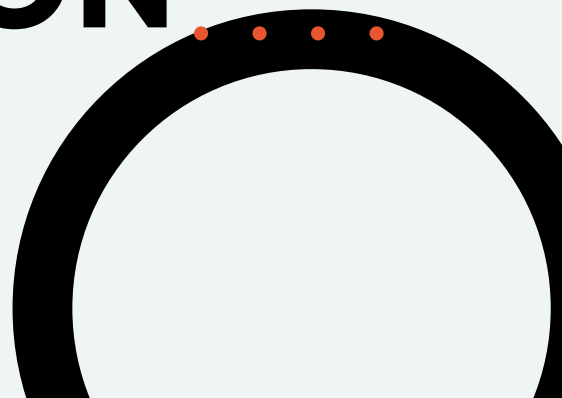


GIFTED

INFORMATION

CAPITAN MUNICIPAL SCHOOLS



DEFINITIONS

According to New Mexico Administrative Code 6.31.3 the definition of a gifted student is “a person between the ages of 5 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.”

The New Mexico Public Education Department Gifted Education Technical Assistance Manual, lists the six areas of gifted need and evaluation as:

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 test 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 subjects 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 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, as demonstrated by achieving an advanced level on leadership ability performance assessments or scoring in the ninety-fifth percentile or above on standardized leadership tests.



IDENTIFICATION PROCESS

There are two pathways in the Gifted Referral Process. One is the Universal Screening process which will be given to all students before the end of their third grade year. The second is a recommendation or nomination process that allows a variety of populations to make nominations based on their observations and interpretations of the student's abilities and characteristics.

Universal Screening Referral Process:

Step 1: The district conducts a universal screening known as the Cognitive Abilities Test (CogAT) prior to the end of 3rd Grade.

Step 2: The School Gifted Team (SGT) identifies students scoring in the top 15th percentile on the composite score.

Step 3: The SGT analyzes the results of the CogAT, NM Standardized Assessments and teacher input to determine consideration of eligibility under Gifted.

Nomination Referral Process:

Step 1: The district receives a request for evaluation through a recommendation form.

Step 2: The SGT analyzes the results of the recommendation form, and NM Standardized Assessments to determine consideration of eligibility under Gifted.

Step 3: If relevant to the nomination administer the CogAT screener.

Step 4: The School Gifted Team obtains consent to evaluate the student for gifted abilities.

Step 5: After consent is received the School Gifted Team gathers qualitative and quantitative data.

Step 6: The School Gifted Team meets to consider the data and schedule Eligibility Determination Team (EDT) Meetings for each student.

Step 7: During the EDT Meeting, eligibility determination will be made based on quantitative and qualitative data and considering qualification criteria which is: **a minimum score at or above the 95th percentile on two approved quantitative assessments. These scores must be related to the specific area of giftedness being evaluated. For General Intellectual Ability the composite score on the cognitive abilities test must be at or above the 95th percentile.**

Step 8: Students determined eligible will be placed on a Gifted Individualized Education Plan.



PROGRAMMING COMPONENTS

VISION

Specific cognitive, academic, social-emotional and behavioral needs are addressed uniquely as identified and stated in the students Gifted IEP Goals. Through the use of program models listed below each student's needs are considered and specific programming is assigned to the student and recorded in their Gifted IEP schedule of service.

CONSIDERED MODELS

- General Classroom Enrichment - An area of the classroom is set aside for independent study and individualization in the content areas with gifted students. 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.
- Full-Grade Acceleration - As determined appropriately by the GIEP team, a student is moved ahead of normal grade placement.
- Honors Classes/Dual Credit - Honors classes are general education classes with more complex content covered at a more rapid pace and in greater depth, dual credit class are college courses taken by high school students that simultaneously grant both high school and college credit.
- Individual and Small Group Counseling - Affective education and counseling are both concerned with personal development and emotions. Affective activities are often led by the teacher or another adult without special training and consist of planned exercises and activities that help students clarify their own feelings and beliefs as related to the curriculum. Counseling, directed by an individual trained in counseling, focuses on individuals. It involves problem-solving, making choices, conflict resolution, and a deeper understanding of self and is unrelated to the curriculum.
- 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.
- Pull-Out Groups within and across Grades by Target Availability and Interest Area - Students are pulled out of the general education classroom and a gifted education teacher or facilitator implements instruction and special studies based on the ability and interests of groups of students.

POINTS OF

CONTACT

- Vicki Beets - Student Support Services Director
- Amy DeWees - Gifted Teacher
- Brianna Gibson - Elementary Principal
- Becky Huey - Middle/High School Principal

