

GIFTED EDUCATION



*New Mexico Gifted Education
Technical Assistance Guide
NME State Department of Education
November 1991*

GIFTED EDUCATION

New Mexico State Department of Education
Special Education Office

Technical Assistance
And
Training Resource
Document

September 2000

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SECTION I

State Regulations

- A. State Regulations for Gifted Education
- B. Factors Affecting Assessment of Giftedness:
Cultural Background, Linguistic Background,
Socioeconomic Status and Disability Condition(s)
- C. Advisory Committees

I. STATE REGULATIONS

A. STATE REGULATIONS FOR GIFTED EDUCATION

TITLE 6 PRIMARY AND SECONDARY EDUCATION¹
CHAPTER 5 SPECIAL EDUCATION
PART 2 CHILDREN WITH DISABILITIES/GIFTED CHILDREN

1 ISSUING AGENCY: NM Department of Education [09-30-97]

2 SCOPE: The requirements of these rules are binding on each public agency that has direct or delegated authority to provide special education and related services in New Mexico regardless of whether that agency is receiving funds under the Individuals with Disabilities Education Act (IDEA). Each public agency in New Mexico is responsible for insuring that the rights and protections under these rules are given to children referred to or placed in private schools and facilities by that public agency. [09-30-97]

3. STATUTORY AUTHORITY:

3.1 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. [09-30-97]

3.2 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. [09-30-97]

{Items 3A through 7.3.6 intentionally left out.}

7.4 **CHILDREN WHO ARE GIFTED:** means school-age children whose intellectual ability paired with subject matter aptitude/achievement, creativity/divergent thinking, or problem-solving/critical thinking is so outstanding that special education services are required to meet their educational needs. [09-30-97]

7.4.1 **Intellectual Ability:** means performance in the very superior range as defined by the test author on an individually administered intelligence measure. [09-30-97]

7.4.2 **Subject Matter Aptitude/Achievement:** means superior academic performance (a) on a total subject area score on a standardized measure or (b) as documented

¹ These regulations are part of the New Mexico Administrative Code and can be found in total in 6 NMAC 5.2.

by information from other sources as specified in 14.2.1 of these rules. [09-30-97]

- 7.4.3 Creativity/Divergent Thinking: means outstanding performance (a) on a test of creativity/divergent thinking or (b) in creativity/divergent thinking as documented by information from other sources as specified in 14.2.1 of these rules. [09-30-97]
- 7.4.4 Problem-solving/Critical Thinking: means outstanding performance (a) on a test of problem-solving/critical thinking or (b) in problem-solving/critical thinking as documented by information from other sources as specified in 14.2.1 of these rules. [09-30-97]
- 7.4.5 Nothing in these regulations shall preclude a public education agency from offering additional services for children who do not meet the established criteria of 7.4 of these rules. However, only children who meet the criteria defined in this section may be included in calculating program units. [09-30-97]

{Items 7.5 through 13.3 intentionally left out.}

14 CHILDREN WHO ARE GIFTED

14.1 COMPLIANCE REGULATIONS:

- 14.1.1 **APPLICABILITY:** All definitions, policies, procedures, assurances, procedural safeguards and services identified in Section 14 of these rules apply to children who are gifted except children in private schools not placed or referred by public agencies. [09-30-97]

14.2 EVALUATION PROCEDURES:

- 14.2.1 **ANALYSIS OF DATA:** (1) The identification of a child as gifted shall include documentation and analysis of data from multiple sources including: (a) standardized measures, as specified in Section 7, and (b) information regarding the child's abilities from other sources, such as collections of work, audio/visual tapes, judgement of work by qualified individuals knowledgeable about the child's performance (e.g. artists, musicians, poets and historians, etc.), interviews, or observations. (2) The child's ability shall be assessed in all areas specified in Section 7.4. [09-30-97]
- 14.2.2 **ADDITIONAL FACTORS:** (1) An accurate assessment of a child's actual ability may be affected by the following factors: (a) cultural background; (b) linguistic background; (c) socioeconomic status; or (d)

disability condition(s). (2) The impact these factors have on the evaluation process shall be documented and carefully considered when determining whether a child is gifted. (3) When an accurate assessment of intellectual ability is affected by any of these factors, evidence from other sources of very superior intellectual ability shall be documented and carefully considered in addition to an individually administered intelligence measure. [09-30-97]

14.3 ADVISORY COMMITTEES:

14.3.1 ESTABLISHMENT AND MEMBERSHIP: Each school providing gifted services shall create an advisory committee(s) to support their gifted services. [09-30-97]

14.3.1.1 (1) Members of the committee(s) shall be knowledgeable and interested in gifted education and shall reflect the cultural diversity of the school's enrollment. (2) Each committee shall be comprised of parent(s), community member(s), school staff member(s) and child(ren). (3) Formal documentation of committee membership, activities and recommendations shall be maintained. [09-30-97]

14.3.2 PURPOSE: The purposes of the advisory committee are to regularly: (1) review the goals and priorities of the gifted services provided; (2) 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; (3) review the school's practices for child referral, identification, evaluation, and service delivery; and (4) advocate for children who have been underrepresented in gifted services due to cultural or linguistic background, socioeconomic status, or disability conditions so that these children have equitable opportunity for gifted services. [09-30-97]

B. FACTORS AFFECTING ASSESSMENT OF GIFTEDNESS: CULTURAL BACKGROUND, LINGUISTIC BACKGROUND, SOCIOECONOMIC STATUS AND DISABILITY CONDITION(S)

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 should be considered:

CULTURAL BACKGROUND

- ethnicity
- first generation immigrant
- length of time living in United States
- degree of acculturation and assimilation
- comfort in cross-cultural interactions
- culture different from school community
- 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
- length of time living in United States
- age English language was acquired
- number of English-speaking years

SOCIOECONOMIC STATUS

- evidence of low family income
- family size
- education level of parents
- occupation of parents
- evidence of frequent school changes
- participation in school lunch program
- evidence of need for outside assistance (welfare, Medicaid, etc.)
- evidence of other situations and obligations (debt, siblings with disabilities, care of elderly, etc.)
- family structure
- previous school experiences

DISABILITY CONDITION(S)

- identified special education disability
- length of time receiving special education services
- vision and hearing problems

Program flexibility is crucial. This can be accomplished through open-ended programs in which families participate to support cultural values and cultural identities of the students. A supportive family environment is key to success. Family and community members should be encouraged to provide input for program designs and included as positive role models and mentors.

A strong community outreach plan should be part of all programs developed for New Mexico's gifted population. The state's rich variety of cultural traditions provides a strong base for multicultural sensitive gifted programs. Since each major culture has many subcultures and a variety of values, each locality should be able to shape its own program. The Gifted Advisory Committee should be utilized as a positive resource in accomplishing these goals.

C. ADVISORY COMMITTEES

State Standards mandate the establishment of an Advisory Committee(s) to support gifted services. The Advisory Committee is charged with providing independent advice and counsel on instruction and other curriculum issues. The Committee's recommendations on a wide range of issues relevant to gifted instruction help ensure that appropriate steps are taken to continue development of system wide plans that assure provision for the gifted in each school.

The state requires:

- That members should be knowledgeable and interested in gifted education
- That members reflect the cultural diversity of the school's enrollment
- That membership should be made up of parents, community members, school staff, and students

The purpose of the advisory committee(s) is to regularly:

- provide information about the impact that cultural and/or linguistic diversity, socioeconomic status (SES), and disabilities has on the identification of gifted students.
- review referral, identification, evaluation procedures and service delivery models for the gifted
- review priorities and goals of gifted services
- advocate for underrepresented groups

The advisory committee does NOT:

- conduct MDT/IEP meetings
- review confidential information on individual students
- monitor the teacher/school/district regarding gifted education

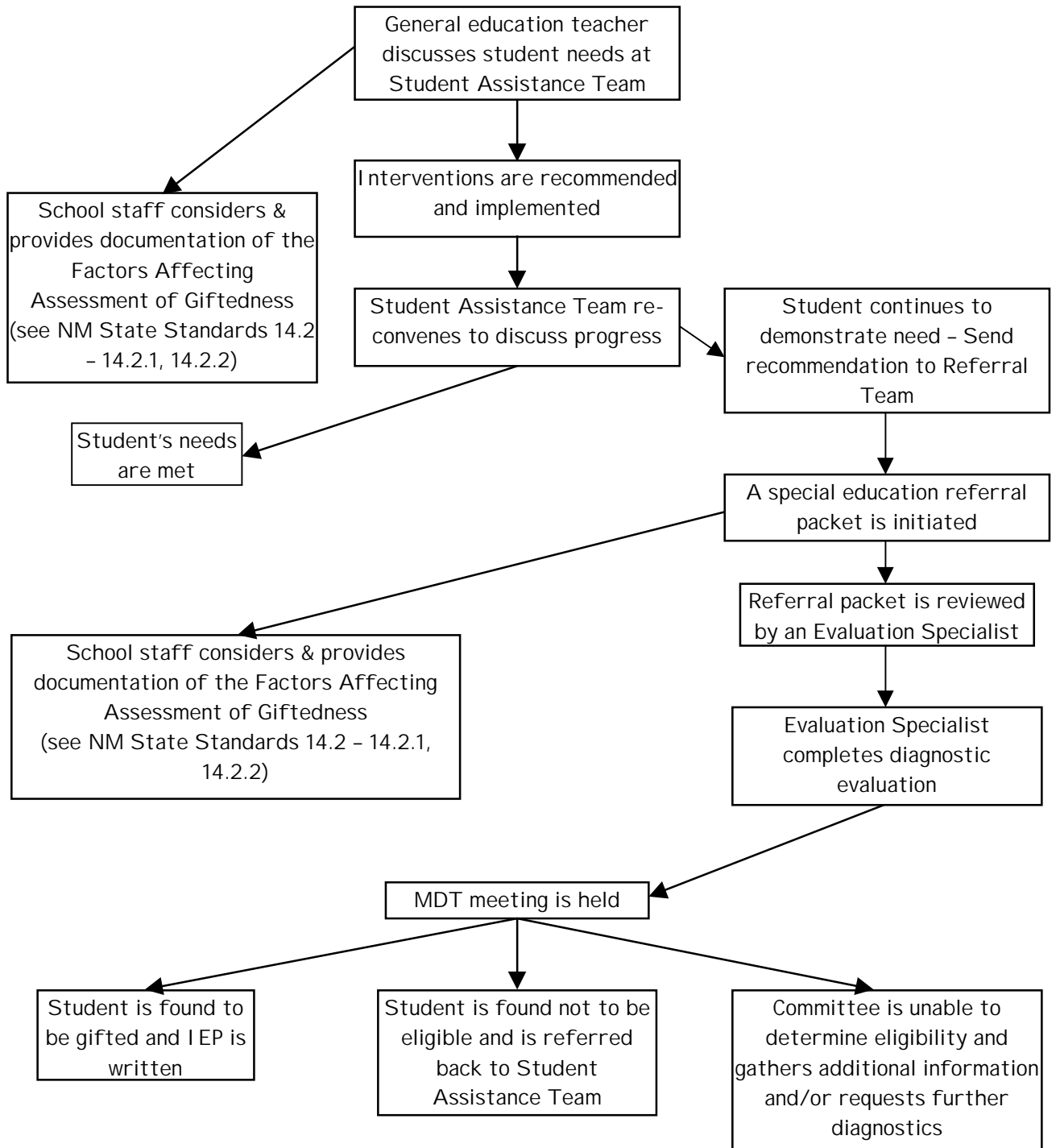
SECTION II

Identification

- A. Flowchart of Referral Process
- B. Narrative of Referral Process
- C. NAGC Recommendations
 - 1. Student Identification
- D. Screening Instruments
- E. Distinguishing Characteristics of Gifted Students with Factors
- F. Indicators of Giftedness
- G. Characteristics and Concomitant Problems
- H. Special Populations

II. IDENTIFICATION

A. FLOWCHART SUPERIOR ABILITY REFERRAL PROCESS



B. NARRATIVE OF REFERRAL PROCESS

INITIAL REFERRAL

The referral process begins with recognition of a broad range of characteristics that may indicate giftedness. These characteristics may be recognized by the classroom teacher, student, parent, counselor, peer, other professional, or other members of the community. Parent referrals should be given careful consideration; parents bring a wealth of information about their children and the strengths they have seen as they raise their children. Peer referrals, as well as referrals from members of the community should be carefully studied. Peers often correctly identify other students who are working at a very high level. Community leaders are capable of identifying children who function at a very high level in community activities and may need to have their abilities addressed in a school setting. Screening procedures, standardized or otherwise, conducted by the school will provide information for identifying students who are academically able, high achievers, creative, intellectually gifted or possess critical thinking abilities. The chart entitled “Flowchart of Referral Process,” which precedes this narrative graphically shows the referral process.

Most often, children are referred for gifted services by classroom teachers or other school personnel. Therefore teachers must develop an awareness that students from various cultural and linguistic backgrounds, those with low socioeconomic status, and those with disabilities may display characteristics that indicate giftedness in a manner that differs from the dominant culture. Teachers must begin from the premise that all students in the district are potential candidates for inclusion in gifted programs; all must be given the opportunity to qualify for services.

SCHOOL SUPPORT TEAM (SST)/STUDENT ASSISTANCE TEAM (SAT)

Immediately after a student is referred, it is important that the school support team/student assistance team (SST/SAT) begin collecting information regarding the student’s cultural, linguistic, socioeconomic background, and disabling condition(s).

When the student is referred to the SST/SAT, suggestions should be made for intervention strategies that will address the area of potential giftedness. These may include, but are not limited to the following:

- ability grouping
- accelerating the curriculum
- multi-age grouping
- subject acceleration
- independent study
- peer teaching
- mentoring by older students or adults
- enrichment within the regular general educational setting

The SST/SAT should monitor and document the interventions tried and the outcomes. It should be recognized that even when interventions are successful, it may be necessary for the identification process to continue in order for individual student needs to be fully met. The goal of the support team is to ensure that the individual needs of the student are met and not to restrict

access to gifted programming. If a need for further service is indicated, a referral should be made to the Referral Team following district procedures. All data collected to this point should be passed to this team.

REFERRAL TEAM

The team begins collecting documentation of student performance in the areas of achievement, creativity, and critical thinking. Information may come from expert opinions, portfolios, and other alternative sources. The team must also begin to document the effect that the student's cultural or linguistic difference, socioeconomic background, or disability condition may have on his/her assessments of cognitive ability. All data becomes an integral part of the referral packet.

SPECIAL EDUCATION DIAGNOSTIC EVALUATION

Students referred for evaluation as potentially gifted should be fully evaluated with an individual standardized IQ measure and other measures of achievement, critical thinking, and creativity. Best practices would indicate that a student be evaluated in all four areas to get a complete student profile. To accurately evaluate the impact that factors (cultural background, linguistic background, socioeconomic status and disability conditions) have upon a student's performance/assessment, it is essential to have a complete student profile.

MULTIDISCIPLINARY TEAM (MDT)/INDIVIDUALIZED EDUCATION PROGRAM (IEP) COMMITTEE

This team has the responsibility for determining whether students may be eligible to receive gifted services under the provisions of state regulations. To make this determination, the team considers all information about individual students on a 'case by case' basis. Full documentation must be maintained for every student, verifying very superior intelligence and at least outstanding performance in one other area of either achievement, creativity, or critical thinking.

When considering the question of eligibility, it is essential that the team consider the impact that "factors" may have had upon the formal assessment of cognitive ability. Factors may include:

- evidence of multiple indicators of cultural diversity
- evidence of multiple indicators of linguistic difference
- evidence of multiple indicators of socioeconomic disadvantage
- documentation of a disabling condition

Some of these factors may overlap. Once it has been determined that a student meets the criteria for gifted services, the team then considers the following:

- appropriate placement
- level of service

An IEP must be written, and all state special education procedures, including re-evaluation every three years, must be followed.

C1. RECOMMENDATION FROM NATIONAL ASSOCIATION FOR GIFTED CHILDREN (NAGC) REGARDING STUDENT IDENTIFICATION

Description: Program evaluation is the systematic study of the value and impact of services provided.

Guiding Principles	Minimum Standards	Exemplary Standards
<p>1. A comprehensive and cohesive process for student information must be coordinated in order to determine eligibility for gifted education services.</p>	<p>1.0M Information regarding the characteristics of gifted students in areas served by the district must be annually disseminated to all appropriate staff members.</p> <p>1.1M All students comprise the initial screening pool of potential recipients of gifted education services.</p> <p>1.2M Nominations for services must be accepted from any source (e.g., teachers, parents, community members, peers, etc.)</p> <p>1.3M Parents must be provided information regarding an understanding of giftedness and student characteristics.</p>	<p>1.0E The school district should provide information annually regarding the process for nominating students for gifted education programming services in a variety of languages.</p> <p>1.1E The nomination process should be ongoing and screening of any students should occur at anytime.</p> <p>1.2E Nomination procedures and forms should be available in a variety of languages.</p> <p>1.3E Parents should be provided special workshops or seminars to get a full meaning of giftedness.</p>

**C1. RECOMMENDATION FROM NATIONAL ASSOCIATION FOR GIFTED CHILDREN (NAGC)
 REGARDING STUDENT IDENTIFICATION
 (cont.)**

Description: Program evaluation is the systematic study of the value and impact of services provided.

<p>2. Instruments used for student assessment to determine eligibility for gifted education services must measure diverse abilities, talents, strengths, and needs in order to provide students an opportunity to demonstrate any strengths.</p>	<p>2.0M Assessment instruments must measure the capabilities of students with provisions for the language in which the student is most fluent, when available.</p> <p>2.1M Assessment must be culturally fair.</p> <p>2.2M The purpose(s) of student assessments must be consistently articulated across all grade levels.</p> <p>2.3M Student assessments must be sensitive to the current stage of talent development.</p>	<p>2.0E Assessment should be provided in a language in which the student is most fluent, if available.</p> <p>2.1E Assessment should be responsive to students' economic conditions, gender, developmental differences, handicapping conditions, and other factors that mitigate against fair assessment practices.</p> <p>2.2E Students identified in all designated areas of giftedness within a school district should be assessed consistently across grade levels.</p> <p>2.3E Student assessments should be sensitive to all stages of talent development.</p>
<p>3. A student assessment profile of individual strengths and needs must be developed to plan appropriate interventions.</p>	<p>3.0M An assessment profile must be developed for each child to evaluate eligibility for gifted education programming services.</p> <p>3.1M An assessment profile must reflect the unique learning characteristics and potential and performance levels.</p>	<p>3.0E Individual assessment plans should be developed for all gifted learners who need gifted education.</p> <p>3.1E An assessment profile should reflect the gifted learner's interests, learning style, and educational needs.</p>

**C1. RECOMMENDATION FROM NATIONAL ASSOCIATION FOR GIFTED CHILDREN (NAGC)
 REGARDING STUDENT IDENTIFICATION
 (cont.)**

Description: Program evaluation is the systematic study of the value and impact of services provided.

<p>4. All student identification procedures and instruments must be based on current theory and research.</p>	<p>4.0M No single assessment instrument or its results must deny student eligibility for gifted programming services.</p> <p>4.1M All assessment instruments must provide evidence of reliability and validity for the intended purposes and target students.</p>	<p>4.0E Student assessment data should come from multiple sources and include multiple assessment methods.</p> <p>4.1E Student assessment data should represent an appropriate balance of reliable and valid quantitative and qualitative measures.</p>
<p>5. Written procedures for student identification must include at the very least provisions for informed consent, student retention, student reassessment, student exiting, and appeals procedures.</p>	<p>5.0M District gifted programming guidelines must contain specific procedures for student assessment at least once during the elementary, middle, secondary levels.</p> <p>5.1M District guidelines must provide specific procedures for student retention and exiting as well as guidelines for parent appeals.</p>	<p>5.0E Student placement data should be collected using an appropriate balance of quantitative and qualitative measures with adequate evidence of reliability and validity for the purposes of identification.</p> <p>5.1E District guidelines and procedures should be revised when necessary.</p>

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D. POSSIBLE SCREENING INSTRUMENTS FOR ACHIEVEMENT

Test Name	Focus	Age Range	Test	Additional Information
SAT (Stanford Achievement Test)	Achievement-Total	ES & MS grades	½ hour per subtest Individual/Group	
CTBS (Calif. Test of Basic Skills)	Achievement-Total	ES & MS grades	Group	
Terra Nova Survey (including the New Mexico supplement)	Achievement-Total (Lang. Arts, Math, Reading, Social Studies, Science)	ES & MS grades	Group with time limits	Norm referenced and criterion referenced; four levels: beginning, nearing proficiency, proficient, advanced
ITBS (Iowa Test of Basic Skills)	Achievement-Total	ES & MS grades	Group	
NM Writing Assessment	Written Language	4th and 6th grades	Group	
Gates-MacGinitie	Reading	MS & HS grades	Individual/Group	
WIAT (Weschler Individual Achievement Test)	Achievement - Total	K-12th grades	Individual	

D. POSSIBLE SCREENING INSTRUMENTS FOR INTELLECTUAL ABILITY

Test Name	Focus	Age Range	Test	Additional Information
OLSAT (Otis-Lenon School Ability Test) Publisher: Psych. Corp.	Verbal ability and non-verbal, measures abstract thinking and reasoning	For ES,MS, HS Levels AB - dictated	1 hour Individual/group	Gives cognitive ability scores
MAT (Matrix Analogies Test) Publisher: Psych. Corp.	Non verbal	ES, MS K-4th grades	30 minutes Individual/group	Removes language from testing ; may not provide enough test items for MS
DAT (Differential Aptitude Test)	Achievement Math: Use subtest in: <ul style="list-style-type: none"> • spatial relations • abstract reasoning • numerical ability 	For MS	Each section approximately 30 minutes Individual/Group	Widely used for general education math placement; abstract reasoning section is an especially good indicator of intellectual ability
COGAT (Cognitive Abilities Test)	Assesses the development of cognitive abilities: Verbal, quantitative, and non-verbal reasoning/problem solving	K-12th grades	3 hours Administered in 2 sessions	

**D. POSSIBLE SCREENING INSTRUMENTS FOR INTELLECTUAL ABILITY
 (cont.)**

Test Name	Focus	Age Range	Test	Additional Information
SAGES (Screening Assessment for Gifted Elementary Students) Publisher: Western Psychological Services	Non-verbal reasoning	Elementary	3 sections untimed Individual Lengthy	Scoring is difficult
K-BIT (Kaufman Brief Intelligence Test) Publisher: AGS	Measures verbal/non-verbal cognitive abilities	K - Adult	Approximately 1 hour (time varies with age) Individual	Gives scale scores; good for highly verbal students
RAVENS PROGRESSIVE MATRICES Publisher: Psychological Corp.	Non-verbal reasoning/critical thinking	All ages	Untimed (approximately 45 minutes) Individual/Small group	Gives %tile score; removes language from testing; useful for culturally and linguistically diverse populations
DISCOVER PROGRAM Publisher: Dr. June Maker, University of Arizona Tucson, Arizona	Assessment of Multiple Intelligences as defined by Howard Gardner	K-12	Group 2 ½ hours	Assessment Team training is required; useful for culturally and linguistically diverse populations

D. POSSIBLE SCREENING INSTRUMENTS FOR OTHER ABILITIES OR STRENGTHS

Test Name	Focus	Age Range	Test	Additional Information
KOI (Kingore Observation Inventory) Publisher: Leadership Publishers, Inc.	Characteristics of Giftedness: observation of seven categories or characteristics typical of young gifted children	K-3	Classroom teacher observes and tallies characteristics displayed by students over a six-week period	Increases opportunities to identify difficult-to-find children; records characteristics; can be used as documentation of characteristics of giftedness; serve as an instructional focus
TTCT (Torrance Test of Creative Thinking)	Creativity: assess five aspects of creative thinking: <ul style="list-style-type: none"> • fluency • flexibility • originality • abstractness of titles • resistance of premature closure 	ES, MS, HS	Approximately 45 minutes	Scoring is difficult; removes language from testing; useful for children who are highly creative or who have ESL considerations
Renzulli Scales for Rating the Behavioral Characteristics of Superior Students Publisher: Creative Learning Press	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; <u>no</u> attempt should be made to add the subscores together to form a total score

D. POSSIBLE SCREENING INSTRUMENTS FOR OTHER ABILITIES OR STRENGTHS
(cont.)

Test Name	Focus	Age Range	Test	Additional Information
Torrance Scale for Rating Positive Creative Characteristics (See Appendix D)	Characteristics of Giftedness: teacher estimate of students' characteristics; creative expression in eighteen areas	All ages	Teacher ratings of individual students	Useful for diverse populations of gifted students
SOI Learning Abilities Test Publisher: SOI Systems	Measure of specific learning abilities based on Guilford's Structure of Intellect	All ages	Each subtest is very quick	DO NOT USE the following subtests since they are used for diagnostic purposes: DFU, DMU, CMR, NSI, NST

See Appendix C for additional information

E. 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 ABILITY	Early reading ability	May demonstrate strong storytelling ability and ability to read environmental print in home language	Lack of access to reading materials may delay acquisition of 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)

E. 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	Takes 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

**E. 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 inflexible
EMOTIONALITY	Sensitive	May be particularly sensitive to racial or cultural issues	May be critical of self and others including teachers; can understand and express concern 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

**E. 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 in 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 INTERESTS	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 interest, i.e., a passion about a certain topic to the exclusion of others --- often 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*; VanTassel-Baska, J., Patton, J. & Prillaman, D. (1991). *Gifted Youth At Risk*.

F. INDICATORS OF GIFTEDNESS

“CREATIVE POSITIVES” AMONG ECONOMICALLY DISADVANTAGED GROUPS

From: E. Paul Torrance, Kathy Goff, Neil B. Satterfield. (1998). *Multicultural Mentoring of the Gifted and Talented*. Waco, TX: Prufrock Press.

“Not all members of economically disadvantaged groups are gifted in all of these positives; however, these creative positives occur to a high degree among such groups in general. These creative positives can be observed among poor children by anyone who is willing to become a sensitive, open-minded human being in situations where trust and freedom are established.” (pages 18-19)

- Ability to express feelings and emotions
- Ability to improvise with commonplace materials
- Articulateness in role playing and story telling
- Enjoyment of and ability in visual art --- drawing, painting, and sculpture
- Enjoyment of and ability in creative movement, dance, and dramatics
- Enjoyment of and ability in music and rhythm
- Expressive speech
- Fluency and flexibility in nonverbal media
- Enjoyment of and skill in group activities and problem solving
- Responsiveness to the concrete
- Responsiveness to the kinesthetic
- Expressiveness of gestures and body language, and ability to interpret body language
- Humor and sense of humor
- Richness of imagery in informal language
- Originality of ideas in problem solving
- Problem centeredness or persistence in problem solving
- Emotional responsiveness
- Quickness of warm-up

G. CHARACTERISTICS AND CONCOMITANT PROBLEMS²

CHARACTERISTICS

1. Keen power of observation, naïve receptivity; sense of the significant; willingness to examine the unusual
2. Power of abstraction, conceptualization, synthesis; interest in inductive learning and problem solving; pleasure in intellectual activity
3. Interest in cause-effect relations; ability to see relationships; interest in applying concepts; love of truth
4. Liking for structure and order; liking for consistency, as in value systems, number systems, clocks, calendars
5. Retentiveness
6. Verbal proficiency; large vocabulary; facility in expression; interest in reading, breadth of information in advanced areas
7. Questioning attitude, intellectual curiosity, inquisitive mind; intrinsic motivation
8. Power of critical thinking; skepticism, evaluative testing; self-criticism and self-checking
9. Creativeness and inventiveness; liking for new ways of doing things; interest in creating, brainstorming, free-wheeling
10. Power of concentration; intense attention that excludes all else; long attention span
11. Persistent, goal-directed behavior
12. Sensitivity, intuitiveness, empathy for others; need for emotional support and a sympathetic attitude
13. High energy, alertness, eagerness; periods of intense voluntary effort preceding invention
14. Independence in work and study; preference for individualized work; self-reliance, need for freedom of movement and action
15. Versatility and virtuosity; diversity of interests and abilities; many hobbies; proficiency in art forms such as music and drawing proficiency
16. Friendly and outgoing

CONCOMITANT PROBLEMS

1. Possible gullibility
2. Occasional resistance to direction; rejection or remission of detail
3. Difficulty in accepting the illogical
4. Invention of own systems, sometimes conflicting
5. Dislike for routine and drill; need for early mastery of foundation skills
6. Need for specialized reading vocabulary early; parent resistance to reading; escape into verbalism
7. Lack of early home or school stimulation
8. Critical attitude toward others; discouragement from self-criticism
9. Rejection of the know; need to invent for oneself
10. Resistance to interruption
11. Stubbornness
12. Need for success and recognition; sensitivity to criticism; vulnerability to peer group rejection
13. Frustration with inactivity and absence of progress
14. Parent and peer group pressures and non-conformity; problems of rejection and rebellion
15. Lack of homogeneity in group work; need for flexibility and individualization; need for help in exploring and developing interests; need to build basic competencies in major interests
16. Needs a variety of peer group relations

² May V. Seago, Professor of Education, University of California at Los Angeles

H. SPECIAL POPULATIONS

Gifted children can be found in all populations. In some instances, a child's true abilities are not recognized and that child may not be receiving appropriate educational services. The New Mexico State Department of Education's criteria for gifted students attempts to address the underrepresentation in gifted programs for four populations. These populations included those students with:

- cultural differences
- linguistic differences
- lower socioeconomic status
- disabling conditions

Other special populations also need consideration. Listed below are some groups of gifted children who have unique educational needs.

YOUNG GIFTED CHILDREN

Young children ages 3 through 8 have been recognized as one of several subpopulations of gifted children who are underserved. Early identification and appropriate education are particularly critical as a means of nurturing potential. Research supports special instruction for young children designed to address their capacity for learning and social/emotional vulnerability. A collaborative approach between families and school personnel should address identification, curriculum planning, and evaluation.

GIFTED UNDERACHIEVER

Students who are gifted may be underachievers. These students, although scoring high on standardized measures, often fail to achieve in much of their everyday course work. The causes and manifestations of underachievement are varied. These students should not be precluded from identification and/or participation in gifted programming as a result of their underachievement in the regular classroom.

Recent research demonstrates the importance of two factors in the reversal of underachievement:

- teacher concern for participation in the student's success
- student involvement in a project in some area of interest

GIFTED GIRLS

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

HIGHLY GIFTED

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

SECTION III

Gifted Programming

- A. CEC Recommendations
- B. NAGC Recommendations
 - 1. Program Design
 - 2. Program Evaluation
 - 3. Program Administration/Management
- C. Special Education Service Delivery Models
- D. General Education Service Delivery Models
- E. Enrichment
- F. Acceleration
- G. NAGC Recommendations
 - 1. Social-Emotional Development

III. GIFTED PROGRAMMING

A. RECOMMENDATIONS FROM COUNCIL FOR EXCEPTIONAL CHILDREN (CEC) REGARDING DESIGN STANDARDS FOR GIFTED PROGRAMS

Program design is the plan for the administrative configuration through which instruction is delivered to gifted students. Since these students are receiving service throughout the educational system, the intent is to build a flexible system of viable program options throughout the general and special education structures that are compatible with and can be matched to the strengths, needs, and interests of gifted and talented students (adapted from *Standards for Programs Involving the Gifted and Talented*, The Council for Exceptional Children).

Programs for the gifted are articulated with regular education programs.

Programs for the gifted are part of the program offerings of the school district, as these students are typically involved in programs that are considered regular education. Articulation involves the following:

- planning the extension for regular education programs to address individual needs
- policy review to assure that policies encourage involvement in rigorous programs
- communication between parties to keep all participants informed
- program development

Programs are comprehensive, structured, and sequenced across grade levels.

Programs for the gifted go beyond academics and include options in areas such as the arts, leadership, and creativity. These programs are planned and ordered so that students can continue to develop their skills.

Programs are an integral part of the school day and may be extended to other school and community settings.

Essential to each student's educational program are the provision of gifted services during the school day. In some instances, programs may be held before or after school or in settings other than school when the nature of the experience (not the convenience of the schedule) requires this adjustment in timing.

Program options are based on student needs.

Program options may vary based on the needs of the student and the needs and resources of the community. They may also vary for the same student from one year to the next. Ongoing needs assessments are necessary to assure the compatibility of current needs and program options.

All gifted students are assured programs commensurate with their abilities.

Gifted students are guaranteed access to programs that provide for their varying ranges of abilities and needs.

Resources for program development and implementation are distributed equitably.

Gifted students throughout a school district are given appropriate educational programs regardless of the school they attend. Resources are distributed based on student needs.

Programs incorporate a blend of community resources & school based support services in program development.

All professional staff, such as teachers, principals, educational diagnosticians, school psychologists, social workers, content area specialists, counselors, as well as parents and community members add expertise to the planning and implementation of program options. They expand the range of support for the programs and open doors to opportunity for students beyond those available through the district or individual program personnel.

Specialists in gifted education are consulted in program policy development.

Informed advocates for those students provide guidance to district personnel in program planning so that the procedures and policies are consistent with the needs of gifted students.

Ongoing program evaluation activities are conducted for the purpose of continued program development.

A plan for evaluation is in place and implemented so that program decisions are based on data generated from many sources including program, students, parents and personnel.

B1. RECOMMENDATIONS FROM NATIONAL ASSOCIATION OF GIFTED CHILDREN (NAGC) REGARDING PROGRAM DESIGN

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

Guiding Principles	Minimum Standards	Exemplary Standards
1. Rather than any single gifted program, a continuum of programming services must exist for gifted learners.	1.0M Gifted programming services must be accessible to all gifted learners.	1.0E Levels of services should be matched to the needs of gifted learners through the provision of a full continuum of options.
2. Gifted education must be adequately funded.	2.0M Gifted education funding should be equitable compared to the funding of other local programming.	2.0E Gifted education programming must receive funding consistent with the program goals and sufficient to adequately meet them.
3. Gifted education programming must evolve from a comprehensive and sound base.	3.0M Gifted education programming must be submitted for outside review on a regular basis. 3.1M Gifted programming must be guided by a clearly articulated philosophy statement and accompanying goals and objectives. 3.2M A continuum of services must be provided across grades pre-K-12.	3.0E Gifted education programming should be planned as a result of consultation with informed experts. 3.1E The school or school district should have a mission/philosophy statement that addresses the need for gifted education programming. 3.2E A comprehensive pre-K-12 program plan should include policies and procedures for identification, curriculum and instruction, service delivery, teacher preparation, formative and summative evaluation, support services, and parent involvement.

**B1. RECOMMENDATIONS FROM NATIONAL ASSOCIATION OF GIFTED CHILDREN (NAGC)
 REGARDING PROGRAM DESIGN
 (cont.)**

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

Guiding Principles	Minimum Standards	Exemplary Standards
4. Gifted education programming services must be an integral part of the general education school day.	4.0M Gifted education programming should be articulated with the general education program. 4.1M Appropriate educational opportunities must be provided in the regular classroom, resource classroom, separate, or optional voluntary environments.	4.0E Gifted services must be designed to supplement and build on the basic academic skills and knowledge learned in regular classrooms at all grade levels to ensure continuity as students progress through the program. 4.1E Local school districts should offer multiple service delivery options as no single service should stand alone.
5. Flexible groupings of students must be developed in order to facilitate differentiated instruction and curriculum.	5.0M The use of flexible grouping of gifted learners must be an integral part of gifted education programming.	5.0E Gifted learners should be included in flexible grouping arrangements in all content areas and grade levels that ensures that gifted students learn with and from intellectual peers.
6. Policies specific to adapting and adding to the nature and operations of the general education program are necessary for gifted education.	6.0M Existing and future school policies must include provisions for the needs of gifted learners.	6.0E Gifted education policies should exist for at least the following areas: early entrance, grade skipping, ability grouping, and dual enrollment.

B2. RECOMMENDATIONS FROM NATIONAL ASSOCIATION OF GIFTED CHILDREN (NAGC) REGARDING PROGRAM EVALUATION

Description: Program evaluation is the systematic study of the value and impact of services provided.

Guiding Principles	Minimum Standards	Exemplary Standards
1. An evaluation must be purposeful.	1.0M Information collected must reflect the interests and needs of most constituency groups.	1.0E Information collected should address pertinent questions raised by all constituency groups, and should be responsive to the needs of all stakeholders.
2. An evaluation must be efficient and economic.	2.0M School districts must provide sufficient resources for program evaluation.	2.0E School districts should allocate adequate time, financial support, and personnel to conduct systematic program evaluation.
3. An evaluation must be conducted competently and ethically.	3.0M Persons conducting the evaluation must be competent trustworthy. 3.1M The program evaluation design must address whether or not services have reached intended goals. 3.2M Instruments and procedures used for data collection must be valid and reliable for their intended use.	3.0E Persons conducting the evaluation should possess an expertise in program evaluation in gifted education. 3.1E The evaluation design should report the strengths and weaknesses found in the program as well as critical issues that might influence program services. 3.2E Care should be taken to ensure that instruments with sufficient evidence of reliability and validity are used, and that they are appropriate for varying age, developmental levels, gender, and diversity of the target population.

**B2. RECOMMENDATIONS FROM NATIONAL ASSOCIATION OF GIFTED CHILDREN (NAGC)
 REGARDING PROGRAM EVALUATION
 (cont.)**

Description: Program evaluation is the systematic study of the value and impact of services provided.

Guiding Principles	Minimum Standards	Exemplary Standards
	<p>3.3M Ongoing formative and summative evaluation strategies must be used for substantive program improvement and development</p> <p>3.4M Individual data must be held confidential.</p>	<p>3.3E Formative evaluations should be conducted regularly with summative evaluations occurring minimally every five years or more often as specified by state or local district policies.</p> <p>3.4E All individuals who are involved in the evaluation process should be given the opportunity to verify information and the resulting interpretation.</p>
<p>4. The evaluation results must be made available through a written report.</p>	<p>4.0M Evaluation reports must present the evaluation results in a clear and cohesive format.</p>	<p>4.0E Evaluation reports should be designed to present results and encourage follow-through by stakeholders.</p>

B3. RECOMMENDATIONS FROM NATIONAL ASSOCIATION OF GIFTED CHILDREN (NAGC) REGARDING PROGRAM ADMINISTRATION OR MANAGEMENT

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

Guiding Principles	Minimum Standards	Exemplary Standards
1. Appropriately qualified personnel must direct services for the education of gifted learners.	1.0M The designated coordinator for gifted education programming must have completed coursework or staff development in gifted education and display leadership ability to be deemed appropriately qualified.	1.0E The designated gifted programming coordinator must have completed a certification program or advanced degree program in gifted education.
2. Gifted education programming must be integrated into the general education program.	2.0M The gifted education program must create linkages between general education and gifted education at all levels.	2.0E Responsibility for the education of gifted learners is a shared one requiring strong relationships between the gifted education program and general education schoolwide.
3. Gifted education programming must include positive working relationships with constituency and advocacy groups, as well as compliance agencies.	3.0M Gifted programming staff must establish on-going parent communication.	3.0E The gifted education programming staff should facilitate the dissemination of information regarding major policies and practices in gifted education (e.g., student referral and screening, appeals, informed consent, student progress, etc.) to colleagues, parents, community members, etc.

**B3. RECOMMENDATIONS FROM NATIONAL ASSOCIATION OF GIFTED CHILDREN (NAGC)
 REGARDING PROGRAM ADMINISTRATION OR MANAGEMENT
 (cont.)**

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

Guiding Principles	Minimum Standards	Exemplary Standards
	3.1M Gifted programs must establish and use an advisory committee that reflects the cultural and socio-economic diversity of the school or school district’s total student population, and includes parents, community members, students, and school staff members.	3.1E Parents of gifted learners should have regular opportunities to share input and make recommendations about program operations with the gifted programming coordinator.
	3.2M Gifted education programming staff must communicate with other on-site departments as well as other educational agencies vested in the education of gifted learners (e.g., other school districts, school board members, state departments of education, intermediate educational agencies, etc.)	3.2E The gifted education program should consider current issues and concerns from other educational fields and agencies regarding gifted programming decision-making on a regular basis.

**B3. RECOMMENDATIONS FROM NATIONAL ASSOCIATION OF GIFTED CHILDREN (NAGC)
REGARDING PROGRAM ADMINISTRATION OR MANAGEMENT
(cont.)**

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

Guiding Principles	Minimum Standards	Exemplary Standards
4. Requisite resources and materials must be provided to support the efforts of gifted education programming.	4.0M Resources must be provided to support program operations. 4.1M Technological support must be provided for gifted education programming services. 4.2M The library selections must reflect a range of materials including those appropriate for gifted learners.	4.0E Gifted education programming should provide state of the art technology to support appropriate services. 4.1E A diversity of resources (e.g., parent, community, vocational, etc.) should be available to support program operations. 4.2E The acquisition plan for purchasing new materials for the school should reflect the needs of gifted learners.

C. SPECIAL EDUCATION SERVICE DELIVERY MODELS

LEAST RESTRICTIVE ENVIRONMENT

The concept of least restrictive environment comes from Federal Legislation under IDEA '97. This requirement mandates that children with disabilities, to the maximum extent appropriate, “be educated with children who are nondisabled” and that they be removed from the regular educational environment “only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.” (Sec. §300.550 Federal Regulations)

In New Mexico, services for gifted students fall under the umbrella of Special Education. Because of this framework, the IEP process for disabilities is also required for gifted exceptionalities. **When IEP teams address the LRE section for students who are gifted, a shift in perspective is necessary.** There is a significant body of research that supports the view that gifted students should be provided the opportunity to interact with their intellectual peers and that lack of opportunity may well be a more restrictive placement. The opportunity to excel and be challenged should be addressed in the IEP.

SELF-CONTAINED

Self-contained classes enable gifted students to be challenged in every area throughout the day, to be stimulated by their intellectual peers, to have guidance from specially selected teachers, and to have an orderly, sequential, well-integrated curriculum. This model is most appropriate for addressing the needs of special populations of gifted students e.g., highly gifted and students with factors.

PULLOUT PROGRAMS/RESOURCE ROOM

Pullout programs combine the advantages of regular class integration and special class grouping by bringing gifted students together part-time on a regular basis. Pullout programs may provide specialized service for up to 49% of the day. Scheduling larger blocks of time permits uninterrupted, in-depth work on special projects. Pullout programs require careful coordination and communication between the special education and general classroom teachers. **Note: Students receiving specialized instruction should not be penalized by undue teacher expectations. Make-up work should not be required, however, opportunities to obtain missed concepts should be provided. This concern might be appropriately addressed under “modifications to general education” in the IEP within the general education setting.**

GIFTED EDUCATION SEMINARS

Special Education services can be implemented via a seminar class at middle and high school levels. This is most often scheduled as an elective class. This model provides an opportunity for similar age and intellectual peer grouping to address specific topics of interest.

RESOURCE CENTERS

A school or district can establish resource centers available to all students but reserved for gifted students at specific times. This model is especially beneficial to school/school districts who have low numbers of identified gifted students. This setting enables students to meet from a broader geographical area and interest and work with specialists who can guide them on in-depth projects. **Note: Students receiving specialized instruction should not be penalized by undue teacher expectations. Make-up work should not be required, however, opportunities to obtain missed concepts should be provided. This concern might be appropriately addressed under “modifications to general education” in the IEP within the general education setting.**

D. GENERAL EDUCATION AND OTHER SERVICE DELIVERY MODELS

ABILITY GROUPING

Ability grouping refers to placing students of like ability together in homogeneous arrangements, such as special classes. This allows for more appropriate, rapid and advanced instruction, matching the rapidly developing skills and capabilities of gifted students. Strong research evidence supports the effectiveness of ability grouping for gifted students in special class settings as a proven instructional strategy.

CLUSTER GROUPING IN REGULAR CLASSROOM

Cluster grouping provides opportunities to bring gifted students together within the general education setting. In cluster grouping, gifted students at the same grade level are placed in the same general classroom, permitting the teacher to group the gifted homogeneously for some activities and at other times to group students heterogeneously according to areas of interest and achievement.

CLUSTER SCHEDULING FOR CORE COURSES

The schedules of gifted students can be arranged so that they take required core courses together and thus form a homogeneous class that provides rapid pacing, less drill, and greater depth.

HONORS, ADVANCED PLACEMENT AND ENRICHED CLASSES

Honors, advanced placement and enriched classes provide opportunities for practicing higher-level thinking skills, creativity, and exploring course content in depth.

SEMINARS

Gifted students can be invited to seminars aimed at research, interdisciplinary studies, visual and performing arts, academic subjects, or other areas of interest. Seminars provide students with opportunities to interact with specialists who can guide them on in-depth projects within a specific area.

SPECIAL CLASSES OUTSIDE THE SCHOOL DAY

Gifted students can meet in special classes or interest groups before school hours, after school hours, or on weekends.

SUMMER INSTITUTES

Many school districts, universities, and other agencies organize programs during the summer for gifted students. Some of these programs are residential, while others are day schools.

E. ENRICHMENT

The enrichment model is another way to meet the differentiated educational needs of gifted students. Enrichment is effective when teachers provide instruction for gifted students in terms of well-articulated activities that require higher cognitive processing, in-depth investigations of content, wider ranges of content, and alternate modes of communication. The following methods for enriching the curriculum may be used successfully at both elementary and secondary levels.

INDEPENDENT STUDY

Students conduct self-directed research projects that are carefully planned with the teacher and are monitored frequently. Prerequisites include instruction in field-based and library research skills, the scientific method and other authentic types of inquiry.

ALTERNATE LEARNING ACTIVITIES/UNITS

These are activities/units which are not part of the general education curriculum. These activities should not be selected purely on their novelty but rather depth of inquiry and rigor of content. Opportunities to pursue alternate activities permit students to engage in new learning and avoid the boredom of repeating instruction in skills already mastered (e.g., anthropology unit).

ADVANCED THINKING PROCESS

Teachers provide activities for gifted students in all curriculum areas emphasizing higher level thinking skills such as synthesis, analysis, and evaluation.

GUEST SPEAKERS

Guest speakers (e.g., university faculty, leaders in business and industry) can provide information on topics beyond the teacher's expertise. This provides opportunities for career exploration and authentic learning experiences.

MENTORS/INTERNSHIPS

Mentorships/internships allow students to interact with adult experts in fields of mutual interest. It may be helpful to match individual mentors and gifted students in terms of ethnicity and gender so that mentors can serve as role models. Gifted students could apprentice with professionals in the student's areas of interest as part of career awareness programs. This is most often found to be beneficial at the high school for elective credit.

ALTERNATE RESOURCES

Teachers provide alternate resources that are advanced or broader in scope for students who excel in specific areas. When materials from a higher grade level are used, it is necessary to avoid undue repetition. Gifted students should have access to businesses, universities and other community resources (e.g., such as laboratories, libraries, computer facilities), as appropriate.

EXCHANGE PROGRAMS

Gifted students may attend schools in a different community or in foreign countries to enrich their educational experiences.

F. ACCELERATION

Acceleration involves changing the rate of presentation of the general curriculum to enable gifted students to complete the program in less time than usual. Acceleration can occur in any curriculum content area including music, drama, art, mathematics, language arts, science and social studies. When students are accelerated into a higher level course, they should receive the appropriate credit (e.g. middle school students taking high school courses receive high school credit; high school students taking college courses receive credit both at high school level and college level.) When implementing acceleration as a method for meeting gifted students' needs, careful articulation among programs is critical. If a student is permitted to complete course work in a shorter amount of time than usual, some provision must be made for continued academic challenge within the specific curriculum. Without some means for well planned continuation/articulation, efforts at acceleration are wasted.

EARLY ENTRANCE TO SCHOOL

Individual school districts have policies regarding early entrance to school. In addition the following may be considered:

- degree of advancement in relation to peers
- number of areas in which the student shows advanced achievement
- the student's self-concept
- ability of the regular education teacher to provide individualized enrichment.

GRADE SKIPPING

Skipping a grade level is an agreement made between the school administration and parents. Social-emotional as well as academic needs must be considered.

MULTI-AGE LEVEL CLASSES

Multi-age classes are classes in which children from two or more grade levels are combined. Students can accelerate in these classes through self-pacing.

TELESCOPING/COMPACTING

Telescoping/compacting refers to a form of acceleration in which part of the curriculum is covered in a shorter amount of time than usual. Compacting can occur through the elimination of previously mastered content material, determined through pre-testing.

COLLEGE COURSE WORK

Many high schools permit qualified juniors and seniors to take college courses for college credit while completing high school requirements (concurrent enrollment.) College courses might also be taken during the summer. Students who participate in Talent Search programs in 7th and 8th grades may be involved in college course work before their junior year in high school.

EARLY ADMISSION TO COLLEGE

Once an accelerated student has completed requirements for high school graduation, early admission to college may be an option. Some students may elect to graduate in less than four years by completing their required credits ahead of schedule. In some instances, gifted students might choose to leave high school and receive a General Education Diploma (GED) and enter college early.

ADVANCED PLACEMENT PROGRAM (AP)

The Advanced Placement Program (AP) administered by the College Entrance Examination Board, enables high school students to obtain both high school and college credit for rigorous coursework offered as part of the school curriculum. The curriculum is designed by the National College Board and requires certified teachers.

ACCELERATED CLASSES OUTSIDE THE SCHOOL DAY

Special accelerated classes for gifted students may be held after school or on weekends to enable students to complete programs earlier than usual.

G1. RECOMMENDATIONS FROM NATIONAL ASSOCIATION OF GIFTED CHILDREN (NAGC) REGARDING SOCIAL AND EMOTIONAL DEVELOPMENT

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

Guiding Principles	Minimum Standards	Exemplary Standards
1. Gifted learners must be provided differentiated guidance efforts to meet their unique socio-emotional development.	1.0M Gifted learners, because of their unique socio-emotional development, must be provided guidance and counseling services by a counselor who is familiar with the characteristics and socio-emotional needs of gifted learners.	1.0E Counseling services should be provided by a counselor familiar with specific training in the characteristics and socio-emotional needs (i.e., underachievement, multipotentiality, etc.) of diverse gifted learners.
2. Gifted learners must be provided career guidance services especially designed for their unique needs.	2.0M Gifted learners must be provided career guidance consistent with their unique strengths.	2.0E Gifted learners should be provided college and career guidance that is appropriately different and delivered earlier than typical programs.
3. Gifted at-risk students must be provided guidance and counseling to help them reach their potential.	3.0M Gifted learners who are placed at-risk must have special attention, counseling, and support to help them realize their full potential.	3.0E Gifted learners who do not demonstrate satisfactory performance in regular and/or gifted education classes should be provided specialized intervention services.
4. Gifted learners must be provided affective curriculum in addition to differentiated guidance and counseling services.	4.0M Gifted learners must be provided affective curriculum as part of differentiated curriculum and instructional services.	4.0E A well defined and implemented affective curriculum scope and sequence containing personal/social awareness and adjustment, academic planning, and vocational and career awareness should be provided to gifted learners.
5. Underachieving gifted learners must be served rather than omitted from differentiated services.	5.0M Gifted students who are underachieving must not be exited from gifted programs because of related problems.	5.0E Underachieving gifted learners should be provided specific guidance and counseling services that address the issues and problems related to underachievement.

SECTION IV

Curriculum

- A. Guidelines for Curriculum
- B. NAGC Recommendations
 - 1. Curriculum and Instruction

IV. CURRICULUM

A. GUIDELINES FOR CURRICULUM

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

- techniques for differentiation of curriculum
- methods and materials specific to gifted students
- scope and sequence of their district's regular curriculum - standards/benchmarks of district
- academic needs of individual gifted students in relation to the district's regular curriculum
- state standards
- district gifted curriculum guides
- district/community philosophy toward gifted education.

B1. RECOMMENDATIONS FROM NATIONAL ASSOCIATION OF GIFTED CHILDREN (NAGC) REGARDING CURRICULUM AND INSTRUCTION

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

Guiding Principles	Minimum Standards	Exemplary Standards
1. Differentiated curriculum for the gifted learner must span grades pre K-12.	1.0M Differentiated curriculum (curricular and instructional adaptations that address the unique learning needs of gifted learners) for gifted learners must be integrated and articulated throughout the district.	1.0E A well defined and implemented curriculum scope and sequence should be articulated for all grade levels and all subject areas.
2. Regular classroom curricula and instruction must be adapted, modified, or replaced to meet the unique needs of gifted learners.	2.0M Instruction, objectives and strategies provided gifted learners must be systematically differentiated from those in the regular classroom. 2.1M Teachers must differentiate, replace, supplement, or modify curricula to facilitate higher level learning goals. 2.2M Means for demonstrating proficiency in essential regular curriculum concepts and process must be established to facilitate appropriate academic acceleration. 2.3M Gifted learners must be assessed for proficiency in basic skills and knowledge and provided alternative challenging educational opportunities when proficiency is demonstrated.	2.0E District curriculum plans should include objectives, content, and resources that challenge gifted learners in the regular classroom. 2.1E Teachers should be responsible for developing plans to differentiate the curriculum in every discipline for gifted learners. 2.2E Documentation of instruction for assessing level(s) of learning and accelerated rates of learning should demonstrate plans for gifted learners based on specific needs of individual learners. 2.3E Gifted learners should be assessed for proficiency in all standard courses of study and subsequently provided educational opportunities that are more challenging.
3. Instructional pace must be flexible to allow for the accelerated learning of gifted learners as appropriate.	3.0M A program of instruction must consist of advanced content and appropriately differentiated teaching strategies to reflect the accelerated learning pace and advanced intellectual processes of gifted learners.	3.0E When warranted, continual opportunities for curricular acceleration should be provided in gifted learners' areas of strength and interest while allowing sufficient ceiling for optimal learning.
4. Educational opportunities for subject and grade skipping must be provided to gifted learners.	4.0M Decisions to proceed or limit experiences must consist of a variety of curricular options, instructional strategies, and materials.	4.0E Possibilities for partial or full acceleration of content and grade levels should be available to any student presenting such needs.

**B1. RECOMMENDATIONS FROM NATIONAL ASSOCIATION OF GIFTED CHILDREN (NAGC)
REGARDING CURRICULUM AND INSTRUCTION
(cont.)**

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

Guiding Principles	Minimum Standards	Exemplary Standards
5. Learning opportunities for gifted learners must consist of continuum of differentiated curricular options, instructional approaches, and resource materials.	5.0M Diverse and appropriate learning experiences must consist of a variety of curricular options, instructional strategies, and materials. 5.1M Flexible instructional arrangements (e.g., special classes, seminars, resource rooms, mentorships, independent study, and research projects) must exist.	5.0E Appropriate service options for each student to work at assessed level(s) and advanced rates of learning should exist. 5.1E Differentiated educational program curricula for students pre-K-12 should be modified to provide learning experiences matched to students' interests, readiness, and learning style.

SECTION V

Teachers of the Gifted

- A. Competencies for Teachers of the Gifted
- B. NAGC Recommendations
 - 1. Competencies
 - 2. Professional Development
- C. Professional Training Delivery Options

V. TEACHERS OF THE GIFTED

A. COMPETENCIES FOR TEACHERS OF THE GIFTED

In New Mexico there is no requirement for a teacher of the Gifted to have any specific certification or licensure beyond a valid teaching certificate. LEA's, however, are encouraged to establish their own standards for employment and use the list of teaching competencies found in this document as a guide for the hiring and evaluation of personnel. Research supports the idea that teachers of the gifted should have specific training pertinent to gifted education either through preservice or LEA inservice opportunities.

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

RECOMMENDED COMPETENCIES

- knowledge of a student's educational and psychological needs, including cultural diversity, socio-economic diversity, linguistic differences and/or disabling conditions
- historical perspectives of gifted education
- characteristics of gifted children
- identification and assessment
- instructional strategies and materials
- program models and administrative structures
- evaluation strategies
- relevant theories and research related to development and intellectual function
- creativity and problem solving
- nature and needs of special populations
- guidance and counseling
- ability to develop and implement a program model or service delivery model that both enriches (broadens) and accelerates (deepens) content
- ability to implement a variety of instructional models and educational strategies that will enhance specific academic skills as well as general thinking, problem solving and creativity skills
- ability to modify, adapt, and design appropriate curriculum and instructional materials
- ability to modify, adapt, and design appropriate curriculum
- ability to work with a larger community of people (administrators, general education classroom teachers, parents, community members, etc.)

B1. RECOMMENDATIONS FROM NATIONAL ASSOCIATION FOR GIFTED CHILDREN (NAGC) REGARDING COMPETENCIES NEEDED BY TEACHERS OF GIFTED AND TALENTED STUDENTS

The National Association of Gifted Children (NAGC) periodically issues policy statements that deal with issues, policies, and practices that have an impact on the education of gifted and talented students. Policy statements represent the official convictions of the organization.

All policy statements approved by the NAGC Board of Directors are consistent with the organization's belief that education in a democracy must respect the uniqueness of all individuals, the broad range of cultural diversity present in our society, and the similarities and differences in learning characteristics that can be found within any group or students. NAGC is fully committed to national goals that advocate both excellence and equity for all students, and we believe that the best way to achieve these goals is through *differentiated* educational opportunities, resources, and encouragement for all students.

NAGC believes that all children deserve the highest quality of instruction possible and that such instruction will only occur when teachers are aware of and able to respond to the unique qualities and characteristics of the students they instruct. Gifted and talented students present a particular challenge and often experience inadequate and inappropriate education. To provide appropriate learning experiences for gifted and talented students, teachers need to possess:

- a knowledge and valuing of the origins and nature of high levels of intelligence, including creative expressions of intelligence
- a knowledge and understanding of the cognitive, social, and emotional characteristics, needs, and potential problems experienced by gifted and talented students from diverse populations
- a knowledge of and access to advanced content and ideas
- an ability to develop a differentiated curriculum appropriate to meeting the unique intellectual and emotional needs and interests of gifted and talented students
- an ability to create an environment in which gifted and talented students can feel challenged and safe to explore and express their uniqueness.

NAGC believes that these competencies, in addition to those required for good teaching and learning in general, such as modeling openness, curiosity, and enthusiasm, are necessary for teachers of gifted and talented students. NAGC also believes that educational experiences through comprehensive programming must be available for teachers to develop these competencies.

B2. RECOMMENDATIONS FROM NATIONAL ASSOCIATION FOR GIFTED CHILDREN (NAGC) REGARDING PROFESSIONAL DEVELOPMENT

Description: Gifted learners are entitled to be served by professionals who have specialized preparation in gifted education, expertise in appropriate differentiated content and instructional methods, involvement in ongoing professional development, and who possess exemplary personal and professional traits.

Guiding Principles	Minimum Standards	Exemplary Standards
1. A comprehensive staff development program must be provided for all school staff involved in the education of gifted learners.	1.0M All school staff must be made aware of the nature and needs of gifted students. 1.1M Teachers of gifted students must attend at least one professional development activity a year designed specifically for teaching gifted learners.	1.0E All school staff should be provided on-going staff development in the nature and needs of gifted learners, and appropriate instructional strategies. 1.1E All teachers of gifted learners should continue to be actively engaged in the study of gifted education through staff development or graduate degree programs.
2. Only qualified personnel should be involved in the education of gifted learners.	2.0M All personnel working with gifted learners must be certified to teach in the area to which they are assigned, and must be aware of the unique learning differences and needs of gifted learners at the grade level at which they are teaching. 2.1M All specialist teachers in gifted education must hold or be actively working toward a certification (or the equivalent) in gifted education in the state in which they teach. 2.2M Any teacher whose primary responsibility for teaching includes gifted learners, must have extensive expertise in gifted education.	2.0E All personnel working with gifted learners should participate in regular staff development programs. 2.1E All specialist teachers in gifted education should possess a certification/ specialization or degree in gifted education. 2.2E Only teachers with advanced expertise in gifted education should have primary responsibility for the education of gifted learners.
3. School personnel require support for their specific efforts related to the education of gifted learners.	3.0M School personnel must be released from their professional duties to participate in staff development efforts in gifted education.	3.0E Approved staff development activities in gifted education should be funded at least in part by school districts or educational agencies.

**B2. RECOMMENDATIONS FROM NATIONAL ASSOCIATION FOR GIFTED CHILDREN (NAGC)
REGARDING PROFESSIONAL DEVELOPMENT
(cont.)**

Description: Gifted learners are entitled to be served by professionals who have specialized preparation in gifted education, expertise in appropriate differentiated content and instructional methods, involvement in ongoing professional development, and who possess exemplary personal and professional traits.

Guiding Principles	Minimum Standards	Exemplary Standards
4. The educational staff must be provided with time and other support for the preparation and development of the differentiated education plans, materials, curriculum.	4.0M School personnel must be allotted planning time to prepare for the differentiated education of gifted learners.	4.0E Regularly scheduled planning time (e.g., release time, summer pay, etc.) should be allotted to teachers for the development of differentiated educational programs and related resources.

C. PROFESSIONAL TRAINING DELIVERY OPTIONS

The size and diversity of New Mexico dictates that there be a variety of ways teachers for the gifted to receive professional training. The following list presents some training options.

ON-CAMPUS UNIVERSITY COURSES

Teachers in districts with ready access to universities could attend courses in which the specific focus is on the education of gifted students. Examples of such courses are: “Nature and Needs of the Gifted,” “Methods and Materials for the Gifted,” “Curriculum for the Gifted,” “Twice Exceptional Learner,” and “Practicum in Gifted Education.”

EXTENSION SITE UNIVERSITY COURSES

Several universities in New Mexico have extension sites throughout the state. Gifted education courses and/or training could be offered at these extension sites.

DISTANCE LEARNING

As distance learning increases, New Mexico universities are exploring alternative methods to deliver courses to rural areas. Gifted education courses/training could be made available via television, internet, video, etc.

CORRESPONDENCE CLASSES

Introductory-level classes such as “Nature & Needs of the Gifted” lend themselves to delivery through a correspondence course approach.

CONFERENCES

Attendance and participation in national and local conferences on gifted education provide teachers with professional development opportunities.

INSTITUTES ON GIFTED EDUCATION

Teachers training may include attendance at National Institutes that focus on gifted education or offer content specific to gifted education.

USE OF MASTER TEACHERS & ADMINISTRATORS WHO POSSESS A M.A. OR EDS. DEGREE IN GIFTED EDUCATION

A school district could have a master teacher of the gifted and/or an administrator with expertise in gifted education to serve as a mentor to less trained teachers and to provide staff development and inservice training.