	_____	_____
13. Asks many questions about a variety of subjects	_____	_____	_____
14. Is concerned with details	_____	_____	_____
15. Enjoys and responds to beauty	_____	_____	_____
16. Is able to plan and organize activities	_____	_____	_____
17. Has above average coordination, agility, and ability	_____	_____	_____
18. Often finds and corrects own mistakes	_____	_____	_____
19. Others seem to enjoy his/her company	_____	_____	_____
20. Makes up unique stories and has ideas that are unique	_____	_____	_____
21. Has a wide range of interests	_____	_____	_____
22. Gets other students to do what he/she wants	_____	_____	_____
23. Likes to be in organized activities and is good at them	_____	_____	_____
24. Enjoys other people and seeks them out	_____	_____	_____
25. Is able and willing to work with others	_____	_____	_____
26. Sets high standards for self	_____	_____	_____
27. Chooses difficult problems over simple ones	_____	_____	_____
28. Is able to laugh at him/herself	_____	_____	_____
29. Likes to do many things and participates actively	_____	_____	_____
30. Likes to have his/her ideas known	_____	_____	_____

C. Reading interests: (favorite type of books and/or titles of favorite books): _____

D. Favorite school subject: _____

E. General attitude toward school: _____

F. Favorite playtime; leisure time activity: _____

G. Hobbies and special interests: (collections, dancing, making models, swimming, singing, painting, cooking, sewing, drama, etc.): _____

H. What special lessons, training, or learning opportunities does your child have outside of school? _____

I. What are some things at home or at school that may influence your child's performance in school? _____

J. TECHNIQUES: All parents are teachers. Please give us some information regarding the way you teach/parent your child.

Read the statements that follow. Circle the best answer.

1. Allow the child to progress at his or her pace through learning.

WORKS MIGHT WORK DOES NOT WORK DON'T KNOW

2. Avoid excessive repetition of tasks.

WORKS MIGHT WORK DOES NOT WORK DON'T KNOW

3. Expose the child to a broad range of reading, discussions, arts, and performances.

WORKS MIGHT WORK DOES NOT WORK DON'T KNOW

4. Provide additional resources to supplement learning in areas of interest.

WORKS MIGHT WORK DOES NOT WORK DON'T KNOW

5. Make time for exploration of individual interests.

WORKS MIGHT WORK DOES NOT WORK DON'T KNOW

6. Help the child find friends that have similar abilities or interests.

WORKS MIGHT WORK DOES NOT WORK DON'T KNOW

7. Place the child in leadership situations.

WORKS MIGHT WORK DOES NOT WORK DON'T KNOW

8. Encourage the child to solve problems on his or her own.

WORKS MIGHT WORK DOES NOT WORK DON'T KNOW

9. Present the child with real-world problems to solve.

WORKS MIGHT WORK DOES NOT WORK DON'T KNOW

10. Ask and encourage discussion of open-ended questions.

WORKS MIGHT WORK DOES NOT WORK DON'T KNOW

K. What else helps your child learn happily and productively?

L. Things Your Student Has Done: Read the list of things your student may have done. Describe the activity beside the appropriate type. Attach copies, photographs, or facsimiles of that evidence to this document whenever available.

2-Dimensional Art:

3-Dimensional Art:

Photography:

Video Recordings:

Audio Recordings:

Designs for inventions:

Student Plans:

Musical Compositions:

Ratings of musical performances:

Ratings of theatrical performances:

Speeches:

Journals:

Student Essays:

Student Poetry:

Student Fiction:

Other:

PREVIOUS LEARNING OPPORTUNITIES: Answer the following questions about your student's learning environment.

1. How many years was the student's mother in school, starting with first grade? _____
2. How many years was the student's father in school, starting with first grade? _____
3. How long has your child been at his or her current school? _____
4. How long will your child probably be at his or her current school? _____
5. List all members of your family who have medical/health benefits?

6. Do you and/or other adults in the household work outside the home? _____
7. Who in your household has worked in the same kind of job for the longest period of time? _____ For how many years? _____
8. Who in your household has worked for the same employer for the longest period of time? _____ For how many years? _____
9. Were you or your child's other parent born outside the United States? _____
10. How many adult men live in your house? _____
11. If the child's father does not live in the house, how often does he visit?

12. How many adult women live in the house? _____
13. If the child's mother does not live in the house, how often does she visit?

14. How many children are in the household? _____
15. How many adults are in the household? _____
16. Do you have lots of light in your house? _____
17. How often do you open your curtains or blinds during the day? _____
18. What colors are in your house (walls, pictures, furniture)? _____
19. Did your child start Kindergarten at age 5? _____

20. Do you have a set time for eating, bathing, TV, homework and other common activities? _____
21. Do common activities happen at the same time usually, occasionally or infrequently?

22. Has your child traveled more than 50 miles and stayed overnight with you or others? _____
23. Does overnight travel more than 50 miles away occur more than once a year, once a year, or less than once a year? _____
24. List all of the adults who provide care for your child on a regular basis: _____
25. How many books does your child have that belong to him or her? _____
26. How many newspapers do you purchase or read online each week? _____
27. How many magazines do you purchase each month? _____
28. List all the languages spoken fluently by someone in your home. _____
29. Do all adults in the house speak English? _____
30. How many years has your child been exposed to the English language at home?

Section III

STUDENT ASSISTANCE TEAM INTERVENTIONS FOR HIGH ABILITY STUDENTS

The intervention should be used until the SAT reviews the outcomes.

Student Name _____

Initial SAT Meeting Date _____

Start Date	Interventions	Outcome
	Provide opportunity to work with intellectually challenging peers.	
	Limit drill and practice in favor of projects and research in areas on interest within content.	
	Provide access to a wide variety of complex materials and advanced technology.	
	Foster creativity by allowing students to vary the end product for book reports, research, etc. (Do not rely strictly on paper/pencil products.)	
	Provide problem solving and inquiry experiences.	
	Ask open-ended questions that require comparison, synthesis, insight, judgment, hypothesis, conjecture, assimilation and/or personal opinion.	
	Promote different forms of expression: art, public speaking, video recording, drama, writing, photography, music, etc.	
	Provide opportunities for students to investigate and explore real/realistic problem situations.	
	Accelerate student in areas of academic talent.	
	Provide opportunity to progress at an individual pace in strength area.	
	Other:	

Outcomes reported by: _____ Date of SAT Review _____

It is recommended that each intervention(s) be completed and reviewed within two to three weeks of initiating.)

Characteristics for Gifted Learners – by Bertie Kingore

A High Achiever...	A Gifted Learner...	A Creative Thinker...
Remembers the answers.	Poses unforeseen questions.	Sees exceptions.
Is interested.	Is curious.	Wonders.
Is attentive.	Is selectively mentally engaged.	Daydreams; may seem off task.
Generates advanced ideas.	Generates complex, abstract ideas.	Overflows with ideas, many of which will never be developed.
Works hard to achieve.	Knows without working hard.	Plays with ideas and concepts.
Answer the questions in detail.	Ponders with depth and multiple perspectives.	Injects new possibilities.
Performs at the top of the group.	Is beyond the group.	Is in own group.
Responds with interest and opinions.	Exhibits feelings and opinions from multiple perspectives.	Shares bizarre, sometimes conflicting opinions.
Learns with ease.	Already knows.	Questions: What if...
Needs 6 to 8 repetitions to master.	Needs 1 to 3 repetitions to master.	Questions the need for mastery.
Comprehends at a high level.	Comprehends in-depth, complex ideas.	Overflows with ideas--many of which will never be developed.
Enjoys the company of age peers.	Prefers the company of intellectual peers.	Prefers the company of creative peers but often works alone.
Understands complex, abstract humor.	Creates complex, abstract humor.	Relishes wild, off-the-wall humor.
Grasps the meaning.	Infers and connects concepts.	Makes mental leaps: Aha!
Completes assignments on time.	Initiates projects and extensions of assignments.	Initiates more projects that will ever be completed.
Is receptive.	Is intense.	Is independent and unconventional.
Is accurate and complete.	Is original and continually developing.	Is original and continually developing.
Enjoys school often.	Enjoys self-directed learning.	Enjoys creating.
Absorbs information.	Manipulates information.	Improvises.
Is a technician with expertise in a field.	Is an expert who abstracts beyond the field.	Is an inventor and idea generator.
Memorizes well.	Guesses and infers well.	Creates and brainstorms well.
Is highly alert and observant.	Anticipates and relates observations.	Is intuitive.
Is pleased with own learning.	Is self-critical.	Is never finished with possibilities.
Gets A's.	May not be motivated by grades.	May not be motivated by grades.
Is able.	Is intellectual.	Is idiosyncratic.

DISTINGUISHING CHARACTERISTICS OF GIFTED STUDENTS WITH FACTORS¹

	TRADITIONAL CHARACTERISTICS	CHARACTERISTICS OF CULTURALLY/LINGUISTICALLY DIVERSE GIFTED STUDENTS	CHARACTERISTICS OF LOW SOCIO-ECONOMIC GIFTED STUDENTS	CHARACTERISTICS OF GIFTED STUDENTS WITH DISABILITY
BASIC SKILLS	Ability to learn basic skills quickly and easily and to retain information with less repetition	May require more repetition or hands-on experiences at an introductory level	Lack of opportunities and access to school-readiness materials may delay acquisition of basic skills	Often struggles to learn basic skills due to cognitive processing difficulties; needs to learn compensatory strategies in order to acquire basic skills and information
VERBAL SKILLS	High verbal ability	May have high verbal ability in native language; may rapidly acquire English language skills if he/she possesses academic skills in his/her home language	Lack of opportunities may delay the development of verbal skills	High verbal ability but extreme difficulty in written language area; may use language in inappropriate ways and at inappropriate times.
READING	Early reading ability	May demonstrate strong story telling ability and ability to read environmental print in home language	Lack of access to reading materials may delay acquisition or reading skills	Frequently has reading problems due to cognitive processing deficits
OBSERVATION SKILLS	Keen powers of observation	May display high levels of visual memory or auditory memory skills	Strong observational skills which are often used to "survive on the streets"	Strong observations skills but often has deficits in memory skills

¹ Albuquerque Public Schools Gifted Task Force; developed by E. Nielsen (1999)

**DISTINGUISHING CHARACTERISTICS OF GIFTED STUDENTS WITH FACTORS
(Cont.)**

	TRADITIONAL CHARACTERISTICS	CHARACTERISTICS OF CULTURALLY/LINGUISTICALLY DIVERSE GIFTED STUDENTS	CHARACTERISTICS OF LOW SOCIO-ECONOMIC GIFTED STUDENTS	CHARACTERISTICS OF GIFTED STUDENTS WITH DISABILITY
PROBLEM SOLVING	Strong critical thinking, problem solving and decision-making skills	Strong critical thinking in primary language; often solves problems in creative ways; particularly interested in solving "real-world problems"	Excels in brainstorming and solving "real-world" problems; strong critical thinking ability; rapid decision making skills	Excels in solving "real-world problems; outstanding critical thinking and decision-making skills; often independently develops compensatory skills
PERSISTENCE	Long attention span; persistent, intense concentration	Long attention span; persistent, intense concentration	Persistent in areas of interest usually unrelated to school	Frequently has attention deficit problems but may concentrate for long periods in areas of interest
CURIOSITY	Questioning attitude	Some culturally diverse children are raised not to question authority	Questioning attitude which may at times be demonstrated in a confronting or challenging way	Strong questioning attitude; may appear disrespectful when questioning information, facts, etc. presented by teacher
CREATIVITY	Creative in the generation of thoughts, ideas, actions; innovative	Often displays richness of imagery in ideas, art, music, primary language, etc.; can improvise with commonplace objects	Strong creative abilities	Unusual imagination; frequently generates original and at times rather "bizarre" ideas; extremely divergent in thought; may appear to daydream when generating ideas
RISK TAKING	Taking risks	Degree of risk taking may depend upon the familiarity of the situation based on different cultural experiences	Takes risks often without consideration of consequences	Often unwilling to take risks with regard to academics; takes risks in non-school areas without consideration of consequences

DISTINGUISHING CHARACTERISTICS OF GIFTED STUDENTS WITH FACTORS

(Cont.)

	TRADITIONAL CHARACTERISTICS	CHARACTERISTICS OF CULTURALLY/LINGUISTICALLY DIVERSE GIFTED STUDENTS	CHARACTERISTICS OF LOW SOCIO-ECONOMIC GIFTED STUDENTS	CHARACTERISTICS OF GIFTED STUDENTS WITH DISABILITY
HUMOR	Unusual, often highly developed sense of humor	Humor may be displayed through unique use of language and responses	May use humor to become "class clown", to deal with stressful situations, and to avoid trouble	Humor may be used to divert attention from school failure; may use humor to make fun of peers or to avoid trouble
MATURITY	May mature at different rates than age peers	Accepts responsibilities in the home normally reserved for older children	Often matures earlier than age peers since they must accept responsibilities in the home which are normally reserved for older children or even adults; inexperience may make them appear socially immature	Sometimes appears immature since they may use anger, crying, withdrawal, etc. to express feelings and to deal with difficulties
INDEPENDENCE	Sense of independence	May be culturally socialized to work in groups rather than independently	Circumstances often have forced the student to become extremely independent and self sufficient	Requires frequent teacher support and feedback in deficit area; highly independent in other areas; often appears to be extremely stubborn and flexible
EMOTIONALITY	Sensitive	May be particularly sensitive to racial or cultural issues	May be critical of self and others including teachers; can understand and express concerns about the feelings of others even while engaging in anti-social behavior	Sensitive regarding disability area(s); highly critical of self and others including teachers; can express concern about the feelings of others even while engaging in anti-social behavior

**DISTINGUISHING CHARACTERISTICS OF GIFTED STUDENTS WITH FACTORS
(Cont.)**

	TRADITIONAL CHARACTERISTICS	CHARACTERISTICS OF CULTURALLY/LINGUISTICALLY DIVERSE GIFTED STUDENTS	CHARACTERISTICS OF LOW SOCIO-ECONOMIC GIFTED STUDENTS	CHARACTERISTICS OF GIFTED STUDENTS WITH DISABILITY
SOCIAL SKILLS	May not be accepted by other children and may feel isolated	May be perceived as a loner due to racial/cultural isolation and/or inability to speak English; entertains self easily using imagination in games and ingenious play	Economic circumstances as well as his/her giftedness may isolate the student from more financially secure peers	May be perceived as a loner since he/she does not fit typical model for either a gifted or a learning disabled student; sometimes has difficulty being accepted by peers due to poor social skills
LEADERSHIP	Exhibits leadership ability	May be leader the community but not in the school setting; demonstrates "street-wise" behavior	May be a leader among the more non-traditional students; demonstrates strong "street-wise" behavior; often excels in brainstorming and problem solving around social issues.	Often leader among the more non-traditional students; demonstrates strong "street-wise" behavior; the disability may interfere with ability to exercise leadership skills
BROAD INTERES	Wide range of interests	Interests may include culturally related activities	Wide range of interests that are often unrelated to topics/subjects addressed in school	Wide range of interest but is handicapped in pursuing them due to process/learning problems
FOCUSED INTERESTS	Very focused interests, i.e., a passion about a certain topic to the exclusion of others	Very focused interests, i.e., a passion about a certain topic to the exclusion of others	Very focused interests, i.e., a passion about a certain topic to the exclusion of others - usually not related to school subjects	Very focused interests, i.e., a passion about a certain topic to the exclusion of others - usually not related to school subjects

From: New Mexico State Department of Education (1994). *Technical Assistance Document-Gifted Education*; Fox, L., Brody, L., & Tobin, D. (1983). *Learning-Disabled Gifted Children*; Torrance, E.P., Goff, K. & Neil, B. (1998). *Multicultural Mentoring of the Gifted and Talented*; Van Tassel-Baska, J., Patton, J. & Prillaman, D. (1991)

Please look at copyright date to make sure you are using the most recent form of the test.

SOURCES OF DOCUMENTATION FOR ACHIEVEMENT				
Test Name	Focus	Age Range	Time	Additional Information
New Mexico Standards Based Assessment (NMSBA)	Achievement in Math, Reading, Language Arts, Science and Social Studies	Grades 3-9, 11	Administered in the spring over a period of time determined by the PED. Group.	Scores are usually available in the late fall after the spring testing. Criterion referenced based on the NM Standards and Benchmarks.
A2L	Reading and Math Scores	3-12	Group	Administered by computer
Gates MacGinitie	Reading	K-12	Individual/group On-line 3-12	
NM Writing Assessment	Written Language	5 th /7 th grades	Group	
TOMAGS	Math	Grades K-3, 4-5, 6-8	Individual/group	Norm referenced for regular and gifted education students

**SOURCES OF DOCUMENTATION TO
SUPPORT TEACHER INFORMATION ABOUT ABILITIES OR STRENGTHS**

Test Name	Focus	Age	Time	Additional Information
KOI (Kingore Observation Inventory)	Characteristics of giftedness: teacher Observation of ten categories of behaviors typical of gifted students.	K-8	Classroom teacher observes and tallies over six week period.	Increases opportunities to identify difficult to find children; records characteristics; can be used as documentation of giftedness; serve as an instructional focus.
Renzulli Rating Scales For Behavioral Characteristics of Superior Students (SRBCSS)	Characteristics of giftedness; teacher Observation of ten categories of behaviors Typical of gifted students.	All ages	Teacher ratings of individual students	Each scale should be looked at separately; DO NOT ADD SUBSCORES TOGETHER

WORKSHEET FOR GENERAL-EDUCATION CLASSROOM MODIFICATIONS FOR GIFTED STUDENTS WITH DISABILITIES (some of these are on the IEP form, limit to no more than 10, and must be communicated to all of the student's teachers.)

The following modifications may be necessary in order for _____ (student's name) to be successful in his/her general-education and gifted-education classes.

I. MODIFICATIONS THAT REQUIRE DIRECT ASSISTANCE FROM THE SPECIAL EDUCATION PROGRAM OR TEACHER.

- Allow students to work with special education personnel to type papers, assignments, reports
 - Provide student with assistance in proofreading papers, assignments, reports
 - Assist in the monitoring of homework assignments
 - Assist in monitoring of disciplinary problems
 - Provide student with assistance in developing planning strategies for projects, assignments, reports, etc.
 - Provide student with assistance in developing strategies to study/prepare for tests
 - Allow student to take regular classroom tests within the special education classroom setting
 - Other _____
-

II. MODIFICATIONS RELATED TO NON-STANDARDIZED TEST TAKING

- Change the number of required tests to _____
 - Replace the test with alternative assignment(s)
 - Reduce the length of the test
 - Divide the test into smaller sections which then are administered separately
 - Use more objective test items (fewer essay responses)
 - Reduce the reading level of the test (paraphrase, etc.)
 - Provide written "reminders" that appear on the test itself (e.g., "Watch our math sign")
 - Read test items (especially math work problems) to student
 - Clearly present test directions to student and privately check to see if they are understood
 - Allow student to take the test alone
 - Allow student to take the test in the special education classroom
 - Allow student to take the test as a "take home" test in order to provide extended test taking time
 - Allow student to have more time in class to complete the test
 - Allow student to refer to class notes and textbooks while taking the test
 - Allow student to dictate or tape record responses to test items rather than write them down
 - Allow student to use the following "technology" device while taking the tests:
_____ Computer _____ Typewriter _____ Calculator _____ Spell-checker Other _____
 - Other _____
-

III. MODIFICATIONS RELATED TO GRADING AND ASSESSMENT

- Student will function under same grading system as other students
- Student will function under same grading system as other students with the following exceptions: _____
- Student will function on a pass fail system

- Student will function on an “attendance only” pass/fail system
- Student will receive credit (Cr.) if his/her work demonstrates effort
- Assignment and tests will be graded with reference to “correct/acceptable” portions rather than by numbers or portions “wrong”
- Assignments and test will be graded on percentage correct, to give the student credit for accuracy and effort
- Reversals and transpositions of letters and numbers will not be marked wrong; rather, they will be pointed out for correction
- Student will not be penalized for spelling errors, except for specific “spelling assignments”
- Student will not be penalized for handwriting problems, except for specific “penmanship assignments”
- Student will receive credit for oral participation in class
- Student will be graded only for the specific skill being taught (e.g., If the grade is for social studies, the student will not be graded on his/her ability to read the textbook; rather, he/she will be graded on knowledge of social studies content)
- Other _____

IV. MODIFICATIONS TO HOMEWORK AND IN-CLASS ASSIGNMENTS

- Reduce student’s amount of homework (especially lengthy reading assignments)
- Insure that student has a written copy of all homework assignments at the end of each day
- Avoid having student recopy handwritten work; the paper of ten in not improved and the student’s frustration is increased
- Allow student to dictate homework answers to parents with parents writing the dictated responses
- Avoid placing student in competitive academic situations
- Brief student on key points before starting assignment and make sure he/she understands the assignment
- Work with student to create contracts for assignments
- Allow student more time to complete pencil/paper assignments
- Allow student choices for some assignments
- Break down student’s assignments so that he/she is not overwhelmed and can achieve a sense of completions as each section is finished
- Allow student to use cursive writing for assignments when printing is a problem area
- Change the format of the assignment (e.g., fewer paragraphs and problems)
- Present reading assignments on cassette tapes
- Physically divide or cut-apart assignments (particularly math) into sections so student does not feel overwhelmed by the amount of work required
- Space problems farther apart on the page so student is less distracted and less likely to lose his/her place on the page
- Allow student to tape record assignments
- Allow student to type assignments or use a computer
- Allow student to write partial-sentence answers rather than write complete sentences
- Allow student to use alternate (non-traditional) ways o present knowledge and research (e.g., demonstrations, role-play, drawings, and models)
- Allow student to give reports orally from notes rather than having to write detailed reports
- Other _____

V. MODIFICATIONS IN THE WAY INFORMATION IS PRESENTED IN CLASS

- Repeat instructions and directions
- Provide more detailed directions
- Quietly and individually repeat directions to student; then have student repeat and explain directions
- Accompany oral directions with written directions (either on the blackboard or on paper) to which student can later refer
- Provide student with an overview of each day's lesson/activities, preferably using a graphic organizer
- Present student with an outline of the instruction before the actual instruction begins
- Focus instruction around the student's interest area(s)
- Allow student to do independent research projects
- Provide instruction that allows the student to make choices (e.g., via learning center materials)
- Utilize peer tutoring
- Speak more slowly
- Use handouts, transparencies, maps and charts to emphasize major instructional points
- Provide visual input of information (e.g., films, diagrams, video, illustrations, posed assignments, speakers)
- Provide auditory input of information (e.g., tape recordings, music, oral presentation of directions)
- Provide tactile/kinesthetic input of information; for example use manipulatives, models, computers, hand-on experiments and projects, dramas, field trips and/or allow student to Silly Putty, Koosh balls, chewing gum for tactile stimulation while working
- Other _____

VI. MODIFICATIONS IN THE WAY STUDENT OBTAINS CLASS INFORMATION

- Provide student with referred seating
- Utilize cross-age tutoring
- Provide opportunities for student to work with another student to avoid problems with reading the material, doing computation, or writing information
- Allow student to record lectures
- Allow student to copy class notes from another student who does not have academic difficulties
- Allow another student take class notes using carbon paper and share the copy with student
- Provide student with copies of teacher's notes/overheads
- Present advanced organizers to student before lecturing/teaching
- Put an outline of teaching lesson on the board and referring to while teaching
- Other _____

VII. MODIFICATIONS TO TEXTBOOKS AND WORKSHEETS

- Allow student more time to complete worksheets
- Provide student with tape recording of written materials.
- Breakdown the worksheets so student is not overwhelmed by the amount of material that must be read and accomplished
- Provide outlines to textbook material or have the student develop outlines
- Underline or color-code key words or concepts in textbooks

- Provide hints or reminders on student’s worksheets (e.g., “Watch your signs”). This can be more abstract than color-cueing thus serving as a transition away from such cueing
- Reword math story problems so student can demonstrate his/her ability to use math processes rather than his/her reading ability
- Physically divide or cut-apart math worksheets into sections so that student is not overwhelmed by the amount of work required
- Space problems farther apart on the page so student is less likely to lose his/her place
- Other _____

VIII. MODIFICATIONS INVOLVING THE USE OF “COMPENSATORY” TECHNIQUES

- Allow student to use typewriter
- Allow student to use calculator
- Allow student to use computer with spell-check and grammar-check programs
- Allow student to use hand-held spell checker
- Allow student to use tape recorder (preferably a “variable speed” recorder)
- Allow student to use “books on Tape: from the National Recording for the Blind Program or other sources
- Allow student to use “Books on Tape” from the National Recordings for the Blind Program or other sources
- Allow student to use pencil grip or writing frame to improve handwriting
- Allow student to use graph paper to help organize writing and math work
- Allow Student to use colored plastic film over reading material to improve reading ability
- Other _____

IX. MODIFICATIONS IN DISCIPLINARY INTERVENTIONS

- Ignore inappropriate behavior that is not drastically outside classroom limits
- Provide a quiet, neutral area in the room (not a corner or closet) where student can go to “cool-off”
- Implement and adhere to an effective behavior modification program
- Arrange a regular time to talk privately with student regarding his/her behavior
- Recognize and record the student’s on-task behavior
- Provide student with acceptable ways to show his/her creativity without disrupting the class
- Avoid placing student under time pressures
- Avoid placing student under the pressure of competition
- Other _____

Section V

CEC – NAGC Knowledge (K) & Skill Standards (S) for Gifted Educators (final version)

Standard 1: Foundations

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

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

Standard 2: Development and Characteristics of Learners

Educators of the gifted know and demonstrate respect for their students as unique human beings. They understand variations in characteristics and development between and among individuals with and without exceptional learning needs and capacities. Educators of the gifted can express how different characteristics interact with the domains of human development and use this knowledge to describe the varying abilities and behaviors of individuals with gifts and talents. Educators of the gifted also understand how families and communities contribute to the development of individuals with gifts and talents.

K1	Cognitive and affective characteristics of individuals with gifts and talents, including those from diverse backgrounds, in intellectual, academic, creative, leadership, and artistic domains.
K2	Characteristics and effects of culture and environment on the development of individuals with gifts and talents.
K3	Role of families and communities in supporting the development of individuals with gifts and talents.

K4	Advanced developmental milestones of individuals with gifts and talents from early childhood through adolescence.
K5	Similarities and differences within the group of individuals with gifts and talents as compared to the general population.

Standard 3: Individual Learning Differences

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

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

Standard 4: Instructional Strategies

Educators of the gifted possess a repertoire of evidence-based curriculum and instructional strategies to differentiate for individuals with gifts and talents. They select, adapt, and use these strategies to promote challenging learning opportunities in general and special curricula and to modify learning environments to enhance self-awareness and self-efficacy for individuals with gifts and talents. They enhance the learning of critical and creative thinking, problem solving, and performance skills in specific domains. Moreover, educators of the gifted emphasize the development, practice, and transfer of advanced knowledge and skills across environments throughout the lifespan leading to creative, productive careers in society for individuals with gifts and talents.

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

S6	Engage individuals with gifts and talents from all backgrounds in challenging, multicultural curricula.
S7	Use information and/or assistive technologies to meet the needs of individuals with exceptional learning needs.

Standard 5: Learning Environments and Social Interactions

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

K1	Ways in which groups are stereotyped and experience historical and current discrimination and implications for gifted and talented education.
K2	Influence of social and emotional development on interpersonal relationships and learning of individuals with gifts and talents.
S1	Design learning opportunities for individuals with gifts and talents that promote self-awareness, positive peer relationships, intercultural experiences, and leadership.
S2	Create learning environments for individuals with gifted and talents that promote self-awareness, self-efficacy, leadership, and lifelong learning.
S3	Create safe learning environments for individuals with gifts and talents that encourage active participation in individual and group activities to enhance independence, interdependence, and positive peer relationships.
S4	Create learning environments and intercultural experiences that allow individuals with gifts and talents to appreciate their own and others' language and cultural heritage.
S5	Develop social interaction and coping skills in individuals with gifts and talents to address personal and social issues, including discrimination and stereotyping.

Standard 6: Language and Communication

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

K1	Forms and methods of communication essential to the education of individuals with gifts and talents, including those from diverse backgrounds.
K2	Impact of diversity on communication.

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

Standard 7: Instructional Planning

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

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

Standard 8: Assessment

Assessment is integral to the decision-making and teaching of educators of the gifted as multiple types of assessment information are required for both identification and learning progress decisions. Educators of the gifted use the results of such assessments to adjust instruction and to enhance ongoing learning progress. Educators of the gifted understand the process of identification, legal policies, and ethical principles of measurement and assessment related to referral, eligibility, program

planning, instruction, and placement for individuals with gifts and talents, including those from culturally and linguistically diverse backgrounds. They understand measurement theory and practices for addressing the interpretation of assessment results. In addition, educators of the gifted understand the appropriate use and limitations of various types of assessments. To ensure the use of nonbiased and equitable identification and learning progress models, educators of the gifted employ alternative assessments such as performance-based assessment, portfolios, and computer simulations.

K1	Processes and procedures for the identification of individuals with gifts and talents.
K2	Uses, limitations, and interpretation of multiple assessments in different domains for identifying individuals with exceptional learning needs, including those from diverse backgrounds.
K3	Uses and limitations of assessments documenting academic growth of individuals with gifts and talents.
S1	Use non-biased and equitable approaches for identifying individuals with gifts and talents, including those from diverse backgrounds.
S2	Use technically adequate qualitative and quantitative assessments for identifying and placing individuals with gifts and talents.
S3	Develop differentiated curriculum-based assessments for use in instructional planning and delivery for individuals with gifts and talents.
S4	Use alternative assessments and technologies to evaluate learning of individuals with gifts and talents.

Standard 9: Professional and Ethical Practice

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

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

Standard 10: Collaboration

Educators of the gifted effectively collaborate with families, other educators, and related service providers. This collaboration enhances comprehensive articulated program options across educational levels and engagement of individuals with gifts and talents in meaningful learning activities and interactions. Moreover, educators of the gifted embrace their special role as advocate for individuals with gifts and talents. They promote and advocate for the learning and well being of individuals with gifts and talents across settings and diverse learning experiences.

K1	Culturally responsive behaviors that promote effective communication and collaboration with individuals with gifts and talents, their families, school personnel, and community members.
S1	Respond to concerns of families of individuals with gifts and talents.
S2	Collaborate with stakeholders outside the school setting who serve individuals with exceptional learning needs and their families.
S3	Advocate for the benefit of individuals with gifts and talents and their families.
S4	Collaborate with individuals with gifts and talents, their families, general, and special educators, and other school staff to articulate a comprehensive preschool through secondary educational program.
S5	Collaborate with families, community members, and professionals in assessment of individuals with gifts and talents.
S6	Communicate and consult with school personnel about the characteristics and needs of individuals with gifts and talents, including individuals from diverse backgrounds.

SECTION VI

TIPS FOR WRITING IEP GOALS ARE ON THE NEXT PAGE

Writing

IEP

Goals

Conditions	Direction of Change	Behavior	Performance Criteria	Documentation
(Optional)		Analyze		
	Will.....	Synthesize	(from ...to...)	Teacher checklist
In a small group		Evaluate	___% above baseline of ...	Anecdotal records
Independently	Increase	Judge	___% above goal	Student self-evaluation
In the gifted class	Maintain	Discuss	with a grade of	Oral performance
In a team	Decrease	Generalize	___ level (on a rubric)	Work samples
At the mentor site		Develop criteria	at the ___grade level	Pre-post conference
With the mentor		Solve problems	at the ___ benchmark	Peer evaluation
When doing homework		Demonstrate use of knowledge	on __ separate occasions	Checklist
When involved in_____		Construct	with ___% independently	Feedback from audience
When presented with		Interpret	with ___% participation in	Results from competitions
In Socratic discussions		Compare/Contrast	structured activities	Products
During structured activities		Will accelerate		Teacher/student conference
In public speaking		Comprehend concepts		Parental input
In mock activities		Apply ideas and concepts		
In simulations		Support inferences		
In competitions		Formulate questions	Evaluation Procedure	
In problem-solving		Create and present		
In role-playing situations		Interpret	Test scores	
		Demonstrate leadership	Observation with data collection	Time Frame
		Establish evaluation criteria	Pre-and post-assessment	
		Research	Rubric	By (date)
		Construct	Student journal	
		Implement strategies	Mentor evaluation	
		Propose goals/objectives	Grades	
		Clarify		
		Illustrate data		
		Accept responsibility		
		Take another perspective		
		Compromise/Negotiate		
		Empathize		
		Reflect		

NOTES and CONTACTS