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Public Education Department

Gifted Education

Technical Assistance Manual

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Introduction

During the 2022 legislative session, the New Mexico Legislature requested that the New Mexico Public Education Department study and report its recommendations for gifted education programs and services. *House Memorial 33* (HM 33 (2022)) aimed . . .

- to determine the cause of inconsistent identification practices relevant to variable effects on equity of participation and to recommend the used of universal screening with local norms,
- to determine why curriculum services and delivery models do not follow accepted standards or individualize for the range of student needs,
- to establish gifted education programming and services for outcomes and evaluation,
- to update technical guidance to reflect best practices, and
- to determine the reason(s) for inequity in access to gifted programs and the loss of students participating in gifted services.

The findings of the *HM 33 Gifted Education Report* (p. 3) demonstrated a crucial focus on . . .

- how students are identified as gifted,
- providing updated technical assistance,
- provision of evidence-based services that follow nationally accepted, individualized standards that meet a range of diverse student needs, and
- the need for consistent and equitable identification and programming options across all districts.

Recommendations from the *HM 33 Gifted Education Report* prompt necessary requirements to eliminate **equity barriers** by . . .

- updating the 6.31.3 NMAC to reflect current best practices,
- providing increased professional development opportunities for current staff and teachers,
- changing the process for gaining gifted certification, and
- using state assessments to identify for content specific giftedness.

Furthermore, *Senate Memorial 60 (2023)* requires that students identified in *Yazzie and Martinez v. State of New Mexico* be represented with greater equity and consistency as eligible for gifted education programs. The groups identified include Native American students, economically disadvantaged students, English learners, and students with disabilities.

This **Gifted Technical Assistance Manual** has been revised to provide district and school educators with the guidance necessary . . .

- to assess current district and school needs,

- to develop a high-quality LEA Gifted Education Program Plan using the results from the *Gifted Self-Assessment Tool*,
- to identify and support the role of one or more Gifted Advisory Committees for a school district or charter school,
- to create and maintain a School Gifted Team (SGT),
- to review gifted teacher licensure requirements,
- to implement an equitable process for gifted identification, referral, and determination that allows for alternative methods of identification,
- to create a talent pool to meet the needs of students with advanced abilities who do not meet the criteria for gifted identification,
- to understand gifted programming options, and
- to implement the National Association of Gifted Children standards.

District or Charter School Self-Assessment

NM Gifted Self-Assessment Tool

The Gifted Self-Assessment Tool (Appendix A) is designed as a first step to help school districts and charter schools determine to what extent their current gifted education program(s) meet the requirements of state statute, administrative rule, and diverse student needs.

District or charter school Gifted Education Program Plan

The purpose of the Gifted Education Program Plan is to identify gifted students from **all** populations, **including** minority students, economically diverse students, culturally diverse students, students with limited English proficiency, and students with disabilities. Each school district and charter school will prepare and submit a gifted education program plan every other year by a department-assigned date, approval of which is a condition for funding. The program plan shall address the gifted education program plan components set forth in 6.31.3.9 NMAC.

The plan should describe the identification process using screening and referral procedures and multiple sources of qualitative and quantitative qualification data. It should also describe how the data aligns to programming options and how students will be served to meet their anticipated needs, as well as what professional development activities will improve the knowledge and expertise of teachers and others working with gifted students.

District or charter School Gifted Advisory Committee

Each school district and charter school shall create one or more advisory committees of parents, community members, students, and school staff members. A school district may create as many advisory committees as there are high schools in the district or may create a single

districtwide 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. (6.31.3.8 NMAC)

The Gifted 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;
- demonstrate support for the gifted program;
- provide information regarding the impact that cultural background, linguistic background, socioeconomic status, and disability conditions within the community may have on a child's referral, identification, evaluation, and service delivery process;
- advocate for children who are under-represented in receiving 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;
- meet three times per year at regular intervals; and
- work with the LEA administration to complete an annual report of the LEAs programming, which the LEA shall submit to the department.

Formal documentation of committee membership, activities, and recommendations shall be maintained by the district or charter school. If proposals are made by the committee, they shall be submitted in writing to the district or charter school. The district or charter school shall respond in writing to any proposed actions before the next scheduled meeting of the advisory committee.

Gifted Teacher Licensure/Endorsements

While knowledge of gifted students is important for all personnel in a school, every school should strive to develop its SGT. This may require strategic hiring and professional development by school or district administrators. Typically, gifted students are assigned to general education classrooms; therefore, classroom teachers must possess a basic understanding of gifted education. The following guidelines set forth in 6.64.18.9 NMAC are for educators providing services with to students:

> A. Any current licensed teacher who applies for an endorsement in teaching gifted students prior to July 1, 2012, may be granted the endorsement by providing **verification of five (5) years** of **experience** in **teaching gifted students**.
>
> B. Any current licensed teacher who applies for an endorsement in teaching gifted students prior to July 1, 2012, may be granted the endorsement by providing evidence of having **passed a state-approved licensure test** in the **teaching of gifted students** authorized by PED or any other state education agency.

C. Any current licensed teacher who applies for an endorsement in teaching gifted students prior to July 1, 2012, may be granted the endorsement by providing evidence of having **successfully completed twelve (12) credit hours in the pedagogy and methodology** of teaching gifted students at a **regionally accredited college or university in New Mexico**.

Gifted Funding

Ninety percent of state-level schools funds are distributed through the State Equalization Guarantee (SEG) based on enrollment and application of various cost differential factors. The intent of the SEG is to equalize financial opportunity at the highest possible revenue level and to guarantee each New Mexico public school student **equal access** to programs and services appropriate to their educational need regardless of geographical location or local economic conditions.

This funding is **non-categorial** to encourage local school district initiatives in seeking more efficient and effective means of achieving desirable educational gains. The school district or charter school is responsible for ensuring the needs of special education students, which includes gifted students, are met. (Section 22-8-18 NMSA 1978).

As per Section 22-8-20 NMSA 1978 , the funding formula uses cost differentials to reflect the costs associated with providing educational services to students with differing needs. The cost differential for gifted students is the same as for students with disabilities, as found in Section 22-8-21 NMSA 1978: **Level**	**Description**	**Cost differential factor**	**6.29.1.9(I) NMAC defines percent of school day**
A Level	Minimal services	0.7	Up to 10%
B Level	Moderate services	0.7	Less than 50%
C Level	Extensive services	1.0	50% or more
D Level	Maximum services	2.0	Approaching 100%

Gifted Caseloads

The caseload for gifted education teachers and special education teachers is the same, as defined in Rule 6.29.1.9(I) NMAC:

Level	Description	Percent of School Day	Caseload
A Level	Minimal services	Up to 10%	35:1
B Level	Moderate services	Less than 50%	24:1
C Level	Extensive services	50% or more	15:1
D Level	Maximum services	Approaching 100%	8:1

The **gifted education** teacher should not exceed 1.0 Full Time Equivalent (FTE).

School Gifted Team (SGT)

The SGT is **different** from the Student Assistance Team (SAT). SAT focuses on a deficit-based model seeking to find gaps in student knowledge and ability. Research-based best practice views gifted as a strengths-based model as the appropriate methodology when identifying gifted students. SGT offers a **potential alternative** to the SAT process in the identification of gifted students. If employed, it should comprise staff at the school level solely focused on gifted identification and knowledgeable about current gifted research, state statutes, administrative code (rule), district policies, programming options, and resources available. Members of the SGT may include gifted teachers, district diagnosticians, counselors, school leaders, general education teachers, ancillary teachers knowledgeable about gifted education. The purpose of the team is . . .

- to provide appropriate training to school staff on the gifted identification process (including alternative protocols), assessment practices, strategies, enrichment possibilities, learning plans, social emotional supports, and differentiation;
- to facilitate the universal screening process and referral processes;
- to collaborate with classroom teachers to support appropriate differentiation based on academic and social/emotional needs;
- to advise staff and administration on best practices in gifted education;
- to provide support in the design and schedule of gifted programming in the school,
- to serve as needed on the GIEP team;
- to facilitate annual communication with families about the purpose of gifted education, characteristics to look for, the gifted program at the school, and the referral process; and
- to help monitor the effectiveness of the gifted program at each school.

Process for Gifted Identification: Referral, Building a Qualifying Body of Evidence, and Determination of Eligibility and Design of Individualized Gifted Programming

While some commonalities exist across giftedness, one size does not fit all. According to the National Association of Gifted Children (NAGC), gifted learners exhibit different characteristics, traits, and ways to express their giftedness. Various issues must be considered for identification[1]:

- **Giftedness is dynamic, not static**. Identification needs to occur over time, with multiple opportunities to exhibit gifts. One test at a specific point in time should not dictate whether someone is identified as gifted.
- **Giftedness is represented through all racial, ethnic, income levels, and exceptionality groups.** Underrepresentation is widely spread. It's estimated that African American,

[1] Retrieved from http://nagc.org.442elmp01.blackmesh.com/resources-publications/gifted-education-practices/identification

Hispanic American, and Native American students are underrepresented by at least 50% in programs for the gifted.[2]

- **Giftedness may be exhibited within a specific interest or category—and even a specific interest within that category.** Professionals must seek ways to gather examples across various domains and contexts.
- **Early identification in school improves the likelihood that gifts will be developed into talents.**

When evaluating giftedness, some populations may need **additional factors** to be considered when looking at the scores as defined in 6.31.3.7 NMAC. Some factors, such as home language, culture, socio-economic status, disability, etc., may depress scores and cause inequity in identification. Alternative protocols may be necessary and can be requested through the New Mexico Public Education Department. (6.31.3.11 NMAC)

The six (6) areas of gifted need and evaluation are:

1. **General Intellectual Ability**— means having exceptional capability or potential recognized through cognitive processes, such as memory, reasoning, rate of learning, spatial reasoning, ability to find and solve problems, ability to manipulate abstract ideas, and ability to make connections, which is demonstrated by scoring in the ninety-fifth percentile or above on standardized cognitive ability tests.
2. **Creative or Divergent Thinking**— means having exceptional capability or potential to solve a problem or reach a decision using strategies that deviate from commonly used or previously taught strategies, which is demonstrated by achieving an advanced level on performance assessments or scoring in the ninety-fifth percentile or above on standardized tests of creative or divergent thinking.
3. **Problem Solving or Critical Thinking**— means having outstanding capabilities to analyze a problem and engage in solutions-oriented performance, which is demonstrated by achieving an advanced level on problem-solving or critical thinking performance assessments or scoring in the ninety-fifth percentile or above on standardized problem-solving assessments.
4. **Specific Aptitude or Achievement**— means having exceptional capability in subject areas, such as having a strong knowledge base or the ability to ask insightful, pertinent questions within the discipline, and achievement at an advanced level on performance assessments or state standardized achievement tests. Specific aptitude subject areas include all subject areas for which educational standards for students have been adopted in Chapter 29 of Title 6 NMAC.
5. **Artistic Ability—** means having exceptional capability or potential in visual art, theater, music, or dance. Artistic ability is demonstrated by achieving an advanced level on a

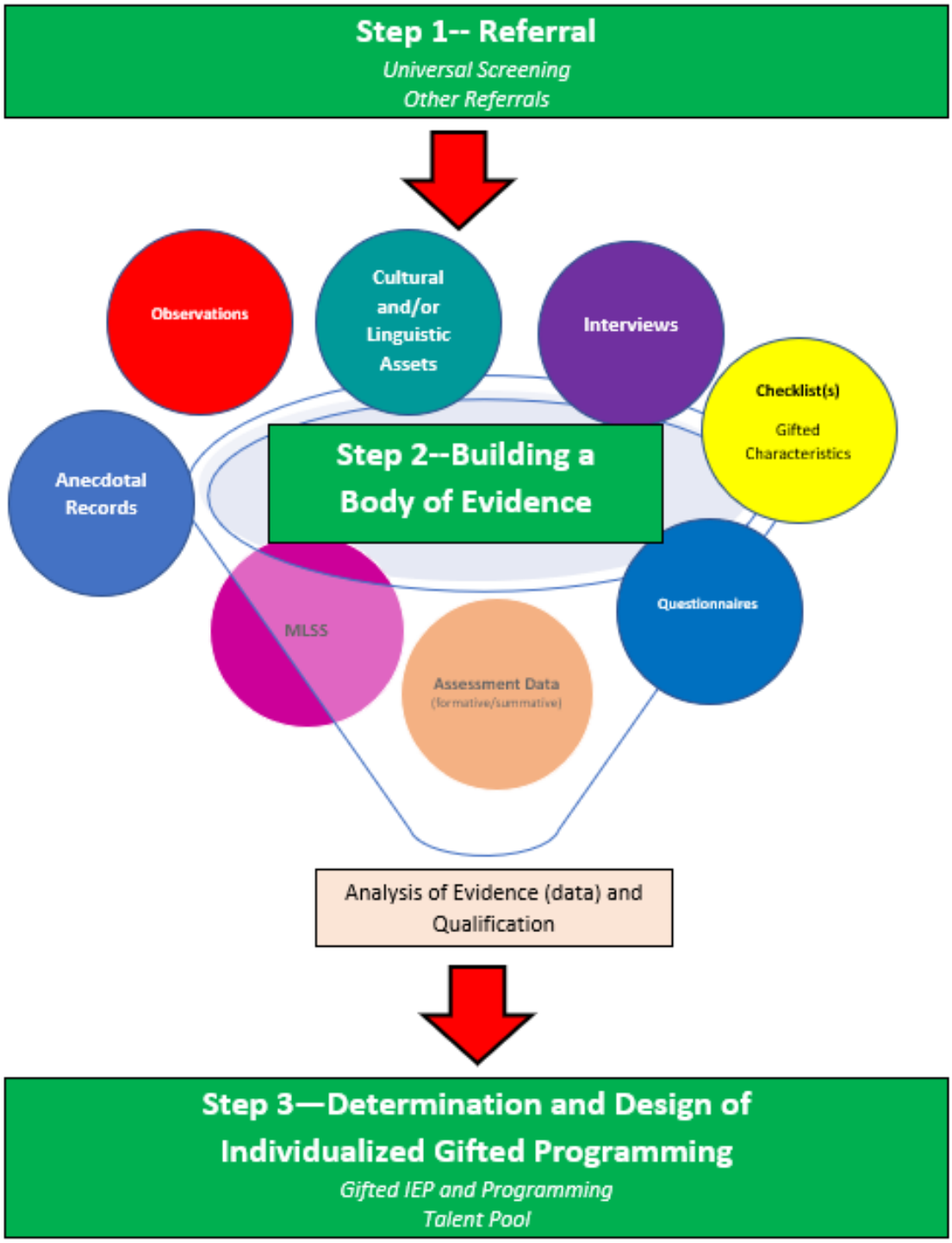
[2] U.S. Department of Education Office of Civil Rights. (2014). Civil Rights Data Collection: Data Snapshot (College and Career Readiness)

performance assessment or scoring in the ninety-fifth percentile or above on standardized arts assessments.

6. **Leadership Ability—**means having exceptional capability or potential to influence, inspire, and empower groups demonstrated by achieving an advanced level on leadership ability performance assessments or scoring in the ninety-fifth percentile or above on standardized leadership tests.

The systematic process for gifted identification involves three steps:

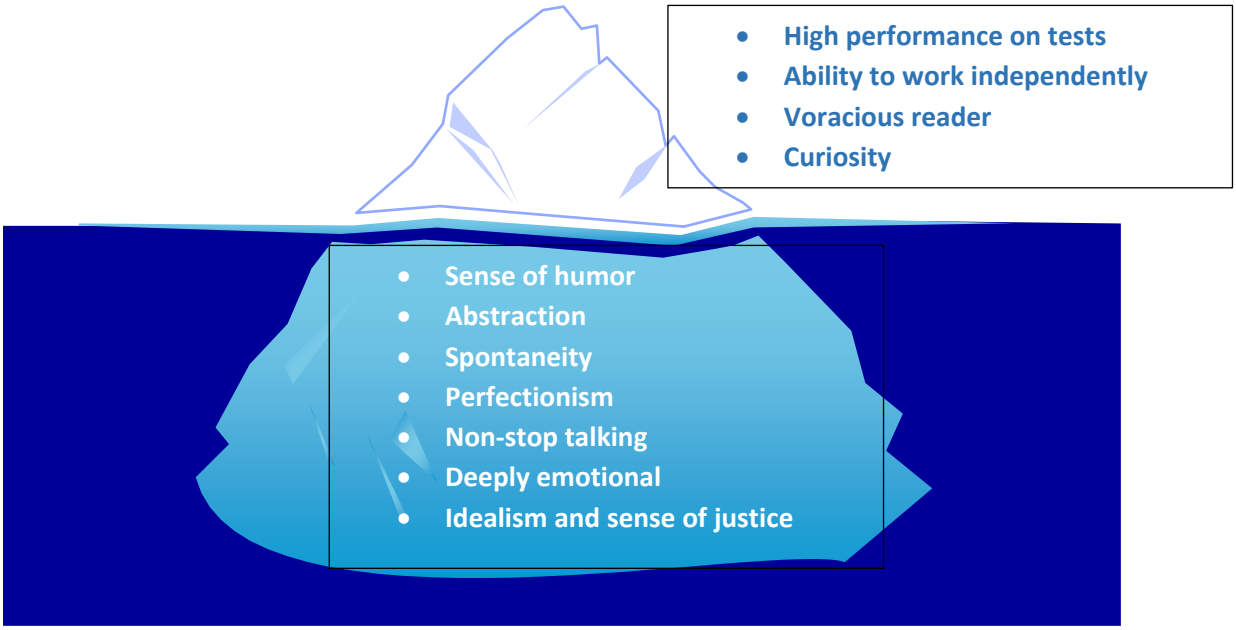
1. Referral and universal screening
2. Building a body of evidence and qualification
3. Determination of eligibility and design of individualized gifted programming



Step 1--Referral

A good referral is important when ensuring **ALL** students are given equal access and opportunities for participation in a gifted program. The Gifted Referral Process Flowchart

(Appendix B) identifies the pathway to building a good referral. The **iceberg** below demonstrates some of the gifted characteristics (above the water line) that may typically identified be when making a referral. However, there may be other characteristics (below the water line) that would go unnoticed and are often overlooked as gifted characteristics.



To **ensure equity**, all students must have the opportunity to demonstrate any talents and characteristics of giftedness through universal screening.

Universal Screening

The purpose of utilizing universal screening as a **first step** is to establish a procedure to ensure that every student's potential to qualify as a gifted student is met. Systematic screening of all students within a grade level for exceptional ability or potential can result in identifying students from underrepresented populations. Gifted students do not all look alike. Relying on teacher and parent referrals may miss students with high potential who are underperforming, as referrals may only be looking at readily visible characteristics of high performance.

Universal screening should be administered to all students in a grade level **by the end of grade three** (6.31.3.11(B) NMAC). Universal screening may be accomplished using a group-administered aptitude assessment, such as those identified in the Screening and Assessment Tools (Appendix D) and does not require a diagnostician. Universal screening also may be accomplished using data from achievement tests administered as part of the state-wide accountability system.

Other Referrals

Gifted referrals can be made by educators, school staff, family members, community members, peers, and/or the student. Family members may see different student traits than are visible in school and should be included during the identification. Because they may provide valuable insight into the strengths, interests, and abilities of students, they should be informed about the referral process and given the opportunity to refer their child. Educators and community members may also see strengths in different areas (academic, leadership, performing arts, etc.) and should be informed of and have access to the gifted referral process.

School districts and charter schools establish a process for gifted education referrals and develop a system for informing stakeholders of the process. Districts or schools must note the date the referral was received and communicate with the family, acknowledging receipt of referral.

Step 2
Building a Body of Evidence (BOE) for Qualification

Each referral (Appendix D) requires multiple **sources of evidence** to help identify any areas of giftedness. Once a referral is made, the SGT will begin the process of **building a body of eviden**ce to determine whether the child qualifies as gifted or not, or if more time is needed to continue gathering evidence. Each district or charter school shall determine the quantitative assessments to be used.

Sources of Evidence

The requirements for the body of evidence set forth by 6.31.3.11(C) NMAC include:

- Standardized **quantitative** assessments (academic or performance assessments). Some assessments require administration and scoring by a diagnostician.
- **Qualitative data** regarding the student's abilities, such as work samples, audio and video tape recordings, interviews, or observations judged by qualified individuals.
- If applicable, performance assessments or standardized assessments of artistic ability.

Quantitative **Quantitative data** is numbers-based, countable, or measurable. **Quantitative data** refers to any information that can be quantified, counted, or measured, and given a numerical value.[3]	Qualitative **Qualitative data** is descriptive, expressed in terms of language rather than numerical values. **Qualitative data** analysis describes information and cannot be measured or counted. It refers to the words or labels used to describe certain characteristics or traits.[4]
Required Statewide Student Assessment Program	Multilayered System of Supports (MLSS)
	Cultural and linguistic assets
	Anecdotal records
Universal Screenings	Questionnaires
Observation Scales	Interest inventories
Performance Assessments	Observations
Diagnostic Evaluations	Interviews
	Checklists (i.e., gifted/talented characteristics)
	Performance Assessments

While qualification as a gifted student is based on an entire body of evidence using both quantitative and qualitative data, it is possible that a single score may lead to a gifted **referral**. For example, if a student obtains a score of **advanced** in,

- English Language Arts or Mathematics on the New Mexico Measures of Student Success and Achievement (**NM-MSSA**),
- Spanish Language Arts on the **NM-MSSA,**
- Science of the New Mexico Assessment on Science Readiness (**NM-ASR**) or,
- Spanish Reading Standards Based Assessment (**SBA**) in grade 11,

then **additional** information is **still required** for the qualification. Multiple sources of evidence should be gathered and reviewed to understand areas of strength and development, as well as areas of interest that will shape the design of the student's gifted programming.

When building a body of evidence, it is important for **English learners (ELs**) to be given full consideration for their linguistic abilities. The scores from the **ACCESS** proficiency test can be a powerful tool to include within the body of evidence for gifted identification of ELs.

The ACCESS Overall composite score is the most comprehensive indicator of performance in language acquisition and may be used as qualifying evidence for gifted identification. The

[3] Qualitative vs. quantitative data: what's the difference? Retrieved from: https://www.fullstory.com/blog/qualitative-vs-quantitative-data/

[4] Ibid.

ACCESS Literacy composite score (reading and writing) may also serve as qualifying evidence. While individual domain scores cannot be used for qualification, they are useful as a component of the body of evidence to support programming for a student's strength area(s).

ACCESS scores may be used as qualifying evidence on a performance assessment through any one of the following[5]:

- **Accelerated Acquisition Rate:** If a student increases his or her Literacy or Overall composite score by 2.0 or more from one year to the next (e.g., 1.0 to 3.0 or higher);
- **Accelerated EL Trajectory:** If a student exits the EL program at an accelerated pace (e.g., 3 years vs. 6 years from newcomer to monitor status); or
- **Growth Percentiles:** If a student demonstrates growth at the 95th percentile or above in any year, and that growth is part of a trend of sustained excellence.

The body of evidence should provide the School Gifted Team with data needed for a qualification decision and should provide a GIEP team with data needed for determining eligibility.

While building and reviewing a body of evidence for a student, the School Gifted Team must ensure that the evidence gathered provides robust information about the student's potential giftedness.

Using Local Norms

New Mexico is culturally and linguistically diverse, and gifted students can be found in all populations. Giftedness often manifests in different ways in different cultures. Some students may have different levels of exposure to academic concepts which may mask giftedness. This makes it necessary to compare students to local district or school norms. In schools with very low levels of identification, gifted students remain unidentified, necessitating the use of local norms.

Alternative Identification Protocol

Based on the entire body of evidence, the **School Gifted Team** will make a decision about the qualification of the student as gifted. The qualification decision will be communicated with substantiating evidence to the GIEP team for eligibility determination. If gifted qualification is not substantiated, then placement in the talent pool should be considered to monitor and develop potential areas of giftedness.

School districts and charter schools may apply to NMPED for the use of an alternative identification protocol that provides a lens through which to view the body of evidence. This

[5] Adapted from Colorado Department of Gifted

may include the Gadsden Case Study Method, NM TAPAS, or other alternative identification protocols.

Step 3
Eligibility Determination and Design of Individualized Gifted Programming

Gifted Individualized Education Program (GIEP) and GIEP Team

The GIEP team, which includes a parent or legal guardian, will consider the qualifying body of evidence provided by the SGT when determining eligibility for gifted education and designing individualized gifted programming. Without parent consent, a student who qualifies for gifted education will not be eligible for gifted education. To ensure the specific needs of each gifted student are met, a gifted individualized education program (GIEP) document (Appendix E) shall be created and updated annually by a GIEP team. The program should be based on the areas of gifted education need and interests identified in the body of evidence and in annual progress monitoring. The GIEP team should include the following:

1. parent(s)/guardian(s) of the gifted student;
2. one of the student's general education teachers;
3. a gifted education teacher;
4. a School Gifted Team representative who is qualified to provide or supervise the specially designed instruction that meets the needs of the students and has knowledge about the general education curriculum and the availability of appropriate resources;
5. any other individual with special knowledge or expertise regarding the student; and
6. whenever appropriate, the gifted student.

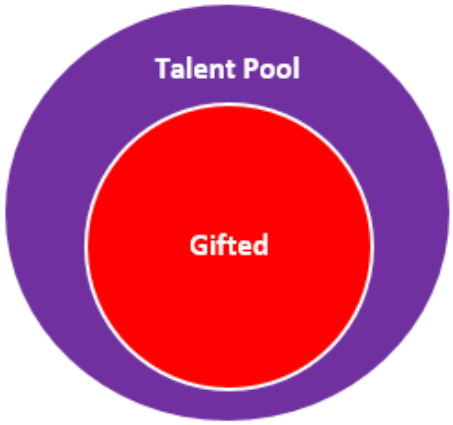
The GIEP must have, at a minimum, the following components (6.31.3.12 NMAC):

- student demographic information.
- area(so of original qualification;
- qualification data used to determine gifted eligibility;
- educational needs for growth in area(s) of strength;
- educational needs for growth in other areas;
- short term goals to address areas of need;
- long term goals to address areas of need;
- teacher and parent input;
- student input;
- planned course of study;
- accommodations and modifications;
- schedule of services;

- transition information; and
- prior written notice of actions proposed and either accepted or rejected by the LEA with rationale for acceptance or rejection.

Talent Pool

A **talent pool** for the purposes of gifted identification can be defined as **a group of students who demonstrate an advanced ability in a particular area, but do not at this time, meet the criteria for gifted identification**. The talent pool represents students with advanced performance that receive Layer 2 or Layer 3 services through MLSS. Advanced students must receive appropriate Layer 2 and 3 interventions according to 6.29.1.9.E NMAC. Other data measures outside of the protocols may indicate the student should be included in a "talent pool."

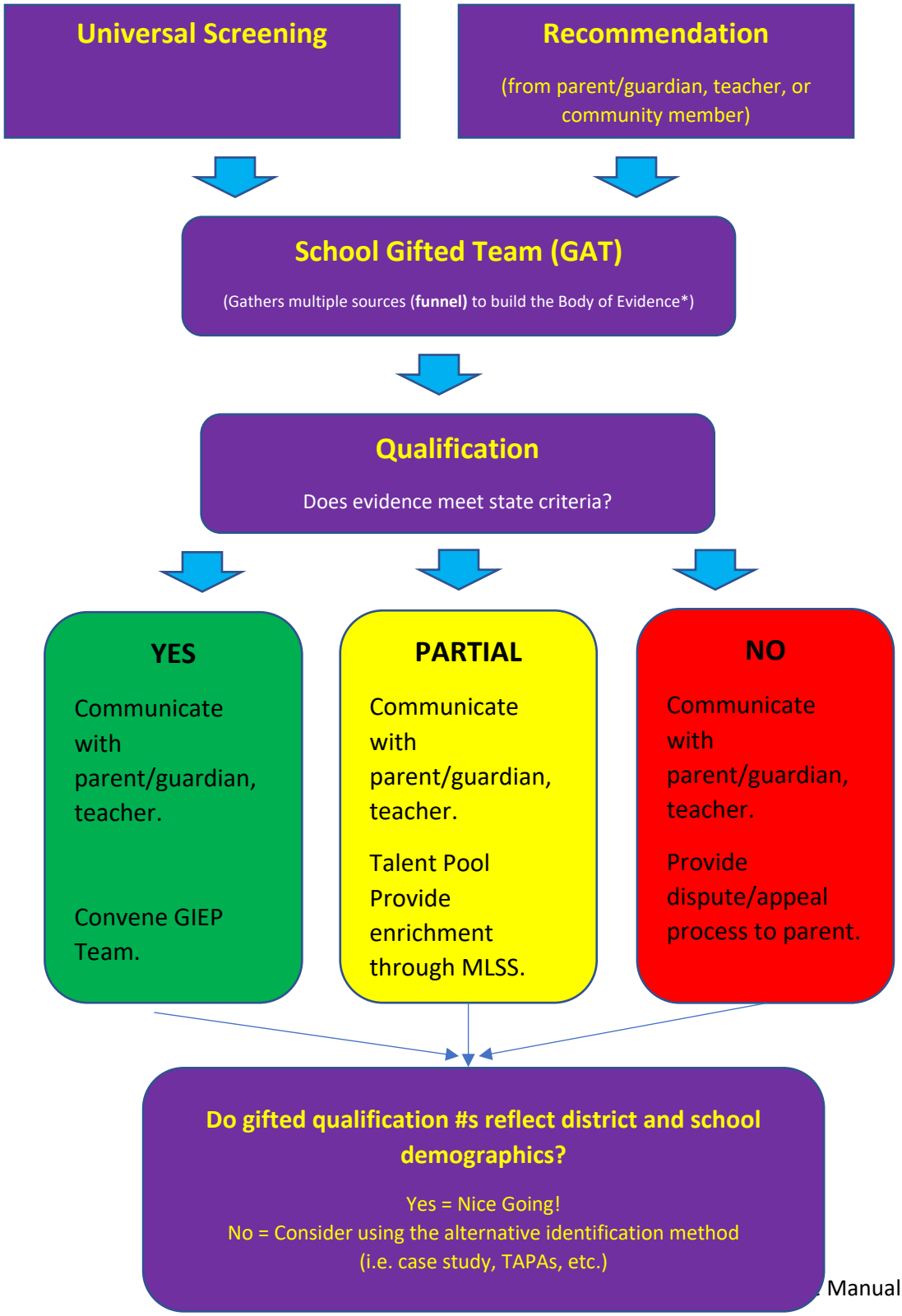


Students within the talent pool should receive appropriate programming options or interventions to address strength or potential growth areas. This can be accomplished through the MLSS process. The School Gifted Team may also consider if additional assessments need to be administered to collect additional data or continue to review the student's data over time to determine if gifted identification is appropriate later. Gifted identification should never be just a moment in time during the educational path of a student. Identification is fluid and continuous throughout the school years[6]. Many times, students who are identified for the talent pool should be provided with gifted or advanced services for the purposes of ongoing identification. The additional levels of challenge may lead to an increase in achievement.

[6] Colorado Department of Gifted

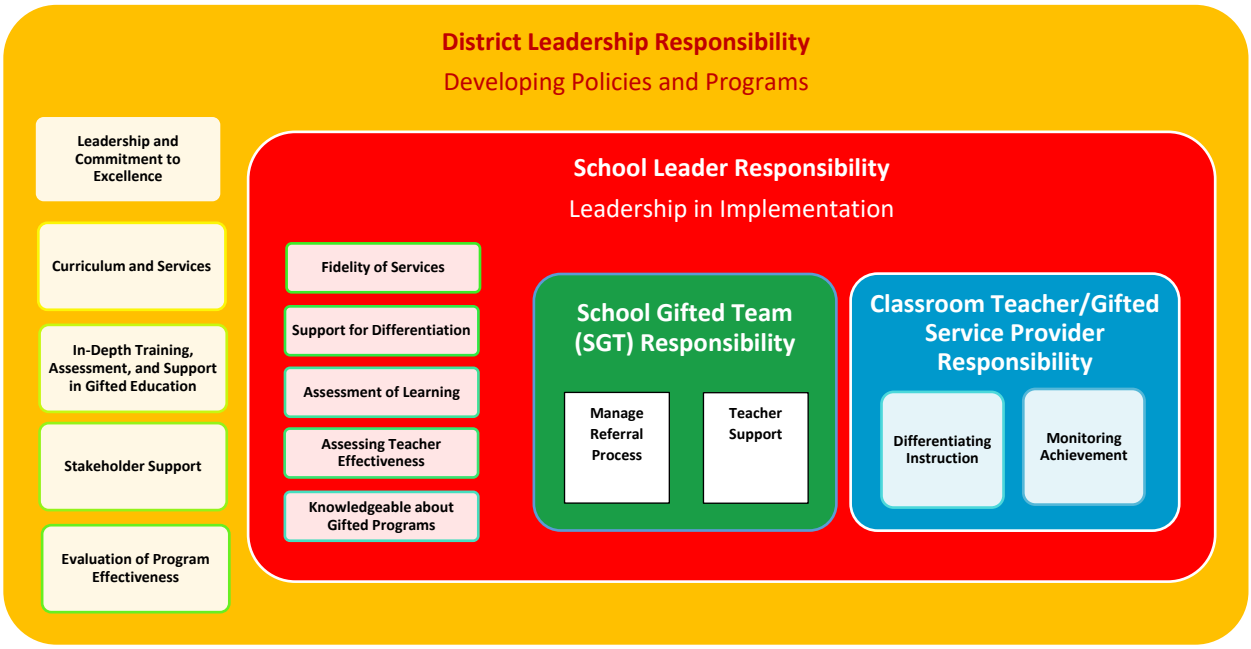
FLOWCHART

Gifted Referral Process



Program Models of Gifted Services

The education of students who are gifted is a **shared responsibility** of the **district leadership** (this may include diagnosticians), **school leader, and the classroom teacher and/or gifted services provider**. The visual that follows identifies the main responsibilities at each layer of the district as it pertains to gifted education. The Roles and Responsibilities Charts (Appendix F) provide a complete overview of the roles of responsibilities for the implementation of each of the NAGC standards.



Just as interventions must be provided for students in need of additional support, students who are gifted must be challenged in every classroom every day. Best practices are necessary to support the development of all teacher's understanding of gifted education practices.

Each district is different and service models should be determined based on the needs of the student, availability of resources, and funding. The following models are some to be considered when determining the best program for gifted students.

Program Model	Description
Cluster Grouping	Instead of separating identified gifted students among classes, a cluster of 5-10 students is placed in one classroom with a regular education teacher who has training in how to teach gifted students.
General Classroom Enrichment	An area of the classroom is set aside for independent study and individualization in the content areas with students who are gifted. The focus is on the process rather than on content.
Acceleration	Studying the regular curriculum earlier or at a faster pace than a typical student.
Subject Acceleration	A student is placed in a class for a part of the day with students at more advanced grade levels. For example, a third-grade student might go to reading instruction in the fifth grade. A middle-grade student may attend math classes at the high school level, or a high school student may take college courses.
Full-Grade Acceleration (Grade Skipping)	As determined appropriately by the GIEP team, 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.
Advanced Classes within and across Grade Level	Advanced classes are designed for students who have already mastered 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.
Curriculum Compacting	This procedure is used for streamlining the general education curriculum for students who are capable of mastering it at a faster pace (Reis, Burns, Renzulli, 1992). Individuals or groups of students are assessed to determine their level of proficiency in general education course outcomes, units, or courses. A determination is made of content or 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.
Honors and Advanced Placement (AP) Classes	Honors classes are general education classes with more complex content covered at a more rapid pace and in greater depth. AP courses are classes that offer college-level content and can offer opportunities to earn college credit. While these classes are not specifically intended for students who are gifted, they offer a level of challenge that can fit the academic needs of some, but not all, students who are gifted. AP courses offer many benefits for academically talented learners.
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

Program Model	Description
	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	Specialized schools, based on talents, and needs of students, which offer specialized instruction.
Pull-Out Groups within and across Grades by Target Ability and Interest Areas	Students are pulled out of the general education classroom and a gifted education teacher or facilitator implements instruction and special studies based on ability and interests of groups of students.
Self-Designed courses or Guided Study	Self-designed courses and guided 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, are needed to ensure student success. A format is developed, and structure is established that will indicate when the study is completed.
Special Enrichment Options	May be available in or outside of school. Some examples include 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.
Other	As determined by each district's student needs, available resources, and funding.

National Association of Gifted Children (NAGC) Programming Standards

Background

The national gifted standards were developed in 1998. As gifted education continued to grow, the standards were revised in 2010 and again in 2019. The revised standards:

- focus on student outcomes;
- emphasize evidence-based practices that are based on research;
- emphasize stronger relationships among gifted education, general education, and special education;
- signify a much stronger emphasis on diversity; and
- are more specific and integrate cognitive science research.

The six NAGC standards may serve as a guide for gifted programs throughout New Mexico school districts:

1. Learning and Development
2. Assessment
3. Curriculum Planning and Instruction
4. Learning Environments
5. Programming
6. Professional Learning

Standard 1-Learning and Development

Description

Educators understand the variations in learning and development in cognitive, affective, and psychosocial areas among gifted and talented individuals, creating learning environments that encourage awareness and understanding of interest, strengths, needs, cognitive growth, social and emotional instruction, and psychosocial skill development in school, home, and community settings.

Purpose

In order to best meet the needs of gifted and talented students, educators must understand the students' characteristics. By doing so, the students' needs can be determined before planning and implementing curriculum, utilizing assessments, determining instructional strategies, creating learning environments, establishing programming, and defining professional development.

Guiding Questions

1. How are gifted and talented student's interests, strengths, and needs determined?
2. What considerations are included in the development of culturally responsive learning environments?
3. How are evidence-based instructional and grouping practices selected?

4. How are role models and mentors outside and within the school identified for students?
5. What are some interventions and accommodations provided to students that develop cognitive and noncognitive abilities?

Student Outcomes	Who	Evidence-Based Practices
1.1. Self-Understanding Students with gifts and talents recognize their interests, strengths, and needs in cognitive, creative, social, emotional, and psychological areas. ***1.2. Self-Understanding*** Students with gifts and talents demonstrate understanding of how they learn and recognize the influences of their identities, cultures, beliefs, traditions, and values on their learning and behavior. ***1.3. Self-Understanding*** Students with gifts and talents demonstrate	**District Leadership**	1.1.1 Engage students with gifts and talents in identifying interests, strengths, and needs. *Example: Provide training for staff that focuses on engaging activities to support students' interests, strengths, and needs. Provide interest inventories to be used to school staff.*
		1.1.2 Engage students with gifts and talents in identifying their intellectual, academic, creative, leadership, and/or artistic abilities. *Example: Provide training for staff that focuses on the strategies to identify student abilities.*
		1.3.2. Model respect for individuals with diverse abilities, interests, strengths, learning needs, and goals. *Example: When providing training in all areas, ensure strategies that model respect are included.*
		1.4.2. Identify outside-of-school learning opportunities and community resources that match students' interests, strengths, and needs. *Example: Brainstorm a master list of school learning and community resources that support students' needs. Include other departments (Bilingual, College & Career Tech, etc.) in this activity.*
		1.6.1. Help students identify college and career goals that are consistent with their interests and strengths. *Example: Provide interest inventories at all levels of the K-12 spectrum that determine the students' strengths and interests.*
		1.6.2. Implement learning progressions that incorporate personal or social awareness and adjustment, academic planning, psychosocial skill development, and college and career awareness. *Example: Establish a scope and sequence . . .*
	School Leader	1.3.2. Model respect for individuals with diverse abilities, interests, strengths, learning needs, and goals. *Example: Make it a point to fully understand the abilities and needs of students in the school.*
		1.4.2. Identify outside-of-school learning opportunities and community resources that match students' interests, strengths, and needs. *Example: Build upon the district's own list of opportunities and utilize local school resources that support student's needs.*
		1.6.1. Help students identify college and career goals that are consistent with their interests and strengths.

Student Outcomes	Who	Evidence-Based Practices
understanding of and respect for similarities and differences between themselves and their cognitive and chronological peer groups and others in the general population. ***1.4. Awareness of Needs*** Students identify and access supplemental, outside-of-school resources that support the development of their gifts and talents (e.g., families, mentors, experts, or programs). ***1.5. Cognitive, Psychosocial, and Affective Growth*** Students with gifts and talents demonstrate cognitive growth and psychosocial skills that support their talent development		*Example: Utilize information from interest inventories to create a plan for students.*
	School Gifted Team	1.1.1. Engage students with gifts and talents in identifying interests, strengths, and needs. *Example: Provide training for staff on the use of interest inventories and developing engaging activities to support students' interests, strengths, and needs.*
		1.1.2. Engage students with gifts and talents in identifying their intellectual, academic, creative, leadership, or artistic abilities. *Example: Provide training for staff that focuses on the strategies to identify student abilities.*
		1.3.2. Model respect for individuals with diverse abilities, interests, strengths, learning needs, and goals. *Example: Make it a point to fully understand the abilities and needs of students in the school.*
		1.4.2. Identify outside-of-school learning opportunities and community resources that match students' interests, strengths, and needs. *Example: Build upon the district's own list of opportunities and utilize local school resources that support students' needs.*
		1.6.1. Help students identify college and career goals that are consistent with their interests and strengths. *Example: Utilize information from interest inventories to create a career pathway plan for students.*
	Classroom/ Gifted Service Provider	1.1.1. Engage students with gifts and talents in identifying interests, strengths, and needs. *Example: Administer interest inventories to gifted students.*
		1.1.2. Engage students with gifts and talents in identifying their intellectual, academic, creative, leadership, or artistic abilities. *Example: Provide multiple opportunities for students to explore different disciplines, including arts and science.*
		1.1.3. Engage students in developmentally appropriate activities that help them discover their talents and develop noncognitive skills that support their talent areas. *Example: Provide opportunities for students to work in teams to solve difficult problems using teamwork and perseverance.*
		1.2.1. Develop activities that match each student's developmental level and culture-based learning needs. *Example: Provide reading instruction using materials that are culturally relevant and at an appropriate level.*
		1.2.2. Assist students with gifts and talents in developing identities consistent with their potential and areas of talent.

Student Outcomes	Who	Evidence-Based Practices
as a result of meaningful and challenging learning activities that address their unique characteristics and needs. ***1.6. Cognitive Growth and Career Development*** Students with gifts and talents identify future career goals that match their interests and strengths. Students determine resources needed to meet those goals (e.g., supplemental educational opportunities, mentors, financial support).		*Example: Allow students to create a personal art project that highlights their areas of interest and talent.*
		1.2.3. Create a learning environment that promotes high expectations for all children, support for perceived failures, positive feedback, respect for different cultures and values, and addresses stereotypes and biases. *Example: Hold student-teacher conferences to reflect on successes and failures.*
		1.3.1. Use evidence-based instructional and grouping practices to allow students with similar gifts, talents, abilities, and strengths to learn together, and create opportunities for students to interact with individuals of various gifts, talents, abilities, strengths, and goals. *Example: Vary instructional groupings so students can sometimes work with similar minded peers and at other times with students with other strengths. Provide opportunities for students to reflect on the value of having access to different abilities and perspectives.*
		1.3.2. Model respect for individuals with diverse abilities, interests, strengths, learning needs, and goals. *Example: Point out to students when someone thinks about an issue in a novel way.*
		1.3.3. Discuss and explain developmental differences and use materials and instructional activities matched to students' varied abilities, interests, and learning needs. *Example: Differentiate instruction based on student needs.*
		1.4.1. Provide role models for students with gifts and talents that match their interests, strengths, and needs. *Example: Arrange for guest speakers from the community to share their knowledge and background with students.*
		1.4.2. Educators identify outside-of-school learning opportunities and community resources that match students' interests, strengths, and needs. *Example: For students interested in the sciences, arrange a field trip to a university or lab to explore opportunities.*
		1.4.3. Gather information and inform students and families about resources available to develop their child's talents. *Example: Share potential resources identified by the district and School Gifted Team.*
		1.5.1. Use evidence-based approaches to grouping and instruction that promote cognitive growth and psychosocial and social-emotional skill development for students with gifts and talents. *Example: Provide and model norms for groups to work together well.*

Student Outcomes	Who	Evidence-Based Practices
		1.5.2. Design interventions for students that are based on research of effective practices and provide accommodations for learning differences to develop cognitive and noncognitive abilities that support growth and achievement. *Example: Participate in training opportunities specializing in best practices, interventions, or accommodations.*
		1.5.3. Develop specialized, research-supported intervention services for students with gifts and talents who are underachieving (whose learning is not commensurate with their abilities) to develop their talents. *Example: Participate in training opportunities specializing in best practices, interventions, or accommodations.*
		1.6.1. Help students identify college and career goals that are consistent with their interests and strengths. *Example: Confer with students using their interest inventories and achievement data to explore opportunities and set goals.*
		1.6.2. Implement learning progressions that incorporate person or social awareness and adjustment, academic planning, psychosocial skill development, and college and career awareness. *Example: Use the district gifted scope and sequence to understand appropriate next steps for each student.*
		1.6.3. Provide students with college and career guidance and connect students to college and career resources. *Example: Invite college admissions counselors to visit with students. Conduct a career fair for practitioners to share their pathway into their field.*

Resources

Addressing Counseling Needs of Gifted Students

Cooperative Learning and the Academically Talented Students – The National Research Center on the Gifted (1990-2013)

Differentiation for Gifted Learners: Going Beyond the Basics

Research Assistantships for High School Students (RAHSS) – National Science Foundation

Sensational Kids: Hope and Help for Children with Sensory Processing Disorder

The Case for Extreme Educational Acceleration of Intellectually Brilliant Youths

Upside-Down Brilliance: The Visual-Spatial Learner

What Makes a Problem Real: Stalking the Illusive Meaning of Qualitative Differences in Gifted Education

Why Bright Kids Get Poor Grades and What You Can Do About It

What Makes a Problem Real: Stalking the Illusive Meaning of Qualitative Differences in Gifted Education

The Talent Search Model: Past, Present, and Future

New Mexico Public Education—Career and Technical Education
Pathways2Careers Career Exploration

National College Attainment Network (NCAN) College and Career Resources

Standard 2-Assessment

Description
Assessments provide valuable information about students' abilities, achievements, and interests in both the **identification** of gifted students and monitoring the **learning progress** for students with gifts and talents.

Purpose
Proper use of assessments can lead to gifted identification in students often overlooked in traditional referral processes, leading to more equitable opportunities for all students. Continuing use of assessments helps educators better understand if the programming offered to students is helping them achieve their potential, so that adjustments can be made.

Universal screening of all students periodically in the K12 trajectory is important to ensure all students have access to identification. It is essential to remember not all students who are gifted, are gifted in the same areas, thus requiring different programming needs. Furthermore, gifted students may not exhibit the same level of achievement. Students with gifts and talents often have high potential, but not all have equity in experience that lead to similar achievement levels. Local norming can be used to ensure that identification of gifted students is reflective of the school or district demographics.

Guiding Questions
1. How does your current gifted/talented program create environments where students can exhibit diverse gifts and talents?
2. What is the identification process for identifying gifted/talented students? How do you ensure the process does not discriminate against any student with potential?
3. In what ways are families involved in the identification of gifted/talented students?
4. What types of assessments (qualitative and quantitative) are used to determine students' interests, strengths, and needs?
5. How are formative/summative assessments used to determine student growth and plan for interventions?

Student Outcomes	Who	Evidence-Based Practices
2.1 Identification All students in Pre-K through grade 12 with gifts and talents have equal access to the identification process and	**District Leadership**	2.1.2. Provide parents and guardians with information in their preferred language for communication regarding behaviors and characteristics that are associated with giftedness and with information that explains the nature and purpose of gifted programming options. *Example: Ensure schools have materials in the appropriate language.*
		2.1.3.Use universal screening and multiple indicators of potential and achievement at various grade levels from Pre-K through grade 12 to provide multiple entry points to services designed to meet demonstrated needs.

Student Outcomes	Who	Evidence-Based Practices
proportionally represent each campus. ***2.2 Identification*** Students with gifts and talents are identified for services that match their interests, strengths, and needs. ***2.3 Identification*** Students with identified gifts and talents represent diverse backgrounds. ***2.4 Learning Progress*** As a result of using multiple and ongoing assessments, students with gifts and talents demonstrate growth commensurate with abilities in cognitive, social-emotional, and psychosocial areas. ***2.5 Learning Progress***		*Example: Establish gifted screening grade levels and provide assessments for all students (i.e. one elementary grade, one middle school grade).* 2.2.1. Establish comprehensive, cohesive, and ongoing policies and procedures for identifying and serving students with gifts and talents. *Example: Create policies that include referral, informed consent, the assessment process, review of all assessment information, student retention, student reassessment, student exiting, and appeals procedures for both entry and exit from gifted programming and services.* 2.2.2-2.2.5. Select and use assessments that: relate to services provided and identify abilities, interests, strengths, and needs based on current research; provide qualitative and quantitative information; provide information related to above-grade-level performance. *Example: Evaluate and select a menu of assessments that can be used by all schools in district, provide training and make readily available. Utilize diagnosticians expertise in selecting, administering, and scoring appropriate assessment(s).* 2.2.5 Select assessments that minimize bias by including information in the technical manual that describes content in terms of potential bias, includes norms that match national census information or local populations, shows how items discriminate equally well for each group, and provides separate reliability and validity information for each group. *Example: Research assessments through a bias lens.* 2.2.8 Inform all parents and guardians about the identification process. Obtain parental or guardian permission for assessments, use culturally sensitive checklists, and elicit evidence regarding the child's interests and potential outside the classroom setting. *Example: Create an identification process for the SGT, with appropriate forms similar to the SAT packet.* 2.3.1. Select and use equitable approaches and assessments that minimize bias for referring and identifying students with gifts and talents, attending to segments of the population that are frequently hidden or under-identified. *Example: Approaches and tools may include front-loading talent development activities, universal screening, using locally developed norms, assuring assessment tools are in the child's preferred language for communication or in nonverbal formats, and building relationships with students to understand their unique challenges and needs.* 2.3.2. Understand and implement district, state, or national policies designed to foster equity in gifted programming and services. *Example: The district gifted advisory committee will be familiar with and understand the district, state, and national gifted policies. The committee will also ensure that school SGTs are also familiar with these policies, etc.* *Monitor referrals at all schools to ensure equity and opportunity for all students.*

Student Outcomes	Who	Evidence-Based Practices
Students self-assess their learning progress.	**School Leader**	2.1.1 Develop environments and instructional activities that prepare and encourage students from diverse backgrounds to express characteristics and behaviors that are associated with giftedness. *Example: Publicly support the gifted program within the school.*
		2.1.2. Provide parents and guardians with information in their preferred language for communication regarding behaviors and characteristics that are associated with giftedness and with information that explains the nature and purpose of gifted programming options. *Example: Share materials annually with all families according to their preferred language in school newsletter.*
		2.1.3. Use universal screening and multiple indicators of potential and achievement at various grade levels, from Pre-K through grade 12, to provide multiple entry points to services designed to meet demonstrated needs. *Example: Ensure gifted screening occurs according to the district's established grade levels for all students (i.e., one elementary grade, one middle school grade).*
		2.2.8 Inform all parents and guardians about the identification process. Obtain parental guardian permission for assessments, use culturally sensitive checklists, and elicit evidence regarding the child's interests and potential outside the classroom setting. *Example: Ensure use of the district gifted identification process, with appropriate forms similar to the SAT packet.*
		2.3.2. Understand and implement district, state, or national policies designed to foster equity in gifted programming and services. *Example: Become familiar with and understand the district, state, and national gifted policies. Monitor referrals in all classrooms to ensure equity and opportunity for all students.*
		2.5.1 Provide opportunities for students to set personal goals, keep records, and monitor their own learning progress. *Example: Encourage goal-setting for all students.*
	School Gifted Team (SGT)	2.1.1 Develop environments and instructional activities that prepare and encourage students from diverse backgrounds to express characteristics and behaviors that are associated with giftedness. *Example: Provide professional learning opportunities and coaching to teachers around enrichment opportunities for all students.*
		2.1.2 Provide parents and guardians with information in their preferred language for communication regarding behaviors and characteristics that are associated with giftedness and with information that explains the nature and purpose of gifted programming options. *Example: Share materials annually with all families according to their preferred language in school newsletter.*

Student Outcomes	Who	Evidence-Based Practices
		2.1.3 Use universal screening and multiple indicators of potential and achievement at various grade levels from Pre-K through grade 12 to provide multiple entry points to services designed to meet demonstrated needs. *Example: Conduct or support gifted screening according to the district's established grade levels for all students (i.e., one elementary grade, one middle school grade).*
		2.2.2 Select and use assessments that relate to services provided and identify abilities, interests, strengths, and needs based on current research. *Example: Share district-identified assessments for gifted students and support teachers in their use.*
		2.2.3 and 2.2.4 Use assessments that provide qualitative and quantitative and above-grade-level performance information from a variety of sources. *Example: Choose data sources that reflect the school's culture and instructional or academic focus.*
		2.2.6. Have knowledge of student exceptionalities and collect assessment data, while adjusting curriculum and instruction to learn about each student's developmental level and aptitude for learning (i.e., dynamic assessment). *Example: Assist the classroom or gifted teacher in understanding the characteristics of gifted students and how instruction can be adjusted to meet their needs through professional learning communities (PLCs) or coaching.*
		2.2.7 Interpret multiple assessments in different domains and understand the uses and limitations of the assessments in identifying the interests, strengths, and needs of students with gifts and talents. *Example: Assist PLCs in data analysis.*
		2.2.8. Inform all parents or guardians about the identification process. Educators obtain parental and guardian permission for assessments, use culturally sensitive checklists, and elicit evidence regarding the child's interests and potential outside of the classroom setting. *Example: Collect information from parents like that used in the SAT process.*
		2.3.1 Select and use equitable approaches and assessments that minimize bias for referring and identifying students with gifts and talents, attending to segments of the population that are frequently hidden or under-identified. *Example: Approaches and tools may include front-loading talent development activities, universal screening, using locally developed norms, assuring assessment tools are in the child's preferred language for communication or nonverbal formats, and building relationships with students to understand their unique challenges and needs.*
		2.3.2. Understand and implement district, state, and national policies designed to foster equity in gifted programming and services.

Student Outcomes	Who	Evidence-Based Practices
		Example: Participate in district and state professional learning to fully understand national, state, and district policies and programming. Monitor referrals to ensure equity and opportunity for all students.
		2.4.1 Use differentiated formative assessments to develop learning experiences that challenge students with gifts and talents. *Example: Support teachers in PLCs to analyze data and design appropriate learning activities for gifted students.*
		2.4.2 Use differentiated ongoing product-based and performance-based assessments to measure the academic and social-emotional progress of students with gifts and talents. *Example: Provide professional learning opportunities for teachers in the analysis of academic and social-emotional progress.*
		2.4.3 Use standardized (e.g., adaptive, above-grade-level) and classroom assessments that can measure the academic progress of students with gifts and talents. *Example: Provide professional learning and guidance to teachers of gifted and talented students in the appropriate use of above-grade-level assessments.*
		2.4.4 Use and interpret qualitative and quantitative assessment information to develop a profile of the interests, strengths, and needs of each student with gifts and talents to plan appropriate interventions. *Example: Provide support to teachers in developing data-based student profiles.*
	Classroom /Gifted Service Provider	2.1.1. Develop environments and instructional activities that prepare and encourage students from diverse backgrounds to express characteristics and behaviors that are associated with giftedness. *Example: Provide professional development to all teachers pertaining to culturally relevant activities and materials and incorporate them instructionally, leading to a well-rounded portfolio.*
		2.1.2 Provide parents and guardians with information in their preferred language for communication regarding behaviors and characteristics that are associated with giftedness and with information that explains the nature and purpose of gifted programming options. *Example: Provide materials in the appropriate language.*
		2.1.3 Use universal screening and multiple indicators of potential and achievement at various grade levels from Pre-K through grade 12 to provide multiple entry points to services designed to meet demonstrated needs. *Example: Ensure gifted screening occurs according to the district's established grade levels for all students (i.e., one elementary grade, one middle school grade)*
		2.2.3 and 2.2.4 Use assessments that provide qualitative and quantitative and above-grade-level performance information from a variety of sources.

Student Outcomes	Who	Evidence-Based Practices
		Example: Monitor student progress using multiple data sources to ensure that gifted potential is continues to be developed.
		2.2.6 Have knowledge of student exceptionalities and collect assessment data while adjusting curriculum and instruction to learn about each student's developmental level and aptitude for learning (i.e., dynamic assessment). *Example: Know the characteristics of gifted students and use data to drive instruction.*
		2.2.7. Interpret multiple assessments in different domains and understand the uses and limitations of the assessments in identifying the interests, strengths, and needs of students with gifts and talents. *Example: Ensure gifted students have opportunities to demonstrate their talents in multiple ways.*
		2.2.8 Inform all parents and guardians about the identification process. Educators obtain parental or guardian permission for assessments, use culturally sensitive checklists, and elicit evidence regarding the child's interests and potential outside of the classroom setting. *Example: Collect information from parents like that used in the SAT process.*
		2.3.1 Select and use equitable approaches and assessments that minimize bias for referring and identifying students with gifts and talents, attending to segments of the population that are frequently hidden or under identified. *Example: Approaches and tools may include front-loading talent development activities, universal screening, using locally developed norms, assuring assessment tools are in the child's preferred language for communication or nonverbal formats, and building relationships with students to understand their unique challenges and needs.*
		2.3.2. Understand and implement district, state, and national policies designed to foster equity in gifted programming and services. *Example: Ensure district processes for designing, implementing, and monitoring gifted plans are followed.*
		2.4.1 and 2.4.3 Use standardized, differentiated formative, and classroom assessments to measure the academic and social-emotional progress and develop learning experiences that challenge students with gifts and talents. *Example: Use assessments and develop learning experiences that reflect student performance.*
		2.4.2. Use differentiated, ongoing, product-based and performance-based assessments to measure the academic and social-emotional progress of students with gifts and talents. *Example: Encourage students to keep a portfolio demonstrating their progress towards academic and social-emotional goals.*

Student Outcomes	Who	Evidence-Based Practices
		2.4.4. Use and interpret qualitative and quantitative assessment information to develop a profile of the interests, strengths and needs of each student with gifts and talents to plan appropriate interventions. *Example: Create a profile for each student identifying their strengths and interests.*
		2.4.5. Interpret and communicate assessment information to students with gifts and talents and their parents or guardians, and assure information is provided in their preferred language for communication. *Example: Review assessment outcomes with student and parents at least annually, or bi-annually for best practices.*
		2.5.1. Provide opportunities for students to set personal goals, keep records, and monitor their own learning progress. *Example: Help students set goals and monitor their learning.*

Resources

New Mexico Public Education Department; Assessment Bureau

Characteristics of Gifted Children

Standard 3-Curriculum Planning and Instruction

Description

Educators apply evidence-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating curriculum that is responsive to diversity. Educators use a repertoire of instructional strategies to ensure specific student outcomes and measurable growth.

Purpose

To meet the needs of gifted students, the curriculum must provide thick, rich, and challenging content that will develop advancement in the cognitive, social, emotional, cultural, and linguistical areas. Educators should possess a bank of instructional strategies that can be used with gifted students.

Guiding Questions

1. Describe how your current program or plan for students with gifts and talents is aligned to local, state, and national standards (e.g., NM Standards/Gifted Standards). Identify the learning progression (scope and sequence) that occur in the plan.
2. What are some of the learning experiences used to promote social-emotional skills during the talent development process?
3. How is the current curriculum culturally and linguistically responsive?
4. Describe some of the instructional strategies (e.g., critical or creative thinking) used.
5. Identify gifted resources used to support differentiation.

Student Outcomes	Who	Evidence-Based Practices
3.1. Curriculum Planning. Students with gifts and talents demonstrate academic growth commensurate with their abilities each school year. ***3.2. Talent Development.*** Students with gifts and talents demonstrate growth in social	**District Leadership**	3.1.1. Use local, state, and national content and technology standards to align, expand, enrich, and accelerate curriculum and instructional plans.
		3.1.2. Design a comprehensive and cohesive curriculum and use learning progressions to develop differentiated plans for Pre-K through grade 12 students with gifts and talents. *Example: Create a K-12 scope and sequence (framework) for gifted students.*
		3.1.4 Design differentiated curriculum that incorporates advanced, conceptually challenging, in-depth, and complex content for students with gifts and talents. *Example: Using a team approach, identify/create a curriculum that meets the needs of gifted students.*
		3.1.8 Consider accommodations or assistive technologies to provide equal access to learning opportunities with twice-exceptional learners and other students with developmental differences. *Example: Create a bank of accommodations or assistive technologies available from the district and school for use with gifted students.*

Student Outcomes	Who	Evidence-Based Practices
and emotional and psychosocial skills necessary for achievement in their domain(s) of talent or areas of interest. ***3.3. Responsiveness to Diversity.*** Students with gifts and talents develop knowledge and skills for living in and contributing to a diverse and global society. ***3.4. Instructional Strategies***. Students with gifts and talents demonstrate their potential or level of achievement in their domain(s) of talent or areas of interest. ***3.5. Instructional Strategies.*** Students with gifts and talents become independent investigators.		3.2.2. Design learning experiences for each stage of talent development to cultivate social and emotional and psychosocial skills that support high achievement and talent development. *Example: Collaborate with the school counselor and the GIEP team to identify affective skills development skills necessary for gifted students.*
		3.3.1. Develop and use curriculum that is responsive and relevant to diversity that connects to students' real-life experiences and communities and includes multiple voices and perspectives. *Example: Utilize the NAGC Rubric for Rating Outstanding Curriculum Material (revised). Can be found in the" Resources" section of this standard.*
		3.4.1 Select, adapt, and use a repertoire of instructional strategies to differentiate instruction for students with gifts and talents. *Example: Create and use a bank of strategies that can be used to differentiate instruction. Train teachers on the use of the strategies*
		3.4.3 Use models of inquiry to engage students in critical thinking, creative thinking, and problem-solving strategies, particularly in their domain(s) of talent, both to reveal and address the needs of students with gifts and talents. *Example: Provide training for teachers on models of inquiry.*
		3.5.1 Model and teach metacognitive models to meet the needs of students with gifts and talents, such as self-assessment, goal-setting, and monitoring of learning. *Example: Provide training for teachers on metacognitive models.*
		3.5.2 Model and teach cognitive learning strategies such as rehearsal, organization, and elaboration. *Example: Provide training for teachers on cognitive learning strategies.*
		3.6.1 Use current, evidence-based curricular resources that are effective with students with gifts and talents. *Example: Identify a bank of resources that are proven to be effective. See "Resources" section.*
	School Leader	3.6.2. Use school and community resources to support differentiation and advanced instruction appropriate to students' interests, strengths, and academic learning needs. *Example: Create a bank of local resources that support student learning.*
	School Gifted Team	3.1.1. Use local, state, and national content and technology standards to align, expand, enrich, or accelerate curriculum and instructional plans.
		3.1.3 Adapt, modify, or replace the core or standard curriculum to meet the interest, strengths, and needs of students with gifts and talents and those with special needs such as twice exceptional or highly gifted students, and English language learners.

Student Outcomes	Who	Evidence-Based Practices
3.6. Resources. Students with gifts and talents can demonstrate growth commensurate with their abilities as a result of access to high-quality curricular resources.		*Example: Collaborate with classroom teachers or gifted services providers to determine if the curriculum is applicable and challenging for gifted learners. Adjust accordingly.*
		3.1.5. Use the **results** from pre-assessments, formative assessments, and summative assessments regularly to identify students' strengths and needs, develop differentiated content, and adjust instructional plans based on progress monitoring. *Example: Collaborate with classroom teachers or gifted services providers to utilize the results from assessments to determine acceleration options and differentiation strategies for gifted students.*
		3.1.8. Consider accommodations or assistive technologies to provide equal access to learning opportunities with twice-exceptional learners and other students with developmental differences. *Example: Share district's bank of ideas to assist with learning accommodations or assistive technology options.*
		3.2.1 Include components that address goal-setting, resiliency, self-management, self-advocacy, social awareness, and responsible decision making. *Example: Conduct in-house training to utilize components in the development of learning plans.*
		3.6.2 Use school and community resources to support differentiation and advanced instruction appropriate to students' interests, strengths, and academic learning needs. *Example: Collaborate with school leader to determine the community and school resources that support gifted student's needs.*
	Classroom/ Gifted Service Provider	3.1.1 Use local, state, and national content and technology standards to align, expand, enrich, or accelerate curriculum and instructional plans. *Example: Based on assessment results, compact the curriculum for a student who needs acceleration.*
		3.1.2 Design a comprehensive and cohesive curriculum and use learning progressions to develop differentiated plans for Pre-K through grade 12 students with gifts and talents. *Example: Based on the district scope and sequence and assessment data, create an accelerated learning plan for each gifted student.*
		3.1.3. Adapt, modify, or replace the core or standard curriculum to meet the interest, strengths, and needs of students with gifts and talents and those with special needs such as twice exceptional, highly gifted, and English language learners. *Example: Provide challenging curriculum materials in a student's first language.*
		3.1.5. Use pre-assessments, formative assessments, and summative assessments regularly to identify students' strengths and needs, develop

Student Outcomes	Who	Evidence-Based Practices
		differentiated content, and adjust instructional plans based on progress monitoring. *Example: Use unit or semester pre-assessment to determine what a student already knows in order to further accelerate learning.*
		3.1.6. Pace instruction based on the learning rates of students with gifts and talents, and compact, deepen, and accelerate curriculum as appropriate. *Example: Based on multiple assessment points, develop a learning progression that allows for deep acceleration.*
		3.1.7. Integrate a variety of technologies for students to construct knowledge, solve problems, communicate, and express themselves creatively, and collaborate with others in teams locally and globally. *Example: Provide opportunities for gifted high school students to enroll in virtual college classes. Invite gifted students from other schools to work in collaborative teams to solve a problem using a virtual platform.*
		3.2.1. Include components that address goal-setting, resiliency, self-management, self-advocacy, social awareness, and responsible decision making when planning for instruction. *Example: Help gifted students identify their own personal strengths and areas for growth and set personal goals for further development.*
		3.2.2 Design learning experiences for each stage of talent development to cultivate social and emotional and psychosocial skills that support high achievement and talent development. *Example: Incorporate opportunities for students to reflect on the valuable learning arising from mistakes (e.g., students with perfectionist tendencies).*
		3.3.1 Develop and use curriculum that is responsive and relevant to diversity that connects to students' real-life experiences and communities and includes multiple voices and perspectives. *Example: Find literature that reflects students' culture.*
		3.3.2. Encourage students to connect to others' experiences, examine their own perspectives and biases, and develop a critical consciousness. *Example: In a text analysis, ask students to explore evidence of each character's perspective and speculate on what might have contributed to that perspective and how that might impact the characters' future actions.*
		3.3.3 Use high-quality, appropriately challenging materials that include multiple perspectives. *Example: Research historical events from the viewpoint of several stakeholders and reflect on the reasons for and implications of the varying viewpoints.*
		3.4.1. Select, adapt, and use a repertoire of instructional strategies to differentiate instruction for students with gifts and talents.

Student Outcomes	Who	Evidence-Based Practices
		Example: Use project-based learning and Socratic seminar when appropriate.
		3.4.2. Provide opportunities for students with gifts and talents to explore, develop, or research in existing domain(s) of talent or in new areas of interest. *Example: Allow for students to design their own independent research project around an area of interest.*
		3.4.3. Use models of inquiry to engage students in critical thinking, creative thinking, and problem-solving strategies, particularly in their domain(s) of talent, both to reveal and address the needs of students with gifts and talents. *Example: Have students develop questions and hypotheses, conduct trials to validate their thinking, and analyze and share results.*
		3.5.1. Model and teach metacognitive models such as self-assessment, goalsetting, and monitoring of learning. *Example: Help students identify their learning goals and monitor their own progress.*
		3.5.2. Model and teach cognitive learning strategies such as rehearsal, organization, and elaboration. *Example: Teacher models usage of these tools.*
		3.5.3. Scaffold independent research skills within students' domain(s) of talent. *Example: Use the Elaboration strategy by asking students to create mental maps of how different concepts are related and build on each other.*
		3.6.1 Use current, evidence-based curricular resources that are effective with students with gifts and talents. *Example: Use resources identified by the district as evidence-based.*
		3.6.2 Use school and community resources to support differentiation and advanced instruction appropriate to students' interests, strengths, and academic learning needs. *Example: Bring in speakers (virtually or in person) from universities or the work force to share their knowledge and skill set with students.*

Resources

New Mexico Public Education Department; Curriculum and Instruction Department

Acceleration Institute. (n.d.). Appendix A: Definitions of Acceleration Interventions

Creative Education Foundation

Davidson Institute

Differentiation for Gifted Learners: Going Beyond the Basics | Free Spirit Publishing

Addressing Social Emotional Challenges for Gifted Learners

Inquiry Model of Learning

Rehearsal, Organization, Elaboration as cognitive learning strategies

Standard 4—Learning Environments

Description
This standard speaks to the creation of safe learning environments that allow students to develop academics, as well as emotional well-being, social competence, creativity, and leadership in a diverse society.

Purpose
Gifted students often appear to be older than they are because of their skills and interest. However, as educators, we must intentionally create environments that help students be self-aware and able to work with diverse members of society. These environments must provide a safe space for mistakes with opportunities to practice and grow.

Guiding Questions

1. How do gifted students in your school or district demonstrate self-awareness and the ability to learn from mistakes? What conditions support this?
2. What opportunities do gifted students in your school or district have to collaborate with other students with diverse perspectives?
3. How do gifted students in your school or district demonstrate leadership and social responsibility?
4. What opportunities do gifted students in your school or district have to learn about and understand cultural differences in diverse peers?
5. In what ways do gifted students in your school or district communicate ideas to others, including the use of technology?

Student Outcomes	Who	Evidence-Based Practices
4.1. Personal Competence. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-aware-ness, self-	**District Leadership**	4.1.5. Provide examples of positive coping skills and opportunities to apply them. *Example: Collaborate with district's school counseling or psychology staff to generate a bank of coping skills that could be used for training of gifted staff.*
		4.2.3. Assess and provide instruction on psychosocial and social and emotional skills needed for success in school, the community, and society. *Example: Include social-emotional skills development in **all** training of staff throughout the year. Offer tools to assess social and emotional skills.*
		4.4.2. Model appropriate language and strategies to effectively address issues such as stereotyping, bias, and discriminatory language and behaviors. *Example: Include strategies for using appropriate language, stereotyping, bias, and discrimination in **all** training of staff throughout the year.*
		4.5.3. Ensure access to advanced communication tools, including assistive technologies, and use of these tools for expressing higher-level thinking and creative productivity.

Student Outcomes	Who	Evidence-Based Practices
advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk-taking. ***4.2. Social Competence.*** Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions. ***4.3. Responsibility and Leadership.*** Students with gifts and talents demonstrate personal and social responsibility. ***4.4. Cultural Competence.*** Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating		*Example: Collaborate with other district staff (e.g., technology department, special education, etc.) in generating a bank of assistive technologies available within and outside of the district.*
		4.5.4. Provide an environment where students use technology to communicate responsibly and express themselves creatively using the platforms, tools, styles, formats, and digital media appropriate to their goals. *Example: Ensure adequate and multiple technology resources are available.*
	School Leader	4.1.1. Maintain high expectations for all students with gifts and talents as evidenced in meaningful and challenging activities. *Example: Include feedback about level of rigor for gifted students within the regular observation and feedback cycle.*
		4.3.2. Provide environments for developing many forms of leadership and leadership skills. *Example: Build upon the identification of leadership skills utilized within the school.*
		4.5.1. Provide opportunities for advanced development and maintenance of first and second language(s). *Example: Ensure high quality English Learner programs support first and second languages.*
		4.5.2. Provide resources that reflect the diversity of student populations to enhance oral, written, and artistic forms of communication. *Example: Ensure appropriate resources are readily available for students that reflect their own culture.*
		4.5.3. Ensure access to advanced communication tools, including assistive technologies, and use of these tools for expressing higher-level thinking and creative productivity. *Example: Ensure teachers are aware of available assistive technology and have the skills necessary to use them.*
		4.5.4. Provide an environment where students use technology to communicate responsibly and express themselves creatively using the platforms, tools, styles, formats, and digital media appropriate to their goals. *Example: Assess the school's readiness for implementation of multi-media tools.*
	School Gifted Team (SGT)	4.1.5. Provide examples of positive coping skills and opportunities to apply them. *Example: Ensure the team has knowledge and understanding about positive coping skills.*
		4.2.1 Provide learning environments for both solitude and social interaction. *Example: Converse with classroom teachers or gifted providers to ensure the learning environments include time for both independent and socially interactive opportunities.*
		4.2.2. Provide opportunities for interaction and learning with intellectual and artistic or creative peers, as well as with chronological-age peers.

Student Outcomes	Who	Evidence-Based Practices
, teaming, and collaborating with diverse individuals and across diverse groups. They use positive strategies to address social issues, including discrimination and stereotyping. ***4.5. Communication Competence.*** Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills and creative expression. They display fluency with technologies that support effective communication and are competent consumers of media and technology.		*Example: Be familiar with ways that students can collaborate with one another in skill-specific and age groupings.*
		4.2.3. Assess and provide instruction on psychosocial and social and emotional skills needed for success in school, their community, and society. *Example: Assist teachers in analyzing social and emotional skill assessment and developing appropriate activities.*
		4.4.2. Model appropriate language and strategies to effectively address issues such as stereotyping, bias, and discriminatory language and behaviors. *Example: Include strategies for using appropriate language, stereotyping, bias, and discrimination in **all** training of staff throughout the year.*
		4.5.4. Provide an environment where students use technology to communicate responsibly and express themselves creatively using the platforms, tools, styles, formats, and digital media appropriate to their goals. *Example: Utilizing gifted students, brainstorm ideas and ways for using multi-media sources.*
	Classroom/ Gifted Service Provider	4.1.1. Maintain high expectations for all students with gifts and talents as evidenced in meaningful and challenging activities. *Example: Design lessons that provide acceleration opportunities.*
		4.1.2. Provide opportunities for self-exploration, development and pursuit of interests, and development of identities supportive of achievement (e.g., through mentors and role models), and a love of learning. *Example: Use interest inventories to help students find areas they would like to explore through independent research projects.*
		4.1.3. Create environments that establish trust, support, and collaborative action among diverse students. *Example: Provide students opportunities to work in diverse groups and build trust through team-building activities.*
		4.1.4. Provide feedback that promotes perseverance and resilience and focuses on effort, on evidence of potential to meet high standards, and on mistakes as learning opportunities. *Example: Schedule one-on-one feedback sessions to review goals, successes and failures, and the lessons learned from each.*
		4.1.5. Provide examples of positive coping skills and opportunities to apply them. *Example: Discuss that it is normal for gifted students to have a heightened sensitivity to events and teach them to journal about these feelings.*
		4.2.1. Provide learning environments for both solitude and social interaction. *Example: Vary independent and group activities in the classroom.*
		4.2.2. Provide opportunities for interaction and learning with intellectual and artistic or creative peers, as well as with chronological-age peers.

Student Outcomes	Who	Evidence-Based Practices
		Example: Employ creative grouping opportunities.
		4.2.3. Assess and provide instruction on psychosocial and social and emotional skills needed for success in school, the community, and society. *Example: Provide social emotional skills development for **all** training of staff throughout the year.*
		4.3.1. Establish a safe and welcoming climate for addressing personal and social issues and give students a voice in shaping their learning environment. *Example: Provide opportunities for gifted students to work with gifted students in other grades.*
		4.3.2. Provide environments for developing many forms of leadership and leadership skills. *Example: Summarize the week's learning and allow students to identify the ways they used leadership skills.*
		4.3.3. Provide opportunities to promote lifelong personal and social responsibility through advocacy and real-world problem-solving, both within and outside of the school setting. *Example: Solicit ideas from the community on problem(s) to be solved, brainstorm ways to solve the problems, and execute a solution.*
		4.4.1. Model appreciation for and sensitivity to students' diverse backgrounds and languages. *Example: Allow students opportunities to present and discuss each other's backgrounds.*
		4.4.2. Model appropriate language and strategies to effectively address issues such as stereotyping, bias, and discriminatory language and behaviors. *Example: Utilize group activities (e.g., classroom circles) to discuss the ways things make them feel.*
		4.4.3. Provide structured opportunities to collaborate with diverse peers on a common goal. *Example: Model ways that students can work with their peers on achieving a goal.*
		4.5.1. Provide opportunities for advanced development and maintenance of first and second language(s). *Example: Ensure challenging materials are available in multiple languages.*
		4.5.2. Provide resources that reflect the diversity of their student population to enhance oral, written, and artistic forms of communication. *Example: Ensure challenging materials are available in multiple languages.*
		4.5.3. Ensure access to advanced communication tools, including assistive technologies, and use of these tools for expressing higher-level thinking and creative productivity.

Student Outcomes	Who	Evidence-Based Practices
		Example: Allow students to use phones and other technology tools for research.
		4.5.4. Provide an environment where students use technology to communicate responsibly and express themselves creatively using the platforms, tools, styles, formats, and digital media appropriate to their goals. *Example: Utilizing a one-to-one conversation with gifted students, allowing for individual selection of technology tool to be used.*

Resources

New Mexico Public Education Department; Curriculum and Instruction Department

Differentiation for Gifted Learners: Going Beyond the Basics

Misdiagnosis and Dual Diagnosis of Gifted Children

Re-Forming Gifted Education: How Parents and Teachers Can Match the Program to the Child

Renzulli Center for Creativity, Gifted Education, and Talent Development

SENG – Supporting Emotional Needs of the Gifted

When Gifted Kids Don't Have All the Answers: How to Meet Their Social and Emotional Needs | Free Spirit Publishing

Standard 5-Programming

Description

Programming refers to a continuum of services to address the strengths, needs, and interests of gifted students. A variety of programming options exist, such as acceleration and enrichment, with different grouping arrangements, such as cluster grouping, special classes, or schools. There may also be learning options that are individualized, such as independent study, research, internships, or online coursework - all designed to enhance student performance in meeting their future goals. To provide services, there should be collaboration between classroom and gifted teachers, parents, related service providers, and community members to ensure that each student's diverse interests, strengths, and needs are met through programming. School and district leadership provide the resources necessary to implement the best programming.

Purpose

Giftedness appears in students in many different was and to many different degrees. In addition, students bring many different experiences, cultures, and interests that give them different strengths and gaps. Providing all students with gifted qualities an equitable opportunity to develop their strengths and fill their gaps requires a thoughtful assessment of the needs of individuals and groups of students. Therefore, one-size-fits-all programming will not meet the needs of all gifted students and a continuum of programming should be available.

Guiding Questions

1. Identify the current services (e.g., acceleration, enrichment, grouping, etc.) currently available in your district.
2. How is professional guidance and counseling utilized with gifted students?
3. Identify the resources (both human and materials) currently being used in your district.
4. Identify the district gifted policies and procedures that are aligned with New Mexico law and department regulations.
5. How are the programming components shared with your community?

Student Outcomes	Who	Evidence-Based Practices
5.1 Comprehensive-ness Students with gifts and talents demonstrate growth commensurate with their abilities in cog-nitive, social-	**District Leadership**	5.1.1. Use multiple approaches to accelerate learning within and outside of the school setting. *Example: Publish on the district's website or other accessible location, a district menu of services that meets a continuum of placements for schools to use.*
		5.1.3 Use multiple forms of evidence-based grouping, including clusters, resource rooms, special classes, or special schools. *Example: Ensure SGTs understand various evidence-based grouping practices and can make recommendations for student placement within the school.*
		5.1.4. Use individualized learning options such as mentorships, internships, online courses, and independent study.

Student Outcomes	Who	Evidence-Based Practices
emotional, and psychosocial areas, as a result of comprehensive programming and services. ***5.2 Cohesive and Coordinated Services*** Students with gifts and talents demonstrate yearly progress commensurate with ability as a result of a continuum of Pre-K-12 services and coordination between gifted, general, special, and related professional services, including outside of school learning specialists and advocates. ***5.3 Career Pathways*** Students with gifts and talents create future career-oriented goals and identify talent develop-ment pathways		*Example: Coordinate learning options with institutions of higher education and community partners.*
		5.1.5. Leverage technology to increase access to high-level programming by providing digital learning options and assistive technologies. *Example: Provide and monitor technology usage to increase digital learning options.*
		5.2.2. Develop a Pre-K through grade 12 continuum of programming and services in relevant student talent areas that is responsive to students' different levels of need for intervention. *Example: Collaborate with SGTs to create aligned goals for elementary, middle, and high school students that can be chosen to meet individual student needs at each level.*
		5.5.1. Demonstrate support for gifted programming and services through equitable allocation of resources and demonstrated willingness to ensure that students with gifts and talents receive consistent educational services aligned to their interests, strengths, and needs. *Example: Apply dedicated SEG gifted funding and other braided funding sources (ESSER, etc.) to ensure adequate funding for gifted services. Provide oversight for gifted programming needs and services.*
		5.5.2. Track expenditures at the school level to verify appropriate and sufficient funding for staffing, curriculum and materials, gifted programming, and services. *Example: Ensure transparency for adequate and equitable funding and full oversight of gifted education needs and services.*
		5.5.3. Hire a diverse pool of educators with knowledge and professional learning in gifted education and the issues affecting students with gifts and talents. *Example: Recruit teachers with gifted certification or to those who are committed to pursuing gifted licensure. Provide professional development and support for those seeking endorsement.*
		5.6.1. Create and approve evidence-based policies and procedures to guide and sustain all components of the program, including assessment, identification, acceleration, and grouping practices. *Example: LEA develops gifted policies and procedures that make all components of the gifted program known to staff and families.*
		5.6.2. Align programming and services with local, state, or national laws, rules, regulations, and standards. *Example: Gifted programming and services are aligned with designated rules, regulations, NAGC and New Mexico Association for the Gifted. standards.*
		5.7.1. Assess the quantity and quality of programming and services provided for students with gifts and talents by disaggregating assessment and yearly progress data and making the results public.

Student Outcomes	Who	Evidence-Based Practices
to reach those goals. ***5.4 Collaboration*** Students with gifts and talents are able to continuously advance their talent development and achieve their learning goals through regular collaboration among families, community members, advocates, and the school. ***5.5 Resources*** Students with gifts and talents participate in gifted education programming that is adequately staffed and funded to meet students' interests, strengths, and needs. ***5.6 Policies and Procedures*** Students with gifts and talents participate in general and		*Example: Provide gifted programming information to the public.*
		5.7.2. Ensure that the assessments used in program evaluation are reliable and valid for the purposes for which they are being used. *Example: Use valid and reliable assessments for gifted program evaluation.*
		5.8.2. Create and implement **evaluation plans** that are purposeful and evaluate how student-level outcomes are influenced by fidelity of implementation in the following components of gifted education programming: (a) identification; (b) curriculum; (c) instructional programming and services; (d) ongoing assessment of student learning; (e) counseling and guidance programs; (f) teacher qualifications and professional learning; (g) parent, guardian and community involvement; (h) programming resources; (i) programming design, management, and delivery; and (j) school equity efforts for underrepresented students. *Example: District Gifted Advisory Committee recommends learning and evaluation plans that are meaningful and can be utilized to determine performance growth.*
		5.8.3. Educators disseminate the results of the evaluation, orally and in written form, and explain how they will use the results. *Example: Prepare an annual State of the Gifted Program that can be provided to the public.*
	School Leader	5.2.1. Collaboratively plan, develop, implement, manage, and evaluate programming and services for students with gifts and talents. *Example: Ensure gifted programming and learner individualization is well-planned, executed, and assessed with and among service providers.*
		5.3.1. Provide professional guidance and counseling for individual students regarding their interests, strengths, challenges, needs, and values. *Example: Ensure gifted students are provided with guidance or counseling relative to their specific needs.*
		5.4.1. Regularly engage students, other educators, families, advocates, and community members in collaboration to plan, advocate for, implement, and evaluate systematic, comprehensive, and ongoing services. *Example: Ensure that gifted students, parents and guardians are actively engaged in their learning plan.*
		5.5.1. Demonstrate support for gifted programming and services through equitable allocation of resources and demonstrated willingness to ensure that students with gifts and talents receive consistent educational services aligned to their interests, strengths, and needs.

Student Outcomes	Who	Evidence-Based Practices
gifted education programs guided by clear policies and procedures that provide for their advanced learning needs (e.g., early entrance, acceleration, credit in lieu of enrollment). ***5.7 Evaluation of Programming and Services*** Students with gifts and talents demonstrate yearly learning progress commensurate with abilities as a result of high-quality programming and services matched to their interests, strengths, and needs. ***5.8 Evaluation of Programming and Services*** Students with gifts and talents have access to programming and services required for		*Example: Provide support for staffing, program needs, professional learning, curriculum, etc. for the gifted program.*
		5.5.2. Track expenditures at the school level to verify appropriate and sufficient funding for staffing, curriculum and materials, gifted programming, and services. *Example: Ensure transparency for adequate funding and full oversight of gifted education needs and services.*
	School Gifted Team (SGT)	5.1.1. Use multiple approaches to accelerate learning within and outside of the school setting. *Example: Provide collaboration opportunities for gifted and classroom teachers to identify additional approaches to meet gifted student needs in all settings.*
		5.1.3 Use multiple forms of evidence-based grouping, including clusters, resource rooms, special classes, or special schools. *Example: Evaluate the needs of all students and create a recommendation of placement and schedule to accommodate various grouping needs. One possibility is to identify small groups of students that can be placed together within a given class.*
		5.2.2 Develop a Pre-K through grade 12 continuum of programming and services in relevant student talent areas that is responsive to students' different levels of need for intervention. *Example: At each school site, identify how services build through each grade level to meet student needs.*
		5.3.2. Facilitate programming options involving mentorships, internships, and career and technology education programming, and match these experiences to student interests, strengths, needs, and goals. *Example: Identify community resources that can be leveraged to support students.*
		5.4.1. Engage students, other educators, families, advocates, and community members in collaboration to plan, advocate for, implement, and evaluate systematic, comprehensive, and ongoing services. *Example: Provide collaboration opportunities for gifted and classroom teachers. Provide opportunities for gifted students to reflect on their experience with the gifted program and make recommendations for change. Hold parent information nights and focus groups to share information about the goals of the gifted program and gather feedback about its effectiveness.*
		5.6.2. Align programming and services with local, state, or national laws, rules, regulations, and standards.
	Classroom/ Gifted Service Provider	5.1.1. Use multiple approaches to accelerate learning within and outside of the school setting. *Example: Classroom and gifted teachers collaborate to identify best programming model for each student, based on interest, ability, and goals.*

Student Outcomes	Who	Evidence-Based Practices
the development of their gifts and talents as a result of ongoing evaluation and program improvements.		5.1.2. Use enrichment options to extend and deepen learning opportunities within and outside of the school setting. *Example: Establish community partnerships to ensure multiple opportunities for gifted student's learning.*
		5.1.3. Use multiple forms of evidence-based grouping, including clusters, resource rooms, special classes, or special schools. *Example: Ensure gifted students have opportunities to work with other gifted students in various settings.*
		5.1.4. Use individualized learning options such as mentorships, internships, online courses, and independent study. *Example: Coordinate learning options with institutions of higher education and community partners.*
		5.1.5. Leverage technology to increase access to high-level programming by providing digital learning options and assistive technologies.
		5.2.1. Collaboratively plan, develop, implement, manage, and evaluate programming and services for students with gifts and talents. *Example: Collaboration between classroom teachers and gifted teachers to identify appropriate activities for each setting and to evaluate if students' needs are met.*
		5.2.3. Plan coordinated learning activities within and across a specific grade level, content area, course, class, or programming option.
		5.3.1. Provide professional guidance and counseling for individual students regarding their interests, strengths, challenges, needs, and values. *Example: Ensure gifted students are provided with guidance or counseling relative to their specific needs.*
		5.3.2. Facilitate programming options involving mentorships, internships, and career and technology education programming, and match these experiences to student interests, strengths, needs, and goals. *Example: Use cross-curricular activities to meet student's needs and interests.*

Resources

New Mexico Public Education Department; Curriculum and Instruction Department

A Nation Deceived: How Schools Hold Back America's Brightest Students

A Nation Empowered: Evidence Trumps the Excuses Holding Back America's Brightest Students

Renzulli Center for Creativity, Gifted Education, and Talent Development

The Cluster Grouping Handbook: A Schoolwide Model: How to Challenge Gifted Students and Improve Achievement for All | Free Spirit Publishing

The Schoolwide Cluster Grouping Model: Embracing Diversity, Increasing Achievement, & Expanding Gifted Services During Lean Financial Times

Standard 6-Professional Learning

Description

This standard examines the preparation of educators and the knowledge and skills needed to develop students' talent, psychosocial, and socio-emotional development.

Purpose

To emphasize high-quality educators who are committed to creating inclusive gifted education communities, lifelong learning, and ethical practice.

Guiding Questions

1. What annual professional learning do educators receive in your district to assist them in identifying and supporting gifted students on an annual basis? Is it adequate?
2. What evidence do you see in your district that teachers are able to support the social and emotional needs of gifted students?
3. Using your school gifted data, compare the percent of the identified sub-groups to district demographics. What does the data reveal? Is there equity between sub-groups? If not, what are the barriers preventing equity?
4. In what ways are educators encouraged to continue or maintain professional learning in the area of gifted?
5. Are all gifted students across the district provided with the same opportunities? How do you know?

Student Outcomes	Who	Evidence-Based Practices
6.1 Talent Development. Students identify and fully develop their talents and gifts as a result of interacting with educators who possess content pedagogical knowledge and meet national teacher preparation standards in gifted education and the Standards for	**District Leadership**	6.1.1. Provide comprehensive, research-supported, professional learning programs for all educators involved in gifted programming and services. This professional learning addresses the foundations of gifted education, characteristics of diverse students with gifts and talents, identification, assessment, curriculum planning and instruction, learning environments, and programming. High-quality professional learning is delivered by those with expertise in gifted education as guided by the National Association for Gifted Children – Council for Exceptional Children (NAGC-CEC) Teacher Preparation Standards in Gifted Education. *Example: On an annual basis, provide high-quality training to the SGT that can be shared with all teachers of the gifted at each school site.* *Ensure SGT has yearly training in identification methodology.*
		6.1.2. Provide sustained professional learning for educators that models how to develop learning environments responsive to diversity and instructional activities that lead to student expression of diverse characteristics and behaviors that are associated with giftedness. *Example: Ensure professional learning is focused on gifted characteristics from a culturally and linguistically responsive perspective.*

Student Outcomes	Who	Evidence-Based Practices
Professional Learning. ***6.2. Psychosocial and Social-Emotional Development.*** Students with gifts and talents develop critical psychosocial skills and show social-emotional growth as a result of educators and counselors who have participated in professional learning aligned with national standards in gifted education and Standards for Professional Learning. ***6.3. Equity and Inclusion.*** All students with gifts and talents are able to develop their abilities as a result of educators who are committed to removing barriers to access and creating inclusive gifted education communities.		6.1.3. Provide educators with professional learning opportunities that address social issues, including anti-intellectualism, equity, and access. *Example: Professional learning opportunities support a clear understanding of the social needs, bias removal, equity, and access in order to best support the student.*
		6.1.4. Plan for, budget, and provide sufficient human and material resources needed for professional learning in gifted education (e.g., release time, funding for continuing education, substitute support, webinars, or mentors). Administrators access Title I and Title II funds as allowed under the Every Student Succeeds Act (ESSA) to meet this expectation. *Example: Prioritize funding and time to ensure that annual professional learning for SGTs and teachers of the gifted occurs.*
		6.1.5. Use awareness of local, state, and national organizations and publications relevant to gifted education to promote learning for students with gifts and talents and their families. *Example: Provide opportunities for SGTs to have access to conferences and publications. Share applicable articles with families.*
		6.3.1. Participate in professional learning focused on curriculum and pedagogy that are responsive to diversity for individuals with gifts and talents. *Example: Professional learning on curriculum and pedagogy meets the diversified needs of gifted students.*
		6.3.2. Recognize their biases, develop philosophies responsive to diversity, commit themselves to removing barriers, and create inclusive learning environments that meet the educational interests, strengths, and needs of diverse students with gifts and talents. *Example: Provide opportunities to analyze gifted identification data by school and subgroup to identify possible gaps in identification and what that says about bias and opportunity.*
		6.3.3. Understand how knowledge, perspectives, and historical and current issues influence professional practice and the education and treatment of individuals with gifts and talents both in school and society. *Example: Reflect on any differences in identification and achievement and delve into what issues may have created or may still be creating these conditions.*
		6.4.2. Participate in professional learning that is sustained over time, incorporates collaboration and reflection, is goal-aligned and data-driven, is coherent, embedded, and transferable, includes regular follow-up, and seeks evidence of positive impact on teacher practice and on increased student learning. *Example: Professional learning is well planned and ensures that a long range, multi-year plan impacts teacher practice and student learning.*
		6.5.1. Use professional ethical principles and specialized program standards to guide their practice.

Student Outcomes	Who	Evidence-Based Practices
6.4. Lifelong Learning. Students develop their gifts and talents as a result of educators who are lifelong learners, participating in ongoing professional learning and continuing education opportunities. ***6.5. Ethics.*** All students with gifts and talents, including those who may be twice exceptional, English language learners, or who come from underrepresented populations receive equal opportunities to be identified and served in high-quality gifted programming as a result of educators who are guided by ethical practices. .		6.5.2. Educators comply with rules, policies, and standards of ethical practice and advocate for rules, policies, and standards that promote equity and access.
	School Leader	6.1.2. Provide sustained professional learning for educators that models how to develop learning environments responsive to diversity and instructional activities that lead to student expression of diverse characteristics and behaviors that are associated with giftedness. *Example: On an annual basis, provide opportunities for the SGT and teachers to understand the characteristics of giftedness and how to address student needs.*
		6.1.3. Provide educators with professional learning opportunities that address social issues, including anti-intellectualism, equity, and access. *Example: Use PLCs to disaggregate data for various assessments and explore any issues that may be creating gaps for students.*
		6.1.4. Plan for, budget, and provide sufficient human and material resources for professional learning in gifted education (e.g., release time, funding for continuing education, substitute support, webinars, or mentors). Administrators access Title I and Title II funds as allowed under the Every Student Succeeds Act (ESSA) to meet this expectation. *Example: Ensure all teachers have time for and access to participate in gifted identification training.*
		6.1.5. Use awareness of local, state, and national organizations and publications relevant to gifted education to promote learning for students with gifts and talents and their families. *Example: Share articles and websites with families on activities that support gifted students.*
		6.2.1. Participate in ongoing professional learning to understand and apply research to practice with regard to psychosocial skills necessary for the development of gifts and talents and social-emotional development of individuals with gifts and talents. *Example: Active involvement in professional learning that supports the social-emotional development of gifted students.*
		6.3.1. Participate in professional learning focused on curriculum and pedagogy that is responsive to diversity for individuals with gifts and talents. *Example: Participate fully, along with school staff, in professional learning opportunities to understand best ways to meet the needs of gifted students.*
		6.3.2. Recognize personal biases, develop philosophies responsive to diversity, commit themselves to removing barriers, and create inclusive learning environments that meet the educational interests, strengths, and needs of diverse students with gifts and talents. *Example: Provide opportunities in PLCs for self and staff to reflect on LEA/school inequities in gifted identification and achievement and how individual needs can best be met.*

Student Outcomes	Who	Evidence-Based Practices
		6.3.3. Understand how knowledge, perspectives, and historical and current issues influence professional practice and the education and treatment of individuals with gifts and talents both in school and society. *Example: Lead regular PLC discussions reflecting how student culture may impact both identification and achievement.*
		6.4.1. Regularly reflect on and assess instructional practices, develop professional learning plans, and improve practices by participating in continuing education opportunities. *Example: Professional development plans (PDPs) include a focus on the needs of gifted learning.*
		6.4.2. Participate in professional learning that is sustained over time, incorporates collaboration and reflection, is goal-aligned and data-driven, is coherent, embedded, and transferable, includes regular follow-up, and seeks evidence of positive impact on teacher practice and on increased student learning. *Example: Professional learning is well planned and ensures that a long range, multi-year plan impacts teacher practice and student learning.*
		6.5.1. Use professional ethical principles and specialized program standards to guide their practice.
		6.5.2. Comply with rules, policies, and standards of ethical practice and advocate for rules, policies, and standards that promote equity and access.
	School Gifted Team (SGT)	6.1.1. Provide comprehensive, research-supported professional learning programs for all educators involved in gifted programming and services. This professional learning addresses the foundations of gifted education, characteristics of diverse students with gifts and talents, identification, assessment, curriculum planning and instruction, learning environments, and programming. High-quality professional learning is delivered by those with expertise in gifted education as guided by the NAGC-CEC Teacher Preparation Standards in Gifted Education. *Example: Participate fully in district gifted professional learning and plan high quality delivery to school staff.*
		6.1.2. Provide sustained professional learning for educators that models how to develop learning environments responsive to diversity and instructional activities that lead to student expression of diverse characteristics and behaviors that are associated with giftedness. *Example: In planning to deliver district gifted professional learning to school staff, reflect on unique school environment and cultural traits that need to be addressed.*
		6.1.3. Provide educators with professional learning opportunities that address social issues, including anti-intellectualism, equity, and access. *Example: Provide professional learning opportunities that supports a clear understanding of the social needs, bias removal, equity, and access in order to best support the student.*

Student Outcomes	Who	Evidence-Based Practices
		6.1.5. Use awareness of local, state, and national organizations and publications relevant to gifted education to promote learning for students with gifts and talents and their families. *Example: Create a bank of articles, websites, activities, etc. that can be shared with teachers and families to address gifted needs.*
		6.2.1. Participate in ongoing professional learning to understand and apply research to practice with regard to psychosocial skills necessary for the development of gifts and talents and social-emotional development of individuals with gifts and talents. *Example: Attend conferences and district PD, as well as conduct research on social-emotional development of gifted students and share learning with teachers of the gifted in the building.*
		6.3.1. Participate in professional learning focused on curriculum and pedagogy that is responsive to diversity for individuals with gifts and talents. *Example: Seek out learning opportunities for materials and methods for working with gifted students and share with teachers working with gifted students in the building.*
		6.3.2. Recognize their biases, develop philosophies responsive to diversity, commit themselves to removing barriers, and create inclusive learning environments that meet the educational interests, strengths, and needs of diverse students with gifts and talents. *Example: Reflect on your own biases that may create gaps in identification and achievement and provide opportunities for all teachers in the building to see where the school may be missing ways to support gifted and high-potential students.*
		6.3.3. Understand how knowledge, perspectives, and historical and current issues influence professional practice and the education and treatment of individuals with gifts and talents both in school and society. *Example: Background knowledge regarding previous and current issues in gifted education are considered best practices.*
		6.4.1. Regularly reflect on and assess instructional practices, develop professional learning plans, and improve their practices by participating in continuing education opportunities. *Example: Use a data-based approach to track the achievement of gifted students in the school and provide any needed support to teachers in best practices for working with gifted students.*
		6.4.2. Participate in professional learning that is sustained over time, incorporates collaboration and reflection, is goal-aligned and data-driven, is coherent, embedded, and transferable, includes regular follow-up, and seeks evidence of positive impact on teacher practice and on increased student learning. *Example: Professional learning is well planned and ensures that a long range, multi-year plan impacts teacher practice and student learning.*

Student Outcomes	Who	Evidence-Based Practices
		6.5.1. Use professional ethical principles and specialized program standards to guide their practice.
		6.5.2. Comply with rules, policies, and standards of ethical practice and advocate for rules, policies, and standards that promote equity and access.
	Classroom/ Gifted Service Provider	6.1.5. Use awareness of local, state, and national organizations and publications relevant to gifted education to promote learning for students with gifts and talents and their families. *Example: Read current articles about gifted education and share information with families.*
		6.2.1. Participate in ongoing professional learning to understand and apply research to practice with regard to psychosocial skills necessary for the development of gifts and talents and social-emotional development of individuals with gifts and talents. *Example: Research social-emotional activities appropriate for students and incorporate them into classroom activities.*
		6.3.1. Participate in professional learning focused on curriculum and pedagogy that are responsive to diversity for individuals with gifts and talents. *Example: Fully participate in professional learning options for educators of the gifted and research appropriate pedagogy to use with gifted students.*
		6.3.2. Recognize their biases, develop philosophies responsive to diversity, commit themselves to removing barriers, and create inclusive learning environments that meet the educational interests, strengths, and needs of diverse students with gifts and talents. *Example: Based on knowledge of gifted students, reflect on which students might be under the radar and who are achieving less than they might otherwise as a result of lack of opportunity.*
		6.3.3. Understand how knowledge, perspectives, and historical and current issues influence professional practice and the education and treatment of individuals with gifts and talents both in school and society. *Example: Participate in PLC discussions around issues that may be impacting students of potential.*
		6.4.1. Regularly reflect on and assess their instructional practices, develop professional learning plans, and improve their practices by participating in continuing education opportunities. *Example: PDPs include a focus on the needs of gifted learning.*
		6.4.2. Participate in professional learning that is sustained over time, incorporates collaboration and reflection, is goal-aligned and data-driven, is coherent, embedded, and transferable, includes regular follow-up, and seeks evidence of positive impact on teacher practice and on increased student learning. *Example: Professional learning is well planned and ensures that a long range, multi-year plan impacts teacher practice and student learning.*

Student Outcomes	Who	Evidence-Based Practices
		6.5.1. Use professional ethical principles and specialized program standards to guide their practice.
		6.5.2. Comply with rules, policies, and standards of ethical practice and advocate for rules, policies, and standards that promote equity and access.

Resources

A Nation Deceived: How Schools Hold Back America's Brightest Students

A Nation Empowered: Evidence Trumps the Excuses Holding Back America's Brightest Students

Renzulli Center for Creativity, Gifted Education, and Talent Development

The Cluster Grouping Handbook: A Schoolwide Model: How to Challenge Gifted Students and Improve Achievement for All | Free Spirit Publishing

The Schoolwide Cluster Grouping Model: Embracing Diversity, Increasing Achievement, & Expanding Gifted Services During Lean Financial Times

Appendix A

Gifted Self-Assessment Tool

Purpose

The purpose of completing the *Gifted Self-Assessment* is to identify current district and school-level practices. The self-assessment results should be used to determine current gifted assets and appropriate next steps for developing an action plan

Directions

Look at the **student outcomes** for each of the six (6) standards carefully. Reflect upon the **evidence** currently being implemented in your district or school. For each student outcome indicator, select the level most appropriately determined by the evidence in your current gifted program. **TO DO**: Determine which 2-3 **student outcomes** would provide the most leverage for further developing the gifted program in your district.

Standard 1—Learning and Development

NAGC Guiding Questions

Considering the range of student interest, ability, and talent, what steps are necessary to ensure that educators are able to recognize the learning and developmental differences of gifted students, promote ongoing student self-understanding, and promote student cognitive and affective growth in school, at home, and in community settings?
Source: NAGC

NM Guiding Questions

1. How are gifted and talented students' interests, strengths, and needs determined?
2. What considerations are included in the development of culturally responsive learning environments?
3. How are evidence-based instructional and grouping practices selected?
4. How are role models and mentors outside and within the school identified for students?
5. What are some interventions and accommodations provided to students that develop cognitive and noncognitive abilities?

NAGC Student Outcomes	1 Opportunity for Improvement (Minimal to no evidence)	2 Partial Implementation (Some evidence)	3 Full Implementation (Complete evidence)	Documentation (possible examples)
1.1. Self-Understanding. Students with gifts and talents are able to recognize their interests, strengths, and needs in cognitive, creative, social, emotional, and psychological areas.				*Interest inventories are used to design engaging lessons.* *Community partnerships allow for out of school learning.* *A wide variety of grouping strategies are used.* *College and career goals are explored.*
Evidence/Data				
1.2. Self-Understanding. Students with gifts and talents can demonstrate understanding of how they learn and recognize the influences of their identities, cultures, beliefs, traditions, and values on their learning and behavior.				
Evidence/Data				
1.3. Self-Understanding. Students with gifts and talents can demonstrate understanding of and respect for similarities and differences between themselves and their cognitive and chronological peer groups and others in the general population.				
Evidence/Data				
1.4. Awareness of Needs. Students can identify and access supplemental, outside-of-school resources that support the development of their gifts and talents (e.g., families, mentors, experts, or programs).				

NAGC Student Outcomes	1 Opportunity for Improvement (Minimal to no evidence)	2 Partial Implementation (Some evidence)	3 Full Implementation (Complete evidence)	Documentation (possible examples)
Evidence/Data				
1.5. Cognitive, Psychosocial, and Affective Growth. Students with gifts and talents are able to demonstrate cognitive growth and psychosocial skills that support their talent development as a result of meaningful and challenging learning activities that address their unique characteristics and needs.				
Evidence/Data				
1.6. Cognitive Growth and Career Development. Students with gifts and talents can identify future career goals that match their interests and strengths. Students determine resources needed to meet those goals (e.g., supplemental educational opportunities, mentors, financial support).				
Evidence/Data				

Standard 2—Assessment

NAGC Guiding Questions

- In planning for initial student identification, do selected assessment instruments provide qualitative and quantitative information from a variety of non-biased, equitable, and technically adequate sources that ensure an accurate representation of the local student population? Are there ongoing, comprehensive identification procedures in place and have families been kept fully informed?
- Once students have been identified for services, what ongoing assessment strategies are in place to evaluate individual student performance for overall progress, relative strengths, and weaknesses, and to plan appropriate interventions? Is there a system in place to communicate assessment results to parents and guardians?
- Has time been set aside for persons with expertise to develop, conduct, and disseminate the results of an annual program evaluation plan that focuses on the impact of program components on student learning?

NM Guiding Questions

1. How does your current gifted and talented program create environments where students can exhibit diverse gifts and talents?
2. What is the identification process for identifying gifted or talented students? How do you ensure the process does not discriminate against any student with potential?
3. In what ways are families involved in the identification of gifted or talented students?
4. What types of assessments (qualitative and quantitative) are used to determine students' interests, strengths, and needs?
5. How are formative or summative assessments used to determine student growth and plan for interventions?

	1 **Opportunity for Improvement** (Minimal to no evidence)	**2** **Partial Implementation** (Some evidence)	**3** **Full Implementation** (Complete evidence)	**Documentation** (possible examples)
2.1. Identification. All students in Pre-K through grade 12 with gifts and talents have equal access to the identification process and proportionally represent each campus.				*Gifted/talented identification process is known by all stakeholders (including parents and community members).* *Gifted/ talented identification process is*
Evidence/Data				

	1 **Opportunity for Improvement** (Minimal to no evidence)	2 **Partial Implementation** (Some evidence)	3 **Full Implementation** (Complete evidence)	**Documentation** (possible examples)
2.2. Identification. Students with gifts and talents are identified for services that match their interests, strengths, and needs. Students with gifts and talents are identified for services that match their interests, strengths, and needs.				*posted on district website and communicated to all parents.* *Gifted/talented program options match student's needs* *Student interest inventories and other data are used to develop GIEPs.* *The number of students identified as gifted/talented represents the demographics of the school/district.* *Academic performance is monitored for growth and adjustment and match student potential.* *Gifted/talented students understand and are able to articulate their academic performance.*
Evidence/Data				
2.3. Identification. Students with identified gifts and talents represent diverse backgrounds.				
Evidence/Data				
2.4. Learning Progress. As a result of using multiple and ongoing assessments, students with gifts and talents demonstrate growth commensurate with abilities in cognitive, social-emotional, and psychosocial areas.				
Evidence/Data				
2.5. Learning Progress. Students self-assess their learning progress.				
Evidence/Data				

Standard 3—Curriculum Planning and Instruction

NAGC Guiding Questions

- In using the local, state, and national standards as a foundation for curriculum and instructional plans, what strategies are in place to select, adapt, and create differentiated, challenging, culturally appropriate curricula utilizing a carefully balanced assessment system to identify and meet the needs of students with a variety of gifts and talents?
- Do the instructional strategies delivered encompass creative thinking, critical thinking, problem-solving and inquiry-based models?
- Does the curriculum used integrate career exploration experiences and allow for deep exploration of cultures, languages, and other diversity-related issues?

NM Guiding Questions

1. Describe how your current program or plan for students with gifts and talents is aligned to local, state, and national standards (e.g., NM Standards or Gifted Standards). Identify the learning progression (scope and sequence) that occurs in the plan.
2. What are some of the learning experiences used to promote social-emotional skills during the talent development process?
3. How is the current curriculum culturally and linguistically responsive?
4. Describe some of the instructional strategies (e.g., critical or creative thinking) used.
5. Identify gifted resources used to support differentiation.

	1 **Opportunity for Improvement** (Minimal to no evidence)	**2** **Partial Implementation** (Some evidence)	**3** **Full Implementation** (Complete evidence)	**Documentation** (possible examples)
3.1 Curriculum Planning. Students with gifts and talents demonstrate academic growth commensurate with their abilities each school year.				*Curriculum framework(s) with goals, outcomes, strategies, activities (K-12).* *Learning trajectories or progressions (i.e., scope and sequence of content*
Evidence/Data				

	1 **Opportunity for Improvement** (Minimal to no evidence)	2 **Partial Implementation** (Some evidence)	3 **Full Implementation** (Complete evidence)	**Documentation** (possible examples)
3.2. Talent Development. Students with gifts and talents demonstrate growth in social and emotional and psychosocial skills necessary for achievement in their domain(s) of talent and/or areas of interest.				*curriculum) beyond grade level content standards.* *Vertical or backwards planning groups.* *Use of acceleration techniques (i.e., pre-assessment, formative assessment, and pacing).* *Use of differentiation strategies.* *Diversity approaches.* *Adaptation or replacement of core curriculum.* *Inquiry-based strategies.* *Research-based materials are readily available and used.* *Use of information technologies (e.g., computers, laptops, tablets).*
Evidence/Data				
3.3. Responsiveness to Diversity. Students with gifts and talents develop knowledge and skills for living in and contributing to a diverse and global society.				
Evidence/Data				
3.4. Instructional Strategies. Students with gifts and talents demonstrate their potential or level of achievement in their domain(s) of talent and areas of interest.				
Evidence/Data				
3.5. Instructional Strategies. Students with gifts and talents become independent investigators.				
Evidence/Data				
3.6. Resources. Students with gifts and talents are able to demonstrate growth commensurate with their abilities as a result of access to high-quality curricular resources.				
Evidence/Data				

	1 **Opportunity for Improvement** (Minimal to no evidence)	2 **Partial Implementation** (Some evidence)	3 **Full Implementation** (Complete evidence)	**Documentation** (possible examples)

Standard 4—Learning Environments

NAGC Guiding Questions

- Has a learning environment that is conducive to intellectual safety, trust, and self-exploration been created by recognizing the importance of positive communication, social skill and leadership development, and cultural competence as students explore their individual, intellectual, and creative differences?

NM Guiding Questions

1. How do gifted students in your school or district demonstrate self-awareness and the ability to learn from mistakes? What conditions support this?
2. What opportunities do gifted students in your school or district have to collaborate with other students with diverse perspectives?
3. How do gifted students in your school or district demonstrate leadership and social responsibility?
4. What opportunities do gifted students in your school or district have to learn about and understand cultural differences in diverse peers?
5. In what ways do gifted students in your school or district communicate ideas to others, including the use of technology?

	1 **Opportunity for Improvement** (Minimal to no evidence)	2 **Partial Implementation** (Some evidence)	3 **Full Implementation** (Complete evidence)	**Documentation** (possible examples)
4.1. Personal Competence. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk-taking.				*GIEPs include Social and Emotional skill development.* *GIEPs provide for assistive technology where appropriate.*

	1 **Opportunity for Improvement** (Minimal to no evidence)	2 **Partial Implementation** (Some evidence)	3 **Full Implementation** (Complete evidence)	**Documentation** (possible examples)
Evidence/Data				*School provides leadership opportunities for gifted students.* *Instruction for gifted students includes opportunities for learning with both intellectual and chronological peers.* *Gifted students are given the opportunity to solve community problems.*
4.2. Social Competence. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.				
Evidence/Data				
4.3. Responsibility and Leadership. Students with gifts and talents demonstrate personal and social responsibility.				
Evidence/Data				
4.4. Cultural Competence. Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. They use positive strategies to address social issues, including discrimination and stereotyping.				
Evidence/Data				
4.5. Communication Competence. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills and creative expression. They display fluency				

	1 **Opportunity for Improvement** (Minimal to no evidence)	2 **Partial Implementation** (Some evidence)	3 **Full Implementation** (Complete evidence)	**Documentation** (possible examples)
with technologies that support effective communication and are competent consumers of media and technology.				
Evidence/Data				

Standard 5—Programming

NAGC Guiding Questions

- Is a properly funded continuum of services provided that offers a variety of programming and learning options that are collaboratively developed and implemented and that enhance student performance in cognitive and affective areas?
- Has a system been put in place, including articulated policies and procedures, that allows for educators to develop multi-year plans, plan and coordinate programming and services with the school's professional service providers, and communicate with family and community members to meet student needs and program goals?

NM Guiding Questions

1. Identify the current services (e.g., acceleration, enrichment, grouping, etc.) currently available in your district.
2. How is professional guidance and counseling utilized with gifted students?
3. Identify the resources (both human and material) currently being used in your district.
4. Identify the district gifted policies and procedures that are aligned with state law and department regulation.
5. How are the programming components shared with your community?

	1 **Opportunity for Improvement** (Minimal to no evidence)	2 **Partial Implementation** (Some evidence)	3 **Full Implementation** (Complete evidence)	**Documentation** (possible examples)
5.1 Comprehensiveness. Students with gifts and talents demonstrate growth commensurate with their abilities in cognitive, social-emotional, and psychosocial areas as a result of comprehensive programming and services.				*There is a continuum of gifted services for K-12 to meet the varied needs of gifted students.* *Instruction leverages technology.*
Evidence/Data				

	1 **Opportunity for Improvement** (Minimal to no evidence)	2 **Partial Implementation** (Some evidence)	3 **Full Implementation** (Complete evidence)	**Documentation** (possible examples)
				The district and schools have created and are able to track and monitor gifted/talented funding. *Policies and procedures in place for coordinated programming and services* *Professional services providers are available and utilized.* *Community resources are utilized.* *Counselors, teachers, and parents are involved with course selection.* *Continuum of services is adequately funded K-12.* *Qualified educators knowledgeable in gifted education are in place K-12.* *Opportunities for collaboration exist between regular education and gifted education teachers.* *A robust evaluation of the effectiveness of the gifted*
5.2. Cohesive and Coordinated Services. Students with gifts and talents demonstrate yearly progress commensurate with ability as a result of a continuum of Pre-K-12 services and coordination between gifted, general, special, and related professional services, including outside of school learning specialists and advocates.				
Evidence/Data				
5.3. Career Pathways. Students with gifts and talents create future career-oriented goals and identify talent development pathways to reach those goals.				
Evidence/Data				
5.4. Collaboration. Students with gifts and talents are able to continuously advance their talent development and achieve their learning goals through regular collaboration among families, community members, advocates, and the school.				
Evidence/Data				
5.5. Resources. Students with gifts and talents participate in gifted education programming that is adequately staffed and funded to meet students' interests, strengths, needs.				

	1 **Opportunity for Improvement** (Minimal to no evidence)	2 **Partial Implementation** (Some evidence)	3 **Full Implementation** (Complete evidence)	**Documentation** (possible examples)
Evidence/Data				*program is conducted annually.*
5.6. Policies and Procedures. Students with gifts and talents participate in general and gifted education programs guided by clear policies and procedures that provide for their advanced learning needs (e.g., early entrance, acceleration, credit in lieu of enrollment).				
Evidence/Data				
5.7. Evaluation of Programming and Services. Students with gifts and talents demonstrate yearly learning progress commensurate with abilities as a result of high-quality programming and services matched to their interests, strengths, and needs.				
Evidence/Data				
5.8. Evaluation of Programming and Services. Students with gifts and talents have access to programming and services required for the development of their gifts and talents as a result of ongoing evaluation and program improvements.				
Evidence/Data				

Standard 6—Professional Learning

NAGC Guiding Questions

- Are all teachers, counselors, and instructional support staff given sufficient time and funds to regularly participate in a variety of research-supported professional development options in order to increase their expertise in the pedagogy and practice of gifted education and to familiarize themselves with the resources available to meet the academic and socio-emotional needs of their students?
- Is the professional development utilized aligned to the NAGC-CEC Teacher Preparation Standards in Gifted Education and in compliance with rules, policies, and standards of ethical practice?

NM Guiding Questions

1. What annual professional learning do educators receive in your district to assist them in identifying and supporting gifted students on an annual basis? Is it adequate?
2. What evidence do you see in your district that teachers are able to support the social and emotional needs of gifted students?
3. Using your school gifted data, compare the percent of the identified sub-groups to district demographics. What does the data reveal? Is there equity between sub-groups? If not, what are the barriers preventing equity?
4. In what ways are educators encouraged to continue or maintain professional learning in the area of gifted and talented students and instruction?
5. Are all gifted students across the district provided with the same opportunities? How do you know?

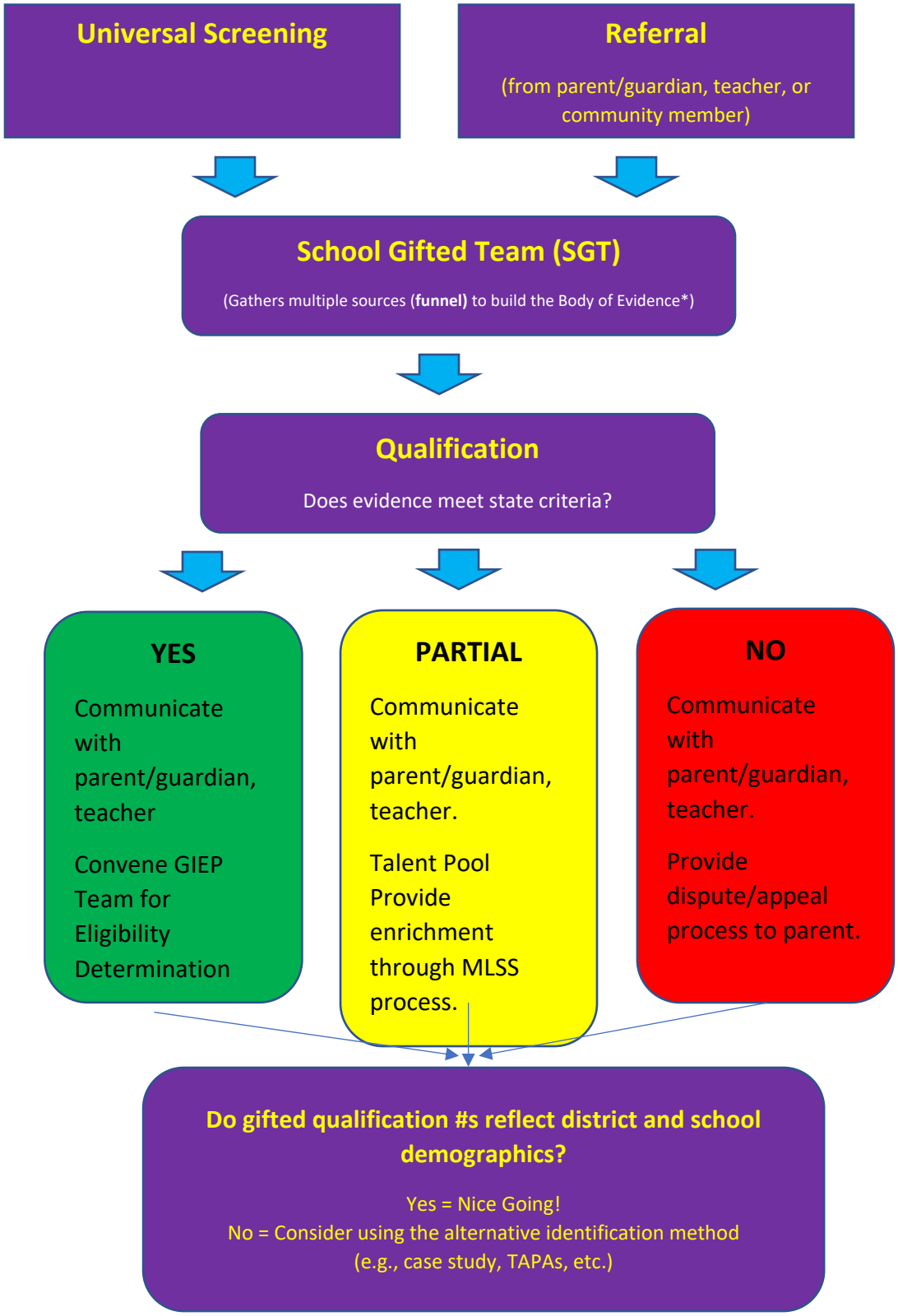
	1 **Opportunity for Improvement** (Minimal to no evidence)	**2** **Partial Implementation** (Some evidence)	**3** **Full Implementation** (Complete evidence)	**Documentation** (possible examples)
6.1 Talent Development. Students identify and fully develop their talents and gifts as a result of interacting with educators who possess content pedagogical knowledge and meet national teacher preparation standards in gifted education and the Standards for Professional Learning.				*Needs assessment (content, knowledge, skills, materials) of those who are directly involved with gifted/talented has been conducted.* *Continuum of Professional Learning:*
Evidence/Data				

	1 **Opportunity for Improvement** (Minimal to no evidence)	2 **Partial Implementation** (Some evidence)	3 **Full Implementation** (Complete evidence)	**Documentation** (possible examples)
				• *Informal (read and discuss articles, teacher-to-teacher sharing).* • *Hybrid (classroom observations, consultant workshops, lesson planning and feedback loops).* • *Formal (regularly scheduled, purpose-focused meetings, a cycle of implementation and feedback).* *Purposeful continuity in professional learning (year-to-year).* *Short- and long-term goals are known to those involved with gifted/talented.* *Mentoring, coaching, feedback, modeling, study groups, on-going follow-up.* *Deep knowledge of the diverse populations represented in the district.* *Fully aware of the data surrounding the performance of diverse*
6.2. Psychosocial and Social-Emotional Development. Students with gifts and talents develop critical psychosocial skills and show social-emotional growth as a result of educators and counselors who have participated in professional learning aligned with national standards in gifted education and Standards for Professional Learning.				
Evidence/Data				
6.3. Equity and Inclusion. All students with gifts and talents are able to develop their abilities as a result of educators who are committed to removing barriers to access and creating inclusive gifted education communities.				
Evidence/Data				
6.4. Lifelong Learning. Students develop their gifts and talents as a result of educators who are lifelong learners, participating in ongoing professional learning and continuing education opportunities.				
Evidence/Data				
6.5. Ethics. All students with gifts and talents, including those who may be twice exceptional, ELs, or who come from underrepresented populations receive				

	1 **Opportunity for Improvement** (Minimal to no evidence)	2 **Partial Implementation** (Some evidence)	3 **Full Implementation** (Complete evidence)	**Documentation** (possible examples)
equal opportunities to be identified and served in high-quality gifted programming as a result of educators who are guided by ethical practices.				*populations represented in the district.* *Planning time available.* *Materials and resources available.*
Evidence/Data				

APPENDIX B

FLOWCHART--Gifted Referral Process



Appendix C

Screening and Assessment Tools

This is a list of available tools and should not be construed as an endorsement or mandate by the NMPED. This list does not constitute every possible screener or tool available.

General Intellectual Ability		
Definition: Having exceptional capability or potential recognized through cognitive processes, such as memory, reasoning, rate of learning, spatial reasoning, ability to find and solve problems, ability to manipulate abstract ideas, or ability to make connections, and which is demonstrated by scoring in the ninety-fifth percentile or above on standardized cognitive ability tests.		
Screening/Assessment Tool	***Publisher/Author(s)***	***Age/Grade Level***
Batería IV - Cognitive Battery (Spanish version of Woodcock-Johnson Tests of Cognitive Abilities)	Riverside Insights--Woodcock, et al	Ages 2:0—90:0+
BVAT-NU (Bilingual Verbal Ability Tests, Normative Update) Multiple Languages	Riverside Insights--Muñoz-Sandoval, et al	Grades K-12
CAS2 (Cognitive Assessment System- Second Edition) Spanish supplement available, too	PRO-ED, Inc--Naglieri, et al	Ages 5:0-18:0
CogAT (Cognitive Abilities Test) *(Form 7 allows for remote testing)*	Riverside Insights--Lohman and Loken	Grades K-12
CTONI-2 (Comprehensive Test of Nonverbal Intelligence- Second Edition)	PRO-ED, Inc. Donald D. Hammill • Nils Pearson • J. Lee Wiederholt	Age 6:0-89:11
InView (InView Cognitive Abilities Assessment)	Data Recognition Corporation--unknown	Grades 2-12

General Intellectual Ability		
Definition: Having exceptional capability or potential recognized through cognitive processes, such as memory, reasoning, rate of learning, spatial reasoning, ability to find and solve problems, ability to manipulate abstract ideas, or ability to make connections, and which is demonstrated by scoring in the ninety-fifth percentile or above on standardized cognitive ability tests.		
Screening/Assessment Tool	***Publisher/Author(s)***	***Age/Grade Level***
KBIT-2 (Kaufman Brief Intelligence Test)	Pearson Assessments--Kaufman and Kaufman	Ages 4:0-90:0
NNAT3 (Naglieri Nonverbal Ability Test)	Pearson Assessments--Naglieri	Grades K-12
OLSAT (Otis-Lennon School Ability Test, 8th edition)	Pearson Assessments--Otis and Lennon	Grades K-12
RIAS-2 (Reynolds Intelligence Assessment Scale, 2nd edition)	PAR- Cecil R. Reynolds, PhD, and Randy W. Kamphaus, PhD	Ages 3-94
SB5 (Stanford-Binet Intelligence Scales- Fifth Edition)	PRO-ED, Inc--Roid	Ages 2:0-85:0+
SIT-P-1 (Slosson Intelligence Test- Primary)	Slosson Educational Publications --Slosson, et al	Ages 2:0-7:11
SIT-4 (Slosson Intelligence Test, Fourth Edition)	Slosson Educational Publications --Slosson, et al	Ages 4:0-65:0
SPM (Raven's Standard Progressive Matrices)	Pearson Assessments--Ravin	Ages 6.0-16:0
TONI-4 (Test of Nonverbal Intelligence, Fourth Edition)	Pearson Assessments--Brown, et al	Ages 6:0-89:11
UNIT2 (Universal Nonverbal Intelligence Test, Second Edition)	WPS--Bracken and McCallum	Ages 1:0-21:11
UNIT-GAT (Universal Nonverbal Intelligence Test– Group Abilities Test)	WPS--Bracken and McCallum	Ages 5:0-21:11

General Intellectual Ability		
Definition: Having exceptional capability or potential recognized through cognitive processes, such as memory, reasoning, rate of learning, spatial reasoning, ability to find and solve problems, ability to manipulate abstract ideas, or ability to make connections, and which is demonstrated by scoring in the ninety-fifth percentile or above on standardized cognitive ability tests.		
Screening/Assessment Tool	***Publisher/Author(s)***	***Age/Grade Level***
WASI-II (Wechsler Abbreviated Scale of Intelligence, Second Edition)	Pearson Assessments--Wechsler	Ages 6:0-90:11
WISC-V (Wechsler Intelligence Scale for Children,	Pearson Assessments--Wechsler	Ages 6:0-16:11
WISC-V, Spanish (Wechsler Intelligence Scale for Children)	Pearson Assessments--Wechsler	Ages 6:0-16:11
WJ IV COG (Woodcock-Johnson IV Tests of Cognitive Abilities)	Riverside Insights--Woodcock, et al	Ages 2:0—90:0+
WNV (Wechsler Nonverbal Scale of Ability)	Pearson Assessments--Wechsler and Naglieri	Ages 4:0-21:11
WPPSI-IV (Wechsler Preschool and Primary Scale of Intelligence)	Pearson Assessments--Wechsler	Ages 2:6-7:7

Specific Aptitude		
Definition: Having exceptional capability in subject areas, such as having a strong knowledge base or the ability to ask insightful, pertinent questions within the discipline, and achievement at an advanced level on performance assessments or state standardized achievement tests. Specific aptitude subject areas include all subject areas for which educational standards for students have been adopted in Chapter 29 of Title 6 NMAC.		
Screening/Assessment Tool	***Publisher/Author(s)***	***Age/Grade Level***
Achievement Tests (such as Forward, NWEA MAP, ACT, ACT ASPIRE, PSAT, SAT Subject Tests, etc.)	Various	Various
Batería IV - Woodcock-Muñoz (Spanish version of Woodcock-Johnson® IV Tests of Achievement)	Riverside Insights--Woodcock, et al	Ages 2:0-90:0+
HOPE Scale	Prufrock Press--Gentry, Peters, et al	Ages 5:0-18:0
Iowa Assessments Complete Battery	Riverside Insights--Welch & Dunbar	Grades K-12
Logramos, TERCERA EDICIÓN	Riverside Insights--Nikolov et al	Grades K-8
Renaissance Star Early Literacy	Renaissance--Close, et al	Grades K-3
Renaissance Star Math	Renaissance--Close, et al	Grades 1-12
Renaissance Star Reading	Renaissance--Close, et al	Grades K-12
Renaissance Star Spanish (in Early Literacy, Math, and Reading)	Renaissance--Close, et al	Same as above
SAGES-3 (Screening Assessment for Gifted Elementary and Middle School Students re: achievement and aptitude)	Prufrock Press--Johnsen & Corn	Ages 5:0-14:11

Specific Aptitude		
Definition: Having exceptional capability in subject areas, such as having a strong knowledge base or the ability to ask insightful, pertinent questions within the discipline, and achievement at an advanced level on performance assessments or state standardized achievement tests. Specific aptitude subject areas include all subject areas for which educational standards for students have been adopted in Chapter 29 of Title 6 NMAC.		
Screening/Assessment Tool	***Publisher/Author(s)***	***Age/Grade Level***
SCALES (Scales for Rating the Behavioral Characteristics of Superior Students, Third Edition)	Prufrock Press--Renzulli, et al	Ages 5:0-17:11
SIGS (Scales for Identifying Gifted Students), includes school & home scales	Prufrock Press--Ryser & McConnell	Ages 5:0-17:11
SAT10 (Stanford Achievement Test, Tenth Edition)	Pearson Assessments--unknown	Grades K-12 (paper) Grades 3-12 (online)
TerraNova, Third Edition Complete, Multiple Assessments, or Survey	Data Recognition Corporation--unknown	Grades K-12
TOMAGS (Test of Mathematical Abilities of Gifted Students)	Prufrock Press--Ryser	Grades K--6
UTAGS (Universal Talented and Gifted Screener)	Prufrock Press--McCallum & Bracken	Ages 5:0-17:11
Woodcock-Johnson® IV Tests of Achievement (WJ IV™ ACH) (Spanish version: Batería IV Woodcock- Muñoz)	Riverside Insights--Woodcock, et al	Ages 2:0—90:0+

Creative/Divergent Thinking		
Definition: Having exceptional capability or potential to solve a problem or reach a decision using strategies that deviate from commonly used or previously taught strategies, which is demonstrated by achieving an advanced level on performance assessments or scoring in the ninety-fifth percentile or above on standardized tests of creative or divergent thinking.		
Screening/Assessment Tool	***Publisher/Author(s)***	***Age/Grade Level***
CAP (Creativity Assessment Packet)	PRO-ED, Inc--Williams	Ages 6:0 – 18:0
CTC (Cebeci Test of Creativity)	Renzulli Learning System--Renzulli Learning, Acar, & Cayirdag	Grades K-12
GATES-2 (Gifted Evaluation Scales)	PRO-ED, Inc--Gilliam & Jerman	Ages 5:0-18:00
GIFFI (Group Inventory for Finding Interests)	Educational Assessment Service, Inc--Rimm	Grades 6-12
GIFT (Group Inventory of Finding Talent)	Educational Assessment Service, Inc--Rimm	Grades K-6
GRS (Gifted Rating Scales)	Multi-Health Systems, Inc--Pfeiffer & Jarosewich	GRS-P (ages 4:0 – 6:11) and GRS- S (ages 6:0 – 13:11)
PRIDE (Preschool and Kindergarten Interest Descriptor)	Educational Assessment Service, Inc--Rimm	Ages 3:0-6:0
Products, portfolios, performance	N/A--Determined at district, school, or classroom level	Local Decision
PCA (Profile of Creative Abilities)	Prufrock Press--Ryser	Ages 5:0-14:0
SCALES (Scales for Rating the Behavioral Characteristics of Superior Students, Third Edition)	Prufrock Press--Renzulli, et al	Ages 5:0-17:11
SIGS (Scales for Identifying Gifted Students), includes school & home scales	Prufrock Press--Ryser & McConnell	Ages 5:0-17:11

Creative/Divergent Thinking		
Definition: Having exceptional capability or potential to solve a problem or reach a decision using strategies that deviate from commonly used or previously taught strategies, which is demonstrated by achieving an advanced level on performance assessments or scoring in the ninety-fifth percentile or above on standardized tests of creative or divergent thinking.		
Screening/Assessment Tool	***Publisher/Author(s)***	***Age/Grade Level***
TTCT (Torrance Tests of Creative Thinking)	Scholastic Testing Service, Inc--E. Paul Torrance	Grades K-12 (figural) and 1-12 (verbal)
UTAGS (Universal Talented and Gifted Screener)	Prufrock Press--McCallum & Bracken	Ages 5:0-17:11

Problem Solving/Critical Thinking		
Definition: Having outstanding capabilities to analyze a problem and engage in solutions-oriented performance, which is demonstrated by achieving an advanced level on problem-solving or critical thinking performance assessments or scoring in the ninety-fifth percentile or above on standardized problem-solving assessments.		
Screening/Assessment Tool	***Publisher/Author(s)***	***Age/Grade Level***
Cornell Test of Critical Thinking	Critical Thinking Company	6^{th} -11^{th} Grade
Any robust intelligence or cognitive measure of Gf FLUID (i.e. WISC-V Extended Fluid Reasoning)	Pearson	Ages 6-16:11
Any robust intelligence or cognitive measure of Gv VISUAL SPATIAL (i.e. CogAT Non-Verbal or CogAT Full Scale)	Riverside Insights	K-12

Artistic Ability		
Definition: Having exceptional capability or potential in visual art, theater, music, or dance. Artistic ability is demonstrated by achieving an advanced level on a performance assessment or scoring in the ninety-fifth percentile or above on standardized arts assessments.		
Screening/Assessment Tool	***Publisher/Author(s)***	***Age/Grade Level***
GATES-2 (Gifted Evaluation Scales)	PRO-ED, Inc--Gilliam & Jerman	Ages 5:0-18:00
Gordon Musical Aptitude Profile	Gia Publications, Inc--Edwin Gordon	Grades 5-12
State Adopted Music Instructional Materials	New Mexico Music Educators Association	Local Decision
Products, portfolios, performance	N/A-- Determined at district, school, or classroom level	Local Decision
SCALES (Scales for Rating the Behavioral Characteristics of Superior Students, Third Edition)	Prufrock Press--Renzulli, et al	Ages 5:0-17:11

Leadership Ability		
Definition: Having exceptional capability or potential to influence, inspire, and empower groups demonstrated by achieving an advanced level on leadership ability performance assessments or scoring in the ninety-fifth percentile or above on standardized leadership tests.		
Screening/Assessment Tool	***Description***	***Age/Grade Level***
GATES-2 (Gifted Evaluation Scales)	PRO-ED, Inc--Gilliam & Jerman	Ages 5:0-18:00
GRS-S (Gifted Rating Scales)	Multi-Health Systems, Inc--Pfeiffer & Jarosewich	Ages 6:0 – 13:11
HOPE Scale	Prufrock Press--Gentry, Peters, et al	Ages 5:0-18:0

Leadership Ability		
Definition: Having exceptional capability or potential to influence, inspire, and empower groups demonstrated by achieving an advanced level on leadership ability performance assessments or scoring in the ninety-fifth percentile or above on standardized leadership tests.		
Screening/Assessment Tool	***Description***	***Age/Grade Level***
Products, portfolios, performance	N/A--Determined at district, school, or classroom level	Local Decision
SCALES (Scales for Rating the Behavioral Characteristics of Superior Students, Third Edition)	Prufrock Press--Renzulli, et al	Ages 5:0-17:11
SIGS (Scales for Identifying Gifted Students), includes school & home scales	Prufrock Press--Ryser & McConnell	Ages 5:0-17:11
UTAGS (Universal Talented and Gifted Screener)	Prufrock Press--McCallum & Bracken	Ages 5:0-17:11

Rating Scales and Additional Screening Instruments		
These rating scales, inventories, or other screening instruments are helpful for obtaining a better understanding of a student's behavior and existing abilities and potential. They can assist in determining if additional screening is needed, or if particular classroom interventions should be considered.		
Screening/Assessment Tool	***Publisher/Author(s)***	***Age/Grade Level***
CAS:BF (Cognitive Assessment System, Second Edition: Brief Form)	PRO-ED, Inc--Naglieri, et al	Ages 4:0-18:0
GATES-2 (Gifted Evaluation Scales)	PRO-ED, Inc--Gilliam & Jerman	Ages 5:0-18:00

Rating Scales and Additional Screening Instruments		
These rating scales, inventories, or other screening instruments are helpful for obtaining a better understanding of a student's behavior and existing abilities and potential. They can assist in determining if additional screening is needed, or if particular classroom interventions should be considered.		
Screening/Assessment Tool	***Publisher/Author(s)***	***Age/Grade Level***
GES-4 (Gifted Evaluation Scale)	Hawthorne Educational Services, Inc--McCarney & House	Ages 6:0-16:0
GRS (Gifted Rating Scale)	Multi-Health Systems, Inc--Pfeiffer & Jarosewich	GRS-P Ages 4:0 - 6:11 & GRS-S Ages 6:0 - 13:1
HOPE Scale	Prufrock Press--Gentry, Peters, et al	Ages 5:0-18:0
i-Ready	Curriculum Associates--unknown	Grades K-12
IAS (Iowa Acceleration Scales)	Belin-Blank Center--Assouline, et al	Grades K-8
KOI (Kingore Observation Inventory, Third Edition)	Professional Associates Publishing--Kingore & Kingore	Grades K-8
Slocumb-Payne Teacher Perception Inventory	aha! Process, Inc--Slocumb & Payne	Grades K-12
SCALES (Scales for Rating the Behavioral Characteristics of Superior Students, Third Edition)	Prufrock Press--Renzulli, et al	Ages 5:0-17:11
SIGS (Scales for Identifying Gifted Students), includes school & home scales	Prufrock Press--Ryser & McConnell	Ages 5:0-17:11
STB (Spatial Test Battery)	John Hopkins Center for Talented Youth--unknown	Grades 5-12

Rating Scales and Additional Screening Instruments		
These rating scales, inventories, or other screening instruments are helpful for obtaining a better understanding of a student's behavior and existing abilities and potential. They can assist in determining if additional screening is needed, or if particular classroom interventions should be considered.		
Screening/Assessment Tool	***Publisher/Author(s)***	***Age/Grade Level***
U-STARS~PLUS TOPS (Teacher's Observation of Potential in Students)	Council for Exceptional Children--Coleman, Shah- Coltrane, & Harrison	Targeting ages 5-9 but could be used beyond age 9
UTAGS (Universal Talented and Gifted Screener)	Prufrock Press--McCallum & Bracken	Ages 5:0-17:11

Appendix D

School Gifted Team (SGT) Referral Form
(EXAMPLE)

Complete the following.

Date	
Student Name (Last, First)	
Student ID #	
Grade	
School **Teacher**	
Referring Person	
Name of Parent/Guardian	
Parent/Guardian Contact Information	Phone:
	Email:

Part I: Type of Referral

_____ Universal Screening
_____ Recommendation (may be a district form from parent/guardian, teacher, or community member)
_____ Alternative identification protocol
_____ Score of ADVANCED on state assessment(s)

Part II. Body of Evidence (include evidence with this referral form)

Type	Source/Name of Assessment	Score/Justification
Quantitative	Universal Screening	
	NM Balanced Assessment	
	ACCESS (for ELs)	
	Summative	
	Formative	
	Interim	
	Observation Scales	
	Performance Assessments	
	Other	

Type	Source/Name of Assessment	Score/Justification
Qualitative	MLSS	
	Cultural and linguistic assets	
	Anecdotal records	
	Questionnaires	
	Interest inventories	
	Observations	
	Interviews	
	Checklists (i.e. gifted/talented characteristics)	
	Performance Assessments	
	Other	

Type	Source	Score/Justification
Alternative Identification protocol (using local norms)		

Part III: Eligibility Determination

Based on information/data reviewed by the SGT, the GIEP team recommends the following action as the most appropriate next step for this student (check applicable).

□ Recommend identification as a gifted student and development of a **Gifted Individualized Education Plan** (GIEP)

□ Recommend placement in the **Talent Pool with MLSS Advanced Supports**

□ Does not qualify for gifted services (DNQ)

□ Additional information/evidence necessary (schedule new meeting on): _____

GIEP Eligibility Meeting Participants			
Role	Signature	Agree	Disagree
Parents or guardians			
General Education Teacher			
Gifted Education Teacher			
LEA Representative			
Other _____ (role)			

Parent Consent

_____	_____	_____	_____
Name of Parent/Guardian	Notified	Date	by Whom

Appendix E

Gifted Individualized Education Plan
(Example)

Student Demographic Information

Please complete the following information.			
Student Name		School Year	
Preferred Name		Preferred Gender	
State ID		Grade	
Age		Date of Birth	
Parent/Guardian Name		Parent Email	
Address			
Phone		School	
Purpose of Meeting		Meeting Date	

Qualification Data

Based on assessment and qualification information, the following IEP determination is made.	
Qualifying areas of need:	
Additional area of giftedness	

Present Performance

Present performance refers to specific behaviors exhibited by the student this school year (Not to be copied from previous GIEP). Include parent, student, and teacher input.		
Exhibited Behaviors *-What is seen?* *-Data Source(s)* • *Assessment Data* • *Teacher Input* • *Parent Input* • *Student Input* • *Observations* • *Work Product(s)/ Samples, etc.*	**Manifestation Explanation** *-What can cause this behavior in gifted children?* *-Consider the impact of asynchrony or other factors.*	**Needs** *-Needs may be in several areas (asynchronous development)* *-Needs may change over time, for example:* • *Underdeveloped to developed* • *Developed to advanced* • *Advanced to maintenance*

Cognitive: GIA – Non-Verbal, Verbal

Dimensions of Intellectual Ability; Cognitive Styles/Structures; Aptitude and Achievement; Thinking (Metacognition; Planning/Organizing; Working Memory; Creativity/Creative Thinking Ability)

Exhibited Behaviors	Manifestation Explanation	Needs

Affective: Social/Emotional

Emotional Intelligence (Self-Awareness; Managing Emotions; Empathy; Social Skills/Managing Relationships); Behavior Regulation (Motivation/Task Initiation; Concentration/Attention Focus; Impulse Control; Flexibility); Self-Esteem/Identity Issues; Overexcitabilities.

Exhibited Behaviors	Manifestation Explanation	Needs

Summarize the Cognitive and Affective strengths and needs for this student.

Summary of Strengths
Summary of Needs
Statement on Goal Progress from Previous GIEP

Consideration of Special Factors

	Yes	No	Comment
Is the student twice exceptional?			If yes, use an IEP required of the IDEA and refer to the crosswalk to ensure that all components of the GIEP are addressed in it.
Does the student come from a culturally diverse background?			
Is the student an English learner?			Home Language _____
Does the student have a Section 504 Plan?			
Are there other factors to consider?			

Comment:

Discipline

Does the student exhibit behaviors that impede their learning ability of others? Yes___ No____

Which of the following provisions is most appropriate for this student? (Check one)

_____The student follows the schoolwide discipline plan.

_____The student requires modifications described in this IEP under *Annual Goals* and/or *Instructional Accommodations*

_____The student requires a Behavioral Intervention Plan (BIP). Attach to this GIEP.

Participation in State-wide Assessments

_____Special Education standardized—no accommodations.

_____Special Education—allowable accommodations (only allowable with a 504)

Assessment	Subject	Accommodations

The list of allowable accommodations can be found at https://webnew.ped.state.nm.us/wp-content/uploads/2022/09/2022_23_Accommodations_Manual.pdf

Participation in Districtwide Assessments

_____Special Education standardized—no accommodations.

_____Special Education—allowable accommodations (only allowable with a 504)

Assessment	Subject	Accommodations

Goals and Outcomes

The GIEP team develops a student's annual goals based on the student's needs. Educational needs may be cognitive or affective. Examine behaviors and the corresponding manifestations to identify the student's needs. Goals should be specific, measurable, attainable, relevant, and time-based (S.M.A.R.T.) and:

- Inspire students towards new levels of growth.
- Provide clear instructional and affective guidance.
- Provide a measure of where we believe students will progress.
- Provide the student with an indicator of success, self-efficacy, and next steps.

Annual Goal(s):			
Date Initiated		Person Responsible	
Criteria for Mastery		Methods of Measurement	
Anticipated Data of Mastery		Progress Reported	

Short-Term Learning Outcomes	
Objective(s)	Strategy(ies) to meet the Objective(s)

Progress Report on Goals and Outcomes		
Date	Outcome	Comment

Schedule of Services

If this IEP spans between two school years, please complete this page **twice**, separating the services to be delivered in each school year.

Does this IEP bridge two school years? _____Yes _____No

Dates:_____

Activities with typically developing peers (select all that apply)

_____ Breakfast/Lunch
_____ Library
_____ Computer Lab
_____ Assemblies
_____ Electives
_____ Extracurricular Activities
_____ Other: _____

Regular Education Services
Accommodations Needed

Special Education and Related Services	Minutes/Day/ Week/Month/ Semester/Year	Start Date	Ending Date	Service Provider(s)	Location
					__Regular Classroom __Special Education Setting
Time Totals					

Supplementary AIs and Services	Minutes/Day/ Week/Month/ Semester/Year	Start Date	Ending Date	Service Provider(s)	Location

Time Totals					

Comments:

Level of Service

Check one			
	Level 1	Minimum	10% or less of the school day
	Level 2	Moderate	11%-49% of the school day
	Level 3	Extensive	50% or more of the school day
	Level 4	Maximum	Approaching full school day or 3Y/4Y
Note: x = total number of hours per week of special education services. y = total number of hours in a typical school week. Level of service = x divided by y (expressed as a percentage).			

Specifically Designed Instruction in General Education

Gifted learners have a greater need for Specifically Designed Instruction (SDI) or for individualized and differentiated instruction in their general education curriculum content, learning processes, and performance or product expectations. It is the HOW of instruction.

- Content—may include addition (or substitution) of greater abstractions, complexity, variety, organization, study of people, methods of inquiry, and a variety of forms of subject-based acceleration.
- Process—may include adding (or substituting) higher-order thinking, or greater open-endedness, group process, freedom of choice, proof and reasoning, pacing, and flexibility.
- Product—may include transformations across disciplines, authentic problems and audiences as the ways students might use or demonstrate what they have learned.

Specifically Designed Instruction (SDI)—Gifted Accommodations	
SDI	Explanation

Future Planning/Transition

Future Planning refers to the **student's** own long-term goal or vision statement with guidance and support from the case manager. It is student-created and may or may not be written as a S.M.A.R.T. goal. Future planning includes three parts:

1. Career Awareness/Exploration
2. Area(s) of Interest/Course(s) of Study
3. Activities, Experiences & Strategies used to assist the student in reaching their long-term goal(s)

Student Long Term Goal(s)/Vision Statement progress will be shared annually at the GIEP meeting.

Career Awareness/ Exploration	Area(s) of Interest/ Course(s) of Study	Activities, Experiences, and Strategies
• Career(s) interest Considerations should include: • Family • Income • Self-Fulfillment • Passion • Location • Education and/or experience requirements (e.g., military, apprenticeships or internships, college, technical school, on-the-job training, certifications)	• Topics of interest & related interests • Classes or courses that directly relate to the long-term goal or vision. *Note:* *1. Need for acceleration and options such as for grade/subject skipping, telescoped courses or independent study.* *2. Gifted student's formal course of secondary study is the Next-Step Plan. The GIEP and Next-Step Plan must be developed in consideration of one another.*	• Activities (specific tasks completed by the student) • Experiences (specific opportunities to which the student will be exposed) • Strategies (initially taught by the teacher and independently used by the student) • How and when provided
Student Long Term Goal/Vision Statement		
Area(s) of Interest/Course(s) of Study		
Activities, Experiences, and Strategies		
Gifted Transition Communication		

• What transition information needs to be communicated between schools as the student progresses from elementary to middle school or from middle school to high school? • How will it be communicated? • What specific transition planning needs to occur as the student prepares to transition from high school to reaching their post- secondary long-term goal or vision?
Student self-reflection of progress towards Long Term Goal or Vision (reported by the student and documented by the case manager annually at the GIEP team meeting).

Prior Written Notice of Proposed Action

Districts and charter schools are required to provide the parent or guardian with notification within a reasonable amount of time before actions occur that would initiate or change the **identification**, the **evaluation**, or the **educational services and setting** of the gifted student. If the student is under the age of 18, the parent or guardian shall be provided with a copy of this notice. If the student is 18 years of age or over and does not have a legal guardian, it is their right to document their acceptance or rejection of these proposed actions.

At this GIEP meeting, the following items and options were proposed by the public agency or the parent or guardian.

All Items Proposed and All Options Considered	**Proposed By**	**Accept**	**Reject**	**Reason for Acceptance or Rejection (must include a description of each evaluation procedure, assessment, record, or report used as a basis for the proposed or refused action.**
Parents' Rights				
Age of Majority				
Accommodations/ Modifications				
Service Level				
Other Proposed actions (add as many rows as needed for each individual proposed action)				

GIEP Team Participants

The Gifted Individualized Education Plan (GIEP) Team makes the decisions about the student's program and placement. Required members of the GIEP team are:

- the student's parents or guardians,
- the student (if appropriate),
- one or more of the student's current teachers,
- a special education teacher,
- a trained SGT Member,
- a school district representative, and
- other individuals at the discretion of either the parents or district.

This document shall also serve as permission by parent/guardian to provide services for the student.

Name (typed or printed)	**Position**	**Signature**
	Student	
	Parent/Guardian	
	Parent/Guardian	
	Teacher—General Education	
	Teacher—Special Education	
	School Gifted Team Member	
	LEA Representative	
	Other: _____	
	Other: _____	

Appendix F

Roles and Responsibilities

Standard 1—Learning and Development

Student Outcomes	Evidence-Based Practices	District Leadership	School Leader	School Gifted Team (SGT)	Classroom/ Gifted Service Provider
1.1. Self-Understanding. Students with gifts and talents recognize their interests, strengths, and needs in cognitive, creative, social, emotional, and psychological areas.	1.1.1. Educators engage students with gifts and talents in identifying interests, strengths, and needs.	x (training)		x (training)	x
	1.1.2. Educators engage students with gifts and talents in identifying their intellectual, academic, creative, leadership, or artistic abilities.	x (training)		x (training)	x
	1.1.3. Educators engage students in developmentally appropriate activities that help them discover their talents and develop noncognitive skills that support their talent areas.				x
1.2. Self-Understanding. Students with gifts and talents demonstrate understanding of how they learn and recognize the influences of their identities, cultures, beliefs, traditions, and values on their learning and behavior.	1.2.1. Educators develop activities that match each student's developmental level and culture-based learning needs.				x
	1.2.2. Educators assist students with gifts and talents in developing identities consistent with their potential and areas of talent.				x
	1.2.3. Teachers create a learning environment that promotes high expectations for all children, support for perceived failures, positive feedback, respect for different cultures and values, and addresses stereotypes and biases.				x
1.3. Self-Understanding. Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their cognitive and chronological peer groups and others in the general population.	1.3.1. Educators use evidence-based instructional and grouping practices to allow students with similar gifts, talents, abilities, and strengths to learn together, and also create opportunities for students to interact with individuals of various gifts, talents, abilities, strengths, and goals.			x	x
	1.3.2. Educators model respect for individuals with diverse abilities, interests, strengths, learning needs, and goals.	x	x	x	x
	1.3.3. Educators discuss and explain developmental differences and use materials and instructional activities matched to students' varied abilities, interests, and learning needs.				x
1.4. Awareness of Needs. Students identify and access supplemental, outside-of-school resources that support the development of their gifts and talents (e.g., families, mentors, experts, or programs).	1.4.1. Educators provide role models for students with gifts and talents that match their interests, strengths, and needs.			x	x
	1.4.2. Educators identify outside-of-school learning opportunities and community resources that match students' interests, strengths, and needs.	x (training)	x	x	x
	1.4.3. Educators gather information and inform students and families about resources available to develop their child's talents.			x	x
1.5. Cognitive, Psychosocial, and Affective Growth. Students with gifts and talents demonstrate cognitive growth and psychosocial skills that support their	1.5.1. Educators use evidence-based approaches to grouping and instruction that promote cognitive growth and psychosocial and social-emotional skill development for students with gifts and talents.				x
	1.5.2. Educators design interventions for students that are based on research of effective practices and provide accommodations for learning differences to develop cognitive and noncognitive abilities that support growth and achievement.				x

Student Outcomes	Evidence-Based Practices	District Leadership	School Leader	School Gifted Team (SGT)	Classroom/ Gifted Service Provider
talent development as a result of meaningful and challenging learning activities that address their unique characteristics and needs.	1.5.3. Educators develop specialized, research-supported intervention services for students with gifts and talents who are underachieving (whose learning is not commensurate with their abilities) to develop their talents.			x	x
1.6. Cognitive Growth and Career Development. Students with gifts and talents identify future career goals that match their interests and strengths. Students determine resources needed to meet those goals (e.g., supplemental educational opportunities, mentors, financial support).	1.6.1. Educators help students identify college and career goals that are consistent with their interests and strengths.	x	x	x	x
	1.6.2. Educators implement learning progressions that incorporate person and social awareness and adjustment, academic planning, psychosocial skill development and college and career awareness.	x (training)		x	x
	1.6.3. Educators provide students with college and career guidance and connect students to college and career resources.			x (training)	x

Roles and Responsibilities
Standard 2—Assessment

Student Outcomes	Evidence-Based Practices	District Leadership	School Leader	School Gifted Team (SGT)	Classroom/ Gifted Service Provider
2.1. Identification. All students in Pre-K through grade 12 with gifts and talents have equal access to the identification process and proportionally represent each campus.	2.1.1. Educators develop environments and instructional activities that prepare and encourage students from diverse backgrounds to express characteristics and behaviors that are associated with giftedness.		x		x
	2.1.2. Educators provide parents and guardians with information in their preferred language for communication regarding behaviors and characteristics that are associated with giftedness and with information that explains the nature and purpose of gifted programming options.	x	x	x	x
	2.1.3. Educators use universal screening and multiple indicators of potential and achievement at various grade levels from Pre-K through grade 12 to provide multiple entry points to services designed to meet demonstrated needs.			x	x
2.2. Identification. Students with gifts and talents are identified for services that match their interests, strengths, and needs. Students with gifts and talents are identified for services that match their interests, strengths, and needs.	2.2.1. Educators establish comprehensive, cohesive, and ongoing policies and procedures for identifying and serving students with gifts and talents. These policies include referral, informed consent, the assessment process, review of all assessment information, student retention, student reassessment, student exiting, and appeals procedures for both entry and exit from gifted programming and services.	x (District and School Board)			
	2.2.2. Educators select and use assessments that relate to services provided and identify abilities, interests, strengths, and needs based on current research.	x		x	x
	2.2.3. Educators use assessments that provide qualitative and quantitative information from a variety of sources.			x	x
	2.2.4. Educators use assessments that provide information related to above-grade-level performance.			x	x
	2.2.5. Educators select assessments that minimize bias by including information in the technical manual that describes content in terms of potential bias, includes norms that match national census information or local populations, shows how items discriminate equally well for each group, and provides separate reliability and validity information for each group.	x			
	2.2.6. Educators have knowledge of student exceptionalities and collect assessment data while adjusting curriculum and instruction to learn about each student's developmental level and aptitude for learning (i.e., dynamic assessment).			x	x
	2.2.7. Educators interpret multiple assessments in different domains and understand the uses and limitations of the assessments in identifying the interests, strengths and needs of students with gifts and talents.			x	x
	2.2.8. Educators inform all parents and guardians about the identification process. Educators obtain parental/guardian permission for assessments, use culturally sensitive checklists, and elicit evidence regarding the child's interests and potential outside of the classroom setting.	x	x	x	x
2.3. Identification.	2.3.1. Educators select and use equitable approaches and assessments that minimize bias for referring and identifying students with gifts and talents, attending to segments of the population that	x		x	x

Student Outcomes	Evidence-Based Practices	District Leadership	School Leader	School Gifted Team (SGT)	Classroom/ Gifted Service Provider
Students with identified gifts and talents represent diverse backgrounds.	are frequently hidden or under identified. Approaches and tools may include front-loading talent development activities, universal screening, using locally developed norms, assuring assessment tools are in the child's preferred language for communication or nonverbal formats, and building relationships with students to under-stand their unique challenges and needs.				
	2.3.2. Educators understand and implement district, state, or national policies designed to foster equity in gifted programming and services.	x	x	x	x
2.4. Learning Progress. As a result of using multiple and ongoing assessments, students with gifts and talents demonstrate growth commensurate with abilities in cognitive, social-emotional, and psychosocial areas.	2.4.1. Educators use differentiated formative assessments to develop learning experiences that challenge students with gifts and talents.			x	x
	2.4.2. Educators use differentiated ongoing product-based and performance-based assessments to measure the academic and social-emotional progress of students with gifts and talents.			x	x
	2.4.3. Educators use standardized (e.g., adaptive, above-grade-level) and classroom assessments that can measure the academic progress of students with gifts and talents.			x	x
	2.4.4. Educators use and interpret qualitative and quantitative assessment information to develop a profile of the interests, strengths and needs of each student with gifts and talents to plan appropriate interventions.			x	x
	2.4.5. Educators interpret and communicate assessment information to students with gifts and talents and their parents and guardians, and assure information is provided in their preferred language for communication.			x	x
2.5. Learning Progress. Students self-assess their learning progress.	2.5.1. Educators provide opportunities for students to set personal goals, keep records, and monitor their own learning progress.		x	x	x

Roles and Responsibilities
Standard 3—Curriculum Planning and Instruction

Student Outcomes	Evidence-Based Practices	District Leadership	School Leader	School Gifted Team (SGT)	Classroom/ Gifted Service Provider
3.1 Curriculum Planning. Students with gifts and talents demonstrate aca-demic growth commensurate with their abilities each school year.	3.1.1. Educators use local, state, and national content and technology standards to align, expand, enrich, and/or accelerate curriculum and instructional plans.	x		x	x
	3.1.2. Educators design a comprehensive and cohesive curriculum and use learning progressions to develop differentiated plans for Pre-K through grade 12 students with gifts and talents.	x (cohesive curriculum)			x (learning progressions)
	3.1.3. Educators adapt, modify, or replace the core or standard curriculum to meet the interest, strengths, and needs of students with gifts and talents and those with special needs such as twice exceptional, highly gifted, and English learners.			x	x
	3.1.4. Educators design differentiated curriculum that incorporates advanced, conceptually challenging, in-depth, and complex content for students with gifts and talents.	x			
	3.1.5. Educators regularly use pre-assessments, formative assessments, and summative assessments to identify students' strengths and needs, develop differentiated content, and adjust instructional plans based on progress monitoring.			x	x
	3.1.6. Educators pace instruction based on the learning rates of students with gifts and talents and compact, deepen, and accelerate curriculum as appropriate.				x
	3.1.7. Educators integrate a variety of technologies for students to construct knowledge, solve problems, communicate, and express themselves creatively, and collaborate with others in teams locally and globally.				x
	3.1.8. Educators consider accommodations or assistive technologies to provide equal access to learning opportunities with twice-exceptional learners and other students with developmental differences.	x		x	
3.2. Talent Development. Students with gifts and talents demonstrate growth in social and emotional and psychosocial skills necessary for achievement in their domain(s) of talent and/or areas of interest.	3.2.1. As they plan curriculum, educators include components that address goal setting, resiliency, self-management, self-advocacy, social awareness, and responsible decision-making.			x	x
	3.2.2. Educators design learning experiences for each stage of talent development to cultivate social and emotional and psychosocial skills that support high achievement and talent development.	x			x
3.3. Responsiveness to Diversity. Students with gifts and talents develop knowledge and skills for living in and contributing to a diverse and global society.	3.3.1. Educators develop and use curriculum that is responsive and relevant to diversity that connects to students' real-life experiences and communities and includes multiple voices and perspectives.	x			x
	3.3.2. Educators encourage students to connect to others' experiences, examine their own perspectives and biases, and develop a critical consciousness.				x
	3.3.3. Educators use high-quality, appropriately challenging materials that include multiple perspectives.				x

Student Outcomes	Evidence-Based Practices	District Leadership	School Leader	School Gifted Team (SGT)	Classroom/ Gifted Service Provider
3.4. Instructional Strategies. Students with gifts and talents demonstrate their potential or level of achievement in their domain(s) of talent and/or areas of interest.	3.4.1. Educators select, adapt, and use a repertoire of instructional strategies to differentiate instruction for students with gifts and talents.	x			x
	3.4.2. Educators provide opportunities for students with gifts and talents to explore, develop, or research in existing domain(s) of talent or in new areas of interest.				x
	3.4.3. Educators use models of inquiry to engage students in critical thinking, creative thinking, and problem-solving strategies, particularly in their domain(s) of talent, both to reveal and address the needs of students with gifts and talents.	x			x
3.5. Instructional Strategies. Students with gifts and talents become independent investigators.	3.5.1. Educators model and teach metacognitive models to meet the needs of students with gifts and talents such as self-assessment, goal setting, and monitoring of learning.	x			x
	3.5.2. Educators model and teach cognitive learning strategies such as rehearsal, organization, and elaboration.	x			x
	3.5.3. Educators scaffold independent research skills within students' domain(s) of talent.				x
3.6. Resources. Students with gifts and talents are able to demonstrate growth commensurate with their abilities as a result of access to high-quality curricular resources.	3.6.1. Educators use current, evidence-based curricular resources that are effective with students with gifts and talents.	x			x
	3.6.2. Educators use school and community resources to support differentiation and advanced instruction appropriate to students' interests, strengths, and academic learning needs.		x	x	x

Roles and Responsibilities
Standard 4—Learning Environments

Student Outcomes	Evidence-Based Practices	District Leadership	School Leader	School Gifted Team (SGT)	Classroom/ Gifted Service Provider
4.1. Personal Competence. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.	4.1.1. Educators maintain high expectations for all students with gifts and talents as evidenced in meaningful and challenging activities.		x		x
	4.1.2. Educators provide opportunities for self-exploration, development and pursuit of interests, and development of identities supportive of achievement (e.g., through mentors and role models) and a love of learning.				x
	4.1.3. Educators create environments that establish trust, support, and collaborative action among diverse students.				x
	4.1.4. Educators provide feedback that promotes perseverance and resilience and focuses on effort, on evidence of potential to meet high standards, and on mistakes as learning opportunities.				x
	4.1.5. Educators provide examples of positive coping skills and opportunities to apply them.	x		x	x
4.2. Social Competence. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.	4.2.1. Educators provide learning environments for both solitude and social interaction.				x
	4.2.2. Educators provide opportunities for interaction and learning with intellectual and artistic/creative peers as well as with chronological-age peers.			x	x
	4.2.3. Educators assess and provide instruction on psychosocial and social and emotional skills needed for success in school, their community, and society.	x		x	x
4.3. Responsibility and Leadership. Students with gifts and talents demonstrate personal and social responsibility.	4.3.1. Educators establish a safe and welcoming climate for addressing personal and social issues and give students a voice in shaping their learning environment.				x
	4.3.2. Educators provide environments for developing many forms of leadership and leadership skills.		x		x
	4.3.3. Educators provide opportunities to promote lifelong personal and social responsibility through advocacy and real world problem-solving, both within and outside of the school setting.				x
4.4. Cultural Competence. Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. They use positive strategies to address social issues, including discrimination and stereotyping.	4.4.1. Educators model appreciation for and sensitivity to students' diverse backgrounds and languages.				x
	4.4.2. Educators model appropriate language and strategies to effectively address issues such as stereotyping, bias, and discriminatory language and behaviors.	x		x	x
	4.4.3. Educators provide structured opportunities to collaborate with diverse peers on a common goal.				x

Student Outcomes	Evidence-Based Practices	District Leadership	School Leader	School Gifted Team (SGT)	Classroom/ Gifted Service Provider
4.5. Communication Competence. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills and creative expression. They display fluency with technologies that support effective communication and are competent consumers of media and technology.	4.5.1. Educators provide opportunities for advanced development and maintenance of first and second language(s).		x		x
	4.5.2. Educators provide resources that reflect the diversity of their student population to enhance oral, written, and artistic forms of communication.		x		x
	4.5.3. Educators ensure access to advanced communication tools, including assistive technologies, and use of these tools for expressing higher-level thinking and creative productivity.	x	x		x
	4.5.4. Educators provide an environment where students use technology to communicate responsibly and express themselves creatively using the platforms, tools, styles, formats, and digital media appropriate to their goals.	x	x	x	x

Roles and Responsibilities
Standard 5—Programming

Student Outcomes	Evidence-Based Practices	District Leadership	School Leader	School Gifted Team (SGT)	Classroom/ Gifted Service Provider
5.1 Comprehensiveness Students with gifts and talents demonstrate growth commensurate with their abilities in cognitive, social-emotional, and psychosocial areas as a result of comprehensive programming and services.	5.1.1. Educators use multiple approaches to accelerate learning within and outside of the school setting.	x		x	x
	5.1.2. Educators use enrichment options to extend and deepen learning opportunities within and outside of the school setting.				x
	5.1.3. Educators use multiple forms of evidence-based grouping, including clusters, resource rooms, special classes, or special schools.	x		x	x
	5.1.4. Educators use individualized learning options such as mentorships, internships, online courses, and independent study.	x			x
	5.1.5. Educators leverage technology to increase access to high-level programming by providing digital learning options and assistive technologies.	x			x
5.2. Cohesive and Coordinated Services. Students with gifts and talents demonstrate yearly progress commensurate with ability as a result of a continuum of Pre-K-12 services and coordination between gifted, general, special, and related professional services, including outside of school learning specialists and advocates.	5.2.1. Educators who provide gifted, general, special, and related professional services collaboratively plan, develop, implement, manage, and evaluate programming and services for students with gifts and talents.		x		x
	5.2.2. Educators develop a Pre-K through grade 12 continuum of programming and services in relevant student talent areas that is responsive to students' different levels of need for intervention.	x			
	5.2.3. Educators plan coordinated learning activities within and across a specific grade level, content area, course, class, and/or programming option.				x
5.3. Career Pathways. Students with gifts and talents create future career-oriented goals and identify talent development pathways to reach those goals.	5.3.1. Educators provide professional guidance and counseling for individual students regarding their interests, strengths, challenges, needs, and values.		x		x
	5.3.2. Educators facilitate programming options involving mentorships, internships, and career and technology education programming and match these experiences to student interests, strengths, needs, and goals.			x	x
5.4. Collaboration. Students with gifts and talents are able to continuously advance their talent development and achieve their learning goals through regular collaboration among families, community members, advocates, and the school.	5.4.1. Educators regularly engage students, other educators, families, advocates, and community members in collaboration to plan, advocate for, implement, and evaluate systematic, comprehensive, and ongoing services.		x	x	

Student Outcomes	Evidence-Based Practices	District Leadership	School Leader	School Gifted Team (SGT)	Classroom/ Gifted Service Provider
5.5. Resources. Students with gifts and talents participate in gifted education programming that is adequately staffed and funded to meet students' interests, strengths, needs.	5.5.1. Administrators demonstrate support for gifted programming and services through equitable allocation of resources and demonstrated willingness to ensure that students with gifts and talents receive consistent educational services aligned to their interests, strengths, and needs.	x	x		
	5.5.2. Administrators track expenditures at the school level to verify appropriate and sufficient funding for staffing, curriculum and materials, gifted programming, and services.	x	x		
	5.5.3. Administrators hire a diverse pool of educators with knowledge and professional learning in gifted education and the issues affecting students with gifts and talents.	x			
5.6. Policies and Procedures. Students with gifts and talents participate in general and gifted education programs guided by clear policies and procedures that provide for their advanced learning needs (e.g., early entrance, acceleration, credit in lieu of enrollment).	5.6.1. School policymakers create and approve evidence-based policies and procedures to guide and sustain all components of the program, including assessment, identification, acceleration, and grouping practices.	x			
	5.6.2. Educators align programming and services with local, state, or national laws, rules, regulations, and standards.	x		x	
5.7. Evaluation of Programming and Services. Students with gifts and talents demonstrate yearly learning progress commensurate with abilities as a result of high-quality programming and services matched to their interests, strengths, and needs.	5.7.1. Educators assess the quantity and quality of programming and services provided for students with gifts and talents by disaggregating assessment and yearly progress data and making the results public.	x			
	5.7.2. Educators ensure that the assessments used in program evaluation are reliable and valid for the purposes for which they are being used.	x			
5.8. Evaluation of Programming and Services. Students with gifts and talents have access to programming and services required for the development of their gifts and talents as a result of ongoing evaluation and program improvements.	5.8.1. Administrators provide the necessary time and resources to implement an annual evaluation plan developed by persons with expertise in program evaluation and gifted education.		x		
	5.8.2. Educators create and implement evaluation plans that are purposeful and evaluate how student-level outcomes are influenced by fidelity of implementation in the following components of gifted education programming: (a) identification, (b) curriculum, (c) instructional programming and services, (d) ongoing assessment of student learning, (e) counseling and guidance programs, (f) teacher qualifications and professional learning, (g) parent/guardian and community involvement, (h) programming resources, (i) programming design, management, and delivery, and (j) school equity efforts for underrepresented students.	x			
	5.8.3. Educators disseminate the results of the evaluation, orally and in written form, and explain how they will use the results.	x			

Roles and Responsibilities
Standard 6—Professional Learning

Student Outcomes	Evidence-Based Practices	District Leadership	School Leader	School Gifted Team (SGT)	Classroom/ Gifted Service Provider
6.1 Talent Development. Students identify and fully develop their talents and gifts as a result of interacting with educators who possess content pedagogical knowledge and meet national teacher preparation standards in gifted education and the Standards for Professional Learning.	6.1.1. State agencies, institutions of higher education, schools and districts provide comprehensive, research-supported professional learning programs for all educators involved in gifted programming and services. This professional learning addresses the foundations of gifted education, characteristics of diverse students with gifts and talents, identification, assessment, curriculum planning and instruction, learning environments, and programming. High-quality professional learning is delivered by those with expertise in gifted education as guided by the NAGC-CEC Teacher Preparation Standards in Gifted Education.	x		x	
	6.1.2. State agencies, institutions of higher education, schools and districts provide sustained professional learning for educators that models how to develop learning environments responsive to diversity and instructional activities that lead to student expression of diverse characteristics and behaviors that are associated with giftedness.	x	x	x	
	6.1.3. State agencies, institutions of higher education, schools and districts provide educators with professional learning opportunities that address social issues, including anti-intellectualism, equity, and access.	x	x	x	
	6.1.4. Administrators plan for, budget, and provide sufficient human and material resources needed for professional learning in gifted education (e.g., release time, funding for continuing education, substitute support, webinars, and/or mentors). Administrators access Title I and Title II funds as allowed under the Every Student Succeeds Act (ESSA) to meet this expectation.	x	x		
	6.1.5. Educators use their awareness of local, state, and national organizations and publications relevant to gifted education to promote learning for students with gifts and talents and their families.	x	x	x	x
6.2. Psychosocial and Social-Emotional Development. Students with gifts and talents develop critical psychosocial skills and show social-emotional growth as a result of educators and counselors who have participated in professional learning aligned with national standards in gifted education and Standards for Professional Learning.	6.2.1. Educators participate in ongoing professional learning to understand and apply research to practice with regard to psychosocial skills necessary for the development of gifts and talents and social-emotional development of individuals with gifts and talents.		x	x	x
6.3. Equity and Inclusion.	6.3.1. Educators participate in professional learning focused on curriculum and pedagogy that are responsive to diversity for individuals with gifts and talents.	x	x	x	x

Student Outcomes	Evidence-Based Practices	District Leadership	School Leader	School Gifted Team (SGT)	Classroom/ Gifted Service Provider
All students with gifts and talents are able to develop their abilities as a result of educators who are committed to removing barriers to access and creating inclusive gifted education communities.	6.3.2. Educators recognize their biases, develop philosophies responsive to diversity, commit themselves to removing barriers, and create inclusive learning environments that meet the educational interests, strengths, and needs of diverse students with gifts and talents.	x	x	x	x
	6.3.3. Educators understand how knowledge, perspectives, and historical and current issues influence professional practice and the education and treatment of individuals with gifts and talents both in school and society.	x	x	x	x
6.4. Lifelong Learning. Students develop their gifts and talents as a result of educators who are lifelong learners, participating in ongoing professional learning and continuing education opportunities.	6.4.1. Educators regularly reflect on and assess their instructional practices, develop professional learning plans (PDPs), and improve their practices by participating in continuing education opportunities.		x	x	x
	6.4.2. Educators participate in professional learning that is sustained over time, incorporates collaboration and reflection, is goal-aligned and data-driven, is coherent, embedded, and transferable, includes regular follow-up, and seeks evidence of positive impact on teacher practice and on increased student learning.	x	x	x	x
6.5. Ethics. All students with gifts and talents, including those who may be twice exceptional, English language learners, or who come from underrepresented populations receive equal opportunities to be identified and served in high-quality gifted programming as a result of educators who are guided by ethical practices.	6.5.1. Educators use professional ethical principles and specialized program standards to guide their practice.	x	x	x	x
	6.5.2. Educators comply with rules, policies, and standards of ethical practice and advocate for rules, policies, and standards that promote equity and access.	x	x	x	x

Appendix G

Components of Gifted Plan

	Components
Communication with Parents and School Personal	1) What are the official channels of communication for parents and school personnel? 2) What are the official channels for the district or school to communicate with parents and school personnel?
Identification Procedures	1) What actions is the district or school taking to improve equity in identification? 2) What is the referral and screening process? 3) What sources are used in the body of evidence? 4) What are the qualification criteria? 5) What are the GIEP team procedures? 6) What is the dispute resolution process?
Programming Components	1) How is current assessment data used to meet gifted service needs? 2) What is the continuum of support? 3) What supports are provided to meet the student's specific cognitive, academic, and affective needs? 4) What is the district's whole grade and single-subject acceleration policy? 5) What advanced coursework does the district offer?
Progress Monitoring	1) How does the district progress monitor students' cognitive, academic, and affective growth? 2) What is the process for conducting a periodic program evaluation using the NAGC standards? 3) What is the process for informing and including school personnel and parents in the program evaluation?
Staffing Qualifications and Professional Development	1) What is the district plan to recruit and retain highly qualified gifted teachers? 2) What is the plan to provide high quality professional development in gifted for all school personnel?

	Components
Program Plan Implementation	1) How will the district manage and coordinate implementation of the gifted plan?
Equity	1) How many students have been formally identified as gifted programming by grade level, gender, race, ethnicity, twice-exceptionality, and linguistic diversity? 2) What is the number of students receiving gifted services through the talent pool? 3) What is the percentage of all students that have been formally identified as gifted? 4) How many highly qualified gifted education teachers are employed by the district? What is the student to teacher ratio for gifted students to gifted education teachers? 5) What methods and tools are used to monitor the effectiveness of services as evidenced by student achievement and commensurate growth?

Glossary

	Definition
Aptitude	means capacity to acquire competence, skill, or behaviors that can be monitored, evaluated, or observed.
Articulation	means the communication and planning about student educational needs that occurs as students are promoted through the school system grade by grade.
Artistic Ability	means having exceptional capability or potential in visual art, theater, music, or dance. Artistic ability is demonstrated by achieving an advanced level on a performance assessment or scoring in the ninety-fifth percentile or above on standardized arts assessments.
Commensurate Growth	Means the academic and affective progress that can be measured and should be expected of a gifted student given the student's level of achievement, learning needs, and abilities matched with the appropriate instructional level.
Creative or Divergent Thinking	means having exceptional capability or potential to solve a problem or reach a decision using strategies that deviate from commonly used or previously taught strategies, which is demonstrated by achieving an advanced level on performance assessments or scoring in the ninety-fifth percentile or above on standardized tests of creative or divergent thinking.
General Intellectual Ability	means having exceptional capability or potential recognized through cognitive processes, such as memory, reasoning, rate of learning, spatial reasoning, ability to find and solve problems, ability to manipulate abstract ideas, and ability to make connections, and which is demonstrated by scoring in the ninety-fifth percentile or above on standardized cognitive ability tests.
Gifted Individualized Education Program (GIEP)	means a written statement for a gifted student that is developed, reviewed, and revised to deliver appropriate educational services to meet the needs of gifted students.
Gifted Individualized Education Program Team (gifted IEP team)	A multidisciplinary team that includes: **(1)** the parents or guardians of the gifted student;

	Definition
	(2) if the gifted student is participating in the general education environment, at least one of the gifted student's general education teacher; **(3)** at least one of the gifted student's gifted education teachers, if appropriate, at least one of the twice-exceptional student's special education providers; **(4)** an LEA representative who is: **(a)** qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of gifted students; **(b)** knowledgeable of the general education curriculum; and **(c)** knowledgeable of the availability of resources of the department; **(5)** other individuals who have knowledge or special expertise regarding the student, including related services personnel as appropriate; and **(6)** whenever appropriate, the gifted student.
Gifted Student	means persons between the ages of five and 21 whose abilities, talents, or potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs.
Identification Process	means a procedure for screening, referral, evaluation, and identification of gifted students.
Local Education Agency	means a local education agency (school district or state-authorized charter school).
Leadership Ability	means having exceptional capability or potential to influence, inspire, and empower groups demonstrated by achieving an advanced level on leadership ability performance assessments or scoring in the ninety-fifth percentile or above on standardized leadership tests.
Performance Assessment	means systematic analysis or evaluation of a student's product, performance, or behaviors based on valid criteria, scoring rubric, or rating scale norms.

	Definition
Precollege	means a variety of programs to help students plan, apply, and pay for college. Programs may be administered by schools, colleges and universities, or community organizations or businesses.
Pre-advanced Placement	means a variety of programs and strategies that prepare students to take advanced placement courses before or during high school.
Problem-Solving/Critical Thinking	means having outstanding capabilities to analyze a problem and engage in solutions-oriented performance, which is demonstrated by achieving an advanced level on problem-solving or critical thinking performance assessments or scoring in the ninety-fifth percentile or above on standardized problem-solving assessments.
Screening	means an assessment method used to provide evidence of exceptional potential ability or aptitude. Screening tools may be qualitative or quantitative. Screening data contribute to a body of evidence for making identification and instructional decisions.
Specific Aptitude	means having exceptional capability in subject areas, such as having a strong knowledge base or the ability to ask insightful, pertinent questions within the discipline, and achievement at an advanced level on performance assessments or state standardized achievement tests. Specific aptitude subject areas include all subject areas for which educational standards for students have been adopted in Chapter 29 of Title 6 NMAC.
Twice Exceptional	means a student who is identified as a gifted student and is: **(1)** identified as a student with a disability pursuant to 6.31.2 NMAC; or **(2)** a qualified individual pursuant to Section 504 of the Rehabilitation Act of 1973, 29 U.S.C.A. §794.

SOURCE: 6.31.3 NMAC