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TITLE 6 PRIMARY AND SECONDARY EDUCATION
CHAPTER 64 SCHOOL PERSONNEL - COMPETENCIES FOR LICENSURE
PART 18 COMPETENCIES FOR TEACHING GIFTED STUDENTS

6.64.18.1 ISSUING AGENCY: Public Education Department (PED)
 [6.64.18.1 NMAC - N, 01-29-10]

6.64.18.2 SCOPE: All persons who are seeking an endorsement in teaching gifted students to a New Mexico educator license.
 [6.64.18.2 NMAC - N, 01-29-10]

6.64.18.3 STATUTORY AUTHORITY: Sections 22-2-1, 22-2-2, and 22-10A-3, NMSA 1978.
 [6.64.18.3 NMAC - N, 01-29-10]

6.64.18.4 DURATION: Permanent
 [6.64.18.4 NMAC - N, 01-29-10]

6.64.18.5 EFFECTIVE DATE: 01-29-2010, unless a later date is cited in the history note at the end of a section.
 [6.64.18.5 NMAC - N, 01-29-10]

6.64.18.6 OBJECTIVE: This rule establishes entry-level competencies that are based on what beginning teachers of gifted students must know and be able to do to provide effective gifted education programs in New Mexico schools. The competencies must be used by New Mexico institutions of higher education to establish preparatory programs for teachers of gifted children.
 [6.64.18.6 NMAC - N, 01-29-10]

6.64.18.7 DEFINITIONS: [RESERVED]

6.64.18.8 REQUIREMENTS:

A. After June 30, 2012, beginning teachers seeking an endorsement in teaching gifted students to an initial level 1 New Mexico teaching license must satisfy all of the requirements of the license as provided in PED rule for that license, which includes 24 semester hours in the pedagogy and methodology of teaching gifted students from a regionally accredited college or university.

B. After June 30, 2012, teachers seeking to add an endorsement in teaching gifted students to an existing New Mexico teaching license of any level shall meet the requirements of Paragraphs (1) - (2) of Subsection B of 6.64.18.8 NMAC:

(1) pass a PED approved teacher licensure test or an accepted comparable licensure test(s) from another state in teaching gifted students; and

(2) successfully complete at least twelve (12) credit hours, the pedagogy and methodology of teaching gifted students at a regionally accredited college or university.

[6.64.18.8 NMAC - N, 01-29-10]

6.64.18.9 IMPLEMENTATION:

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.

[6.64.18.9 NMAC - N, 01-29-10]

6.64.18.10 COMPETENCIES FOR ENTRY-LEVEL TEACHERS OF GIFTED STUDENTS

A. Professional knowledge for serving students who are gifted.

(1) Foundations - the teacher:

(a) explains and discusses models, theories, philosophies, and history that provide the basis for gifted services;

(b) explains and discusses current and historical state and national rules and regulations relating to

gifted process;

- (c) explains and discusses the procedural safeguards relating to gifted educational services;
 - (d) explains and discusses state mandates for students who are gifted;
 - (e) recognizes and discusses societal, cultural, and economic factors including anti-intellectualism and equity vs. excellence that enhance or inhibit the development of giftedness;
 - (f) participates in the activities of professional organizations related to giftedness;
 - (g) reflects on personal practice to improve teaching and guide professional growth in gifted education;
 - (h) utilizes personal and cultural frames of reference that affect one's teaching of gifted learners, including biases about learners from diverse backgrounds;
 - (i) belongs to organizations and reads publications relevant to the field of gifted education;
 - (j) assesses own skills and limitations in teaching students who are gifted;
 - (k) maintains confidential communication about students who are gifted;
 - (l) encourages and models respect for the full range of diversity among students who are gifted;
 - (m) complies with laws, ethics, and professional and program standards when conducting activities in gifted education; and
 - (n) improves own practice through continuous research-supported professional development in gifted education and related fields.
- (2) Parent/professional communications skills - the teacher:
- (a) provides information about community and state resources regarding gifted education available to parents and staff;
 - (b) demonstrates the ability to work with parents of students who are gifted on issues and problems;
 - (c) understands and uses various models of gifted service delivery at all service levels (minimal, moderate, extensive, and maximum);
 - (d) demonstrates knowledge of and sensitivity to cultural, social, environmental, and ethnic dynamics in interpersonal and group interactions with students, parents, paraprofessionals, and professionals; and
 - (e) provides information about the roles of families and communities in supporting the development of students who are gifted, including those from diverse backgrounds.
- (3) Planning and implementing effective programs for gifted students - the teacher:
- (a) defines giftedness;
 - (b) identifies the cognitive, linguistic, physical, cultural, social, emotional, and sensory characteristics and needs of students who are gifted;
 - (c) discusses general characteristics, etiologies, and learning styles of students who are gifted;
 - (d) the teacher describes current theories and research for education of students who are gifted, and
 - (e) the teacher demonstrates skills needed for effective advocacy on behalf of students who are gifted and their parents.
- (4) Least restrictive environment - the teacher:
- (a) describes rationale necessary to determine the least restrictive environment for students who are gifted based on individual goals;
 - (b) demonstrates knowledge of common gifted service delivery options related to least restrictive environment;
 - (c) demonstrates knowledge in facilitating least restrictive environment for students who are gifted; and
 - (d) considers the pros and cons of various inclusive models for students who are gifted.
- (5) Individualized education program team - the teacher:
- (a) describes the role and responsibilities of the team;
 - (b) describes the composition of the team; and
 - (c) demonstrates and participates in developing individual educational plans, transitions, and post-secondary planning.
- (6) Individualized education program implementation - the teacher:
- (a) identifies the procedural steps for the development and implementation of the individualized educational plan;
 - (b) describes the procedures and strategies necessary for participation in the general education curriculum and the state-wide general assessment system;
 - (c) collaborates with general educators, administrators, related services, personnel, and parents in the development and implementation of the individualized educational plan;
 - (d) develops appropriate annual goals; and
 - (e) develops the timelines and procedures for implementation of the individualized educational plan.
- B. Assessment/evaluation of students who are gifted. Screening, referral, evaluation, eligibility, and re-evaluation procedures - the teacher:
- (1) understands processes and procedures for the identification of gifted learners including screening, referral, evaluation, and eligibility procedures;
 - (2) interprets and uses educational diagnostic evaluations, observations, vocational assessments, assessments

from related services, and information from necessary parties to develop the individualized education programs (IEP);

(3) uses, understands limitations, and interprets multiple assessments in different domains for identifying gifted learners, including those from diverse backgrounds;

(4) uses and understands limitations of assessments documenting academic growth of students who are gifted;

(5) uses non-biased and equitable approaches for identifying students who are gifted, including those from diverse backgrounds;

(6) uses technically adequate qualitative and quantitative assessments for identifying and placing students who are gifted;

(7) develops differentiated curriculum-based assessment for use in instructional planning and delivery for students who are gifted; and

(8) uses alternative assessments and technologies to evaluate learning of students who are gifted.

C. Curriculum.

(1) Curriculum development and implementation - the teacher:

(a) develops and implements individualized appropriate differentiated instruction;

(b) applies alternate curricula for students who are gifted when the general education curriculum is not appropriate;

(c) develops curriculum for students who are gifted with an emphasis on cognitive, affective, aesthetic, and social domains;

(d) develops individualized scope and sequence plans appropriate for students who are gifted; and

(e) selects and adapts curricula that incorporate advanced, conceptually challenging, and complex content for students who are gifted.

(2) Instructional strategies for students who are gifted - the teacher:

(a) demonstrates knowledge of data-based approaches to individualized instruction for students who are gifted, including assessment, assistive technology, direct instruction, monitoring, and evaluation;

(b) describes and demonstrates various methods for individualizing instruction for students who are gifted to ensure access to appropriate curriculum;

(c) designs and implements appropriate lesson planning and methods for managing individuals, small groups, large groups, inclusive groups, and individual instruction for students who are gifted;

(d) collects and analyzes instructional data for effectiveness of programs for students who are gifted;

(e) uses data to adapt and revise programs as necessary for students who are gifted;

(f) collaborates with regular education teachers and related services personnel for support of students who are gifted in inclusive environments;

(g) teaches students who are gifted in the use of self-advocacy skills;

(h) integrates academic and career guidance experiences for students who are gifted to explore, develop, or research their areas of interest or talent;

(i) paces the delivery of the curriculum and instruction with the intellectual demands of students who are gifted;

(j) utilizes computers, related technologies, and assistive technology to support teaching and learning;

(k) delivers content area instruction to students who are gifted from a position of expertise;

(l) applies pedagogy appropriate to the content area when instructing students who are gifted; and

(m) applies higher-level thinking and meta-cognitive models to content areas to meet the needs of students who are gifted.

(3) Materials for students who are gifted - the teacher:

(a) selects and matches instructional materials to the individual learning needs and styles of students who are gifted;

(b) evaluates and adapts commercial materials and technological products commonly used with students who are gifted;

(c) selects appropriate materials for targeted instruction for students who are gifted;

(d) constructs instructional materials and technological products to meet individual goals of students who are gifted; and

(e) selects materials that respond to cultural, linguistic, and intellectual differences among students who are gifted.

(4) Transition for students who are gifted - the teacher:

(a) describes models and develops options with students who are gifted to make successful transitions as appropriate from school to school and to post-secondary options; and

(b) discusses and implements follow-up evaluation and collaboration for students who are gifted.

(5) Diversity - the teacher:

(a) understands how students who are gifted differ in their approaches to learning, academic and affective characteristics, and creates instructional opportunities that are adapted to diverse learners;

(b) organizes and manages varied learning groups as appropriate in each of the disciplines and as appropriate to the needs or interests of students who are gifted and the goals of the lesson;

- (c) is aware of and can apply current research findings regarding individual differences of students who are gifted such as linguistic backgrounds, developmental levels, affective needs, exceptionalities, and gender;
 - (d) identifies stereotypes in curriculum materials and adapts instruction appropriately for students who are gifted;
 - (e) helps students who are gifted develop social interactions, coping skills, and critical perspectives on biased materials to address personal and social issues;
 - (f) identifies and develops appropriate responses to differences among language learners who are gifted;
 - (g) demonstrates sensitivity to New Mexico's unique linguistic and cultural diversity for students who are gifted;
 - (h) integrates perspectives of diverse groups into planning instruction for students who are gifted and on all forms of communication;
 - (i) understands the implications of one's own and others' cultures, behaviors, and use of language on the development of students who are gifted;
 - (j) accesses resources that enhance communication skills for students who are gifted including those with exceptional communication or English learning needs; and
 - (k) promotes multilingualism among students who are gifted.
- (6) Classroom environment - the teacher:
- (a) implements disciplinary procedures consistent with state and federal rules and regulations and conducts functional behavior assessments and implements behavior intervention plans as appropriate; and
 - (b) provides an intellectually, emotionally, and physically safe environment for students who are gifted.
- [6.64.18.10 NMAC - N, 01-29-10]

HISTORY OF 6.64.18 NMAC: [RESERVED]